



RESOURCE PACK

Improving Learning
Opportunities for
Street Children



CHILDHOPE ASIA
Philippines 



Introduction

The *EFA Global Monitoring Report 2006* estimates that about 100 million children of primary school age are not enrolled in primary school, 55 percent of them girls. This significant number of out-of-school children is one of the major obstacles to achieving Education for All (EFA) by 2015. Although many governments in the region have ratified the UN Convention on the Rights of the Child (CRC) and committed themselves to achieving the EFA goal, many children from disadvantaged groups, particularly street children, are often excluded from basic government education programmes. Many of them have no legal status or identity, as they are often mobile and belong to ethnic or refugee communities. Consequently, education and other social services are provided to them largely by charitable organizations, non-governmental organizations (NGOs) and ad hoc government projects.

Achieving the EFA goal of providing free and compulsory education to all children, including those dwelling, living, and working on the streets, is an extremely important task. Providing basic quality education to some of the most marginalized children, however, continues to be unrealized and not planned for in the national EFA action goals. Likewise, linking NGO experiences with national EFA plans has proven to be somewhat difficult. Efforts to reach these socially excluded and marginalized out-of-school children must be strengthened, and special emphasis placed on providing them with accessible quality education, either through the formal school system or through alternative non-formal street education programmes. The national EFA action plans need to be reviewed in this context and in cooperation with NGOs and their network to accommodate the needs of street children through flexible, child-friendly and inclusive approaches.

UNESCO Bangkok, the Consortium for Street Children and Childhope Asia initiated the "Promotion of Improved Learning Opportunities for Street Children Project" to facilitate knowledge-sharing between organizations and capacity-building of practitioners working with street children. Project activities took place during 2004 and 2005 in four

selected countries within the Asia-Pacific region: Indonesia, Nepal, Pakistan and the Philippines. The overall objective of the project was to promote quality basic education for street children within the framework of the National EFA Action Plans in the participating countries. As a result, *Resource Pack: Improving Learning Opportunities for Street Children* has been developed to assist those working with and for street children to learn from these experiences and to access many useful resources for their work.

This Resource Pack provides beneficial resources to strengthen the expertise of practitioners who work with street-living and street-working children. It has four sections: Section I contains country case studies on Indonesia, Nepal, Pakistan and the Philippines and a synthesised regional study. Section II contains policy forum reports for advocacy, provides reviews of policies and programmes for educating street children, and identifies policy recommendations and commitments. Section III provides information on establishing sustainable National Networks for Street Children's Organizations (looking at the methodologies and processes) and provides case studies from Nepal and the Philippines that detail the processes of setting up and running such a network. Finally, Section IV contains useful training materials and the report of a regional training workshop for educators, including a training needs analysis chart.

All the resources in this pack are available on the accompanying CD-ROM, as well as online at: www.unescobkk.org/streetchildren

Contents of the Resource Pack

Section I

Regional and Country Studies

Section I contains case studies from Pakistan, Nepal, Indonesia and the Philippines. The purpose of the case studies was to document policies and programmes addressing street children's right to education in order to advocate for improved learning opportunities for them at the national level.

The case studies describe the general situation of street children in terms of literacy and access to basic education. Secondly, they identify government policy on basic non-formal education (NFE) and the implementing mechanisms for national EFA. Thirdly, they highlight best



practices in basic NFE that have effectively overcome barriers to education and promoted social inclusion of street children. Lastly, the case studies identify future challenges related to EFA and recommend policies, programmes, and strategies to address these.

The regional study examines the best practices on basic non-formal education for street children in the Asia and Pacific region. It incorporates the findings from all the country case studies and contains a cross-national analysis of the issues and common challenges experienced.

Below is a brief narrative from each of the country studies, summarizing the main findings.

Pakistan

Pakistan does not have many children who live on the street, but there are many who live “off” the streets: many children of school age go out on the streets to earn money to supplement their family income.

This number is increasing in Pakistan. It is estimated that 3 out of 10 children aged 5-9 years do not go to school, and 3 out of 5 have never been inside a classroom. Among the groups of street children, the most vulnerable, marginalized and ignored are the gypsy children. While recognition of a child’s rights to education, protection, and humane conditions of work is enshrined in the Constitution and reflected in state policies and legislation, enforcement is reportedly insufficient. Numerous programmes targeting street children have, however, been implemented in Pakistan. In its first phase (1992-1993), the Social Action Programme addressed the needs of primary education, especially that of girls, along with primary health, population welfare, rural water and sanitation. The second phase (1997-2002) widened the scope of some areas, extending education to middle-level schooling, as well as recognizing the role of non-formal education as a means of improving literacy and education levels. Likewise, the preparation of the National Child Policy and Plan of Action is another major initiative. It involves both the government and the civil society in putting together a comprehensive policy and holistic interventions to which all stakeholders and various actors working for children commit the required resources. Finally, Pakistan is implementing the National Plan of Action for EFA. The plan visualises long-term macro-economic and sectoral growth strategies. It gives priority to poverty reduction and human development, and has a sector-wide development approach covering all the sectors of education. Despite this progress, Pakistan continues to face an array of challenges relating to street children. The two major challenges in achieving the EFA targets are premature withdrawal of children from school at any stage before the completion of primary education and the retention of a child in class for more than one year.

Nepal

Nepal has a population of 23.2 million, with over 50 percent below the age of eighteen. There is no accurate definition for 'street child' in Nepal, as this category overlaps with other categories such as children



who are trafficked and children involved in exploitative work. Thus, the available estimate of 5,000 children living and working on the streets is considered very low, particularly in the face of political insurgency since 1996 that has been driving a greater number of people from the countryside to the urban areas. The response to street children remains ignored or sidelined by the government in Nepal. Government policies and strategies are directed by a centralized development trend; weak implementation; monitoring and evaluation; and lack of strong enforcement of existing laws and regulations. Implemented programmes include the National

Programme for Basic and Primary Education, which began in 1992 as a multi-donor project and is currently in its second phase. The Ministry of Education and Sports has prepared the EFA National Plan of Action, and the EFA 2004-2009 Core Document is also currently in progress. Providing education to the rapidly increasing number of street children has become the predominant challenge in Nepal. Likewise, other factors creating barriers to achieving the EFA goal by 2015 include insurgency; centralized educational management; distribution of education facilities; poor quality of education; issues of sustainability, gender equity and equality; needs of diversified client groups; and coordination among all concerned agencies and sectors.

Indonesia

Street children are a growing phenomena in Indonesia, especially in the bigger cities. An Indonesian study sample of 285 street children illustrated that although a little more than half of street children are still in school, 42.5 percent are out of school, including 17.2 percent who have never been to school. The parents' income was also very low (below US \$25) and, thus, demonstrated the apparent need to let children earn money. Although the public view of these children is overwhelmingly negative, the Department of National Education in Indonesia, particularly the Directorate of Education for Out-of-School Youth, implements many programmes in non-formal education, including an equivalency programme. The government has also introduced community learning centres to reach out to the target groups. In practice, however, some district governments are not cooperative, and challenges to EFA remain. For example, the arrogance and brutality of some teachers has forced many children to drop out of school.

The Philippines

Childhope Asia estimates that 1 to 3 percent of the children and youth population living in the major cities are street children. Metro Manila (National Capital Region) has an estimated 50,000 children on the streets. Although 75 percent of these children return home to their families, and many are still able to go to school after working or begging, the remaining 25 percent live on the streets and do not go to school, having dropped out or never enrolled. As a signatory of the World Conference on EFA in 1990, the Philippines implemented a ten-year EFA Plan of Action from 1991 to 2000. Its assessment report, however, showed a lack of progress during the EFA decade. The EFA plan for 2004 to 2015 is now bringing in the secondary education level as an equal concern. The Bureau of Non-Formal Education is also currently providing remedial instruction for working children through home study, and in 1999 began a non-formal education accreditation and equivalency system to help children over the age of 15 to gain school certification. The Philippine Government also supports distance learning programmes and mobile tent schools. Finally, the National Project on Street Children provides educational assistance to street children through a network of government, non-government, and

community organizations. Despite this progress, two major challenges remain: formal and non-formal schools need to adjust their educational system to cater to children with irregular schedules and learning capacities, and facilities need to be closer to where disadvantaged children reside and work.

Section II

Policy Forums for Advocacy

National Policy Forums for advocacy took place in Indonesia, Nepal, and the Philippines. One of the key objectives was to advocate for policies to ensure basic quality education for street children.



The policy forums provided an opportunity to bring together key NGOs and INGOs working with street children, senior government officials from relevant ministries, representatives from UNESCO and other UN agencies, and representatives from the media and the

private sector. The forums also provided a unique national platform to review policies and practices at the government and grassroots levels on educational provision for out-of-school street-living and street-working children.

The Policy Forum Reports provide in-depth reviews on the status of policies and programmes for educating street children (both formally and non-formally). They also identify concrete policy recommendations and commitments made by governments and NGOs on ensuring

quality education for some of the most marginalized and socially excluded out-of-school children who spend their lives living and/or working on the streets.

The objectives of the Policy Forums were to:

- 1) Review existing policies, programmes, and strategies relating to street children and education.
- 2) Present the findings of the National Research Studies.
- 3) Facilitate policy dialogue on the right to education for street children in the EFA National Plans of Action.
- 4) Strengthen NGO links with government ministries.
- 5) Come up with concrete policy recommendations and commitments to ensure basic quality education for out-of-school children, with particular focus on street-living and street-working children.

Some of the major recommendations expressed at the Policy Forums in Indonesia, Nepal and the Philippines included:

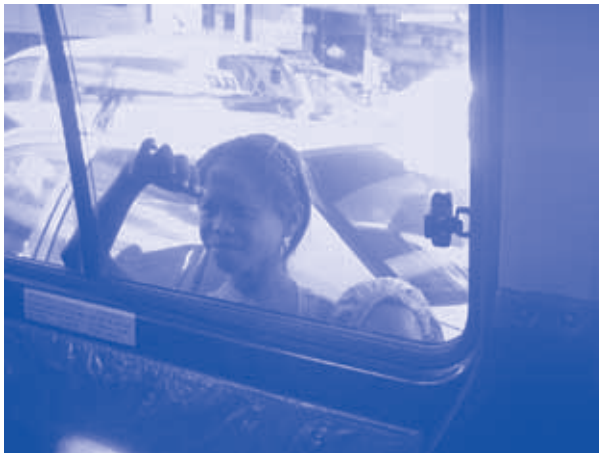
- 1) Increased cooperation among organizations and international institutions, street children service providers, government institutions at the central and provincial level, and between government and NGOs.
- 2) Legal aspects need to be developed and implemented to ensure the protection of street children, especially in regards to education.
- 3) There is a need for collecting and updating data on street children, and governments should have a policy and strategy to obtain this information.
- 4) Governments, in coordination with the NGOs and INGOs working with street children, should clearly define street children and ensure their inclusion in government policies.
- 5) Educational programmes that are relevant to the needs of street children and are suited to the conditions of respective regions need to be developed. In addition, the monitoring and evaluation of these programmes needs to be strengthened.

- 6) Existing formal and non-formal programmes in the community should be reviewed and evaluated. There also needs to be a set of indicators with which to assess the functionality of these programmes.
- 7) Sharing of information and best practices should be carried out among institutions and organizations working with street children.
- 8) Capacity-building for programme managers through workshops should take place on issues such as case management and advocacy, child rights, participatory methods and techniques for family and community empowerment.
- 9) The educational issue of street children, in particular Alternative Learning Systems, should be clearly addressed and included in government plans, e.g. Education For All National Plans of Action, and acted upon accordingly.

Section III

National Networks for Street Children

Section III contains information on establishing a sustainable national network for street children's organizations. It looks at the methodologies and processes for establishing such a network and provides case



studies from Nepal and the Philippines that detail the processes of setting up and running a national network.

In summary, a formal network of organizations (government and non-government) aims to create one voice and unity for

organizations working with and for street children. The network, if established and managed correctly, can be used as a policy forum for advocating and lobbying with governments and other stakeholders on issues relating to the human rights of street children. The network can also act as a platform for sharing of information, good practices, and resources. Finally, it can enhance positive networking at the national level, which may result in joint fundraising initiatives and/or joint policy development on issues concerning street children.

A formal and legally registered national network can achieve the following goals with regard to promoting and protecting the rights of street children:

- 1) Put pressure on governments to protect the basic human rights of street children.
- 2) Influence governments to bring about policy changes.
- 3) Empower NGOs and street children to act collectively.
- 4) Strengthen and develop capacity-building of network members.
- 5) Advocate jointly to give “one voice” to street children.
- 6) Coordinate services for street children (health facilities, drop-in centres, shelters etc.).
- 7) Reinforce information-sharing (learning from good practices, etc.).

Processes for Establishing a National Network

- 1) **Legal Entity**
For the network to be both sustainable and credible, it needs to be bound by laws and a legal constitution. It should also be officially registered with the concerned government ministry.
- 2) **National Network**
In order to secure unity for advocacy, the network should represent major NGOs and other stakeholders working with street children throughout the country.
- 3) **Membership**
All member organizations should have equal participation, voice/say and ownership of the network. Ideally, a network has to reach

a level where street children are running it themselves. Street children have to be involved at this advocacy level and must be included as rights-holders.

4) Governance

The chair organization of the national network should be on a rotational basis for an agreed period so that leadership is shared in a participatory manner. Moreover, an independent secretary should be employed to work in the secretariat. A “Terms of Reference” and a “Mission Statement” also need to be developed for the national network (it should include a declaration of purpose; it should be clear, concise and short; and it should be inspirational and reflect the identity of the national network). Finally, the members will need to decide on the name of the network.

Section IV

Training of Street Educators

Section IV contains the report of the regional training workshop for street educators, including training materials and a training needs analysis chart. It also provides modules inserted in the appendices that can be used in training programmes for street educators. These include learning support strategies, a global overview of the Education



for All movement and human rights education, and additional information about growth & development challenges faced by street children.

The 2005 training workshop held in the Philippines was organized by

Childhope Asia with support from the Consortium for Street Children and UNESCO. It was attended by street educators from Indonesia, Nepal and the Philippines. The workshop provided training on street children education with a specific focus on Alternative Learning Systems. A combination of lectures, discussions, small group workshops, role-plays/skills demonstrations, and story-telling was used.

The training workshop report examines the Non-Formal Education Accreditation and Equivalency (NFE A&E) system. This is carried out in three parts. Part One, "Preparatory Activities, Screening, and Enrolments," discusses advocacy and social mobilization, responsibilities and desired characteristics of facilitators of learning, screening and placement, and the enrolment process. Part Two, "The Learning Process," examines NFE A&E curriculum frameworks, NFE A&E learning materials, the individual learning agreement, and teaching and learning strategies. Part Three, "Assessment and Certification," discusses portfolio assessment and the NFE A&E testing system. The report also includes an overview of alternative learning systems, presentations on Education for All, and approaches to education programming. Finally, the report incorporates practical demonstrations on the use of facilitator-aided modules and self-learning modules.

At the conclusion of the workshop, participants were able to:

- 1) Discuss and analyze human rights mainstreaming, human rights education, and Education for All.
- 2) Identify the concepts, principles, methods and techniques of the NFE A&E system among street children, and observe application of the selected methods through brief demonstrations during the sessions.
- 3) Discuss and prepare an action plan to apply NFE A&E system methods to education for street children.

Project Partners

UNESCO Bangkok



As the Asia and Pacific Regional Bureau for Education, the UNESCO Bangkok office spearheads programmes and coordinates responses towards the achievement of the EFA goals.

The Dakar Framework of Action in the World Education Forum (April 2000) called for international commitment to respond to the rapid increase of children and youth at risk in the areas of: early childhood care, access for all children to primary education (especially girls, children with special needs and marginalized youth), learning needs and skills development, prevention of gender disparities in primary and secondary education, and quality and measurable education.

In support of this commitment, UNESCO Bangkok carried out a project on Basic Education for Out-of-School Youth and Children in South-East Asia that provided assistance to five countries in the region. The programme encompassed the following countries and activities.

- 1) China: Basic education programme for migrant youth
- 2) Indonesia: Street literacy and training for children in need of special protection
- 3) Philippines: Non-formal training programme for street children and out-of-school youth
- 4) Thailand: Non-formal education for children in railroad communities
- 5) Mongolia: Non-formal training and livelihood education for children, youth and families in rural areas

UNESCO Bangkok, jointly with the Jakarta and Beijing offices, has initiated a capacity-building and information exchange project to strengthen the expertise of practitioners concerned with out-of-school children. These are mainly coming from NGOs in selected countries in the Asian region. UNESCO Bangkok has also supported a network of NGOs through the Civil Society Forum on Promoting the Rights of Street Children. Forums for South Asia and South-East Asia were organized in 2002 and 2003, respectively.

Community Learning Centres (CLCs)

CLCs are local education institutions outside the formal education system, as formal education alone cannot reach all population groups. Their most important feature is that they are set up and managed by local people. CLCs can be established in any place that is accessible to all people in the community, and participating countries are encouraged to make use of existing resources, e.g. health centres, temples, mosques, primary schools, public places, etc. CLCs have four functions: education and training; community information and resource service; community development; and coordination and networking. Some of the strengths of the CLCs are: contextualized programmes (based on community needs, resources, and capacity); community involvement, participation, and ownership; maximized use of local resources; multi-functionality; and links to existing development programmes; and they are included in national EFA policy and plan. Finally, it must also be recognized that in order to sustain CLCs, there needs to be community ownership, resources, capacity-building, political support, linkages and networking and effective monitoring and evaluation.

Manual on Rights-Based Education

UNESCO Bangkok, in collaboration with the UN Special Rapporteur on the Right to Education, produced the *Manual of Rights-Based Education* in 2004. The manual translates globally accepted human rights standards into guidance for national education strategies. It is a reference tool for policy makers and practitioners in education, as well as for those working in international cooperation. The realization of the right to education is a continuing process, as is the attainment of education for all. The manual aims to facilitate human rights mainstreaming in the education system by listing and describing

relevant human rights standards, highlighting how they best could be translated into education practice on the micro-level, and pointing to the key human rights questions that should be addressed at the macro-level. The basis for the manual is international human rights law. It uses a simple 4-A scheme to explain government human rights obligations, namely to make education available, accessible, acceptable and adaptable. Finally, the manual exemplifies linkages between human rights and education, using a variety of country specific examples from Asia. It adds global profiles for particularly important issues, such as the elimination of child labour and child marriage through education.

Toolkit for Creating Inclusive, Learning-Friendly Environments

UNESCO Bangkok published the *Toolkit for Creating Inclusive, Learning-Friendly Environments* in 2004. This toolkit contains six booklets, each of which contains tools and activities for self-study to start creating an inclusive, learning-friendly environment (ILFE). Some of these activities ask readers to reflect on what their schools are doing now in terms of creating an ILFE, while others actively guide readers to improve their skills as teachers in diverse classrooms. The toolkit has been translated to facilitate its usage in national and local settings. Thus far, it has been translated and adapted in fourteen Asia-Pacific countries.

Consortium for Street Children



Formed in 1993, the Consortium for Street Children (CSC) is a UK-based global network of NGOs working with street-associated children. CSC's overall goals are to improve the quality and stability of projects to serve street children and prevent further generations of children from being forced to live on the street. By working through a global network, CSC aims to improve conditions for street children through a collective advocacy and reach wider audiences with a greater voice.

CSC recognises that the need for primary education is urgent and justified. However, improvements focusing on formal schools will not necessarily reach street children who are already excluded from these existing infrastructures. Street children are generally deprived of their right to education and have little or no access to the formal education system. The majority of them are illiterate and have never been enrolled, or have dropped out of the formal education system. Lack of education is a primary factor for street children in failing to break out of the poverty cycles.

As a leading child rights NGO, the Consortium for Street Children lobbies for the following with regards to street children and basic education:

- 1) Access for all – including the most marginalized and socially excluded, such as street-associated children. In many cases this involves the skills of street educators reaching out to street children within their own environments on the streets, in parks or other public places.
- 2) Quality – just because street children’s education projects are non-formal does not mean that they are inferior or of bad quality. Non-formal education projects for street children can be of high quality and need to be recognised and accredited by Governments.
- 3) Appropriate – education needs to be relevant and appropriate to the needs of street children, both in terms of content and teaching methodology. For example, in addition to basic literacy and numeracy, education for street children needs to be creative, incorporating in its curriculum peer education, mentoring and life skills (basic hygiene, self-confidence, analytical and problem solving skills, conflict resolution, communication and trauma therapy).

If education for street-associated children is accessible, of high quality and appropriate to their needs, it will equip and empower them in difficult circumstances to adapt to the complexities of urban life in the 21st Century.

CSC and its members are actively involved in working with street children in the Asia and Pacific region. In close collaboration with UNESCO Bangkok, CSC organized in March 2003 a “Regional Civil Society Forum for East and South-East Asia on Promoting and Protecting the Rights of Street Children” in Bangkok, Thailand. The Forum was attended by some seventy delegates from ten countries in the region. The right to basic education of street children was a major theme of the Forum. The delegates present confirmed that the countries within the region must ensure equal and non-discriminatory access for poor marginalized children to free, appropriate and quality basic education. Furthermore, it was highlighted that street children often have limited or no access to the formal education system due to discrimination, lack of identity papers, inflexible timetables that conflict with their need to work and the inability of street children to pay school fees and associated costs with formal education.

The recommendations from the Forum stipulated that governments from the region must officially recognise NFE and acknowledge that such education includes a whole package of life skills and basic education that can empower street children to survive and develop to their fullest possible potential as socio-economic actors and responsible citizens within the wider community. It was also noted that governments from the region must ensure that efforts to improve the formal education system, in line with the Education for All goals adopted in Dakar in 2000, take into account the needs and circumstances of all children, including the most marginalized.

In reference to the above mentioned recommendations, CSC proposed joint follow-up activities to the South-East Asia Forum, which has taken the lead in this project in close partnership with UNESCO Bangkok and Childhope Asia. CSC has provided a major contribution to this project both in its design and delivery of promoting improved learning opportunities for street-associated children.

Childhope Asia

Childhope Asia in the Philippines (CHAP) is a well-established and recognised NGO working to

promote the welfare of street children in the Philippines and the Asian region. It works towards the liberation of the child from the suffering caused by working and living on the street.



One of the key areas of work undertaken by Childhope Asia is through its Street Education Outreach and Protection Programme. This programme aims to assist street children through alternative education and psycho-social interventions to protect themselves while on the streets and to reflect/analyze their situation in order to plan their life goals. The programme also assists street children in reconciling with their families, where feasible, or by referring them to temporary shelters for recovery and eventual mainstreaming. The provisions for street children through this programme include opportunities for basic education through skilled street educators; health services, such as medical referrals, first aid and laboratory testing; psycho-social interventions and legal protection and assistance to street children in conflict with the law.

Childhope Asia Philippines and UNESCO Partnerships

Childhope Asia Philippines' first collaboration with UNESCO Bangkok was the 1996 publication, entitled *Non-Formal Basic Education Among Street Children*. This manual was the first in a new series of educational materials launched by UNESCO to help educators of street children learn from one another within and across regions.

Three years later in 1999, UNESCO Bangkok began implementation of a regional pilot project on "Basic Education Programme for Social Protection for Out-of-School Children" with support from the Japanese Funds-in-Trust. The project involved four countries – Indonesia, Thailand, The People's Republic of China, and the Philippines. Childhope Asia was selected as the focal point for the project in the

Philippines. One of the components of the project was a Regional Training and Planning Workshop on Non-formal Education for Out-of-School Children Living in Difficult Circumstances, participated in by the above-mentioned countries.

As a regional resource NGO for this project, Childhope Asia organized and hosted a workshop held in Manila from 23-31 May 2000. A major output of the workshop was a Plan of Action prepared by each country team on how each will implement the pilot phase of their respective NFE programmes for out-of-school children. After a year of implementation, a project evaluation study was prepared by each country team and submitted to CHAP in mid-2001 for a regional synthesis report. This report was used as a resource material for the Regional Review and Training Workshop held in Beijing, China from 24-31 October 2001. CHAP facilitated the workshop, which was organized by UNESCO Beijing. UNESCO offices in Jakarta and Bangkok also played important roles in workshop preparations, and were represented at both workshops.

List of Resources

- 1.0 Regional research study
- 1.1 Indonesian research study
- 1.2 Nepal research study
- 1.3 Pakistan research study
- 1.4 Philippines research study

- 2.0 Indonesian policy forum report
- 2.1 Nepal policy forum report
- 2.2 Philippines policy forum report

- 3.0 Procedures for establishing national networks
- 3.1 Nepal national network case study
- 3.2 Philippines national network case study

- 4.0 Training of street educators workshop report
- 4.1 Growth and development module
- 4.2 Global Education for All module
- 4.3 Learning support strategies module
- 4.4 Human rights education module

- 5.0 Annexes:**
- 5.1 A brief overview of the Capacity-building and Information Exchange project
- 5.2 Summary of the World Conferences on Education for All
- 5.3 Summary of the Regional Planning Meeting for the Promotion of Improved Learning Opportunities for Out-of-School Children
- 5.4 The Manual on Rights-Based Education
- 5.5 Toolkit for Creating Inclusive, Learning-Friendly Environments





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A REGIONAL STUDY OF POLICIES AND PROGRAMMES ADDRESSING THE RIGHT OF STREET CHILDREN TO EDUCATION

Best Practices on Basic Non-Formal Education (NFE) for Children Living and/or Working on the Street in Four Countries (Pakistan, Nepal, Indonesia and the Philippines)

I. INTRODUCTION

Rationale for the Study

The significant number of out-of-school children, approximately 120 million in year 2002, is one of the major obstacles for achieving EFA by 2015. And although many governments in the region have ratified the UN Convention on the Rights of the Child and committed themselves to achieving the above EFA goal, many children from disadvantaged groups are often excluded from government basic education programmes. Many of them have no legal status or identity since they are often mobile and belong to ethnic or refugee communities. Consequently, education or any other social services to them are often provided by charitable organizations, NGOs and ad hoc government projects. In addition, social exclusion processes in place in many of the countries, especially for girls, are another major obstacle to the achievement of EFA.

UNESCO Bangkok, jointly with the Jakarta and Beijing Offices, has initiated a capacity building and information exchange project to strengthen the expertise of practitioners concerned with out-of-school children, mainly from NGOs in selected countries in the Asian region. UNESCO also has supported a network of NGOs through Civil Society Forum on Promoting the Rights of Street Children. Forums for South Asia and Southeast Asia were organized in 2002 and 2003 respectively.

Linking the above NGO experiences with national EFA action plans is a challenging and important task for many countries in this region to be able to achieve the EFA goals to provide free and compulsory primary education for ALL children, including those dwelling on the streets, living in slums or in ethnic minority villages. Efforts to reach these marginalized groups must be strengthened and contain special emphasis on measures to get them into formal schools or provide them with alternative non-formal education programmes. The national EFA action plans need to be reviewed in this context in cooperation with NGOs and their networks, in order to accommodate the needs of the out-of-school children through flexible, child

friendly and inclusive approaches.

In view of the above situation, the project was prepared by APPEAL and approved by the 'Capacity Building for EFA' funded by the Scandinavian FIT for EFA. The participating countries of the project are Indonesia, Nepal, Pakistan and the Philippines.

Purpose of the Regional Study

To document policies and programmes addressing the rights of street children to education in four countries (Indonesia, Nepal, Pakistan and the Philippines), in order to advocate for improved learning opportunities for them at the national level. The information contained in this regional study has been collated from national country research studies provided by the four participating countries.

Study Objectives

1. To describe the situation of street children in terms of basic education;
2. To analyze the government's policies on basic education and the implementing mechanisms for national EFA, particularly for out-of-school children;
3. To document best practices on basic education that promote social inclusion of street children; and
4. To identify challenges and gaps related to EFA, particularly for out-of-school children, and to recommend policies, programs, and strategies to address these.

Definition of Terms

- a) **Basic education** – (the group agreed to adopt the definition of basic education as stated in the Asia Pacific Regional Framework for Action, i.e., Dakar framework)
- b) **Street children** – (any of the four categories defined by the Consortium for Street Children: Street-living children; street-working children; street-families and children at risk of taking to street life).
- c) **Age** – below 18 years old
- d) **Out-of-school** – not going to school on a regular basis; never gone to school; totally/completely dropped out
- e) **Geographic setting** – rural and urban (based on categories of street children)
- f) **National level** - (to include sub-national levels)
- g) **Policy** - a set of principles, values, and guidelines for action (may be stated in the Constitution or in any national legislation)
- h) **Advocacy** - a proactive process of organizing data/ information in order to raise awareness and mobilize appropriate actions from various audiences
- i) **Non-formal education** - structured learning system delivered outside the formal school system
- j) **Best practice** – a development strategy that manifests the following characteristics (as provided by the group):
 - a. adequately meets specific needs of street children
 - b. cost-effective/ cost-efficient

- c. sustainable
- d. replicable
- e. gender-sensitive
- f. empowering
- g. maximizes participation of major stakeholders
- h. with an effective monitoring and evaluation component
- i. involves the community
- j. acceptable among practitioners and all stakeholders

Strategies for Data Gathering and Analysis

1. In coordination with UNESCO Bangkok and UNESCO country offices, CHILDDHOPE ASIA Philippines set up a coordinating relationship with the identified research partners in each of the four countries:

Nepal: Child Welfare Scheme Nepal (CWSN)

Pakistan: AMAL

Indonesia: Yayasan Bina Mandiri Indonesia

Philippines: CHILDDHOPE ASIA Philippines

The research partners assumed responsibility for their respective national-level study (See the 4 study objectives above) after they had reviewed the proposed study design, including the general guidelines and timetable, during the Orientation and Planning Workshop in Manila in May 2004. The regional research coordinator (CHILDDHOPE) finalized the Study Design and guidelines based on feedback and suggestions from the national research partners.

2. National-level strategy:

- a. The national research partners prepared a situationer (objective #1) based on information from the Department of Education, a national network and/or national project on street children (if any), and a review of related literature. From these same sources were obtained information regarding objectives #2 and #3.
- b. The national research partner in Nepal organized a simple case-writing workshop in two sessions for identified GOs, NGOs, and INGOs with NFE programs for street children. The first session (Pokhara, July 2004) served as orientation to the research study on best and initial exchange of ideas about NFE practices. The invited agencies received the terms of reference for the project as well as for the research study, and the set of questions about the NFE program to guide them on how to prepare the case studies. The second session (Kathmandu, August 2004) was the case writing workshop during which the agency representatives produced individual case study reports to meet Study objectives # 4 and # 5. After the case-writing workshop, the national research partner included the individual case study reports as they were submitted by the selected agencies.

- c. The national research partner in Pakistan opted for a combination of mapping of organizations and field visits to selected agencies for the purpose of in-depth interviews with the participants and stakeholders. The research team visited four (4) agencies after formulating interview questions. For the analysis and write-up of each “case” of best practice, the national research partner utilized the guidelines provided by the regional research coordinator through UNESCO Bkk.
 - d. The national research partner in Indonesia who attended the Orientation and Planning Workshop in Manila in May 2004 had to be changed midstream due to some reorganization in the UNESCO Jakarta office. The new national research partner came in when the other three countries had already submitted their draft reports. The study utilized both quantitative (field survey) and qualitative approaches (interviews with four sets of respondents, including 8 families of street children). As stated in the Indonesia Study, the time constraint resulted in limited information, such that the purpose of the research was not entirely met. Nevertheless, the findings are included whenever appropriate.
 - e. The national research partner in the Philippines opted for individual GO / NGO interviews. He visited five (5) selected agencies and interviewed the director directly, using the agency guide questions provided by the regional research coordinator. He formulated additional questions for the children as well as for other agency staff. He worked on the write-up of each “case”, and provided the agency director a copy for comment and feedback before finalizing the case studies. Looking over the list of best practices described by the participating NGOs, he identified common elements, highlighted significant features of each approach, as well as described why these turned out to be effective in overcoming barriers to education and/or promoting social inclusion of street children.
 - f. Each national research partner submitted one set of the national study findings and case write-ups to the regional research coordinator (CHILDHOPE).
3. **Cross-country analysis:** The participating countries used essentially the same set of guide questions in order to make possible an analysis of the cases within each country and across the four countries included in this study. The regional research coordinator analyzed the study findings and the individual case write-ups submitted by the national research partners from four countries; prepared the draft research report for review by UNESCO Bangkok, UK Consortium for Street Children, CHILDHOPE Asia Philippines, and the four national research coordinators; The comments of this panel served as the basis

for finalizing the research report, which is intended for regional sharing through publication in print and electronic media.

II. COUNTRY RESEARCH FINDINGS

Pakistan: AMAL

A. Situation of Street Children

Street children are not usually counted nor subject to census, so there is no separate estimate of their number in Pakistan. However, they are included in the broader context of working children, conservatively estimated at 10 million children under 14 years old in 1994 [CLS]. Out of 3.3 million identified child labor, 2.43 M are boys and 0.88 M are girls. Three out of ten children ages 5 – 9 years do not go to school; 3 out of 5 have never been inside a classroom [UNICEF].

As far as statistics go, Pakistan does not have many children who live on the street but there are many who are living off the streets, and the number is growing—14,000 in Lahore; over 15,000 in Karachi (and could easily be 4 or 5 times the figure for Lahore); over 15,000 in Quetta; and over 5,000 in Peshawar.

Growing numbers of children on the street have no apparent family links. Children actively take part in the family's struggle for survival in the cities. Thus, children of school age go out on the streets to earn some money to supplement their family income.

Street children are sometimes identified by the various ways they earn money [as listed on page 20 of the Nepal Study]—household servants (or, child domestic workers), mobile vendors (selling coconuts, towels, flowers and newspapers, etc.), serving water to car/bus drivers, mobile pan vendors, bus conductors, truck cleaners and car washers, garbage collectors (specially Afghan children) and trash pickers, temporary/daily wage workers at farms as butchers at puncture shops, newspaper hawkers, shoe polishers and carpet weavers, mechanics or 'chootas' working at rental shops, fruit/toy/clothes/oil sellers, singers/dancers, carpenters, cart drivers, runners at currency exchange traders.

Among the group of street children, the most vulnerable, marginalized and ignored are the gypsy children. They live apart from the mainstream in temporary tents, thatched and mud houses at the outskirts of urban housing societies and at the borders of urban areas, with or without their families. The children work as casual labourers, bangles or mud toys seller, acrobats, cane makers, garbage collectors, beggars, fortune tellers, coppersmiths, tinkers, mechanics, snake charmers, musicians, behrupia, singers, dancers, and neem-hakim (fake doctors). In Lahore, gypsy people number about 292,400 [Godh Lahore 2003].

Here are some figures on educational performance and literacy from the sample of 250 street children: 73% are illiterate, and 27% are literate, meaning they can read and write a simple letter. Only 38% have ever attended any form of schooling, including a negligible 4.4% who have attained the primary level.

These figures reflect the street children's lack of access to public education services. The reasons for dropping out offer some explanation why schools cannot hold on to these children. Asked why they left school, almost half (49.5%) of the children who ever attended school cited their financial problems. One out of every five children reported violence by teachers (20.0%) or simply did not like going to school (21.1%). The remaining 9.4% had other reasons, including death or separation of parents, friends' influence, or use of drugs.

Barriers to Education

No formal/non-formal educational facilities. "We want to read but we don't have facilities and cannot afford it."

Poverty. Children of poor families cannot attend school because their parents cannot afford the costs related to attending school even when tuition is free. Many parents require their children to work; therefore, these children are forced to forego schooling. In some places, it is believed that girls do not need an education, or that boys are better off working.

Institutional nature of formal schooling. The formal school system is structured to offer primary education during the day. This schedule itself serves to exclude those children who are working from attending classes.

School environment. Special attention is focused on the attitude of religious and school teachers as one cause for children ending up on the streets. Pressure and violence at mosques and schools also cause children to run away. Children have reported bullying or violence from Moulvi (religious leaders), teachers, or other children. In school, pressures include the quantity of school work, anxieties about doing well, and school fees.

Poor quality of education. A further problem is that traditional, rote methods of teaching often do not encourage children to attend classes, and neither the children nor their parents see the lessons as useful. *The Realities of Girl's Lives in South Asia*, a UNICEF report, said that in Pakistan, 66 percent of children who completed primary school could not read with comprehension, and 70 percent could not write a letter. This is one reason why poor and illiterate parents would rather send their children to work rather than to school.

Conflict with the law. In some urban areas, children who have been in conflict with the law are excluded from schools because they are seen as a potentially bad influence on their peers. Those who do not need to work end up spending their days on the street.

Substance abuse among street children. The usage of one or more prohibited substances was confirmed in the sample study of 250 street children. The top four

substances used or abused are: glue (by 78.0%), charas or hashish (by 41.2%), cigarettes (by 22.0%), and petrol (by 13.6%). A handful of children were also abusing sleeping pills, heroine, nail polish remover, thinner, tincture, and alcohol. The children spent an average of Rs. 37 per day on the purchase of these substances. Almost half of the group (49.8%) spent up to Rs. 30 per day; 43.4 % spent Rs. 31 – 60; and 6.6 % spent RS. 61 or more daily.

Willingness to Attend School

Are street children willing to go to school if given a chance? Six out of every ten children said yes—51.8 percent want to attend non-formal schooling, and 12.0 percent want to attend formal schooling. The rest of the children (36.1%) were not interested nor willing to go to school.

The majority (72.4%) of the children in the study sample have never even heard about non-formal basic education. The 27.6 % who had heard about NFBE include 2.8% who actually attended such schooling. Why didn't more street children who heard about NFBE attend the classes? A lack of proper information (cited by 28.6%) and shortage of time (cited by 22.2%) were the top two reasons. Other reasons mentioned: distance, no interest to study, friend didn't go, etc.

When the children were asked about their willingness to attend NFBE, if provided at nearby places, 68.4 % said yes. It is interesting to note that this figure is bigger by 16.6 % points than the earlier figure of 51.8 % who expressed willingness to attend non-formal schooling.

B. Government Policy on Basic NFE and the Implementing Mechanisms for the National Program on Education for All

Pakistan ratified the Convention on the Rights of the Child in November 1990. It is a signatory to a number of other UN, ILO Convention, and SSRC treaties. Pakistan is also bound by a number of international and regional commitments on child and women's rights to education, including the following:

- Health for All by the Year 2000 (1978)
- World Conference on Education for All (1991 – Jomtien)
- CEDAW (1996)
- Stockholm Agenda (1996) and Yokohama Commitment (2001) on Commercial Sexual Exploitation of Children (C-SEC)
- Millennium Development Goals (2000)
- South Asia Strategy on Child Sexual Abuse and Exploitation (2001 – Dhaka)
- ILO Convention 182 Against the Worst Forms of Child Labor (2001)
- Optional Protocols to the CRC on the Involvement of Children in Armed Conflict and Sale of Children, Child Prostitution and Child Pornography (2001 – signed only)
- South Asian Association for Regional Cooperation (SAARC) Convention on Preventing and Combatting Trafficking in Women and Children (2002)
- “A World Fit for Children”; the Outcome Document of the UN Special

Session on Children (2002)

While recognition of child rights to education, protection, and just and humane conditions of work is enshrined in the Constitution of Pakistan and reflected in state policies and legislation, enforcement is reportedly insufficient. The low number of schools, poor quality of education, and society's complacent and/or negligent attitude toward street living and working children all contrive to make these children vulnerable to exploitation. International conventions do have reporting mechanisms designed to secure domestic and international accountability of governments with regard to implementation of program interventions. Nevertheless, implementation is 'patchy' and seemingly 'avoidable' by about one-third of states, as cited by the Pakistan Study.

Pakistan's Social Action Program, in its first phase (1992 – 1993), addressed the needs of primary education, especially that of girls, along with primary health, population welfare, rural water and sanitation. The second phase (1997 – 2002) widened the scope of some areas, extending education to middle-level schooling as well as recognizing the role of non-formal education as a means of improving literacy and education levels.

The preparation of the National Child Policy and Plan of Action is a major initiative following the U. N. General Assembly Special Sessions on Children in 2002. The NCP-PA involves both the government and the civil society in putting together a comprehensive policy and holistic interventions to be implemented through a plan of action to which all stakeholders and various actors working for children commit the required resources. The NCP-PA is linked with the Poverty Reduction Strategy of government.

Says the Pakistan Study: "Hence this is a precious moment in the movement to ensure that children are given the right to education promised to them in the CRC and followed up through a number of other national, regional, and international instruments. NCP-PA does not reflect any window for street children particularly. It is the dire need to add rights of street living children respectively to give them the 'status' of citizen of Pakistan by providing equal educational opportunities." [p. 44]

Pakistan is committed to the Dakar Declaration and to assimilating its objectives and goals into national policy and action plans such as the National Plan of Action 2015 and Education Sector Reforms 2001 – 2005. The goals of the Education Sector Reforms are also fully integrated with the relevant Millennium Development Goals, which the Government of Pakistan has adopted and integrated into its Poverty Reduction Strategy.

National Plan of Action (NPA) for Education for All. Pakistan has a ten-year Perspective Development Plan (2001 – 2011) visualizing the long-term macro-economic and sectoral growth strategies. The Plan gives priority to Poverty Reduction and Human Development, and has adopted a sector-wide development approach covering all the sectors of education.

Education is perhaps the biggest challenge in Pakistan, with a ratio of one teacher to 55 pupils, low enrolment rates (44% for girls and 57% for boys at the primary level), and a drop-out rate of 70% in the first five years of schooling.

Major causes for the high drop-out rate in Pakistan include economic and physical factors:

- Low level of economic development of the country
- Low per capita income of the people
- Poor condition of school buildings and inadequate physical facilities
- Shortage of funds to meet recurring expenditures
- Poor standards of health and nutrition
- Costly textbooks and inadequate audio-visual aids
- Poor motivation of parents to send children to school

- Punitive measures adopted by teachers; loss of self-respect
- Non-conducive atmosphere of schools
- Heavy load of school bags

C. Case Studies on Best Practices on Basic NFE for Children Living and/or Working on the Street

The Pakistan Study presented four NGOs with good practices of child participation after carrying out a detailed mapping of some 60 organizations working on the issue of street living / working children. Thirty of these organizations were contacted and/or visited for additional information on their basic non-formal education for children. Four agencies were selected for in-depth investigation through visits to various field sites for observation, interviews, and discussion with participants and stakeholders.

SUDHAAR: Its NFE Centers provide education up to primary level for working and out-of school children in the cities of Kasur, Sialkot, Gujranwala, Sheikhpura and Toba Tek Singh. The children are grouped by age—5 to 12 years and 12 years plus. The main focus is to mainstream the children into government primary schools, with the NFE system serving as a bridge to the government formal education system.

Sudhaar is using the government syllabus in its non-formal education, with the innovation of engaging the whole community and main stakeholders before setting up the NFE Center. This NGO mobilizes both government and community resources for the sustainability of their programs. Sudhaar provides training opportunities to teachers of government schools and civil society organizations.

Another innovative initiative, in collaboration with another NGO, Idara-e-Taleem-o-Aagahi (ITA), is the formation of an alliance to implement the U. S. Department of Labor's project on "Addressing Child Labor through Quality Education for All (ACL-QEFA) which will include in its interventions the provision of grants and vouchers for eligible children through an Education Fund to compensate for any loss in family income.

KHOJ: Its specialty is alternative education in the field of adult education (1990) and primary education (1995) with a clear focus on gender. Its phonics-based literacy program is pioneering in Pakistan. Need-/problem-based, action-oriented, and highly gender-focused, this approach is participatory and uses life skills rather than the self-alienating method of rote learning, and teaches literacy skills in the minimum possible time.

Khoj is now providing NFE to more than 3000 children in the districts of Lahore and Sheikhpura, using different participatory techniques. All community stakeholders, including children and females, are involved in developing the curricula, implementing the classes, and monitoring the quality of education. The Khoj approach builds children's capacity to think critically by developing "out-of-the-box" thinking, using both indoor and outdoor school activities with flexible timing. Thus, 4 to 5 years of study in their NFE centres bring the students to the equivalent of the 10th grade of the government educational system.

AMAL-YES! (Youth Empowerment Skills): An organization working throughout Pakistan on HIV-AIDS, gender, violence against women, child rights, and non-formal education, AMAL Human Development Network launched the pilot initiative YES! in 2001 for street living and working male children in Gawalmandi Rawalpindi.

The Youth Empowerment Skills series included non-formal education and vocational training, rights-based training, life skills training, HIV/AIDS awareness and sensitization, basic health and hygiene classes, monthly social and cultural activities, and development of community organization.

This project was declared a model project by UNFPA and presented as a regional best practice model in Nepal in 2002; was also selected as best practice in child participation by UNICEF Pakistan in 2003. YES! was replicated in Quetta City starting in 2003 for male and female street living children, with financial support from the Finland Embassy.

SIND Education Foundation: SEF provides communities with direct access to educational facilities by opening schools / learning centers for school-going and out-of-school children.

SEF runs five types of educational programs:

- Adopt-a-school program is intended to lead to improvement of government formal and non-formal schools through sustainable public-private partnerships.
- Community-supported school program mobilizes communities to establish primary schools for girls, utilizing a participatory development process. Community members manage the schools; the SEF provides formal and non-formal educational materials and technical support.

- Fellowship school program, adopted from Balochistan, provides low-cost education for girls through SEF's technical assistance and subsidized school operations over a period of four years. Parental and community participation increases gradually as SEF's financial support decreases, so that final ownership of the school rests with the communities.
- Home school and women literacy empowerment program is one of SEF's core programs to promote quality education for the girl child in far flung areas of Sindh. These primary schools are established with collateral support from the community in terms of infrastructure and participation in the management process.
- Child Labor Education Program (CLEP) provides free and flexible educational and recreational facilities to working and street living children at Child Development Centres. Activities and services at the CDC include: behavioral analysis and counseling facilities, educational activities, recreational and co-curricular activities, collaboration with the social sector support services, and health and hygiene services.

The CLEP strategy nurtures confidence and encourages independent thinking among the children.

D. Implications for EFA Policy and NFE Programmes

- The two major constraints in achieving the EFA targets are: (1) premature withdrawal of children from school at any stage before the completion of primary education; and (2) retention of a child in class for more than one year.
- Under the EFA initiative, there is no coverage nor special focus on street children because they are urban-based, whereas the government plans to establish 200,000 NFE centers primarily in rural areas and semi-urban localities.
- It is recommended that street children, particularly those living on the streets, should be included in the NFE and National Plan of Action.
- Economic incentives should also be revised to enhance the efficiency and interest of teachers.
- The number of NFE or literacy centers allotted to NGO/CBO or village education committee for monitoring should be adjusted to the capacity and experience of these entities.
- NGOs and INGOs already running NFE programs should be encouraged to continue, strengthen, and expand these in order to cater to the educational needs of street and working children.

- National consortium /network to address street children issues is strongly recommended. After sensitization on NFE, the consortium/network should be responsible for providing formal and non-formal educational opportunities for street children.
- Resources need to be directed toward the training of teachers in NFE, child rights, and child-friendly settings.
- Aid has to be earmarked for improving the conditions of schools as well as the life styles of teachers.
- All available opportunities should be used to press the government of Pakistan to adopt the Dakar Framework of Action and to upgrade education to international standards, as well as to recognize that street children and other out-of-school children need non-formal education.

Nepal: Child Welfare Scheme (CWSN)

A. Situation of Street Children

Of Nepal's 23.2 million population [2001 National Census], over 50 % are children below the age of eighteen. Of the estimated 2.6 million children who are engaged in different sectors of child labor, at least 40,000 are bonded child laborers [ILO-IPEC 2003 & CWIN 2003] and another 16,000 are working in the hotel and restaurant business.

Exactly how many street children there are in Nepal is unknown. There is no accurate definition of the 'street child' as this category overlaps with other categories such as children who are trafficked and children involved in exploitative work. Thus, the available estimate of 5,000 children living and working in the streets in Nepal is considered very low, particularly in the face of political insurgency since 1996 that has been driving greater number of inhabitants from the countryside to the urban areas of Kathmandu, Pokhara, Dharan, Biratnagar, Narayanghat, Bhairawa, and Nepalgunj.

Barriers to Education

Among out-of-school children, particularly street children, the barriers to education include various factors such as: political conflict, trafficking, HIV/AIDS, poverty, socio-cultural structure, family disruption, abuse, violence, poor parenting, illiteracy, and natural disasters. These factors represent some of the reasons why children are found on the streets in increasing numbers.

Political Conflict. Various internal conflicts, including the Maoist insurgency, have resulted in deterioration in law and order, peace and security, and developmental and economic achievements. Large numbers of civilians have been displaced from the countryside to district headquarters and urban areas. Women and children have been the most vulnerable as they are caught in the Maoist – Army crossfire and related violence. Strikes, bandhs and threats have led to closure of many schools, thereby depriving children of their right to education.

Poverty. With nearly half of the total population living under the poverty line, poverty is a major context for the increasing numbers of children in the streets. As well, poverty is a strong barrier to education for children of vulnerable families. In their daily struggle to survive, poor parents have better uses for children than to send them to school.

Parents' Literacy. Nepal's literacy rate is 53.7 percent, much lower than other developing countries. Adult literacy is lower in the rural areas than in the urban areas. Illiterate parents would rather have their children work in the fields, look after younger siblings, and help out in household chores than send them to school.

Trafficking of Girls and Women. The reported number of girl children and women trafficked for prostitution from Nepal to India and other countries varied from

5,000 to 20,000 a year, with ILO-IPEC giving an estimate of 12,000. Having been unable to attend school, the girls find it very difficult to reintegrate back into society when they return home.

HIV / AIDS. Migration and trafficking of a large number of Nepalese into India (which has the second highest number of HIV/AIDS affected population in the world) account for an estimated 100,000 Nepalese living with HIV/AIDS [WHO 2000]. Drug addiction, with needle sharing, is also contributing to the spread of HIV/AIDS among the youth and street children in Nepal. In Kathmandu, an estimated 70 percent of intravenous drug users are infected with the HIV virus. Parents living with HIV/AIDS and their children carry a social stigma that creates a psycho-social barrier to education.

Migration. With its obvious link to child labour, migration is also a barrier to education of children in Nepal. Children are trapped in their parents' rural-to-urban exodus. Within Kathmandu, 87 percent of tempo helpers, 92 percent of porters, 93 percent of shoe shiners, 95 percent of domestic servants, and 97 percent of carpet weavers are reported to be child migrants. Of the more general figure of 127,000 children ages 5 – 18 years who are involved in child labor, 80 percent are said to be migrants.

Gender Discrimination, including Violence against Girl Children. Socio-culturally embedded discrimination and marginalization create a vital barrier that keeps many girl children out of education. Indo-Aryan group is very conservative and restrict the women and girls to the household. The practice of child marriage, the high rate of pregnancy, the heavy burden of child care, and the incidence of domestic violence all seriously limit the chances of girls and women to receive education. Age and caste (Dalit) discrimination also exist, and compound the problem for girls.

Other Barriers. Geographical inaccessibility to educational institutions, a lack of appropriate materials / tools, and a lack of child-friendly learning environment are some other barriers to the education of (street) children in Nepal.

B. Government Policy on Basic NFE and the Implementing Mechanisms for the National Programme on Education for All

“What kinds of policies and strategies is the government putting in place? To what extent are GO agencies dealing with the problem? Indeed, how is the government dealing with the increasing numbers of unsupervised children living alone in the streets?” asks the Nepal Study [p.11]. To these questions, the Nepal Study gives a dour reply:

“The report states that not enough is done to address the problem of education for out of school children. The provision of formal or non-formal education for street children remains an ignored tragedy that is set to have a devastating impact on the development of the country in general and the achievement of EFA in particular. The report indicates that the response to the problem has at best been muted and remains ignored or sidelined by government and the

general public. Key players who are supposed to play a leading role in finding a solution to the problem have become the major source of the problem..

The economic policies of the government that embrace the free market economy and globalization are contributing factors to the persistent state of poverty and increased hardships that children face. The rural family, which is supposed to be the bedrock of children's welfare and protection, is becoming a major cause of the problem of street children. Parents, forced by poverty, are sending their children into the streets to beg, steal, or engage in different child labour areas (mostly the worst form of child labour), Children are leaving their homes to escape domestic violence or breaking family structures.

This research report further assesses that government policies and strategies are directed by a centralized development trend, weak implementation, monitoring and evaluation, and lack of strong enforcement of existing laws and regulations. These are responsible for more and more children being out of schools and compelled to live on the streets instead of ensuring the welfare of children and society in general." [p. 11]

At best, we can gather from the Nepal Study that HMG/N recognizes children's right to education as the key to their enjoyment of other rights. The EFA vision of Nepal places top priority on the children's right to have access to quality basic and primary education. One of the results of the EFA global movement is the policy of free primary education for all children in Nepal. The Ministry of Education and Sports has already finalized an EFA National Plan of Action and the EFA 2004 – 2009 Core Document. Appropriate policy measures and programmes are in place, in line with the official plans, so that Nepal can meet its EFA Goals and Targets in five phases: 2000, 2005, 2007, 2012, and 2015 by putting into action Immediate, Medium-term, and Long-term Strategies for the various phases.

The major national programme for basic and primary education is the BPEP. Started in 1992 as a multi-donor project, the BPEP is currently in its second phase (1999 – 2004). Presumably, the figures for 2000 in the "Targets by core EFA indicators in percentage" are actual figures, and the 2001 national census report cited 53.7% literacy for the population older than 6 years.

C. Case Studies on Good Practices on Basic NFE for Children Living and/or Working on the Street

The Nepal Study included brief case studies prepared and submitted by nine NGOs / INGOs from among the key representatives who attended the case study preparation workshops held on July 20 – 21, 2004 in Pokhara and on August 21 – 22 in Kathmandu.

SAATHI: Established in 1992, SAATHI originally focused on women and issues like

Violence against Women. In the last three years, the organization has been working with street children through SAATHI BISHRAM KENDRA (Drop-in Centre) and SAATHI ASHREYA SHIVIR (Shelter).

The Bishram Kendra provides Non-Formal Education for street children for two hours in the morning or afternoon. One teacher who has been trained by World Education, uses various methods for children of different backgrounds and age groups. Materials used include posters, flip charts, books, audio-visuals, and other materials effective for NFE.

CWCN (Child Watabaran Centre Nepal): Set up in 2002 specifically to work with street children, CWCN has the following objectives:

- Provide food and shelter to the street children.
- Provide education.
- Provide various life skills.
- Provide regular health check-up.
- Give a family environment to the children for their all-round development.
- Make family reunions possible.
- Help the children build up their confidence by making them participate in many activities, such as games and sports, dancing, singing, etc.
- Help them to develop social behaviors in order to reintegrate them in society.
- Make them physically, mentally and socially fit independent citizens of the country.

CWCN has four projects for children from Kathmandu, Pokhara, Chitwan, Narayanghat, and other places.

- Watabaran Centre for Boys provide food, shelter, and education, as well as a variety of activities like judo class, music, football, training in driving, electronics, paper crafts.
- Watabaran Centre for Girls provide food , shelter, and education. The vocational training system for the girls is the same as that for the boys; includes stitching, beautician training, chef training, and handicrafts.
- Mobile Health Service. A team of four persons, one being a health assistant, goes out three times a week on a three-wheeler battery tempo to known areas of street children. The team provides first aid treatment as needed, and refers major cases to the hospitals Thousands of street children have already benefited from this mobile health service.
- HELP (Hamro Entrepreneurship Loan Programme). The centre helps families of street children by providing a small loan to start a shop or another livelihood project. The family must pay back the loan so that the amount can be rotated among the other children.

CWCN's Non-Formal Education is a 24-month course offered in a child-friendly environment. The center has developed its own curriculum after consulting with the government's primary education curriculum.

Child Welfare Scheme Nepal (CWSN). Founded in 2002 by CWS UK, its involvement with street children started with a photo project. Ten street youngsters were taught the basics of using a camera, with no other instructions except to portray their lives. The photo exhibit moved from Pokhara, Kathmandu, and moved on to London, Hong Kong and Amsterdam. A successful advocacy and fund raising tool, the photo exhibit paved the way for JYOTI Vocational Training Centre.

The center offers basic NFE (math, science, Nepali, English, social studies), along with trade and social skills. Counseling and family reunification are additional services of the center.

Besides the residential program, JYOTI gave a three-month basic NFE programme to youngsters on the street. However, this was disrupted by a gang fight, and the project was discontinued. Of 15 participants, only three could be tracked and invited to join the training at the JYOTI Vocational Training Centre. Now in second year, the three trainees are doing very well.

The staff of the center received a grant from Consortium for Street Children and UNESCO for the "Street Youth Project". The aim of this project is to offer a three-year program (April 2004 – April 2007) whereby peer educators will focus on NFE and health to improve the lives of youngsters on the street. The first step was outreach work through on-the-spot health services to build up a relationship with the street youth. This was combined with a research to find out their needs, their ideas about NFE, their wishes, and their opinions about organizations and projects.

Innovative Forum for the Community Development (IFCD) started to organize NFE programmes in 1984. With a decade of experience in teaching - learning methods, research, and training - technical support to NFE Centres, IFCD went into research on basic and primary education to include out-of-school children.

In 1995, IFCD undertook a pilot education programme for street children who offer such challenges as mobility and learning achievement. It was felt that a separate package was needed for urban working children.

In 2000, UNICEF sponsored a study tour of 27 organizations to observe the quality of primary education in Bangladesh. Shifting to a new movement in OSP, these organizations adopted the Child-centred teaching - learning approach in 4 districts, later expanded to 13 others. The research results on the programme are very positive, highlighting the importance not only of teaching but also of psychosocial counseling and links to skills training. This method focuses on the practical, creative, children's all-round development, highlighting life skills and the quality of education. The new techniques require that the teacher is clear about objectives and activities. Children are organized in small groups and they face each other as they work on their tasks. This improves communication and interaction, and result in active involvement of all children in the activities.

SathSath. Adopting a rights-based approach, SathSath works through alternative education aimed at developing street children's capacities to improve their situation and provide a strong base for future learning. Through a series of learning experiences, children acquire appropriate knowledge, skills and positive attitudes. Activities include group discussions, group counseling, health education, games, sports, child clubs, street drama, leadership training, experiential education, and dealing with real-life situations with guidance and support from street educators and outreach workers, who usually come from a street background.

ILO-IPEC/Federation of Nepalese Chamber of Commerce and Industry, Pokhara.

Non-Formal Education using the modules developed by UNICEF for urban out-of-school children is followed in the Time-Bound Programme in Kaski. This builds on the successful pilot action programme against child labor in Pokhara in 1999 carried out jointly by the FNCCI-EC (Employers Council) and the ILO-IPEC.

Mainstreamed since November 2003 in Kaski and four other districts, the Time-Bound Programme targets 4,500 working children and 1,500 families in the first two years of the programme duration.

Using the child-based approach, the NFE module has two levels, each running for 10 months. Classes are held for 2 to 2.5 hours per day, 6 days a week. After the first 10 months, those who qualify are enrolled in formal school with full scholarships. The remaining children go on to the second 10 months, completion of which is equivalent to 5 classes (5th grade level) at the normal government school in Nepal.

Basic NFE is combined with recreational activities, counseling, health intervention and socialization with other children. To make the center more effective and to provide the life skills education with extra-curricular activities, these have to be supplemented with additional information and/or education materials.

Three NGOs included in the Nepal Study are on the trainor and/or resource level:

Children Nepal (CN). Founded in 1995, CN is the first child-focused social organization in Pokhara, in the West Development Region of Nepal. It uses a holistic and rights-based approach to facilitate processes to empower children in difficult circumstances and their families. For long-term improvement in their living conditions, families and children are expected to assume an active and decisive role in solving their own problems by strengthening their life skills, improving their confidence, and utilizing their present capacities.

CN operates the CN House, basically a contact center. For underprivileged children ages 2 – 5 years, there is a day care and pre-primary education, and special care for children who are acutely malnourished.

CN has active linkages with local schools and facilitates the integration of girls from the untouchable 'dalit' caste. Likewise, CN links up families and children with health care facilities in their communities.

Children over 14 years old are assisted through training opportunities and job placement. Several programs have also been established to build confidence and empower local children.

Sponsorships for the poorest children are secured through local resource mobilization—the general community, local groups, and selected members of the municipality.

For street children, CN provides shelter, foster care, health care, and education. Self-help groups of children ages 12 – 18 years are formed so that children can “learn by doing” humanitarian and social behavior, and becoming responsible for the rights and duties of children.

Children Nepal is playing a master trainer role at the national level. A team of trainers and facilitators run regular training programs at the CN Centre on professional and life skills development, inclusive education, urban out-of-school children education, conflict management, resource mobilization, psycho-social counseling, safe motherhood, child development, health care and hygiene, education for children in especially difficult circumstances, and training for social change. It has been providing teacher training on inclusive education and the teacher’s role at school for the street children, with the collaboration of the District Education Office, Kaski. It has also developed a *Training Manual of Psychosocial Counselling for Children in Especially Difficult Circumstances* in collaboration with UNICEF and other concerned agencies. This manual is widely used throughout Nepal.

Under-Privileged Children’s Association. In working with street children since 1994, UPCA has utilized Non-Formal Education as an entry point for sustainable activities to improve the lives of street children and empower them. UPCA sees NFE as an emerging stage of formal education and socialization process of the street children. The children are involved in a participation process and are empowered to demand and claim their rights from the Local Government, District Community Welfare Board, and partner agencies.

UPCA has found the books *Naulo Bihana* and *Nav Jyoti* not appropriate for street children. Therefore, it has decided to initiate Informal Education for street children who are on the street, and not in contact centers or drop-in centers.

UPCA has developed *Psychosocial Counselling Training Manual / Training Material* and Psychosocial Counselling General Training for street children, child labourers, sexually abused and disabled children.

Child Workers in Nepal (CWIN) Concerned Centre. Established in 1987, CWIN is an advocate organization on the rights of the child. It set up the first support center for street children in 1989—the CWIN Common room. Since then, CWIN has expanded its programs to cover Prevention / Advocacy; Protection (Helpline, Health Clinic and Sick Room); Rehabilitation and Social Reintegration (Socialization Centre in Kathmandu and Pokhara, Centre for Children at Risk, Balika Home for Girl Children at Risk, Education Support Program, Street Children Empowerment Program, SKILL Self-reliance Centre, Street Children’s Forum / The Child Rights Forum, and Street Children’s Theatre.

CWIN 's model programmes for the socialization, welfare and rehailitation of street children have inspired many newly formed and well established NGOs to put street children in their main agenda.

Difference between Child-Centred Out-of-School Children Programme (CCOSP) and Out-of-School Children Programme (OSP)
[Nepal Study, pp 52-53]

| Areas | CC-OSP | OSP |
|--------------|---|--|
| Learners | - Learners' age between 10 and 14 | - Most learners are of 8 to 14 years age |
| Methodology | <p>- Child centred methodologies are used for teaching and learning.</p> <p>- The class follows a two-hour timetable with various activities.</p> <p>a. Step one – Interaction (10m.)</p> <ul style="list-style-type: none"> - Teacher's message. <p>b. Step two – Introduction (25m.)</p> <p>In this step the facilitator briefly recaps the learning of the day before and introduces new concepts in math, language and other subjects. She/he also gives instruction about what to do in the creative writing, math and language groups.</p> <p>Interaction with students by talking, news or stories and discussing on respective topics.</p> <p>c. Step three – Three-corner practice (60m.)</p> <ul style="list-style-type: none"> - Math: students practice math exercise. - Creative writing: students draw pictures and write about them. - Language: students practice skills like reading and writing. <p>(In this 60-minute period, the facilitator keeps record of students in 5 different subjects, helps the confused children in math small group, and conducts individual reading with two or three students.)</p> <p>d. Step four – Enrichment (20m.)</p> <ul style="list-style-type: none"> - The participants do project work, dance, song, game, and drama as decided before in weekly plan. | <ul style="list-style-type: none"> - Old teaching method - Picture discussion - Teaching - Songs/dances - Evaluation - Home work |

| | | |
|---------------------|--|---|
| | e. Step five – Revision and Evaluation (5m.) - The facilitator reviews the day’s learning very briefly and evaluate children’s understanding of the subjects taught that day. | |
| Library | - 20 different types of library books are available. | - No library |
| Materials | <ul style="list-style-type: none"> - Textbooks - Flip Chart - Facilitator guide book - Black board - Chalk/duster - Attendance register - Visitors’ book - Supervision/monitoring book - Lesson plan - Record keeping register - 3 different copies for cones (subject) - Crayons/white paper for project work - Stapler - Tin trunk - Pocket board - Cards - Posters | <ul style="list-style-type: none"> - Textbooks - Flip Chart - Facilitator guide book (somewhere) - Black board - Chalk/duster - Attendance register - Visitors’ book - One copy at one time |
| Monitoring | <ul style="list-style-type: none"> - Once a week - One supervisor for 5 classes | <ul style="list-style-type: none"> - One supervisor for 15 to 18 classes - NO monitoring (one or two times during program period) |
| Period | - 10 months | - 9 months (but effectively only 6 months) |
| Sitting Arrangement | <ul style="list-style-type: none"> - U shaped for whole class - Three corner system - Peer sitting | - Random sitting |
| Activities | <ul style="list-style-type: none"> - Participants based - News sharing - Story telling - Message discussion - Creative writing - Project work - Group practice in 3 corners | <ul style="list-style-type: none"> - Teachers - Recitation - Lecture |

D. Implications for EFA Policy and NFE Programmes

- The problem of street children has been a growing issue in Nepal. Because of their rapidly increasing numbers, providing them with education is a challenge that should be addressed and included in the national EFA campaign.
- There is a concrete need to include basic NFE for street children in the government policies and programmes.
- Major issues and challenges lie ahead for the government as well as NGOs and INGOs that could create barriers to achieving the EFA goals by 2015 in Nepal:
 - Insurgency and its impacts
 - Centralized educational management; need to improve management and professional capacity at all levels
 - Distribution of education facilities
 - Quality of education
 - Issue of sustainability
 - Gender equity and equality
 - Responding to the needs of diversified client groups
 - Coordination among all concerned agencies and sectors

Indonesia: Yayasan Bina Mandiri Indonesia

A. Situation of Street Children

A total of 285 were interviewed in the three cities where this study was conducted: in Jakarta, 140, Yogyakarta, 85 and Surabaya, 60. A majority are in the age range of 6-18 years, while 69 respondents are above 18 years old. Overall, the males numbered 196; females, 89.

In general, the parents' income is very low (below Rp 250,000.-), thus, the apparent need to let the children earn money.

As regards their living conditions, 40% live in permanent or semi-permanent houses. The other 60% live in houses made of carton, in front of shops, under bridges, or other “undeserved living places”. [p. 44]

A little more than half (57.5%) of the street children interviewed are still in school. Those who are now out of school account for 42.5%, including 17.2% who have never been to school. Considering approximately 5% are 6 years old and younger, there is still 12.2% who have never been to school.

When asked why the respondents are out of school, “No money” was primary (49.2%) among the reasons. This may well be connected to the 15% response stating their need/duty to “help [their] parents”, for a total of 65% of responses indicating a state of poverty in the family. For that matter, saying that they have dropped out of school because of its distance from home (12.6% of responses) and “school is of no use” (9.7% of responses) could also be due to poverty. Altogether, 7.7% of the responses indicate that the children are out of school because they “prefer to be free in the street” and for other reasons (5.8%) not specified in the field study results.

The researcher from Indonesia pointed out a striking difference between those street children who said they preferred the street—11.2% from Jakarta and 10.0% from Surabaya, compared to only 3.5% from Yogyakarta. The figures seem to confirm the stereotype of street children from Jakarta and Surabaya as more hardened (“braver”) compared to their “gentler” counterparts from Yogyakarta. This observation on their nature possibly recommends consideration in the formulation of effective socio-psychological approaches in future provision of services. Further, the socio-psychological approach should also distinguish between those children who don't want to go to school and those who choose to be street children.

Barriers to Education

Though poverty was obvious to observers and in interviews, none of the street children interviewed said explicitly that it is their main reason for living on the street.

One of the reasons actually expressed was that the children did not feel comfortable living at home because of conflict between their parents, or they felt ignored. Some

children indicated that their parents have passed away or are divorced. To them, the only option or alternative was to live on the street.

Among those children who have lost interest in going to school, one reason indicated was the poor relationship with the schoolteachers, who frequently discouraged the children with their “unrealized arrogance and power.”

“Enjoyment” of easy money earned on the street (Rp 5.000 – Rp 10.000, minimum; Rp 10.000 – Rp 25.000, maximum) apparently made the children working on the street think they had no need to go to school.

Opinions about Schooling

In the eyes of street children, education is an important means for improving their quality of life. Nine out of every ten (89.1%) respondents in the field study are absolutely convinced that this is so. Children living in a shelter or PKBM have realized that education is important to get a better job in the future. Therefore, when they are out of school, most (67.6%) of them said they felt sad.

Most (62.8%) of the Jakarta street children said they preferred going to school in the morning, so they could be on the street in the afternoon until evening. In contrast, most of the street children from Yogyakarta (64.6%) and Surabaya (70.7%) expressed preference for going to school in the afternoon, then spending both the morning and evening on the street. This stated preference is an important consideration for government and NGOs who are developing programs for street children specific to a location. Clearly, street children need to schedule their time properly so that they can keep going to school, as well as spend time on the street. Therefore, the programs should adjust to the street children’s time availability, rather than expect the street children to adjust to the time convenient to the service providers.

A majority (89.1%) answered in the affirmative when asked if they were interested in attending an NGO Non-Formal Education program. They expressed interest in learning computer skills (40.4%), repair mechanics (21.4%), and sewing (14.7%). The rest spread their choices among the following courses/skills: Package A and B, Handicraft, Gardening, Cooking, and Fishery Development.

Most of them liked to study in a classroom (53.7%). Those who mentioned learning through games made up 21.0%. and another 19.7% said they would learn easily with a nice tutor. Tutors or facilitators who are “understanding and nice” usually became the children’s favorites, probably because most of the street children had unpleasant experiences with their parents or teachers.

The parent factor is important for all street children development programs. Without involving parents in various consciousness-raising activities, it would be difficult for government and NGOs to integrate the children into the world of education. Among the children in the field study, parental support was reported by a large majority (73.0%), that is, 7 out of every 10 children were encouraged by their parents to keep up schooling.

Field researchers opined that parents asking their children to go to the streets to earn money was a contradiction to their expression of “parental support”. But such is the reality of life among street children. The children have found that they can earn money in simple ways—as a street singer (39.6%), scavenger (20.4%), retail seller (10.2%), or beggar (8.1%). The rest preferred other jobs such as shoe polisher, umbrella service/jockeys, market labor or coolie, or “walking around” to pick up any source of income.

Reported daily income ranged from a minimum Rp 5,000,- to Rp 10,000 in Jakarta (54.3%) to Rp 10,000,- to Rp 25,000,- in Yogyakarta (44.7%) and Surabaya (35.0%). On good days, the daily income can reach a maximum of Rp 25,000,- or even more in Surabaya (63.3%), Yogyakarta (62.3%), and Jakarta (44.3%). Street children, once they have experienced the “freedom” of street life, usually found formal school quite difficult. Thus, non-formal education would offer the best alternative as long as it is designed specifically to correspond with the habits of children who have tasted street life.

NGO-run non-formal education programs become attractive when the materials, methods, facilitators / tutors, and schedules are tailored to keep the children’s interest in attending classes.

Street children need sincere care and attention without any judgments to raise their confidence to develop their future. While the interviews showed that the children have their own dreams, some of these could be considered not realistic as they require formal education.

The quality of relationship between the tutors and the street children under their care is an important factor in character-building among these special children. The hope is that the children will gradually build their confidence and trust in adults, and eventually overcome their previous bad experiences of being manipulated by parents, intimidated by teachers, or caught by a police officer, etc.

Some NGOs have adopted the government-issued education program (the Department of National Education's Package A, B, and C). However, street children cannot follow the time scheduling specified by these packages, because of their high mobility.

NGOs, on the other hand, reported that two of the main obstacles and constraints faced by NGOs are: (1) lack of government support (some district governments do not want to know about street children matters) and (2) limited private support. Internally, NGOs face lack of human resources and facilities to provide adequate non-formal education services. Some NGOs, being only recently set-up (during or after the 1997 financial crisis), have limited experience and network capacity in addressing the situation of street children.

Government Policy on Basic NFE and the Implementing Mechanisms for the National Programme on Education for All

The 1945 Constitution, specifically chapter 34 (fourth amendment), verses 1 – 2, provides that the State shall take care of the poor and abandoned children through a system of social guarantee for all citizens and for the weak and poor. Therefore, the

government is obliged to provide services to abandoned children, including street children.

The Department of National Education, particularly the Directorate of Education for Out-of-School Youth, implements many programs in non-formal education, including an equivalency program (Packages A, B, and C).

Another government effort is the provision of community learning centers (PKBM) to reach out to the target groups. In practice, however, some district governments are not cooperative.

Case Studies on Best Practices on Basic NFE for Children Living and/or Working on the Street

ISCO Foundation: To prevent children in rural communities from working or going to the street, ISCO's main program is the provision of educational support for children from kindergarten to senior high school. The scope of the program includes character-building, provision of food supplements and vitamins, health care and education, protection and advocacy of children's rights.

Parents are expected and encouraged to make sure their children routinely attend school and the Activities House of ISCO.

ISCO's non-formal education is tutorial support for the sponsored children, as well as games, discussion practice, and counseling at the Activities House. Here, the children learn how to appreciate others, as well as life values such as peace, tolerance, love, happiness, responsibility, simplicity, honesty, kindheartedness, freedom, and unity.

Yayasan Pondok Kasih: Volunteer teachers conduct non-formal education sessions for street children, using the National Education Department's curriculum Package A, B, and C. Basic lessons are in Math, PPKN, IPA, IPS and Indonesian language. The target is for the street children to understand the lessons so that they can pass the examination for equivalency.

Fifteen out-of-school children have been able to graduate through the NFE program.

Yayasan Kampus Diakoneia Modern (KDM): Established in 1978 as a shelter for street children, orphans, and abandoned children, Yayasan KDM expanded its programs in 1999 to three—Shelter House (in Kebon Sirih), Boarding House (in Pondok Gede), and Training Center for Farm Workers (in Lebak Siu). In 2002, an outdoor training facility was added to give newcomer children some natural therapy before they join the education process in the Boarding House.

At its Boarding House, Yayasan KDM offers formal basic education (9 years from primary school to senior high school). The graduates can opt to continue at the vocational school and business development. This school is also open to children above 15 years old who have dropped out of school.

Non-formal education takes place on the streets twice a week, offering street children literacy education, writing, and mathematics, while street educators befriend the children.

Yayasan Charis: To serve the needs of children under its care, the foundation offers a curriculum combining that of National Education and industry/job-oriented skills. Designed such that the children can easily follow the lessons, this curriculum features science and technology development to increase the learners' specialized skills as ~~their~~ providing "capital" for a future job or livelihood, as attested by a formal certificate.

Yayasan Annur Muhiyam: The foundation manages a shelter house of Insan Mandiri, and implements local economic activities; DNE's education packages A, B and C; and advocacy on Children's Rights.

Implications for EFA Policy and NFE Programmes

Except for some street children who are taken care properly by good *panti*, a holistic and adapted approach is needed to improve existing street children education programs. The entry point of the curriculum must be based on their problems, behaviour and way of thinking in order for the program to have a chance to succeed. Empathy and flexibility are necessary, as education implies important and major changes for them and their family when they are still living at home.

The problem is complex, but solutions exist. For the latter, a political will from the government will be required. Respectful and close co-operation between government and NGOs should be established. At the present time, a range of solutions is already being implemented both by government and NGOs. The variety in approaches is excellent, because all children are different in their own way, and solutions should be formed appropriate to their background and capacities. Government should connect with NGOs working in this field and build partnerships by accrediting the best of these.

Addressing the phenomenon of out-of-school street children requires adequate and appropriate support in order to train human resources and the building or adoption of structures for education. Other related programs like micro-finance and family planning should be implemented in parallel to empower parents in livelihood and parenting skills. Such policy requires a research-action approach in order to be flexible and able to adapt model experiences implemented in the field. An effective network among stakeholders will also be an asset, where everyone can share best practices and experiences. The successes as well as the failures/lessons should benefit all in order to improve the quality of work on each level, agreeing to a wholistic approach in addressing the needs of out-of-school street children.

There is still a long way to go in order to win the battle, but real improvements can be achieved in a few years, provided that the social representation of all stakeholders dealing with street children is comprehensive. Street children are mistaken for being a burden to society but in truth, they are as much victims and they need empathy to overcome their situation.

Among the **recommendations** brought forth by this research are the following:

For Government and NGOs

- The research reflects that the government must be enjoined to adopt a philosophy that considers street children as subjects rather than objects represents a beginning commitment to develop all street children.
- A more holistic research is also required to assess the current situation of street children.
- Continued cooperation between government, NGOs and other parties who are concerned about street children needs to be developed.
- Government and NGOs should delineate clear and explicit job descriptions, roles and functions in catering to the needs of street children.
- Efficient co-operation between NGO and government should be improved by reducing bureaucratic procedures, and providing NGOs easier access to government programs and facilities.
- Networking between NGOs and other concerned parties is a must to optimize synergy, always keeping in mind the mission of improving the quality of life among street children.

NGOs

- NGOs need to restructure their internal management and other organizational mechanics to be more professional and credible. Experiences imply there are many NGOs that appear only when government offers big funding to projects; but when the contributions stop, many NGOs' existence becomes unclear.
- There should be continuing build-up of commitment to address the weaknesses of organizations, human resources, funds, and other facilities.
- The environment of shelter houses (*panti*) should be appropriate to the street children's condition, and should give them a feeling of acceptance as human beings.
- The behavior of *panti* or shelter house organiser should be warm and calm in his or her dealings with the street children for them to feel accepted as they are.
- The shelter house programs are considerate of street children who are fond of music. Music is seen to provide an entry point for street children to join development programs. There could be a week of music, music competitions, or other similar competitions.

Basic NFE

- There is a need to modify the implementation of NFE based on package A, B, and C programs in terms of corresponding with the situation and condition of street children, which require some flexibility.

- National examinations for equivalency among street children might be arranged to improve their effectiveness through the cooperation between government and NGOs.
- Street children who failed in the national examination for equivalency should have another opportunity to re-take the exam, as is done for examinations in formal education

Parents

- Parents and other concerned parties such as informal leaders should be involved in handling street children programs.
- Programs to improve the family's economy, with parents as the beneficiary groups, must receive more serious attention, as poverty is the main factor why children live on the street.

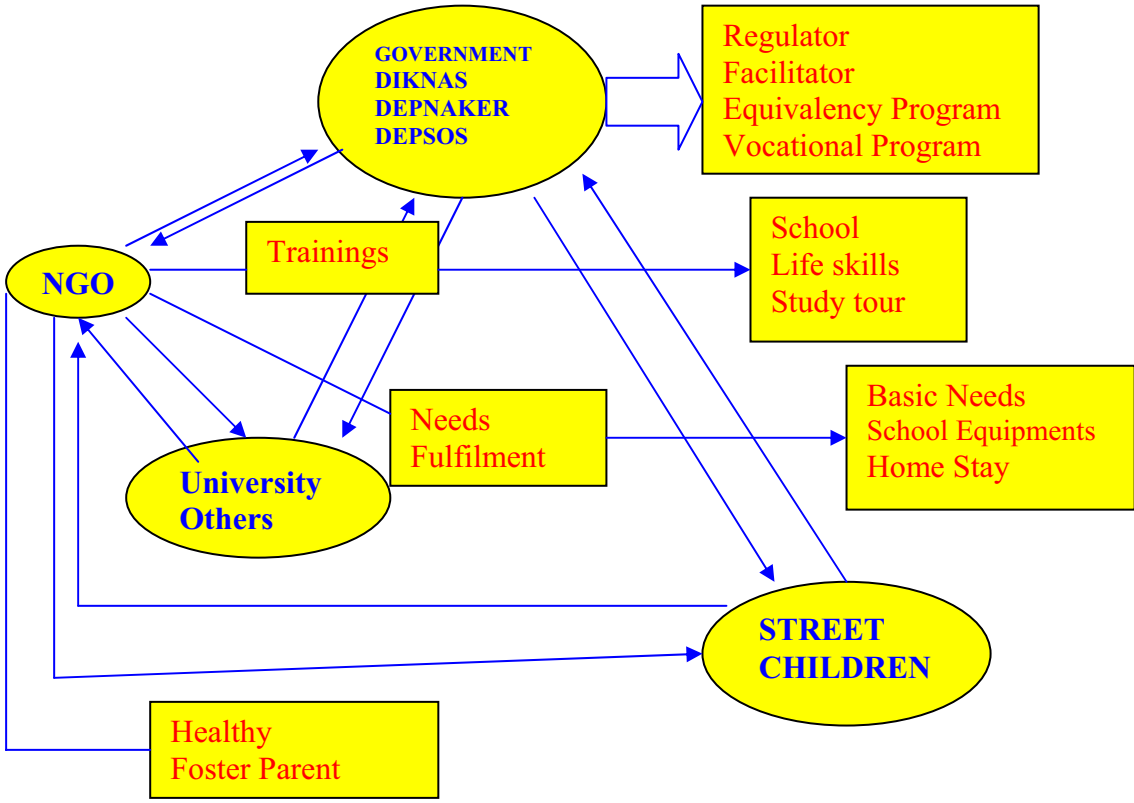
Even though this short research is not representative of all conditions, it shows that the street children are vulnerable from manipulation of some people especially under the circumstance of poverty. In fact, based on field experiences, a few “NGOs” have also initiated manipulation.

The government and NGO should capitalize on the street children's interest to keep going to school or to receive education. They can encourage and guide the street children to return to school though the street children have a tendency to be free on the street. Taken positively, the street children's courage to live on the street makes them more confident and tougher in life.

Recognizing the complexity of street children problems, we need sustained co-operation programs between government and NGOs, utilizing/optimizing facilities and functions of both institutions to support the activities of street children development programs.

In order to describe the desired cooperation and networking between many elements in handling street children, a model of relationship between the main elements—government, NGOs, university, and other private concerns—is here presented:

Model of Relationships between Government and NGOs in Handling Street Children



Source: Adopted from the thoughts of Mr. Alizher and from conclusion of discussion in National Policy Forum, 29-30 January 2005 in Hotel Century Jakarta.

Philippines: CHILDSHOPE ASIA Philippines (CHAP)

A. Situation of Street Children

CHILDSHOPE ASIA Philippines has estimated that street children comprise from one to three percent of the children and youth population of the major cities in the Philippines. Metro Manila and the National Capital Region have an estimated 50,000 children on the streets, and nationwide, some 250,000 street children are believed to be plying the streets of major urban centers. Based on available studies, the majority (70%) are boys in the age range of 7 to 16 years old, while girls account for around 30 percent.

About 75 percent of children on the street still return home to their families and many, after working or begging on the streets, are still able to go to school. However, the remaining 25 percent of these children live on the streets and do not go to school, having dropped out, or have never enrolled at all. They do not maintain contact with their families. A significant number of these street-living children are found in the service sector—mostly as child vendors, scavengers, beggars, helpers, laborers, and watch-your-car boys. Others are prostituted or sexually exploited children, or children in conflict with the law. Most of those prostituted are young girls. There are also young children who live with their families on the streets.

Causes of the street phenomenon, as analyzed by Teresita Silva, president of CHAP, are categorized into immediate, underlying, and root causes:

Immediate Causes (Factors which have to do with the children and family):

- Poor and large families
- Unemployed / underemployed parents and children
- Irresponsible parents
- Family values which are materialistic / consumerist
- Family conflict
- Family environment
- Vices of parents
- Child himself
- Degradation of morals; violent upbringing by parents
- Traditional family values which dictate that girls should merely stay at home
- Lack of knowledge and parenting skills
- Emerging social values conflict with traditional values

Underlying Causes (Factors which have to do with the community):

- Ineffective access to basic services
- Non-availability of adequate employment opportunities
- Inequitable distribution of resources and opportunities in the community (e.g., land ownership).
- Nature and Conditions of work / employment: formal and non-formal setting

- Congestion in slum area
- Inadequate housing / poor housing facilities
- Poor law enforcement / exploitation by law enforcers
- Only one style of delivery of education exists
- Deterioration of values
- Central body provides no / few activities for children

Root Causes (Factors which have to do with society):

- Economic, political and ideological superstructure
- Structural roots of poverty and underdevelopment
- The unequal world order and the debt burden

Barriers to Education

Street children generally lack access to public school services. Those who have been in conflict with the law are likely to be excluded from schools because they are seen as bad influence on their peers. Other children are unable to go to school because of their need to work, or wish to combine work and school.

Costs associated with going to school can keep poor children away from school. The traditional method of teaching does not encourage children to attend classes. The perception that lessons are not relevant to daily life is another deterrent to class attendance. Many children, specially street children, prefer the freedom on the street. They will also keep away from bullies, who may be another student or the teacher himself/herself.

B. Government Policy on Basic NFE and the Implementing Mechanisms for the National Programme on Education for All

Being a signatory to the World Conference on Education for All (EFA) held in Jomtien, Thailand in 1990, the Philippines translated its commitment into a ten-year EFA Philippine Plan of Action covering 1991 – 2001. In its country assessment report, the Philippine EFA National Assessment Task Force revealed a lack of progress within the EFA decade.

The Philippine EFA Plan for 2004 – 2015 brings in the secondary education level as an equal concern, as it happens to have lower enrolment rates and higher drop-out rates than

The elementary level. The EFA goals for 2015 are the following:

- Expanding and improving comprehensive childhood care and education, especially for the most vulnerable and disadvantaged children.
- Ensuring that by 2015, all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to complete, free, and compulsory primary education of good quality.
- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs.

The Bureau of Non-Formal Education (BNFE) is a part of the strategy of the Philippine Department of Education (DepEd) to address the problem faced by street children and other children and youth deprived of education. It provides remedial instruction for working children through home study. In 1999, the BNFE began the non-formal education accreditation and equivalency system (NFE A & E) to help children over the age of 15 to gain school certification so that they could enter post-secondary levels of education. The Philippine government also supports distance learning programs and mobile tent schools. The National Project on Street Children provides educational assistance to street children through a network of government, non-government, and community organizations. [Ruiz, p. 21]

The current thrusts of non-formal education in the Philippines are:

- Family life skills, including health, nutrition, childcare, household management, and family planning
- Vocational skills
- Functional literacy
- Livelihood skills

With the establishment of alternative learning systems (ALS) encompassing non-formal and informal education, it is possible for out-of-school youth, including street children, to be integrated into the learning system.

There are two modes by which out-of-school children can integrate back to the mainstream school system:

Philippine Educational Placement Test (PEPT) assesses the level of knowledge of the learners. An out-of-school youth may re-enter formal school at a grade level higher than the last time he/she left school.

Accreditation and Equivalency (A & E) Test allows a successful examinee to acquire a certificate of graduation from high school. This certificate is a useful document when a job requires a high school diploma.

C. Case Studies on Best Practices on Basic NFE

for Children Living and/or Working on the Street

Five schools / agencies offering Basic NFE were selected in consultation and agreement with CHILDHOPPE Asia Philippines for inclusion in the Philippine Study. These were selected based on two major considerations: (1) The project is implementing organized basic education delivered in a non-formal fashion; and (2) The project is serving street children or potential street children as defined by the study.

The National Research Coordinator for the Philippines gathered data for the case studies, using a mix of methodologies during his field visits to the various programs—observation, questionnaire, key informant interview, and focus group discussion.

Angelicum College’s REAP Program. The **Re-entry Education Agenda for the Poor** is a formal education program delivered in a non-formal setting. It is basically home-based, with the students reporting to school twice a week for consultation with the teachers and for testing. Designed specifically to enable out-of-school youth from poor families to finish elementary and secondary education while working, the REAP program follows the no-grading system of Angelicum College which places emphasis on the learners’ mastery of subject matter rather than on the ability to get passing grades.

The home study program is currently implemented in 198 learning sites in communities, jails, parishes, and schools all over the country.

Cebu City Task Force on Street Children: Mobile School Program: The Mobile School provides a pre-school program aimed primarily to prevent children of poor urban families of Cebu City from roaming the streets. The contents of the curriculum are: developing skill in writing different strokes and the letters of the alphabet, in speaking, listening, and reading; recognizing different shapes and colors; learning basic numeracy and writing numbers; awareness of hygiene and nutrition; team building; values and spiritual formation; and enhancing children’s talents in arts and singing.

Teachers employ various interactive teaching – learning methodologies such as games, songs, demonstrations, and story-telling. Children do a lot of writing, drawing, reciting, and interacting with their classmates.

Nutritious lunch is served to all the children everyday for free. Children are taught how to wash their hands properly.

CENTEX for Public Elementary Education. CENTEX is a project undertaken by CENTEX Foundation, set up by the Ayala Land, Inc., aimed to raise the standards of public elementary education and to demonstrate that education can be a great factor in a vibrant democracy. It targets students from poor families who show academic potential.

The project has five components:

- Curriculum Development—It offers an integrated, holistic basic education program from Kindergarten to Grade Six that includes subjects not offered in other public elementary schools, such as self-esteem program, computer-aided learning, language arts, and religion classes.
- Facilities Improvement—Classrooms and other facilities are improved in general to provide a proper learning environment for the children.

- Family Support and Counseling—Parents are invited to parenting seminars and livelihood skills training, all aimed to achieve a nurturing family environment. Parents are required to render 30-hour service to the school.
- Supplemental Feeding—The school provides free lunch on school days to all the students.
- Educational Assistance—Students get transportation allowances, free uniforms, socks and shoes, school supplies and books.

PACAF Mindanao: NFE for Elementary and High School Drop-outs in Purok 1 & 2, Barangay Sasa, Davao City: PACAF's program focuses on Non-Formal Education within its Community Building Program in two coastal communities in Davao City. The largely Muslim population include Samals, Calagans, Jolos and Taosugs.

PACAF NFE program aims to provide:

- Free pre-school service to underprivileged children in preparation for primary school.
- Livelihood skills for young people that will help them gain employment.
- Non-formal training for out-of-school youth to re-enter formal schooling.

PACAF initially used the Home Study Learning Modules of Angelicum College, but finding these not suitable to Muslim learners, it has switched to using the NFE A & E Learning Modules of the Department of Education. As of 2003, PACAF is an official service provider of NFE under the Basic Literacy Service Contracting Scheme of DepEd.

Pasay City East High School runs one of 36 NFE A & E Learning Centers within the Division of City Schools of Pasay. The acronym stands for Non-Formal Education, Accreditation and Equivalency, a program of the Philippine Government that offers non-formal alternative learning system for out-of-school youth and adults who are unable to avail of educational opportunities in the formal elementary and secondary school system. It provides an option for them to avail of certification of learning that is often required for employment.

This school is an example of a government institution implementing its own NFE A & E curriculum. As a result, Pasay City won 3rd place in 2003 in the Search for the School with the best NFE service, and was one of the five national finalists in 2004. Pasay City also won first place in the Search for the Best Basic Literacy Mobile Teacher.

In addition to the above case studies, the Education on the Streets program of CHILDDHOPE ASIA Philippines is included here as another example of Non-Formal Education. The full case study is in Annex A.

The Education on the Streets programme reaches out to street children through trained street educators. After rapport has been built with the children and youth, the street educator invites his/her group of children to a study session, usually held in the park or any quiet pocket on the street. Alternative Learning sessions make up a series covering topics relevant to the needs of street children:

- Values Clarification and Spiritual Formation
- Convention on the Rights of the Child
- Paralegal Education
- Substance Abuse Prevention Education
- Primary Health Education
- Personal Safety and Protective Behavior against Child Abuse
- Adolescent Sexuality and STD/HIV-AIDS Prevention
- Gender Sensitivity
- Basic Literacy and Numeracy
- Life Skills and Life Goal Planning

Successful and challenging features of the program

| Features of the Program | Successes | | Challenges | |
|------------------------------------|-----------|---|------------|---|
| | | Remarks | | Remarks |
| Requirements for enrollment | ✓ | The intake form makes it possible to follow each child's individual case and determine what his or her specific needs are. | ✓ | There is a need to assess where each street child stands in terms of learning and aptitude. |
| Accessibility | ✓ | The program is conducted wherever the street children are found. | | |
| Content | ✓ | The curriculum covers the basic educational and protection needs of the street children. | | |
| Methodology | ✓ | The street children respond to the non-formal education methods of teaching. | | |
| Educational materials | | | ✓ | The program hopes to include computers one day to further facilitate ease of learning. |
| Teaching staff | ✓ | The Street Educators who are Social Work graduates are trained in providing psychosocial support to the street children. | ✓ | Foundations, corporations or individuals willing to sponsor the Street Educators' salaries must regularly be identified. |
| Size of class | ✓ | A small size encourages participation from students and makes close monitoring possible. | | |
| Schedules | ✓ | The sessions are short and spaced evenly apart so as not to overtax the street children. | ✓ | Because the street children have no concept of time, sometimes they don't show up for a scheduled session. |

| | | | | |
|----------------------------------|---|--|---|--|
| Venue | ✓ | The informal and familiar setting makes the street children more comfortable and therefore more receptive to new ideas. | ✓ | Because the sessions are held in public areas, disruptions sometimes arise, in the form of local police and curious bystanders. |
| Duration of the program | ✓ | The program is available for as long as the street children continue to need it. | | |
| Other stakeholders | ✓ | Private corporations and individual donors have contributed to the program in a variety of ways. | ✓ | There is a need to tap more private sector companies and enlist the cooperation of local government units. |
| Accreditation/equivalency | | | ✓ | This will call for support from the Department of Education. |

For 2005, the Basic Education program will include the following Department of Education elementary-grade modules, which are referred to as “learning strands”:

- Communication Skills (English and Filipino)
- Problem Solving and Critical Thinking (Math and Science)
- Sustainable Use of Resources and Productivity
- Development of Self and a Sense of Community
- Expanding One’s World Vision

Selected Street Educators have been trained and registered by the Department of Education staff to conduct the above modules.

D. Implications for EFA Policy and NFE Programmes

The Philippine Study has identified some specific policy-related and programmatic interventions to push the goals for ALS in the Philippines:

- Inclusion in the legislative agenda of ALS/NFE guidelines for responsive implementation of R. A. 9155 (The Governance of Basic Education Act of 2001), to include quality administrative and managerial systems for ALS and the establishment of career paths for ALS/NFE implementers.
- Development and implementation of a Program for Lifelong Learning through the new ALS curriculum focusing on the five learning strands—communication skills, problem-solving/critical thinking, development of self and sense of community, sustainable use of resources and productivity, and expanding one’s world vision.
- Revitalization by the BNFE of ALS Program Review and Development towards the attainment of quality ALS.

- Intensification of advocacy and social mobilization to reach the ‘hardcore illiterates’ by developing appropriate information, education and communication materials, community organization, capacity building network and alliance building, monitoring and evaluation.
- Capability-building for ALS implementers by establishing a core of trainers who will train trainers and mentors on appropriate knowledge, skills and attitudes.
- Career path development for mobile teachers to counteract the fast turn-over rate.
- Provision of recognition awards and incentives for ALS workers.
- Redirection of the BNFE’s philosophy, priorities, thrusts and strategies in view of the change in the focus of ALS from simple to functional literacy, and development of an ALS Master Plan for improving functional literacy.

E. Recommendations

- The draft Philippine EFA Plan of Action should apply the principles of inclusive education in order to reach the children in need of special protection (CNSP) and all other children who need to be in school.
- DepEd’s literacy mapping should cover children under 15 years old. In addition, schools should support existing community-based information systems that identify families in need, as well as develop other instruments that will proactively seek out those who need to be in school.
- Children’s right to education must converge with other rights—to health, nutrition, protection, participation, etc. Therefore,
 - (a) The non-formal education system must also apply the principles of Child-Friendly School System.
 - (b) The school must be child-friendly in all aspects: the school canteen must provide nutritious food; there should be a clinic with health personnel; there should be toilets with clean water for boys and girls; corporal punishment is banned; children with problems have access to psycho-social counselling, etc.
 - (c) The school system must consider the children’s participation in the development of the curriculum.
 - (d) Basic education, whether formal or non-formal, must be free. There should be no requirement that will prevent pupils from entering a school.
 - (e) All students must be treated the same way, whether in a formal or non-formal environment.

- Non-formal education must be quality education in terms of curriculum content, learning facilitators, delivery, learning materials, teaching aids, books, facilities and other elements that will make learning happen.
- NFE must include pre-school education, as well as address the needs of children 3 years old and younger.
- For schools to be relevant and effective:
 - (a) The curriculum should integrate life skills education to ensure that knowledge on various subject matters can be translated and effectively utilized in actual life situations.
 - (b) The school should develop a meaningful partnership with the parents and the community, who may be tapped in addressing school issues such as: tracking students with special needs, assisting pupils with learning difficulties or health-related problems, preparing learning materials, assessing the curriculum, etc.
 - (c) Both formal and non-formal schools should be able to cater to children who have irregular schedules and learning capacities and pace.
 - (d) A challenge to the educational system is to put facilities closer to where disadvantaged children reside or work.

III. CROSS-NATIONAL ANALYSIS

Background: Comparative Data on Basic Education

UNICEF Statistics on Basic Education (January 2005 Update) estimates that worldwide, 115 million children are still out of school. Of these, 62 million are girls. The average figures for children in developing countries are: 76 percent of boys and 70 percent of girls attend primary school.

Here is a capsule picture of the situation in the four countries included in the present study:

| Country / Region | Primary school net enrolment or attendance ratio (%) 1996 – 2003* | Primary school net enrolment ratio (%) 1998 - 2002 | | Primary school net attendance ratio (%) 1996 - 2003 | | Share of primary school entrants reaching grade 5 (%) 1997 - 2003 | |
|------------------|---|--|--------|---|--------|---|-------------|
| | Total | Male | Female | Male | Female | Admin data | Survey data |
| Nepal | 73s | 75 | 66 | 79 | 66 | 78 | 92 |
| Pakistan | 56s | 56 | 57 | 62 | 51 | 50s | 91 |
| SOUTH ASIA | 75 | 88 | 75 | 78 | 71 | 60 | 91 |
| Indonesia | 87s | 93 | 92 | 88 | 87 | 89 | 97 |
| Philippines | 81s | 92 | 94 | 80 | 83 | 79 | 89 |
| EAST ASIA | 90 | 92 | 92 | - | - | 94 | - |
| WORLD | 80 | 87 | 82 | 76 | 72 | 79 | 89 |

*) Data refer to most recent year available during the period specified in column heading

s) National household survey

-) Data not available

Both Nepal and Pakistan have been included in the 25 countries selected for accelerating progress on girls' education, the so-called **25 by 2005** acceleration strategy launched by UNICEF. The strategy aims to help all countries eliminate gender disparity in education by 2005, with special focus on 25 countries that are considered most likely to need a boost to achieve this goal.

Two of the Millennium Development Goals are considered pivotal:

(1) universal education—"It is education that will provide the next generation with the tools to fight poverty and conquer disease. . ."

(2) gender equality and empowering women—" . . and it is parity in education that will ensure a future in which girls and boys are equally safe, healthy, protected and empowered."

A. Situation of Street Children in the Four Countries;

Prevailing Barriers to Education

The phenomenon of street children in metropolitan areas has various causes. Three categories have been suggested:

(1) Immediate Causes (Factors that have to do with the children and family)

- Parents' literacy
- Family values that are materialistic / consumerist
- Domestic violence
- Lack of parenting skills
- Conflict with the law
- Substance abuse
- Incidence of HIV/AIDS

(2) Underlying Causes (Factors that have to do with the community)

- Violence against girls
- Trafficking of girls and women
- Migration
- Lack of formal or non-formal educational facilities
- Institutional nature of formal schooling
- Lack of child-friendly learning environment in school
- Poor quality of education
- Lack of relevance of education to daily life

(3) Root Causes (Factors that have to do with society)

- Poverty
- Gender discrimination

- Political conflict
- Insurgency

The structural roots of poverty and underdevelopment are the most complicated and the most important. The very presence of street children and their growing numbers in all four countries in this study are indicators of societal malaise. As ideological and political conflict, the series of economic and financial crises, and social unrest escalate, these have been shown to spawn, in addition to crime and insurgency, more children on the streets.

Focusing on the Excluded

“Excluded groups include the poor, ethnic minority groups, remote populations, the displaced, people affected by civil unrest or emergency, child workers and people with disabilities, whether they be physical, intellectual or emotional.” [Asia and Pacific Regional Framework for Action: Education for

All / Guiding Principles, Specific Goals and Targets for 2015. Adopted by the Asia – Pacific Conference on EFA 2000 Assessment, Bangkok, Thailand, 17 – 20 January 2000]

“Special attention and support should be given to the most-excluded and least-accessible people in each country, and those suffering the consequences of armed conflict, civil dislocation and natural disasters. The needs of these people should be continually reassessed and the necessary actions defined and taken.” [Ibid., p. 59]

“Above all, teachers must be able to make learning environments more inclusive and welcoming to children—healthier, more effective and more nurturing.” [Ibid., p. 61]

Common Constraints to Social Inclusion of Street Children

Street children seemingly consider themselves out of place in school. Although a majority of them attempt to enroll in the government primary schools, they soon enough drop out. First of all, their parents give them chores to do, or urge them to help earn some money. Or, parents keep the girls at home while allowing the boys to attend school.

Next, the children who are working begin to absent themselves from classes because they are too busy or too tired. This is when they react to the formal structure of classes, with rigid schedules and expectations. They doubly react to any action or behavior of teachers and classmates that tend to humiliate them in public, resulting in loss of face and dignity.

Associating the school with its set rules and regulations, street children easily convince themselves that they prefer the freedom of street life. But this freedom often brings trouble, such as conflict with the law, substance abuse, and exposure to HIV/AIDS.

Street children themselves can create constraints to their social inclusion. As they withdraw from school, they are considered not only poor (migrants to the city); they are also marked by their caste, ethnic minorities or religion (gypsy, dalit, tamang, Muslim); and soon they will have created their own caste of ‘street living or working children’.

B. Trends in Government Policy on Basic NFE and the Implementing Mechanisms for the National Programme on Education for All

The trend among the four countries is for government to say it will honor its commitment to EFA Goals, Jomtien and Dakar Framework. For signatories to

previous regional commitments and international conventions (CRC, CEDAW) that also recognize education as a right and a priority, there has been every intention to develop plans and pursue their implementation. Thus, all four countries have produced the requisite Plans of Action. However, not all the Plans have sufficiently been acted upon.

Recognition of the child's right to education in the Constitution, state policies and legislation is altogether a different matter from providing actual access, and the **Pakistan** government is called to task for insufficient 'patchy' and seemingly 'avoidable' implementation.

The National Child Policy and Plan of Action is a major initiative of government and civil society, following the U. N. General Assembly Special Sessions on Children in 2002. All stakeholders and various actors working for children commit the required resources. The NCP-PA is linked with the Poverty Reduction Strategy of government. Street living children are to be directly specified "to give them the 'status' of citizen of Pakistan by providing equal educational opportunities." [p. 44] This same commitment is expected for other national policy and action plans such as the National Plan of Action 2015 and Education Sector Reforms 2001 – 2005, National Plan of Action (NPA) for Education for All, and Perspective Development Plan (2001 – 2011) with special attention to Poverty Reduction and Human Resource Development.

The **Nepal** government policies and strategies have been severely criticized for being "directed by a centralized development trend, weak implementation, monitoring and evaluation, and lack of strong enforcement of existing laws and regulations. These are responsible for more and more children being out of schools and compelled to live on the streets instead of ensuring the welfare of children and society in general." [p. 11]

Its 1945 Constitution obliges the government of **Indonesia** to give services to abandoned children, including street children.

The Department of National Education, particularly the Directorate of Education for Out-of-School Youth, implements many programs in non-formal education, including an equivalency program (Packages A, B, and C).

Another government effort is the provision of community learning centers (PKBM) to reach out to the target groups. In practice, however, some district governments are not cooperative. It is also the government's role to facilitate the organization of NGOs who can directly implement direct service programs, including Non-Formal Education.

On its part, the **Philippines** translated its commitment to Education for All (Jomtien, Thailand, 1990) into a ten-year EFA Philippine Plan of Action for the period covering 1991 – 2001. However, the Philippine EFA National Assessment Task Force revealed that not enough progress took place within the EFA decade.

In recent developments, the Department of Education has renamed its NFE bureau. Now known as Bureau of Alternative Learning Systems, it encompasses both non-

formal and informal education. Inclusive education is a stated policy, and it is possible for out-of-school youth, including street children, to be integrated into the learning system.

C. Best Practices on Basic NFE for Children Living and/or Working on the Street

The criteria for **Best practices**, as agreed upon by the participants at the Orientation and Planning workshop in May 2004, are the following:

- a) adequately meets specific needs of street children
- b) cost-effective/ cost-efficient
- c) sustainable
- d) replicable
- e) gender-sensitive
- f) empowering
- g) maximizes participation of major stakeholders
- h) with an effective monitoring and evaluation component
- i) involves the community
- j) acceptable among practitioners and all stakeholders

PAKISTAN

In summary, here are the good practices identified through the Pakistan case studies:

| Basic NFE Programs | Good Practices |
|--------------------|--|
| SUDHAAR | <ul style="list-style-type: none"> ▪ Uses the government syllabus, for the NFE to serve as a bridge to the government formal education system ▪ Innovative feature: Involves the whole community and main stakeholders prior to setting up an NFE Center ▪ Innovative feature: Provides grants and vouchers for eligible children through an Education Fund to compensate for any loss in family income |
| KHOJ | <ul style="list-style-type: none"> ▪ Pioneering in Pakistan: Literacy program is phonics-based. ▪ Approach is gender-focused, need/problem-based, action-oriented, and highly participatory ▪ Uses life skills rather than rote learning ▪ Teaches literacy skills in the minimum possible time of 4 – 5 years Involves all community stakeholders, including children and females, in |

| | |
|---|--|
| | developing the curricula, implementing classes, and monitoring |
| AMAL-YES! Youth Empowerment Skills Series | <ul style="list-style-type: none"> ▪ NFE is complemented with training in vocational skills, rights, life skills, HIV/AIDS awareness and sensitization, basic health and hygiene classes, social and cultural activities, and development of community organization. ▪ Was declared a model project by UNFPA and UNICEF Pakistan |
| SIND Education Foundation Child Labor and Education Program | <ul style="list-style-type: none"> ▪ Child Development Centres provide free and flexible educational and recreational facilities. ▪ Provides other support services such as behavioral analysis and counseling, health and hygiene services ▪ Collaborates with the social sector support services |

NEPAL

Participants in the Nepal case study workshops have insisted that they cannot identify best practices, only good practices.

| Basic NFE Programs | Good Practices |
|---|--|
| ILO-ILEC/Federation of Nepalese Chamber of Commerce and Industry, Pokhara; Innovative Forum for the Community Development (IFCD); SAATHI Bishram Kendra Child-centred approach / UNICEF module | <ul style="list-style-type: none"> • Teaching – learning process is suited to the capacities and lifestyle of street living and working children. • Directs special attention to psychosocial counseling and links to skills training • Provides primary health care and recreational activities in the NFE centres • Provides parents with income generation activities so they can support their children • Involves community participation through a class support committee that includes local social activist, teacher, and representatives from local women groups and clubs • Has shown good impact and replicability • Provides lower caste children with access to education; no discrimination as to caste, gender, or type of work |
| CWCN (Child Watabaran Centre Nepal) | <ul style="list-style-type: none"> • Very child-friendly • Believes in quality education • Provides options other than formal |

| | |
|--|---|
| CWCN curriculum, based on government's primary education curriculum | schooling after Basic NFE, such as vocational training for both girls and boys • Is helping itself toward sustainability |
| Child Welfare Scheme Nepal (CWSN) JYOTI Vocational Training Centre | <ul style="list-style-type: none"> Utilizes participatory methods (including research) that recognize the voices of children—in making rules and regulations; represented in disciplinary committee; involved in selection interviews of the staff; scheduling classes, breaks and interaction meetings; consulted about services, their needs and desires. Has identified a good entry point to reach out to street children, namely, health services. |
| SathSath Alternative education, rights-based approach | <ul style="list-style-type: none"> Provides the children with options / informed choices for further support— formal or non-formal education, training, apprenticeship, family reintegration, etc. |

PHILIPPINES

The Philippine Case Studies identified the following good practices:

| Basic NFE Programs | Good Practices |
|--|---|
| Angelicum College: REAP Home-Based Study Program | <ul style="list-style-type: none"> No-grades system of assessing learners and self-paced modular curriculum: Students move up the ladder by finishing a required set of learning competencies at his/her own pace, and then taking the exams. Flexible teaching/learning methodology allows the learners to move at his/her own capacity and pace, according to his/her own available time schedule. Organized system of consultation between learners and learning facilitators Complete facilities for learning Children get a chance to reintegrate into regular school |

| | |
|--|---|
| <p>Cebu City: Mobile School</p> | <ul style="list-style-type: none"> • Children get a chance to enter primary school. • Learning facilitators do house-to-house surveys to seek out the families in urban poor areas who could not afford to send their under-six children to pre-school. • Transportation system to fetch the children from their communities • Integration of health and nutrition service in education |
| <p>CENTEX</p> | <ul style="list-style-type: none"> • Excellent partnership with the LGU • Pro-active resource mobilization • Excellent learning facilitators • Flexible teaching/learning methodologies, adjusted to learners with different capacities |
| <p>Pasay City High School NFE</p> | <ul style="list-style-type: none"> • Literacy mapping pro-actively seeks out the youth in the community by locating the houses in the community where there are illiterates. • Good NFE curriculum • Integration of livelihood skills training • Use of the school facilities as venue for the learning activity • Children get a chance to reintegrate into regular school |
| <p>PACAF</p> | <ul style="list-style-type: none"> • A learning center located in / established by the community • Community profiling • Integration of livelihood skills training • Children get a chance to enter primary school |

The best / good practices in the four countries illustrate a range of informal activities and non-formal curricula that together make up an Alternative Learning System vis-à-vis Formal Schooling.

| VENUE | ALTERNATIVE LEARNING SYSTEMS | | |
|--------------------------|------------------------------------|---|--|
| | INFORMAL ACTIVITIES | USING EDUCATION DEPT'S NFE SYLLABUS | USING SPECIAL CURRICULUM |
| Street / Park | ISCO Foundation (I) | Cebu City's Mobile School (RP) | Yayasan Kampus Diakoneia Modern (I) |
| | | | CHILDHOPE Education on the Street (RP) |
| | Yayasan Bini Mandiri Indonesia (I) | | |
| Center / Shelter / Panti | | SEF Child Labour Education Program (P) | KHOJ (P) |
| | | AMAL-YES! (P) | Child Watabaran Centre (N) |
| | | SUDHAAR (P) | CWSN Jyoti Vocational Treaining Centre (N) |
| | | Yayasan Pondok Kasih (I) | Innovative Forum for Community Development (N) |
| | | Yayasan Annur Muhiyam I) | ILO/IPEC/FNCCI Time-bound Programme using UNICEF NFE Modules (N) |
| | | PACAF NFE (RP) | SAATHI (N) |
| | | | Yayasan Charis (I) |
| Home and School | | | Angelicum's REAP (RP) |
| School | | Pasay City East High School: NFE A & E (RP) | CENTEX (RP) |

IV. CONCLUSIONS AND RECOMMENDATIONS FOR EFA POLICY AND NFE PROGRAMMES

The research studies in the selected countries—Pakistan and Nepal in South Asia, Indonesia and Philippines in Southeast Asia—have described the situation of street children and youth in their respective countries, particularly in terms of their education status. The studies have confirmed that governments recognize the right to education of all children on the policy level. Their existing plans reflect these policies; not all specifically include street children. The programmes to address the right of street children to education vary in scope of implementation, monitoring and evaluation.

In the **Philippines**, since 2001, the Department of Social Welfare and Development has been coordinating with national government agencies, local government units, and NGOs for the implementation of a National Project on Street Children. This effort is in addition to the programs already being undertaken by major networks and coalitions, some of which have been active advocates in behalf of working and street children since the late '80s. Moreover, an existing bureau of the Education Department under its new name Bureau of Alternative Learning System, effectively expands its scope to include both informal and non-formal education. This strategy is directly aimed at advancing the goals of Education for All.

Pakistan and **Nepal** strongly recommend that the category of street children be made explicit in the National EFA Plans of Action of their respective governments. Otherwise, street children may continue to be excluded from accessing even Basic Non-Formal Education. In the discussion of the implications of study findings for EFA policy and NFE programmes, the Nepal Study enumerated the major issues and challenges facing the government, NGOs and INGOs that could create barriers to achieving the EFA goals by 2015. One major issue is gender equity and equality. UNICEF has included Nepal as well as Pakistan in its *25 by 2005* acceleration strategy. The strategy aims to help all countries eliminate gender disparity in education by 2005, with special focus on 25 countries that are considered most likely to need a boost to achieve this goal.

Governments should recognize the important roles that NGOs and INGOs are already playing in addressing the educational needs of street children in particular, and facilitate the cooperation of local government units and national agencies in the mobilization of resources and community participation.

Child welfare agencies recognize the various categories of street children—children on the street, children of the street, abandoned and neglected children, and children of street families. As demonstrated in the case studies on best / good practices, different programs are offered to different categories of children. The **Indonesia** Study recommends that helping professionals pay more attention to the specific reasons why children in a particular category are not in school. These reasons should be a major consideration in selecting the appropriate educational program and curriculum to respond to the children's needs.

A majority of children (on the street) still go home to their parents. For these children, the Basic NFE program would be enhanced by also offering some training for parents, primarily on parental responsibility, as well as technical and financial support on livelihood projects. For this group of children, particularly those who are still within the same age group as schooling children, access to government primary schools is a strong possibility, but the children need educational assistance such as books and uniforms, transportation allowance, and tutorial services.

Street living children, on the other hand, stand to benefit most from outreach programs, and when they have been reached, programs such as “education on the streets” and other forms of basic NFE programs would be most effective.

In conclusion, we join our voices with advocates of Education for All—YES, given the following definition of Education:

“Education shall be geared to tapping each individual’s talents and potential and developing learners’ personalities so that they can improve their lives and transform their societies.” [Jomtien]

The elements of such Education for All are the following:*

- Literacy: reading, writing, numeracy.
- Life skills and values: education for peace and global understanding—capacities of learners to deal with issues of day-to-day survival, to resolve community conflict, and to enjoy human, political and civil rights to a greater extent.
- Knowledge, skills and attitudes required for independent learning and problem-solving

Schooling for all is wishful thinking. Many financially strapped parents know this for a fact. A majority of street children want to be educated, realizing that “education is the only way out of poverty”; but not all street children want to go back to school. This is the reason why each country should have a complete educational system, that is, Formal School System and Alternative Learning Systems (Informal and Non-Formal Education).

Because not all street children are ready to enter one door, they should have the option to enter through another door.

*Erlinda C. Pefianco, “Will EFA finally succeed after Dakar?” Keynote address, Policy Forum on Education for All—Alternative Learning Systems. Organized by Childhope Asia Philippines, in partnership with Department of Education – Bureau of Alternative Learning Systems and UK Consortium for Street Children, with support from UNESCO Bangkok, on November 8 – 9, 2004, Mandaluyong City, Metro Manila.

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**BEST PRACTICES IN THE PHILIPPINES ON BASIC NFE
FOR CHILDREN LIVING AND/OR WORKING ON THE STREET**

| Features | Angelicum College: Re-entry Education For the Poor (REAP) | Cebu City Task Force MOBILE SCHOOL | CENTEX Public Elementary Education | PACAF Mindanao NFE for Elementary & High School Drop- outs | Pasay City East H.S. NFE A & E |
|------------------|--|---|--|--|--|
| CHILDREN SERVED: | <p>Working students, maids, drop-outs (due to poor health, pregnancy, entertainers)</p> <p>390 learners in the Home Study Program (86 boys; 304 girls), to include:</p> <p>45 learners in REAP (35 females; 10 males), including 16 children (14 girls; 2 boys) ages 13 – 17</p> | <p>Children of urban poor families from depressed districts of Cebu City</p> <p>307 learners (167 boys; 140 girls)</p> <p>70% are under 6 years old; 30% are 6 – 12 years old</p> | <p>Children of poor families from Tondo, with high potential for academic success.</p> <p>521 learners (274 boys, 247 girls)</p> <p>For example, fathers work as security guard, driver, vegetable vendor, electronic technician, seaman, or employee.</p> | <p>Muslim boys and girls from Barangay Sasa, Davao City:</p> <p>35 learners (13 males; 22 females), including 10 children (2 boys ages 13 – 17; 8 girls ages 6 – 12)</p> | <p>Working students, household help, tri-sikad drivers, GROs:</p> <p>131 learners (86 males; 45 females), including 92 children (70%): (61 boys ages 13 – 17; 31 girls, ages 13 – 17)</p> <p>Open to all elementary and high school drop-outs 15 years old and above, and are either functional illiterates or unemployed.</p> |

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| <p>Requirements for enrollment</p> | <p>Learner's desire to learn through the non-graded system</p> <p>Challenge: A little stringent</p> | <p>Children ages 4 – 8 who are not attending day care service are identified by the Mobile School teaching staff through house-to-house visits in depressed areas of Cebu City every summer.</p> | <ul style="list-style-type: none"> • Family income should not exceed P10,000 per month. • Entry level is only at Kindergarten. • Barangay confirmation that family lives in Tondo area. • Home visitation by social workers to ascertain income level. • Superior or above average IQ as determined by test given to all student applicants. <p>Challenge: Requirements tend to be stringent.</p> <p>Limited to 75 slots per grade level</p> | <p>All out-of-school Muslim youth are welcome.</p> <p>Open to non-Muslims as well.</p> | <p>Birth or baptismal certificate Last report card Barangay clearance to establish the residence of the learners Demographic information sheet</p> <p>Not strict.</p> <p>Students do not pay tuition fee or any other miscellaneous expense.</p> |
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| <p>Accessibility (distance from the community)</p> | <p>Centrally located within Quezon City; accessible by public transportation</p> | <p>A government-owned bus picks up children ages 4 – 8 years from squatter areas of Cebu City, and brings them to an open space provided by the Philippine Ports Authority where teaching – learning sessions are held.</p> <p>Challenge: A more permanent place closer to where the children live will save time and money.</p> | <p>Located within the G. del Pilar school compound in Tondo. Students are never late or absent because of traffic, as they all reside in Tondo.</p> <p>Challenge: Need to open more CENTEX schools.</p> | <p>School is right within the community.</p> | <p>Good location within Pasay City; can be reached by walking or by pedicab</p> |
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| <p>Content (subject matter covered)</p> | <p>Comprehensive, following the same curriculum as the regular primary and secondary levels and the Home Study Program of Angelicum College. The subjects are: Mathematics, Science, English, Social Studies, Filipino, Christian Living Education, Computer, and Physical Education/Health/Music .</p> | <p>Appropriate and relevant to children of pre-school age, in preparation for formal school.</p> <p>The program was designed primarily by the teachers who are involved in the project with the members of the Cebu City Task Force on Street Children.</p> <p>Challenge: No program evaluation since Mobile School started ten years ago.</p> | <p>Content areas are: Communication Arts in English / Filipino , Reading and Literature, Social Science, Mathematics, Science and Technology, Physical Education / Health / Music, Fine Arts, Enhancement Program Using Technology, Industrial Arts / Home Economics for Grades 5 – 6, Self-esteem, and Religion.</p> <p>The curriculum is organized around broad themes related to the lives of the students, allowing them to explore the integrated content and to develop strategies about learning.</p> <p>CENTEX uses a curriculum patterned after California, USA. It is continually updated and refined by the Project Director, representatives from the Division of City Schools (Manila), and volunteer educators from Assumption College and the International School.</p> | <p>Program contents are modified to suit the Muslim culture.</p> <p>Utilizing the NFE system of DepEd, the program contents revolve around the five integrated curriculum learning strands:</p> <ul style="list-style-type: none"> • Communication Skills—listening, speaking, reading, and writing for print of electronic media. • Problem-solving and critical thinking— numeracy and scientific thinking. • Sustainable use of resources and productivity. • Development of self and a sense of community—self development, a sense of personal and national history and identity, cultural pride and recognition, and understanding of civil and political rights. • Expanding of one’s world vision— knowledge, respect for and appreciation of diversity, peace and non-violent resolution of conflicts. and | <p>Utilizing the NFE system of DepEd, the program contents revolve around the five integrated curriculum learning strands:</p> <ul style="list-style-type: none"> • Communication Skills—listening, speaking, reading, and writing for print of electronic media. • Problem-solving and critical thinking— numeracy and scientific thinking. • Sustainable use of resources and productivity. • Development of self and a sense of community—self development, a sense of personal and national history and identity, cultural pride and recognition, and understanding of civil and political rights. • Expanding of one’s world vision— knowledge, respect for and appreciation of diversity, peace and non-violent resolution of conflicts. and |
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| <p>Methodology (general; per major topic)</p> | <p>Learner-centered: Learners are initially given a placement level test to determine the level of the modules to be used. They borrow the modules to take home and study at their own pace.</p> <p>Learners are required to come to school for two days a week for consultation with the learning managers (teachers) on specific areas of difficulty. When ready, learners take the examinations at the testing center. Passing the tests enables learners to move up to the next level.</p> | <p>Interactive methodologies that are appropriate for children ages 4-8 years, who have shorter attention spans than older children.</p> | <p>Interactive and self-discovery methodologies, with teachers serving as learning facilitators.</p> <p>Big blocks of time are allotted to Language Arts and Mathematics to support the Integrated Approach.</p> <p>Meaningful homework assignments and field trips complement lessons learned in the classroom.</p> <p>Continuous in-service training for teachers</p> <p>Challenge: financial constraints; availability of modules</p> | <p>Face-to-face, learning instruction, peer learning, individual coaching.</p> <p>Challenge: Need to use a variety of methodologies consistently.</p> <p>Self-learning methodology is not used because only the teacher has a set of modules.</p> | <p>Face-to-face learning sessions, one-on-one tutorials, study circles, peer learning sessions, audio-based instruction, and learning centers.</p> <p>Challenge: There is need to employ a variety of methodologies as the program dictates.</p> |
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| <p>Educational materials used</p> | <p>Each student borrows a set of learning modules from the school. A separate notebook is used for writing answers to the questions.</p> | <p>Colorful and interesting learning materials are prepared by the teachers, or purchased using donations and the regular budget. School supplies like workbooks, paper and pencils are provided free, but learners are not allowed to bring them home.</p> <p>Challenge: Mothers want to teach their children at home but they are not allowed to bring their supplies home.</p> | <p>Books for Integrated Language Arts and Mathematics are US-published. Other textbooks are published locally and provided by DepEd.</p> <p>Challenge: Financial considerations</p> | <p>A & E instructional materials from DepEd, plus some appropriate modules from the Home Study Program of Angelicum College</p> <p>Challenge: Outside assistance is needed to reproduce learning modules.</p> | <p>Based on the NFE A & E Curriculum Framework, there are 535 learning modules for elementary and high school levels. The modules include 84 lessons for elementary level, with 22 facilitator's guides; 68 lessons for secondary level; and 10 audio tapes.</p> <p>Learning materials and other supplies may be requested from the local government.</p> |
| <p>Teaching staff (number of males/females; age group; academic background/ experience)</p> | <p>18 teachers (17 female; 1 male) who are professional (BSE graduates) and dedicated</p> | <p>8 full-time staff members manage the Mobile School—a social workers, nutritionist, 5 'street educators', and a mobile school bus driver. They are very dedicated</p> | <p>33 teachers in CENTEX Tondo (31 females; 2 males) who are all BSE graduates and have passed the Board Examination for Teachers</p> <p>Screening criteria /panel interview</p> <p>Challenge: DepEd needs to send quality teachers to the Mobile School.</p> | <p>One Education Facilitator (BSE graduate and Board passer) to handle the NFE A & E modules</p> <p>Challenge: Incentive and sustainable honoraria for learning facilitator are needed.</p> | <p>2 teachers conduct weekday classes (one in the morning, and the other in the afternoon); 4 teachers handle one class each every Saturday. One teacher manages NFE classes in 4 depressed barangays around the school.</p> <p>These 7 teachers are BSE graduates and passed the board exams for teachers. They receive honoraria from the local government.</p> |

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| <p>Size of class; ratio of teaching staff to children)</p> | <p>No actual class, as mentoring/consultation is individualized. There is a teacher for every 22 students.</p> | <p>Just enough. Teachers manage an average of 30 to 50 children every day.</p> | <p>25 per class, with more or less 4 teachers per grade level.</p> <p>Challenge: Lack of space and classrooms</p> | <p>Only one class for all learners. The number ranges from 20 to 35, more in the morning than in the afternoon.</p> <p>Challenge: Additional learning facilitator to provide individualized coaching</p> | <p>Challenge: Classes tend to be a little big sometimes. The ideal size is 25 students per class.</p> |
| <p>Schedules</p> | <p>Flexible enough to accommodate student's availability, the twice weekly sessions can be from 7:30 a.m. to 3:30 p.m. or 9:30 a.m. to 5:30 p.m.</p> | <p>The children are grouped into two teams: MWF and TTh, Classes are from 10 a.m. to 3 p.m., with pick up starting at 9 a.m.</p> <p>Challenge: Mothers prefer that their children be in school everyday instead of twice or thrice a week.</p> | <p>8 a.m. to 3 p.m. M – TH; 8 a.m. – 12 noon F</p> <p>Challenge: Quality control</p> | <p>Saturday classes only, from 9 – 11:30 a.m. and 1 – 4 p.m.</p> <p>Challenge: Need some rethinking to adjust to learners' schedule</p> | <p>Learners have the option to go to school daily or only on Saturdays.</p> <p>Schedule is as follows: 10 – 11:30 a.m. M – F 1 – 3:30 p.m. M – F 8 a.m. – 12 noon Saturday 1 – 4 p.m. Saturday</p> |
| <p>Venue</p> | <p>The 'learning station' is spacious, with about ten teachers seated at separate tables. A Separate 'testing center' can accommodate fifty students at a time.</p> | <p>Challenge: A more permanent place with less pollution is desirable.</p> | <p>Located in the same compound as G. del Pilar School.</p> <p>Existing facilities were redesigned to include large classrooms, a motor-skills room, a computer lab, a multi-media room, learning centers, and lunch room.</p> <p>Challenge: Lack of space</p> | <p>The school is a temporary structure with sawali and bamboo walls and a corrugated iron roof. It is located right within the community where the OSY live.</p> <p>Challenge: A spacious room is needed with chairs and tables suited to the age of the NFE learners.</p> | <p>Various rooms in the school are used to hold classes.</p> <p>The school will continue to house the program.</p> |

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| Duration of the program | Having started in 1999, the program is now institutionalized. Each curriculum year takes ten months, but a fast learner who finishes ahead of schedule, can enrol in the next level. | Sustainable because of government support | Now in existence for 7 years, CENTEX will graduate its first batch of elementary graduates. Challenge: Comparison with other public schools | The program started in 2002. PACAF provides a modest honorarium for the Learning Facilitator and for learning materials. DepEd provides some support to PACAF as a service provider. | Program started in 1999, initially funded by the local government of Pasay City. Has been institutionalized in the Bureau of NFE of DepEd |
| Other stakeholders | Challenge: Except for the usual permits secured by the school from DepEd, the program does not link up with any bureau of DepEd. | Challenge: Need to bring in DepEd and DSWD | Parents are asked to render 30 hours of service at the school every month. Challenge: Not all parents do this. Involvement of DepEd, city government of Manila, Ayala Foundation, and private corporations Challenge: Inconsistent support from government agencies | The community and the parents are the major stakeholders. Their support will determine the life span of the project Challenge: Need assistance of civic groups and other donors to prolong the life of the program. | There is closely coordination between the Pasay City East High School administration and faculty and the local government of Pasay City, and the barangay councils of Pasay City. |
| Accreditation/Equivalency | REAP / Home Study Program uses the same government-recognized curriculum as the regular elementary and secondary levels of Angelicum College. | Challenge: Program needs to be accredited by DepEd. | Recognized by DepEd. Graduates can automatically apply at any high school in the Philippines. | Challenge: Learners need more quality coaching to pass A & E. | When ready, learners take the NFE A & E tests. Successful examinees receive a certificate (elementary or secondary), signed by the Secretary of the Department of Education. |

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| <p>Financing (budget/costs, donors, etc.)</p> | <p>The REAP program is basically subsidized by the tuition fees paid by the paying sector of the Home Study Program (@ P26,000 to P30,000 a school year per student).</p> | <p>The local government of Cebu City has integrated the salaries of the 8 staff members into the city government budget.</p> | <p>Financed from the interests of an endowment fund set up by Ayala Land.</p> <p>The city government of Manila pays the salaries and benefits of DepEd teachers, and is responsible for the school building and its maintenance.</p> | <p>Challenge: DepEd support under the Basic Literacy Service Contracting Scheme, in the amount of P29,000, was discontinued in 2004 because assistance had to be shared with other NGOs implementing similar programs.</p> | <p>Financed by the local government of Pasay City in terms of honoraria for the teachers, learning materials and other supplies needed for the classes.</p> |
| <p>Other features</p> | <p>Challenge: No special theme addressing life skills or improving the learners' capacity to cope with the hazards of work.</p> | <p>Parenting skills seminars are given every summer.</p> <p>Occasional home visits are done by the teachers.</p> | <p>Children's participation: Class moderators are tasked to report cases of misbehavior among their classmates.</p> | | <p>Students pay no tuition fee or any miscellaneous expenses.</p> |

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| <p>IMPACT</p> | <p>Positive changes cited:</p> <ul style="list-style-type: none"> • Developed self-esteem and self-confidence. • Learned discipline and time management. • Experienced feeling 'normal' just like regular students. • Felt happy to have a chance to finish high school and go to college. • Became optimistic regarding possibility of getting a decent job. | <p>Teachers observed that children:</p> <ul style="list-style-type: none"> • Come to the school cleaner/tidier. • Seldom curse. • Are more considerate of others. • Know how to read and write. • Appear to be happy in the class. <p>Parents observed that their children:</p> <ul style="list-style-type: none"> • Wake up early. • Cry when the bus leaves them behind. • Pray before they eat. • Wash their hands before eating. | <p>Parents observed that their children have:</p> <ul style="list-style-type: none"> • More knowledge than other children in the neighborhood, and behave differently. • More disciplined study habits. • Rational time management. • More hygienic and orderly habits. | <ul style="list-style-type: none"> • Almost 20% of the Muslim youth enrolled in the NFE have rejoined formal school.. • Most learners and even parents now value the importance of education. • Parents are now more supportive of their children than before. | <p>Challenge: The school does not have a system of following up the students after their stay in the program</p> <p>The program has somehow overlooked the need of the learners for psycho-social assistance, guidance, and health aid.</p> <p>Learners of the NFE A & E are treated differently from the regular students.</p> |
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**BEST PRACTICES AMONG NGOs IN INDONESIA ON BASIC NFE
FOR CHILDREN LIVING AND/OR WORKING ON THE STREET**

| Features | ISCO Foundation | YAYASAN PONDOK KASIH | YAYASAN KAMPUS DIAKONEIA MODERN | <u>YAYASAN CHARIS</u> | YAYASAN ANNUR MUHIYAM |
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| CHILDREN SERVED: | <p>Children still living with their families, and who have not lived on the street</p> <p>± 1.195 children ages 5-13 years, in 11 areas:</p> <ul style="list-style-type: none"> • 6 areas in Jabotabek: Cipinang Besar Selatan, Manggarai, Guji Baru-Kebon Jeruk, Lio-Depok, Tanah Merha-Semper, and Duri Kosambi-Cengkareng. • 3 areas in Surabaya: Kapasari-Genteng, Pabean- | 100 Out-of-school boys and girls ages 7 – 18 years, in 4 locations | <p>Street children and abandoned children under 19 years old, from any gender, tribe, religion, or race</p> <p>Total of 261 children:</p> <p>In Boarding House, 134 Accompanied in the streets, 127</p> | 10 – 20 street children | 215 street children in Bukit Duri |

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| | <p>Tanjung Perak, and Gading.</p> <ul style="list-style-type: none">• 2 areas in Medan: Polonia and Belawan | | | | |
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| Requirements for enrollment | | | | | |
| Accessibility (distance from the community) | | | | | |
| Content (subject matter covered) | | | Formal academic education, business skills, life skills, talent development and character building | Courses in Computer, English, Iron List Security, Coconut Handicraft, Beauty Salon, Motorcycle Mechanics, Electricity, Sewing | |
| Methodology (general; per major topic) | | | | | |
| Educational materials used | | | | | |
| Teaching staff (number of males/females; age group; academic background/ experience) | | | Full-timers, free lancers, and volunteers | Full-degree teachers for Engineering, English, and Computer; Other teachers/facilitators have specific skills and ideology for street children development | |
| Size of class; ratio of teaching staff to children) | | | | | |
| Schedules | | | | | |
| Venue | | | | | |
| Duration of the programme | | | | | |
| Other stakeholders | | | | Private donors | |
| Accreditation/Equivalency | | | | | |
| Financing (budget/costs, donors, etc.) | | | | | |
| Other features | | | | | |
| IMPACT | | | KDM has ministered to more children. Society participation has increased. Children are more interested to study. The quality of service to children has improved. | A few graduated from senior high school and now have a fixed job. Some are mentors in the Foundation. | |

**GOOD PRACTICES AMONG NGOs IN NEPAL ON BASIC NFE
FOR CHILDREN LIVING AND/OR WORKING ON THE STREET**

| Features | SAATHI | Child Watabaran Centre Nepal CWCN | Child Welfare Scheme NEPAL CWSN JYOTI Vocational Training Centre | Innovative Forum for the Community Development IFCD | SATHSATH | ILO / IPEC / Federation of Nepalese Chamber of Commerce and Industry, Pokhara |
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| CHILDREN SERVED: | <p>Lower caste, particularly <i>Tamang</i>—lower socio-economic background, stepparents, distorted families, with conflict-related issues.</p> <p>Homeless and street children ages 5 – 14 years; male and female</p> | | <p>Socially and economically challenged youth (street, trafficked, child labour, slum). Full capacity of VTC is 120 (residential, 100); now serving 86 (43 boys and 43 girls) from all castes and ethnic groups, mostly <i>Dalit</i>, a lower caste.</p> <p>Challenge: Total of 8 drop-outs. The staff is concerned about the increase in number of drop-outs, from 2 in the 1st year, to 6 in the 2nd year. Causes of drop-outs: wrong referral, finding work, not being able to adjust to the new situation, in need of drug rehabilitation.</p> | | | <p>Pilot action programme against child labour: 432 child labourers (191 boys and 241 girls) in Pokhara</p> <p>Time Bound Program: 879 (411 boys; 468 girls)</p> <p>Challenge: Irregular attendance at classes and drop-out rate of about 20% were observed during the NFE implementation. To make the centre more effective and to provide the life skills education with extra curricular activities, there is need for supplementary information and educational materials.</p> |

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| Requirements for enrollment | | | | | | <p>Eligible for 1st level NFE: age group 10 – 14 working children who never attended school, and children who dropped out after 1 or 2 classes.</p> <p>Eligible for 2nd level NFE: children who have completed 1st level NFE and children who dropped out after 2 or 3 classes.</p> <p>No discrimination by caste, gender, or type of work</p> |
| Accessibility (distance from the community) | Easy | | VTC is located in Pokhara, about 10 minutes walking distance from a main traffic point. Trainees who don't have a home or cannot stay at home can use the VTC residential facilities. VTC covers the transportation costs of non-residential trainees. | | | NFE centres / classes are normally set up at the nearby location or community where sufficient number of working children / out-of-school children come to notice. |
| Content (subject matter covered) | | <p>CWCN has its own curriculum, based on the government's primary education curriculum. Core subjects are: English, Nepali, Math, Environment Science, and Social Science.</p> <p>Other subjects: Computer, Meditation, Handwork (crafts & painting). Other activities: field visits, excursions, research projects.</p> | <p>VTC curriculum is made by the trainers themselves. VTC education is non-formal, although it is affiliated with the Council for Technical Education and Vocational Training (CTEVT).</p> <p>Basic NFE covers basic literacy and numeracy skills that the children/youngsters can use during their work/life on the</p> | | | The Time Bound Program in Kaski follows the NFE modules developed by UNICEF for urban out-of-school children— 10 months for 1 st level courses and 10 months for 2 nd level courses. |

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| | | | <p>streets; basic information and skills about health and hygiene.</p> <p>CWSN chooses to have a need-based, practical and flexible curriculum that focuses on daily life issues (HIV/AIDS, protection, dealing with the police, the community, their bosses, etc. and will probably focus on protection from Maoist recruitment in the near future.</p> | | | |
| Methodology (general; per major topic) | Child-centred teaching & learning approach: individual and group teaching, according to the needs of the children; group discussions and debates when needed; NFE techniques | Very child-friendly | Creative teaching, participatory approach, and practical classes | <p>Child-centred teaching and learning method; serial process is as follows:</p> <ol style="list-style-type: none"> 1. Interaction between the facilitator and the students 2. Facilitator's message 3. Story-telling 4. News sharing 5. Literacy 6. Math 7. Creative writing 8. Three-corner practice: 3-corner group study on language, math and creative work, small group practice, individual reading, reading in the library, etc. 9. Game, singing, dancing, drama, etc. 10. Project / research work 11. Review | Process-based alternative education: learning experiences using wide variety of activities such as group discussions, group counseling, health education, games, sports, child clubs, street drama, leadership training, experiential education, and dealing with real-life situations | Teaching – learning process; counseling; primary health care; and recreational activities. |

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| Educational materials used | Books, pencils, posters, flip charts, books, audio-visual materials | | NFE materials from UNICEF, World Education, and other sources; “real life materials” (rubbish, money, etc.) | | | All reading/writing and supportive materials |
| Teaching staff (number of males/females; age group; academic background/ experience) | One teacher, trained by World Education | | Trade teachers in the VTC are experts in their respective trade. Theory teachers have a minimum of intermediate level. Social workers have the relevant training as well as previous working experience. All social and teaching staff were trained in creative teaching, participatory approach in teaching, and basic counseling by Nepali experts and foreign specialists. | | Street educators and outreach workers, usually with a street background | One facilitator for day to day class. Minimum qualification for the facilitator is equivalent to SLC, and he/she should be from the same community where the class is to be set up. The facilitator gets 12 days of basic training before class starts. After a month, he/she gets 5 days’ training in counseling. In the 5 th month, he/she gets 7 days’ refresher training. A supervisor is responsible for visiting 5 NFE centres once a week. He/she gets 5 days of supervisory training. |
| Size of class; ratio of teaching staff to children) | Capacity of 40 children in Saathi Bishram Kendra (drop-in centre). Challenge: Some children dropped out due to pressure of elder street boys who forced them to beg, pick rags, or do anti-social activities. | Maximum of 10 in a class; every child gets individual attention. | NFE: Started with 15 youngsters in 2003. Challenge: Attendance became irregular. After 2.5 months, the group had fallen apart because of a gang fight in their area. They moved away to different places. Although the social worker and the teacher were able to trace them, it was difficult to continue the classes. Three of them became | | | |

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| | | | trainees in the VTC, and now doing very well in their second year of training. | | | |
| Schedules | 2 hours in the morning; 2 hours in the evening | Six classes a day of 45 minutes each, with a 10-minute break between classes | NFE: Youngsters choose the time of the classes, duration, and the rules and regulations (e.g., They all had to wash themselves before entering the class.). | | | 2 to 2.5 hours per day for 6 days a week |
| Venue | | | Vocational Training Centre, a building constructed in 2002 NFE: Youngsters choose a room in the area where they work and live. | | Non-residential resource center; On the street | |
| Duration of the programme | | Course covers 24 months divided into 3 semesters of 8 months each (1 st sem = grades 1 & 2; 2 nd sem = grades 3 & 4; 3 rd sem = grade 5) | VTC training is for 2 to 3 years. Basic NFE is for 3 months. | | | 10 months non-formal education per level |
| Other stakeholders | | | | | | |
| Accreditation/Equivalency | | Students take Grade 5 examinations at the end of the course from one of the formal schools. If they pass, they can continue their education. | | | | |
| Financing (budget/costs, donors, etc.) | Challenge: Funding is needed for scholarships. | CWCN believes in sustainability. For this purpose, CWCN runs a three-wheeler tempo on a public route, and has started to operate gardening services (plant sales from its nursery; contracts for gardening). | Main donor is Child Welfare Scheme UK, the funding and monitoring international and founding partner. CWS UK raises funds through its offices in London and Hong Kong and the efforts of the Pokhara-based staff from CWS UK. | | | Provision of scholarships for enrollment in formal schools |
| Other features | Regular home visits and family counselling. | The education system is the same for both Watabaran Centre for | | | | |

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| | | Boys and Watabaran Centre for Girls. CWCN believes in quality education. | | | | |
| IMPACT | <p>SAATHI: Many children got free scholarships. Of these, some attained first rank in class, and most of them passed with high marks. At least 85 children were reintegrated with their family.</p> <p>Children showed good behaviour change. Change was also observed within families.</p> | | <p>CWSN conducted a Photo-project with ten street youngsters (2 girls & 8 boys) from different castes / ethnic groups in Pokhara. After receiving instructions on how the camera works, they used a camera and films over a period of 3 months, to portray their lives. The pictures were exhibited in Pokhara, Kathmandu, London, Hong Kong, Amsterdam, and is still going around the world to show the people the lives of these youngsters through their own eyes. This activity helped to build up their self-esteem, to develop leadership skills, to build their trust in other people, to solve problems, and to have fun. This was a real life skill project in a fun way, that was used as a fund raising tool for CWS and continues to generate income for these youths. The money returns to the youth via the JYOTI Vocational Training Centre. As a first result, the youths decided to set up their own JYOTI Club, a group of street youngsters who help each</p> | <p>Started in four districts, the approach will expand to 13 districts with the support of UNICEF.</p> <p>Challenge: The government's objective for the OSP is to mainstream children into school. In reality, this is not working because the children are too old to enter school. The OSP levels of class two and lower are below the expectation of class 3 level. The objective of OSP should be reviewed. Research findings showed a high drop-out rate, a lack of coordination, and that programmes were not reaching the target group.</p> | | <p>The success and good impact of the programme led both ILO / IPEC and FNCCI to jointly continue the programme in Kaski and to replicate the successful model in 4 districts of the country.</p> <p>After completing the NFE 1st level, about 51% of the participants, or 446 (234 boys and 212 girls) have enrolled in formal school, with full scholarships.</p> |

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| | | | <p>other. They decided how to use the money, and for two years, have bought blankets for street youngsters. Many boys from the JYOTI Club are now trainees at the Vocational Training Centre.</p> <p>VTC: The results seen at present are youngsters with confidence, faith and motivation to make something of their lives. The first real results will be seen in the coming year when the trainees leave the centre, get a job, and start their independent lives.</p> <p>Market research showed that 40% of over 500 contacted businesses are willing to give On-the-job Training and/or jobs to VTC trainees.</p> | | | |
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**BEST PRACTICES AMONG NGOs IN PAKISTAN ON BASIC NFE
FOR CHILDREN LIVING AND/OR WORKING ON THE STREET**

| Features | Sudhaar | Khoj | AMAL-YES! Youth Empowerment Skills | Sindh Education Foundation SEF Child Labour Education Program (CLEP) |
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| CHILDREN SERVED: | 846 working children above 12 years of age (151 boys and 695 girls) Challenge: Have just started data base for street children enrolling in NFE classes | 3000 children in villages of two districts--Lahore (since 1990) and Sheikupura (since 2001) Main target group: out of school street living and working children | 4126 out-of-school street living and working children ages 6 to 18 years (3850 boys and 276 girls) Street living children are the primary target of YES! Because of their invisibility, vulnerability and deprivation from basic health and educational facilities. | Working and street children |
| Requirements for enrollment | Classes are open; there is no prohibition for street living children to get admitted in any center in their nearest locality. | | Drop-in Centres are open 24 hours, 7 days a week. There are no tuition fees. Any boy or girl of ages 7 to 17 is eligible for admission. | Child Development Centres are open 12 hours daily, 7 days a week. There are no tuition fees. The admission process is fairly simple: Any boy or girl of ages 6 to 15 who expresses interest in the program and visits the centre for more than 15 days is eligible for admission. |
| Accessibility (distance from the community) | | | Drop-in Centres are located in working areas. | |
| Content (subject matter covered) | | Khoj developed its own syllabus for Alternative Elementary Education Systems to provide quality and effective elementary education to out-of-school street living and working children. The courses are divided into two phases—phase one for younger children: “basic/elementary phase”; phase two for adults: “advanced phase”. | Three basic subjects: (1) developing reading and writing skills in English & Urdu, focusing on Urdu & English alphabets; (2) Mathematics (3) Life Skills Training comprises basic health education, providing basic health facilities like toilet and bathing facilities, soap, plus basic refreshments. | Three basic subjects: (1) English (2) Urdu (3) Mathematics Additional training is provided in various vocations alongside safety training, health education, and basic hygiene (showers and toiletries are provided). |
| Methodology (general; per major topic) | | Innovative, unique, and self-developed empowering methodologies build | Participatory approach focused on Life Skills-based Peer Education | |

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| | | <p>children’s capacity to think critically by developing “out of box” thinking. These are in direct contrast to those used in government schools that breed conformist attitudes.</p> <p>Examples: “indoor and outdoor school approach” with flexible timing.</p> | <p>Training by involving children in conceptualization, designing and implementing the educational design, syllabus, duration of the classes, monitoring and evaluation system, and project activities.</p> <p>The level of participation varied by age group:</p> <ol style="list-style-type: none"> (1) For children of ages 7 – 10: drawings and life skills non-formal sessions (2) For children of ages 10 – 13: formal and non-formal sessions (3) For children of ages 13 – 18: Holistic training and involvement in all the above areas | |
| Educational materials used | Government NFE syllabus | <p>Basic/elementary phase: Teacher’s manual called <i>Rahbar</i>; Flipbook containing codes; Urdu alphabet flash cards; Picture-word cards; Playing cards; Workbook to improve handwriting; Posters highlighting the importance of education; and Post-literacy reader on CRC</p> <p>Advanced phase: Learning computer applications; Health education; Nutrition; Nature agriculture; Pakistan Studies, including history of Pakistan; Civic education; and Environment</p> | NFBE dept. provided educational materials. | |
| Teaching staff (number of males/females; age group; academic background/ experience) | NFE teachers are provided 7-day training on: role of teacher, child psychology, basic concepts of child labor and child work, classroom decoration, teaching aids, formal and NFE systems, classroom management, lesson planning, syllabus division, reading and writing skills, | | Street living children are trained as master peer educators called “change agents”. Using peer education techniques, peer educators impart both peer training and non-formal education. YES! provides them financial and technical assistance, NFE material, and a small honorarium to run the | |

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| | record keeping, etc. | | peer education program. | |
| Size of class; ratio of teaching staff to children) | | | One peer educator to 15 children | |
| Schedules | | <p>Class schedules are developed in consultation with the community, especially the children, who set the time according to their need and convenience.</p> <p>Boys ages 6 to 14: 8:30 a.m. – 1:30 p.m. Senior boys above 14 years of age: 12:00 – 2:00 p.m.</p> <p>Girls ages 6 to 14; Adolescent girls ages 13 to 19; and Women 19 years plus: 11:00 a.m. – 1:00 p.m. so that they can easily manage their domestic work</p> | Flexible timing supports children to come and visit Drop-in Centre before, during and after their work time. | Flexibility in time enables children at the CDC to continue education and work simultaneously. |
| Venue | | | 4 established Drop-in Centres NFBE dept. provided space for educational sessions. | Child Development Centres (CDC) |
| Duration of the programme | | 4 to 5 years | | |
| Other stakeholders | Collaborating with another NGO, Idara-e-Taleem-o-Aagahi (ITA) | | Closely working with Non-Formal Basic Education Department Government of Balochistan | |
| Accreditation/Equivalency | <p>NFE centers are operational up to grade 5, after which the children need to be linked to formal education.</p> <p>Challenge: Only a few teachers are capable of teaching grade 4 – 5 children, as NFE teachers' competency is generally limited to educating children up to grade 3.</p> | Khoj claims that 4 to 5 years of following the NFE centre syllabus is equivalent to the 10 th grade of the government educational system. | | |
| Financing (budget/costs, donors, etc.) | Funding of \$ 5M from U.S. Dept. of Labor for “Accessing Child Labour through Quality Education for All (ACL-QEFA) program for 2002 - 2006 | Oxfam | Some financial support for the children’s exposure visits from NFBE department | CLEP has received support from parents and employers of participating children and has in fact successfully mobilized the community for this initiative. |
| Other features | | (1) Khoj is the first organization in the | (1) YES! Project and NFE centers are | (1) The Centre enables the target |

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| | | <p>country where literacy is based on phonics in the true sense. The phonetic method aims to take away the women from the self-alienating method of rote learning and to teach them literacy skills in the minimum possible spare time. The program is need/problem-based, action-oriented, and highly gender-focused.</p> <p>(2) Participatory approach means all community stakeholders in the locality, including children and females, are involved in designing, implementing and monitoring the quality of education.</p> | <p>run and managed by children.</p> <p>(2) The Peer Education Program has been found to be the most effective, easily adoptable, and cost-effective. "It does not need any proper system, infrastructure and syllabus."</p> <p>(3) The children can avail of a telephone help line service for sharing their problems and for psychological support.</p> | <p>beneficiaries to engage in self-development through several activities and services, including:</p> <ul style="list-style-type: none"> ▪ Behavioral analysis and counseling facilities ▪ Educational activities ▪ Recreational and co-curricular activities ▪ Collaboration with the social sector support services ▪ Health and hygiene services <p>(2) CLEP strongly encourages the parents to take an interest in their children's education through regular monthly parent-teacher meetings, distribution of monthly progress cards, regular household visits by community development workers.</p> <p>(3) CLEP provides employers progress reports on the children working under their supervision to enable a more accommodating relationship between the employer and the child.</p> |
| IMPACT | | <p>(1) One success indicator is that some graduates (former child labourers) now work as teachers at the NFE centers.</p> <p>(2) Many of the students easily passed 10th grade exams under the government system.</p> | <p>(1) More than 300 children have been mainstreamed into formal education as a result of their participation in YES! non-formal education programs. The best examples are the newspaper sellers.</p> <p>(2) The children of Community Organization "ASODGI" raised some funds for a working child to start his own business.</p> <p>(3) Life style of some beggars' children changed and they left begging to work in automobile workshops in order to learn technical skills.</p> | <p>(1) The effectiveness of CLEP's strategy is evident in the successful transition of 80 children from informal to formal educational facilities.</p> <p>(2) Success of current projects calls for expansion of the program into other territories. Potential areas for future expansion include Landhi/ Korangi Industrial Area, Hyderabad.Kotri (SITE Areas), and the Districts of Tharparker, Sehwan, Larkana, and Khairpur.</p> |

A Case Study

Name of Agency: CHILDDHOPE ASIA Philippines

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Contact Persons:

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Education on the Streets

Program

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Programs and Services:

A. Outreach and Protection/Education on the Streets Program

- Alternative Education
 - Values Education
 - Convention on the Rights of the Child
 - Paralegal Education
 - Substance Abuse Prevention Education
 - Primary Health Education
 - Protective Behavior against Child Sexual Abuse
 - Adolescent Sexuality and STD/HIV-AIDS
 - Gender Sensitivity
 - Basic Literacy and Numeracy
 - Life Skills and Life Goal Planning
- Health and Medical Services
- Sports and Recreation Activities
- Counseling and Psychosocial Interventions
- Protection and Legal Assistance
- Advocacy and Social Mobilization
- Emergency Relief Assistance
- Technical Assistance

B. Junior Health Workers Project

C. Community Mobilization Against Child Prostitution and Drug Abuse

D. Training and Capacity-Building

E. Research

Project Title: Education on the Streets Program

Implementing Agency: Street Education Program
CHILDHOPE ASIA Philippines

Background/Overview:

CHILDHOPE ASIA Philippines (CHAP) is a non-profit, non-government organization working to promote the welfare of street children in the Philippines and across the Asian Region. Its main focus is the **Outreach and Protection/Education on the Streets** program, which it has been conducting since 1994. In 2001, CHILDHOPE was named “Hope for Street Children”, an award for Best Practice in Social Work and Social Services from the Academy of Certified Social Workers in the United States.

CHILDHOPE’s Outreach and Protection/Education on the Streets program provides counseling and non-formal education to street children in various areas of Metro Manila. Through trained individuals and social workers working as Street Educators, the street children are provided with non-formal education and direct access to basic social services. These include counseling, alternative education, basic literacy and numeracy, health care and recreation, legal protection and referral services.

As of 2004, around forty (40) areas in Metro Manila have been covered and assisted. New areas are continuously being explored.

For 2005, CHILDHOPE is expanding its basic education program. In partnership with the Department of Education of the Philippine government, CHILDHOPE is in the process of implementing the **Alternative Learning System for Basic Education** among street children. This will give street children access to an education with DepEd accreditation and certification. They will be able to complete an elementary education with government accreditation certificates, making them eligible for high school either formally or through the Alternative Learning System, and/or gain lawful employment.

In January 2005, CHILDHOPE organized a training workshop conducted by DepEd officials for the DepEd registration of Street Educators as “Instructional Managers” on the Basic Education Curriculum for lower and advanced elementary school levels.

Goals and Objectives

CHILDHOPE has always envisioned a world where all children, particularly street children, can fully enjoy their rights and become responsible and respected members of society.

Through its Outreach and Protection/Education on the Streets program, it aims to educate and protect street children against the dangers of life on the streets, as well as motivate them to move to a recovery/rehabilitation center or go back to their families when feasible.

The program was designed to provide street children with the opportunity to:

- Understand, appreciate and relate himself/herself to others
- Reflect on his/her situation
- Act on what he/she can become to achieve authentic human development

The long-term goals of this project are:

- To raise the consciousness and awareness of Metro Manila’s street children about the risks and dangers posed by their life on the streets, and the preventive and protective

measures that can be taken against these threats (e.g., drug addiction, pedophiles, syndicates);

- To motivate and counsel street-living children to give up their life on the streets, by entering a recovery/rehabilitation center or going back to their families/relatives when feasible;
- To eventually refer selected children to the Local Government Service Agency of a specific city or to other NGOs, in order to provide opportunities for training the children in viable alternative trades or other income-generating activities.

In 2005, an elementary level Alternative Basic Education program will supplement the present alternative education sessions. The objective of this program is:

- To provide street-living children with the opportunity to participate in alternative basic elementary education sessions towards a formal completion certification by DepEd.

Project Partners/Beneficiaries

Street children comprise from one to three percent (1% - 3%) of the children and youth population of the major cities in the Philippines. Metro Manila and the National Capital Region have an estimated 50,000 children on the streets, and nationwide, some 250,000 street children are believed to be plying the streets of major urban centers. From available studies, they are largely composed of boys ages 7 to 16 years old, while around 30 percent are girls. About 75 percent of them still return home to their families and many, after working or begging on the streets, are still able to go to school.

However, the remaining 25 percent of these children live on the streets and do not go to school, having dropped out or never having been enrolled at all. They do not maintain contact with their families. These are CHILDDHOPE's priority group. A significant number of these street-living children are found in the service sector—mostly as child vendors, scavengers, beggars, helpers, laborers, and watch-your-car boys. Others are prostituted or sexually exploited children, or children in conflict with the law. Most of those prostituted are young girls. These are also the young children who live with their families on the streets.

CHILDDHOPE reaches out to approximately 3,000 street children every year. In 2004, as much as 2,788 street children were assisted by CHILDDHOPE's Street Education program. The tables below indicate the number of street children assisted per quarter:

Children Encountered from January to March 2004 according to type of contact

| | January | | February | | March | | TOTAL | % of Total |
|-----------------|---------|-----|----------|-----|-------|-----|-------|------------|
| | M | F | M | F | M | F | | |
| New | 73 | 45 | 52 | 26 | 55 | 39 | 290 | 13.53% |
| Old | 383 | 280 | 369 | 278 | 303 | 241 | 1,854 | 86.47% |
| Subtotal | 456 | 325 | 421 | 304 | 358 | 280 | | |
| TOTAL | 781 | | 725 | | 638 | | 2,144 | 100% |

Children Encountered from April to June 2004 according to type of contact

| | April | | May | | June | | TOTAL | % of Total |
|-----------------|-------|-----|-----|-----|------|-----|-------|------------|
| | M | F | M | F | M | F | | |
| New | 91 | 51 | 62 | 29 | 46 | 17 | 296 | 16.12% |
| Old | 318 | 202 | 287 | 216 | 309 | 208 | 1,540 | 83.88% |
| Subtotal | 409 | 253 | 349 | 245 | 355 | 225 | | |
| TOTAL | 662 | | 594 | | 580 | | 1,836 | 100% |

Children Encountered from July to September 2004 according to type of contact

| | July | | August | | September | | TOTAL | % of Total |
|----------|------|-----|--------|-----|-----------|-----|-------|------------|
| | M | F | M | F | M | F | | |
| New | 43 | 20 | 61 | 27 | 156 | 85 | 392 | 18.33% |
| Old | 351 | 257 | 347 | 232 | 350 | 209 | 1,746 | 81.67% |
| Subtotal | 394 | 277 | 408 | 259 | 506 | 294 | | |
| TOTAL | 671 | | 667 | | 800 | | 2,138 | 100% |

Children Encountered from October to December 2004 according to type of contact

| | October | | November | | December | | TOTAL | % of Total |
|----------|---------|-----|----------|-----|----------|-----|-------|------------|
| | M | F | M | F | M | F | | |
| New | 214 | 91 | 71 | 50 | 110 | 61 | 597 | 21.42% |
| Old | 480 | 303 | 330 | 304 | 459 | 315 | 2191 | 78.58% |
| Subtotal | 694 | 394 | 401 | 354 | 569 | 376 | | |
| TOTAL | 1,088 | | 755 | | 945 | | 2,788 | 100% |

Description of the Agency's Alternative Education Program:

Requirements for enrollment

The Street Educators currently assist about 2,500 to 3,000 street children each year. Working in teams of two or three, they go out to their specific assigned areas and reach out to the street children who live or work there.

Upon initial encounter with a street child, Street Educators are expected to fill out a Pre-Intake Interview form detailing the child's name, age and basic family information. As additional information is gathered through regular contact with the child, an Intake form is completed. Completion of the Intake Interview signifies the beginning of a long-term relationship with the child, and commitment from the Street Educator to manage the individual case.

Street Educators offer aid to all street children, but give particular attention to those who are street-living, as these are the children who are most in need of assistance.

For the Basic Education program, the students will be selected based on age (must be below 18 years old) and their inability to enroll and or adjust in the formal school system.

Accessibility (distance from the community)

The Street Education program operates in identified high-risk areas all over Metro Manila. As of 2004, CHILDOPE reaches out to the following cities: Pasay, Manila, Quezon City, Makati, Caloocan, Mandaluyong and Parañaque. Within these cities, CHILDOPE covers around 40 specific areas. As such, the alternative learning sessions are made available and accessible to a significant number of street children spread out across Metro Manila.

The Basic Education program will also be implemented in the same areas.

Content (subject matter/topics covered)

CHILDOPE's Street Education program covers the following timely and relevant topics:

- Values Clarification and Spiritual Formation
- Convention on the Rights of the Child
- Paralegal Education
- Substance Abuse Prevention Education

- Primary Health Education
- Personal Safety and Protective Behavior against Child Abuse
- Adolescent Sexuality and STD/HIV-AIDS Prevention
- Gender Sensitivity
- Basic Literacy and Numeracy
- Life Skills and Life Goal Planning

Basic Literacy and Numeracy sessions have thus far included only the most basic introduction to the use of numbers and the alphabet. The street children are taught how to count, perform simple math calculations such as addition and subtraction, and read and recite the alphabet. There are also storytelling sessions to help facilitate their language comprehension.

For 2005, the Basic Education program will include the following Department of Education elementary-grade modules, which are referred to as “learning strands”:

- Communication Skills (English and Filipino)
- Problem Solving and Critical Thinking (Math and Science)
- Sustainable Use of Resources and Productivity
- Development of Self and a Sense of Community
- Expanding One’s World Vision

Selected Street Educators have been trained and registered by the Department of Education staff to conduct the above modules. Further training will be provided for the modules on Basic Literacy for the non-literate children.

Methodology

In their Alternative Learning sessions, the Street Educators make use of non-formal teaching methods. Each one plans his or her individual program subject to the approval of the Program Manager. They rely on visual aids and other creative ways (e.g., games, storytelling, role-playing, puppetry, singing, etc.) to capture the street children’s interest and attention. The classes are very dynamic, with the Street Educators doing their best to make learning a fun, accessible and rewarding experience for the children.

The teaching process is also flexible. The children are encouraged to contribute to the discussion. Sometimes, a child’s input about his own experiences may facilitate further discussion about certain issues currently relevant to their lives. This also gives the Street Educators a chance to know more about the children’s individual situations, thus enabling them to help the children cope with their specific problems.

For the Basic Education program, the same techniques will be applied. However, this time, the street children will be regularly tested on each learning strand, and will receive DepEd accreditation only after passing an equivalency test at the end of the program.

The progress of the street children will be closely monitored by the Street Educators, who will submit regular reports on their assigned students.



Schedules

From 1pm - 3pm every Tuesday to Saturday, the Street Educators report to the CHILDHOPE office to prepare their case studies and other written documentation. After 3:30 pm, they move to their assigned areas to conduct alternative learning sessions or outreach activities. These classes are usually held until 9pm, but the Street Educators' work often extends beyond this hour, depending on the needs of the street children under their care.

With the addition of the Basic Education program, ten (10) lower level elementary classes will be set up. They will be held two (2) times a week, with 10 - 15 children participating in each class.

Educational materials used

The Street Education programme makes use of improvised materials to facilitate ease of learning among the street children. Simple but colorful visual aids are prepared by the Street Educators to guide their students' comprehension. Some materials such as books and gameboards have been donated by corporate partners and individuals. The Body Shop, for example, recently handed over a Mobile Education Van, which carries several books and recreational materials, as well as small tables and chairs for the sessions.

Once the Basic Education programme is implemented, the Alternative Learning System modules developed by DepEd will be added to the curriculum materials.

Teaching staff

CHILDHOPE presently employs a total of 28 full-time Street Educators. A majority of them are social workers, while others are graduates from fields such as Psychology and Education.

As teachers to some of the most disadvantaged children in our society, the Street Educators act as change agents and role models. Each one is chosen and trained to establish and sustain relationships with street children in their own environment. They facilitate reflection about life, values, goals, the rights of children, the effects of drug abuse, protection from sexual abuse, primary health, etc., as well as arrange for the immediate provision of health services, nutrition education, protection and psycho-social services.

Since they work in pairs, the 40 areas in Metro Manila where CHILDHOPE currently operates are divided among 14 teams. Ten pairs (or 20 individuals) will be trained to conduct elementary-level Basic Education classes among street children.

Venue and size of class

The street education sessions are held on the streets and in the parks of various areas within the Metropolis. As of 2004, the Street Education program operates in the following cities of Metro Manila:

- Pasay
- Manila
- Quezon City
- Makati
- Caloocan
- Mandaluyong
- Parañaque

The specific areas include:

- Binondo
- Divisoria
- Malate
- Faura
- Luneta Park
- Plaza Lawton
- Sta. Cruz
- Avenida Rizal
- Recto
- Timog Avenue
- Pantranco
- Tomas Morato
- E. Rodriguez
- Delta Avenue
- Philcoa
- Tandang Sora
- Commonwealth
- Sta. Mesa
- Cubao
- Novaliches
- Lagro
- Fairview
- Monumento
- Potrero
- Camachile
- Balintawak
- Muñoz
- PICC/CCP
- Boom na Boom
- Buendia
- Taft Avenue
- NAIA
- Sangandaan
- MRT-LRT Rotonda
- Crossing
- Guadalupe Viejo
- Guadalupe Nuevo
- Ortigas
- Bangkal
- Greenhills

Because there is no permanent classroom, the Street Educators usually pick the most convenient spot in an area and hold their session there. Ten to 15 children attend per session.

Duration of the program

The Street Education programme has been in operation since 1994. It will incorporate the Basic Education program starting 2005.

Accreditation/Equivalency

Once the Basic Education program is established, more opportunities will open up for the children. They will be given the opportunity to earn diplomas and certificates accredited by the Philippine government's Department of Education. All they will need to do is complete the learning modules, then pass DepEd's equivalency test. By doing so, the street children will now find it easier to mainstream in the formal school system and/or complete ALS modules and eventually find a suitable means of employment.

Financing

CHILDHOPE's Street Education program is partially funded through grants from local and international sponsors, and by individual donors. These major sources of funding are complemented by CHILDHOPE's local resource mobilization efforts, such as the Donate-Your-Change-to- CHILDHOPE project and the selling of cards and t-shirts.

Successful and challenging features of the program

| Features of the Program | Successes | | Challenges | |
|-----------------------------|-----------|--|------------|---|
| | | Remarks | | Remarks |
| Requirements for enrollment | ✓ | The intake form makes it possible to follow each child's individual case and determine what his or her specific needs are. | ✓ | There is a need to assess where each street child stands in terms of learning and aptitude. |
| Accessibility | ✓ | The program is conducted wherever the street children are found. | | |
| Content | ✓ | The curriculum covers the basic educational and protection needs of the street children. | | |
| Methodology | ✓ | The street children respond to the nonformal education methods of teaching. | | |
| Educational materials | | | ✓ | The program hopes to include computers one day to further facilitate ease of learning. |
| Teaching staff | ✓ | The Street Educators who are Social Work graduates are trained in providing psychosocial support to the street children. | ✓ | Foundations, corporations or individuals willing to sponsor the Street Educators' salaries must regularly be identified. |
| Size of class | ✓ | The small size of the class encourages participation from the students and makes close monitoring possible. | | |
| Schedules | ✓ | The sessions are short and spaced evenly so as not to overtax the street children. | ✓ | Because the street children have no concept of time, sometimes they don't show up for a scheduled session. |
| Venue | ✓ | The informal and familiar setting makes the street children more comfortable and therefore more receptive to new ideas. | ✓ | Because the sessions are held in public areas, disruptions sometimes arise, in the form of local police and curious bystanders. |
| Duration of the program | ✓ | The program is available for as long as the street children continue to need it. | | |
| Other stakeholders | ✓ | Private corporations and individual donors have contributed to the program in a variety of ways. | ✓ | There is a need to tap more private sector companies and enlist the cooperation of local government units. |
| Accreditation/equivalency | | | ✓ | This will call for support from the Department of Education. |

Attendance rate of children involved in this programme

Because street children do not have a proper concept of time and majority of them are working, they are often late for the sessions, and sometimes miss the sessions altogether. Others are busy with other activities or are attending to urgent errands assigned by their parents. It is hoped that as the program progresses, a greater sense of responsibility and punctuality will be instilled in the children.

Children’s participation

The children are encouraged to answer questions and contribute to the discussions. Those street children who have families and who display leadership qualities are recruited and trained to become Junior Health Workers—street children who administer first aid and provide medical assistance for minor ailments among their fellow street children.

Impacts of alternative learning on the quality of life of children

The following effects have been observed among the street children who have been assisted by CHILDHOPE’s Outreach and Protection/Education on the Streets program:

| Topic | Indicators | Impact |
|---|--|---|
| 1. Values Clarification and Spiritual Formation | <ul style="list-style-type: none"> - number of children who decide to leave the street - number of children who decide to go back to school - number of children who decide to be referred to centers - number of children who have reduced their working or playing hours on the streets | <ul style="list-style-type: none"> - the children are able to identify and understand their values, beliefs and practices - they have a better understanding of the positive and negative consequences of their value system |
| 2. Life Planning / Life Skills | <ul style="list-style-type: none"> - awareness of personal strengths - renewed hope - rising self-confidence - the increase in ambition and sense of direction - willingness to be referred to a center or go back to school | <ul style="list-style-type: none"> - the children are able to decide what goals they want to pursue in life |
| 3. Orientation on the Rights of the Child | <ul style="list-style-type: none"> - change of outlook in life - expression or assertion of their rights - dissemination of information to other children regarding rights - increased confidence in relating with the police - increased confidence in approaching different agencies for services | <ul style="list-style-type: none"> - the children share and express deprivations like lack of food, shelter, a caring family, education and participatory/ alternative actions - they are more assertive in appealing for and protecting their rights |
| 4. Personal Safety against Abuse | <ul style="list-style-type: none"> - number of reports of abuse - ability to say “no” to sexual advances | <ul style="list-style-type: none"> - the children take precautionary measures to keep themselves away from possible abuse - they are more assertive about their rights - they approach adults to seek help for services |
| 5. Primary Health Care | <ul style="list-style-type: none"> - number of children who can assist/administer first aid | <ul style="list-style-type: none"> - the children learn to be more responsible about their health |

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| | <ul style="list-style-type: none">- number of children taking preventive measures against contagious diseases- decrease in incidents of illness- number of children who maintain personal hygiene - they take regular baths and clean their nails, etc. | <ul style="list-style-type: none">- they become more conscious of personal hygiene and good grooming |
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|--|--|---|
| <p>6. Adolescent Sexuality and STD/HIV/AIDS Prevention</p> | <ul style="list-style-type: none"> - increased awareness of reproductive health - increased self-restraint - decrease in number of children who use sex to earn money - decrease in number of children who have sex with multiple partners - increase in the number of children who practice safe sex - dissemination of information about STD/HIV/AIDS to other children | <ul style="list-style-type: none"> - incidences of sexually transmitted infections among the children are reduced - the children are more assertive in seeking help and addressing their sexual health concerns - girls are more aware of the consequences of unprotected or unplanned sex; they understand better what responsibilities go with being a young mother |
| <p>7. Para-Legal Education</p> | <ul style="list-style-type: none"> - increased number of immediate releases - number of times illegal detention is prevented - the placement of a detained child in a proper detention unit - awareness of children about whom to ask for help when apprehended by the police - use of free legal service/counseling - awareness of the existence of Women's and Children's desk | <ul style="list-style-type: none"> - the children learn to seek help from the appropriate authorities when they come in conflict with the law - they learn to report cases and/or incidences of sexual abuse, especially among girls - they are more confident in relating to the authorities, as a result of exposure visits to police precincts and barangay halls - they learn to share information with other children regarding their rights and what to do in cases of apprehension |

There is no record of a significant difference between the effects of the programme on boys vs. girls.

For the alternative basic education programme, CHILDSHOPE is still in the process of preparing for its implementation, so there is no way to measure its effects as of yet. However, as the program will enable street children to earn a diploma or certificate signed by the Department of Education, it is projected that the program will open up new and better opportunities for children who do not have access to a formal education. They may now have the capacity to enroll in a formal school system and/or find lawful employment.

Such advantages will be invaluable to street children who originally had nothing planned for their future. Because of the program, they will learn how to change and grow into responsible citizens who are able to make a significant contribution to society.

Government support

CHILDSHOPE needs to work closely with the government for the successful implementation of its Street Education program. For example, regular exposure visits to police precincts and barangay halls are arranged so that the street children learn how to relate with the authorities.

The street children are also sometimes beneficiaries of certain government projects like the "Food for Work" program of the Department of Interior and Local Government.

The Street Educators must also maintain contacts with different centers so that the children who decide to leave the streets have a place to go to.

CHILDSHOPE's Alternative Learning Program Design

As of early 2005, CHILDHOPE's alternative learning program does not follow a formal curriculum. There are, however, specific modules that have been developed and are used to better address the special needs of street children. These modules are:

- Values Education
- Convention on the Rights of the Child
- Basic Literacy and Numeracy
- Paralegal Education
- Substance Abuse Prevention Education
- Primary Health Education
- Protective Behavior against Child Sexual Abuse
- Adolescent Sexuality and STD/HIV-AIDS
- Gender Sensitivity
- Life Skills and Life Goal Planning

The choice of topic to discuss for each session depends on the Street Educators, and their assessment of the need and relevance of the subject matter to the group of children they are assisting. They are in charge of planning their individual daily agenda, but do so under the direct supervision of the Programme Manager.

Even as the Basic Education program will be implemented, CHILDHOPÉ will continue to conduct its alternative learning sessions, especially since they cover topics that directly address the street children's needs.

CHILDHOPÉ's program on Basic Education will be patterned after the Alternative Learning System for Basic Education developed by DepEd. Under this course, the street children will be given a basic understanding of subjects like Math and Science, but in the context of the five learning strands identified by DepEd (i.e., Communication Skills, Problem Solving and Critical Thinking, Sustainable Use of Resources and Productivity, Development of Self and a Sense of Community, and Expanding One's World Vision).

It is hoped that through such a design, the street children will not only gain theoretical knowledge, but will also apply what they have learned towards the pursuit of a better life and future.

**A Study of Policies and Programs
of Street Children Education
in Indonesia**



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BINA MANDIRI INDONESIA FOUNDATION
Support by UNESCO - Jakarta
2005



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Annexes

**A STUDY OF POLICIES AND PROGRAMS
FOR STREET CHILDREN AND EDUCATION
IN INDONESIA**

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I. INTRODUCTION

Background

The key principal of the World Declaration on Education For All (EFA), which took place in Jomtien, Thailand in 1990, is that elementary education must be free and compulsory for all children in all nations. The Preamble of Jomtien Document stated that:

- More than 100 million children, including at least 60 million girls, have no access to primary schooling;
- More than 960 million adults, two-thirds of whom are women, are illiterate, and functional illiteracy is a significant problem in all countries, industrialized and developing;
- More than one-third of world's adults have no access to printed knowledge, new skills and technologies that could improve the quality of their lives and help them shape, and adapt to, social and cultural change; and
- More than 100 million children fail to complete basic education programs.¹

The World Education Forum, held in Dakar, Senegal, 26-28 April 2000, reformulated the commitment to Education For All by the year 2015 and confirmed that UNESCO would be the lead agency who would coordinate all international players and sustain the global momentum in reaching the goals of EFA. The Dakar Framework for Action expressed the international community's collective commitment to pursue a broad-based strategy for ensuring that the basic learning needs of every child, youth and adult are met within a generation and sustained thereafter.²

Within this context, UNESCO Jakarta participated in this project on the Promotion of Improved Learning Opportunities for Street Children and coordinated this project in

¹ UNESCO. The Dakar Framework for Action. Adopted by the World Education Forum, Dakar, Senegal, 26-28 April 2000

² Ibid., pg. 12

Indonesia in partnership with Yayasan Bina Mandiri Indonesia. A National Networking Workshop (NNW) was organised in Jakarta in January 2005 with the aim of developing and strengthening the capacity of practitioners (NGOs and Government) working with out-of-school children. This project involved work with several NGOs in Jakarta, Bandung, Yogyakarta, Surabaya, Medan, Semarang, Papua, and Kalimantan. The key objective was to compile best practices on basic Non Formal Education (NFE) for children living and/or working on the street, and also for sharing experiences between NGOs and UNESCO on working with street children and to set further action plans based around cooperation and networking between Government, NGOs and UNESCO. One of the key outputs of the NNW was the compilation of data which has resulted in this national study regarding street children's education in Indonesia.

Definitions of Street Children

Street children are a growing phenomena in Indonesia, especially in the bigger cities. The public view of street children in Indonesia, as in many countries, is overwhelmingly negative. The public has often supported efforts to get these children off the street, even though this may result in police round ups, or even murder. There is an alarming tendency by some law enforcement personnel and civilians, business proprietors and their private security firms, to view street children as almost as sub-human.

One of the problems that appears in many discussions around street children in Indonesia is on the definition of street children itself. The Government's Social Department define street children as "Children within the age bracket of 7-15 years who worked on the street and other public places, and that they interrupted and/or harmed the neighborhood (Prasaja, 2000)." Based on this definition, the social workers in the country have classified street children as (1) children who spend most of their times on the street or other public places and use only a few of their time to work – children of the street, and (2) children who earn a living and spend most of their time on the street – children on the street (Anwar as quoted by Prasadja, 2000).

Hadi Utomo (BPS & Unicef, 1997 quoted by Clara and partners, 2000) classified street children into four of the following groups: (1) children who work and live/stay on the street, and who do not have any contact with their families; (2) children who earn a living on the street but they have a place to live and maintain contact with their families within a period of time (weekly, monthly, or quarterly); (3) children who work on the street and go home everyday; and (4) delinquent children/youth. And based on the latest categorization, the Ministry of Social Affairs has defined the term street children as "children who spend most of their time to work and have fun on the street or in public places".

Purpose and Objectives of the Study:

The objectives of this research study are:

- To describe the general situation of street children in terms of literacy and access to education
- To determine the government policy on Basic NFE and the implementing mechanisms for national EFA
- To determine and document selected best practices on basic NFE for children living and/or working on the street that effectively overcome barriers to education and promote social inclusion of street children
- To identify future challenges related to EFA, and implications for policy and training for discussion with national network and government agencies.

Structure of the Study

This study contains information on street children based on age, gender, education, employment, interests and needs, and some information on parents/foster parents supporting their children education.

The study also provides examples of best practises of work with street children undertaken by some NGOs in Indonesia. In addition, the study provides information on the background of street children, literature Review, methodologies of work with street children, grassroots activities, profiles of some NGOs, analysis of the situation of street children and education and recommendations.

II. LITERATURE REVIEW

Education For All: An Expanded Vision and a Renewed Commitment

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to complete free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are meet through equitable access to appropriate learning and life skills programs.

4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to (and achievement in) basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeric, and essential life skills.

The Millennium Development Goals added the following policy recommendations:

1. Achieve universal primary education. Target: ensure that by 2015 children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.
2. Promote gender equality and empower women. Target: eliminate gender disparity in primary and secondary education, preferably by 2005, and at all levels of education no later than 2015.³

Indonesia Government Policies, Strategies and Programs

1. Pertinent Laws and Policies on Non-Formal Education (NFE)

Prior to 1999, the Indonesian education system was highly centralized. The structure consisted of national, regional or provincial, district and sub-district levels that constituted an extended hierarchical form of managerial system. The central government made the decisions and policies on non-formal education programs – the curriculum, textbooks, recruitment and promotion of teachers and overall supervision and management of the NFE sector. Local provincial

³ UNESCO. Education For All, The Quality Imperative. Page 28

government bodies implemented these policies without much adaptation to any local contexts. The district and sub-district level government bodies then implemented both national and provincial policies directly into school practices. In this situation, the educational facilitators/teachers working at the school level, had no power to adjust the school programs or curriculum to local needs and capacity.

However, the Law 22/1999 abolished such a hierarchical relationship between districts/municipals authorities and central government and brought about a more decentralised administration system within the education sector. This new initiative was also accompanied by the decentralization of expenditure with regards to budgets, assets and the hiring of personnel. The authority held by central government included: developing minimum service standards for education, developing minimum competency standards for teachers, determining minimum teachers' qualification for each education level, as well as managing accreditation and certification. In line with the implementation of the Law No 22, 1999, and its Government Regulation No 25, 2000, the government amended the 1945 Constitution and Education Law No 20, 2003.

2. The Important of Education

It should be noted that education according to the preamble of the amended Indonesian Constitution plays an important role especially for developing the *nation's intellectual life*. The amendment highlighted the fact that education is a prime social institution which needs to be supported by other social institutions such as appropriate laws, social-culture, economics and political agendas. It also notes that education should be responsive to issues such as population growth, socio-economic gaps and divide within the society, adjustment to the new values of the globalization era and its effects on the nation.

3. The Rights to Education

The important of education is further elaborated in the Constitution, which explains the right to education as stated in the Article 28 (1): "Every person has the right to self-realization through the fulfilment of his basic needs, the right to education and to partake in the benefits of science and technology, art and culture, so as to improve the quality of his life and the well-being of mankind." The right to education is stated in article 31, (1) "Each citizen has the right to an education" and (2) "Each citizen is obliged to follow basic education and the government has the duty to fund this." In terms of budget allocation to the education sector, the Constitution firmly and clearly stipulates that "the state shall give priority to the education budget by allocating at least twenty percent of the state's as well as of

the regional budgets to meet the requirements of implementing national education” (Article, 31, verse (4)).

The rights to education are further articulated in the Education Law, No 20, 2003, article 5:

- (1) Every citizen has equal rights to receive a good quality education
- (2) Citizens with physical, emotional, mental, intellectual, and/or social needs shall have the right to receive special education.
- (3) Citizens in the remote or less-developed areas and isolated areas have the right to receive education with special services.
- (4) Citizens who are proven intelligent and especially gifted have the right to receive special education.
- (5) Every citizen shall have the right to enhance his/her educational ability in the process of life-long education.

In order to fulfill citizens’ rights to education, non-formal education should provide more access for children in less-developed areas, remote areas, children with social problem, child trafficking, and children in conflict areas.

The Education Law, 20, 2003, article 40, verse (1) and (2) regulates rights and responsibilities of education personnel that they are entitled to:

- b. Have respectable professional salary and adequate social welfare provision;
- c. Obtain recognition based on their duties and performance;
- d. Have opportunities to develop their career in accordance with the requirement for quality improvement;
- e. Have legal protection in carrying out their duties and the rights to intellectual property;
- f. Have access to educational facilities, equipment and resources to enhance the effectiveness and efficiency of their work.

Educators and education personnel have the responsibilities to:

- a. Create meaningful, joyful, creative, dynamic, and mutually interactive education environment;
- b. Demonstrate professional commitment to the improvement of the quality education;

- c. Be the role model and uphold the reputation of their institution, profession, and position in accordance with the trust deposited in them.

Based on this legal basis, it is expected that both central and district administrators will take on the responsibility of managing non-formal education in the context of developing the *nation's intellectual life* as required by the Constitution and realizing the rights of citizens to enhance their skills through a process of life-long education.

4. Non-Formal Education

According to the Education Law, No 20, 2003, Article 26:

- (1) Non-formal education is provided for community members who need education services which function as a replacement, complement, and/or supplement to formal education in the frame of supporting life-long education.
- (2) Non-formal education is aimed at developing learners' potentials with emphasis on the acquisition of knowledge and functional skills and developing personality and professional attitudes.
- (3) NFE comprises of life skills education, early childhood education, youth education, women empowerment education, literacy education, vocational training and internship, equivalency program, and other kinds of education aiming at developing learners' ability.
- (4) A non-formal education unit consists of training centres and colleges, study groups, community learning centres, *majelis taklim*, and other education units of the similar type.
- (5) Training centres and colleges are provided for community members who are in need of knowledge, competencies, life skills, and attitudes to develop personality, professionalism, working ethics, entrepreneurship, and/or further education.
- (6) Non-formal education courses shall be recognized as being equal to formal education programmes after undergoing a process of assessment by an agency appointed by the government or local government based on national education standards.

In order to realize the new Education Law, the equivalency program has to be redesigned in terms of meeting the needs of the target learners and achieving the national education standards. These activities include: improvement of curriculum and its guideline, national examinations and professional development for tutors and implementers. The cooperation and collaboration between community members in imparting non-formal education is also encouraged. Collaboration is encouraged between NGOs, social-community organizations (orsosmas), rural development specialists, government institutions (Ministry of Home Affairs, Ministry of Agriculture, Ministry of Forestry, and Ministry of Marine and Fishery, Ministry of Religion Affair, and universities) and also private sector agencies such as NIKE shoes, cosmetics companies etc (especially with regards to life skills programs).

5. Disadvantaged Groups

At the macro level, the new education policy has resulted in the progress of the primary school enrolment rate from 94% percent in 1999/2000 to 99% in 2003/2004, and junior secondary school enrolment rate has increased from 73% in 1999/2000 to 80% in 2003/2004 (ORD, MoNE, 2004). However, there are still a number of children who have either not received any school at all or have dropped out of school. In 2003/2004 there were 2% of children who dropped out of primary schools; 2.7 % from junior secondary schools and 3% from senior secondary schools. The number of drop out children are usually higher in rural areas, due to the fact that they are from poor communities living in the agricultural and coastal areas of the country. It is important to note that although the quantitative progress on accessing education has been achieved, equal access amongst the population still remains a national problem.

The Education Act, No 20, 2003, has clearly stated the importance of special services for disadvantaged groups, including those in rural areas: 'Education with special services is provided for learners in the remote and less developed areas, and/or for learners who are victims of natural disasters and those who are economically disadvantaged (Education Act, No 20, 2003, article 32, verse 2). Article 32 implies that special attention should be given for disadvantaged groups including those who are economically disadvantaged (drop outs, no further education, child workers, street children, ethnic minorities), poor agriculture communities and fisherman.

Table 2 shows that the enrolment rate of the rural population is 57% for Junior Secondary School which is much smaller than urban population (72.7). This

worsens at the Senior Secondary School level (rural: 28% and urban: 56%), and further worsens at the university levels (rural: 2% and urban 15%).

Table 2 also demonstrates the different school enrollment rate for 9 years basic education especially for children aged between 13-15 years at the Junior Secondary School.

Table 2 School Enrollment

| | | School levels | | | |
|---------------|--------|----------------|-------------------------|-------------------------|------------|
| | | Primary School | Junior Secondary School | Senior Secondary School | University |
| Urban | | | | | |
| | Male | 92.3 | 72.5 | 56.9 | 16.0 |
| | Female | 92.0 | 73.0 | 55.2 | 14.9 |
| | M + F | 92.2 | 72.7 | 56.1 | 15.4 |
| Rural | | | | | |
| | Male | 92.6 | 56.2 | 28.5 | 2.1 |
| | Female | 93.0 | 58.8 | 29.0 | 2.1 |
| | M + F | 92.8 | 57.5 | 28.7 | 2.1 |
| Urban + Rural | | | | | |
| | Male | 92.5 | 62.6 | 40.5 | 8.8 |
| | Female | 92.6 | 64.5 | 40.6 | 8.3 |
| | M + F | 92.6 | 63.5 | 40.6 | 8.8 |

Source: Susenas, BPS (2003)

Table 3 shows that the illiteracy rate amongst rural female population is the highest (15-24 years 2.4% and 25-44 years 10.2%, 45 years and over is 42.9%) Although the urban female has a better literacy rate than the female in rural areas, its is still much lower in comparison to urban males. The worst literacy rate is among the female 45 and over age in the rural areas. Table 3 also indicates that the illiteracy rate is much higher in rural areas for both females and males, and it is more than double (12.1%) in comparison to urban areas (4.9%). The Table indicates a similar pattern for both male and female in each group of ages. Female

illiteracy rate in both rural and urban areas (12.2%) is twice as high as male illiteracy (5.8%).

Table 3 Illiteracy Rate

| | Age (years) | | | | |
|----------------------|-------------|--------|-------|-------|-------|
| | 10 – 14 | 15 –24 | 25-44 | > 44 | 10+ |
| Urban | | | | | |
| Male | 0.55 | 0.54 | 1.24 | 8.53 | 2.76 |
| Female | 0.42 | 0.58 | 3.41 | 23.33 | 7.04 |
| M + F | 0.49 | 0.56 | 2.35 | 15.84 | 4.91 |
| Rural | | | | | |
| Male | 1.90 | 1.96 | 4.95 | 20.73 | 8.12 |
| Female | 1.50 | 2.44 | 10.29 | 42.90 | 16.21 |
| M + F | 1.71 | 2.20 | 7.67 | 31.75 | 12.16 |
| Urban + Rural | | | | | |
| Male | 1.38 | 1.32 | 3.29 | 15.86 | 5.84 |
| Female | 1.08 | 1.58 | 7.26 | 35.15 | 12.28 |
| M + F | 1.24 | 1.45 | 5.32 | 25.43 | 9.07 |

Source: Susenas, BPS (2003)

It can be understood from the disaggregated data shown by Table 2 and Table 3 that disadvantaged people need specific services with regards to education. The rural areas suffer from lack of infra-structure, clean water, health services, as well as insufficient electricity, transportation and communication systems. Often less-educated rural populations migrate to and work in urban areas but remain poor because of the local competition and insufficient skills to work in urban developments. Therefore, the urban poor population has special needs and face similar limitations to the rural poor in terms of clean water, sanitation, health and communication services.

5. Government Policies on Education

The following is a list of issues that need attention from government with regards to education policies in Indonesia:

- a) Better access to education, especially for poor marginalized communities.
- b) Improving the quality of education
- c) Improving the relevance of education to the needs and demands of marginalized communities.
- d) Improving the efficiency and professionalism of the management of the education sector.

7. Government Strategies in Education for Street Children:

- Empowering and facilitating NGOs to work in the area of education for street children and other disadvantaged groups.
- Improving participation of communities and the private sector in education
- Capacity building of education facilitators
- Improving cooperation with training units and institutions
- Improving quality of management of education
- Providing education and life skills based around the realities of Street children's lives.
- Utilizing the network between the government and NGOs working with street children

8. Government Educational Programs

- Widening education access for citizens through:
 - Equivalency education (Package A, B, C programs)
 - Literacy Education / Functional literacy
 - Open Junior Secondary School and regular Junior Secondary School and Senior Secondary School.
 - Family education and gender education
 - Scholarship
 - Financial capital
 - Life Skill programs
 - Courses
 - Community Reading Resource
 - Apprenticeship

- Publications/training materials
 - Supervision
 - Socialization of the importance of education for all.
- 2) Improving quality of education through:
- Training and capacity building for education personnel
 - Coordination with other institutions
 - Implementing community based management programmes
 - Providing modules and reading books
- 3) Improving the relevance of education for street children, marginalized groups through:
- Providing training and life skills workshops relevant to the need and interest of the street children.
 - Building their character and moral.
 - Helping street children to obtain gainful employment.
 - Providing training in management and entrepreneurship supervision.
- 4) Improving the efficiency and professionalism of management of education through the followings:
- Making use of and developing the national networks
 - Securing and increasing existing resources (from both the government and community)
 - Facilitate programmes that that can encourage street children to return to school.

9. Equivalency Education Package A, B and C: The Best Alternative for Street Children

Equivalency education is part of the non-formal education system and consists of Package A, Package B, and Package C Programs. Package A is equivalent to Primary School, Package B is equivalent to Junior Secondary School, and Package C is equivalent to Senior Secondary School. The program caters to the education needs of those community members who have no access to education due to poverty, those who are school drop outs, those of productive age who wish

to improve their knowledge and skills and those who require particular educational services in order to be able to cope with every day life.

a. Package A program

Package A program is based around non-formal education. It is designed for those community members who cannot attend primary school and its equivalence because of social, cultural, psychological, economic, time and geographical factors. This programme provides a certificate that is equivalent to the primary school certificate.

b. Package B program

The Package B program is also based around non-formal education. It is designed for those community members who cannot attend junior secondary schools and its equivalence because of social, cultural, psychological, economic, time and geographical factors. This programme provides a certificate that is equivalent to the junior secondary school certificate.

c. Package C program

A non-formal education programme which is designed for those community members who cannot attend senior secondary schools and its equivalence because of social, cultural, psychological, economic, time and geographical factors. This programme provides a certificate that is equivalent to the Senior Secondary School certificate.

d. Equivalency Education Curriculum: meeting the needs of street children

Street children's diverse backgrounds (economic, social, psychological, and different competencies and ages) requires a contextual, customized, academic and skills oriented curriculum. Thus, the government Directorate has been designing a new academic curriculum, updating the existing curriculum and making it relevant to non-formal education, while formulating competency standard of Package A, B, and C programmes. The Directorate has also been designing new a life skills curriculum which incorporates components on: livelihood, home management, local economics, and work ethics. The new updated curriculum has taken into consideration aspects such as different age

groups, diversity backgrounds as well as the urgent needs of learners such as street children.

The curriculum's design is based around the local conditions, potentials and needs of the target groups. 40% of the curriculum consists of life skills based around a work-oriented programme. The curriculum consists of the following:

1. Character building and academic oriented subjects that are equivalent to minimal competency that has to be achieved by primary and secondary education, which includes: religion, citizenship and social sciences, Indonesian language and its literature, English, mathematic and science.
2. Life skill oriented subjects that stress on abilities to create one's own work or to develop business enterprise for oneself and for others. The subjects consist of: work ethics, home management, local economics, livelihood (optional, based on local potentials), art, and physic education.

10. Out of School Education Institutions: Schools for Street Children

There are out of school education institutions that implement programmes and activities for out of school learners including street children. Some of these institutions belong to the government, some are community-based institutions facilitated by the government and some are privately run. The institutions are as follows:

a) PKBM (Pusat Kegiatan Belajar Masyarakat/Community Learning Centers)

PKBM is a place or center for community learning. It is a non-formal educational institution belonging to and managed by the local community through social organizations, religious institutions and other community based organizations. The role of the Directorate of Community Education is as facilitator. It has been established for empowering community's potential for economic, social and cultural development. PKBM as a center for learning, is for the immediate benefit of communities, and is politically neutral and flexible in its nature. It is open for all kinds of communities to cater for its education needs and is under the guidance of tutors who are free to establish their own learning systems and curriculum. PKBM serves many programmes, among them are; early child education, functional illiteracy, equivalency

education of Package A, B and C programme, vocational courses, etc. Currently there are 3,064 PKBMs scattered in cities and villages over 400 districts of the country. Some are trans-migratory community based, agriculture community based, street children based, prisoners and ex prisoners based etc.

e) BPPLSP (Balai Pengembangan Pendidikan Luar Sekolah dan Pemuda/ Center for the development of out of school education)

BPPLSP (Center for the development of out of school education) is a unit of technical service owned and managed directly by the Directorate General of Out of School Education and Youth, Department of National Education. It is responsible for developing a model for the implementation of non-formal education. Currently there are 5 BPPLSPs, each at the province level; Semarang (Central Java), Bandung (West Java), Surabaya (East Java), Medan (North Sumatra), and Makasar (South Sulawesi). The unit conducts research studies and non-formal education programmes, including equivalency education of Package A, B, and C programme.

c) BPKB (Balai Pengembangan Kegiatan Belajar/ Center for Learning Activities)

BPKB (Balai Pengembangan Kegiatan Belajar / Center for Learning Activities) is a unit of technical service owned and managed by Department of Education of the province level. Now, there are 23 BPKBs in 23 different provinces in Indonesia. As a BPLSP, it develops a model for implementation of non-formal education by conducting research studies and programmes on non-formal education activities, including Package A, B, and C programmes.

d) SKB (Sanggar Kegiatan Belajar/ Center for Learning Activities)

SKB (Sanggar Kegiatan Belajar/ Center for Learning Activities) is a center for learning activities, owned and managed by Department of Education at the district level. Now, there are around 277 SKBs spread in 400 districts of the country. As a center of learning activities, it provides different kinds of non-formal education programs for communities, including Package A, B, and C programs.

e) Pondok Pesantren (Religious Boarding Schools)

Pondok pesantren is the earliest educational institution in Indonesia. It began with the arrival of Islam thirteen centuries ago. It has been playing a very important role in the development of religious educational system in the country. Today there are 14.000 pondok pesantrens in Indonesia. Most of them are in villages and rural areas. Most of their learners are poor children of agriculture and coastal communities. Pondok pesantren, which are under the supervision of the Ministry of Religious Affairs, provide formal and non-formal education. With the signing of an MOU between Directorate General of Out of School Education and Youth Ministry of National Education and Directorate General of Islamic Education and Institution Ministry of Religious Affairs, many pondok pesantrens serve equivalency education of Package A, B and C programmes.

f) Religious and social organizations

Among the biggest religious organizations in Indonesia are the Muhammadiyah and Nahdlatul Ulama. These two organizations possess thousands of education institutions, mosques and religious circles (Majlis Taklim) which are spread all over the county. Some of these religious education institutions, mosques and religious circles provide equivalency education programmes. Other than these two Islamic organizations there are also Christian, Catholic, Hindu and Buddhist organisations that serve the same programmes.

g) Community Organizations

Community organizations (LSM) are encouraged to work for non-formal education programmes. Many community organizations established PKBM that serve equivalency education, and some of them serve these programmes without establishing formal PKBM.

III. METHODOLOGY

Research Approach:

This study used both quantitative and qualitative approaches so that substantial valid and reliable data could be collated. The study has however, taken into consideration that street children are not an integrated group and that they are unique in that they are mobile and come from various backgrounds.

Methodology:

The following data was collected:

1. Literature studies documentating EFA and street children
2. Data collection through questionnaire, especially on street children.
3. Qualitative data collection through individual interviews and FGD on street children.
4. Observation of street children's environment, both who live on the street as well as who live in the shelter house.
5. Discussion in National Networking Workshop forum and National policy forum.

Limitations of the Study

The study faced the following constraints:

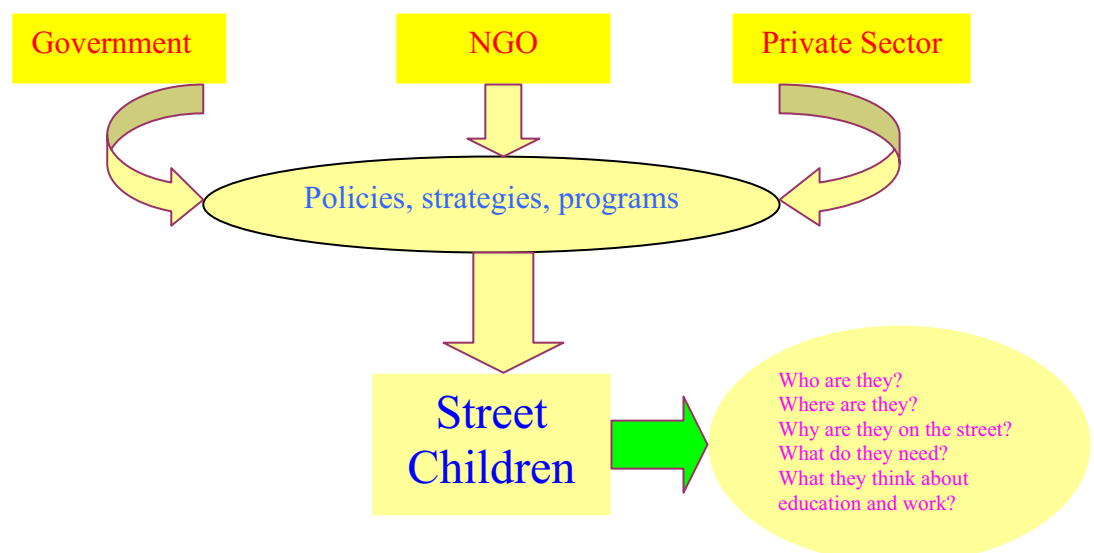
1. Time constraint in which to finish the study.
2. Subject of research sample is limited as it only covers the Jakarta area.

Despite these constraints, effective collaboration took place during the research study between the researcher, Yayasan Bina Mandiri Indonesia (NGO) and UNESCO Jakarta.

Analytical Framework

The analytical framework below demonstrates the activities and methodologies undertaken during this study:

ANALYTICAL FRAMEWORK



IV. RESEARCH FINDINGS

PART I: DESCRIPTION OF STREET CHILDREN

A. A Profile of street children

Age

The majority of the street children that were interviewed in Jakarta, Yogyakarta, and Surabaya (see table 1) were between the ages of 6 to 18 years. In Yogyakarta and Surabaya, the majority of the respondents were more than 18 years old (48.2 % Yogyakarta and 31.7 % Surabaya). The children were of school going age and as stated in the 1945 Constitution should be receiving education in schools.

Table 1
Respondent based on Age

| Age | Jakarta | |
|---------------|------------|------------|
| | Frequency | % |
| 6 years | 3 | 2.1 |
| 6 – 11 years | 33 | 23.6 |
| 12 – 14 years | 44 | 31.4 |
| 15 – 18 years | 51 | 36.4 |
| 18 years | 9 | 6.4 |
| Total | 140 | 100 |

Source: field study

| Age | Yogyakarta | |
|---------------|------------|------------|
| | Frequency | % |
| 6 years | 2 | 2.4 |
| 6 – 11 years | 18 | 21.2 |
| 12 – 14 years | 9 | 10.6 |
| 15 – 18 years | 15 | 17.6 |
| 18 years | 41 | 48.2 |
| Total | 85 | 100 |

Source: field study

| Age | Surabaya | |
|---------|-----------|---|
| | Frequency | % |
| 6 years | 0 | 0 |

| | | |
|---------------|-----------|------------|
| 6 – 11 years | 11 | 18.3 |
| 12 – 14 years | 18 | 30 |
| 15 – 18 years | 12 | 20 |
| > 18 years | 19 | 31.7 |
| Total | 60 | 100 |

Source: field study

Gender

The majority of the respondents were boys (70.% Jakarta, 64 % Yogyakarta, and 68 % Surabaya; while girls were 27% Jakarta, 35% Yogyakarta, and 31% Surabaya (see table 2).

Table 2

Respondent based on Gender

| Gender | Jakarta | |
|---------------|------------------|------------|
| | Frequency | % |
| Male | 99 | 70.7 |
| Female | 39 | 27.9 |
| No answer | 2 | 1.4 |
| Total | 140 | 100 |

Source: field study

| Gender | Yogyakarta | |
|---------------|-------------------|------------|
| | Frequency | % |
| Male | 55 | 64.7 |
| Female | 30 | 35.3 |
| No answer | 0 | 0 |
| Total | 85 | 100 |

Source: field study

| Gender | Surabaya | |
|---------------|------------------|----------|
| | Frequency | % |
| Male | 41 | 68.3 |

| | | |
|--------------|-----------|------------|
| Female | 19 | 31.7 |
| No answer | 0 | 0 |
| Total | 60 | 100 |

Source: field study

With whom do they live?

Based on this research, most of the children were street-working children who lived with their parents (39% Jakarta, 40 % Yogyakarta, and 48 % for Surabaya). Some of the children were living in a shelter or center (24% Jakarta, 17 % Yogyakarta and 15% Surabaya). Due to poverty and economic pressures, many of the children were sent by their families to work on the streets.

Table 3
Respondent based on where they live

| Where They Live | Jakarta | |
|-----------------|------------|------------|
| | Frequency | % |
| No answer | 2 | 1.4 |
| Parents | 55 | 39.3 |
| Relatives | 1 | 0.7 |
| Friend | 2 | 1.4 |
| Shelter House | 34 | 24.3 |
| Others | 46 | 32.9 |
| Total | 140 | 100 |

Source: field study

| Where They Live | Yogyakarta | |
|-----------------|------------|------------|
| | Frequency | % |
| No answer | 0 | 0 |
| Parents | 34 | 40 |
| Relatives | 8 | 9.4 |
| Friend | 4 | 4.7 |
| Shelter House | 15 | 17.6 |
| Others | 24 | 28.2 |
| Total | 85 | 100 |

Source: field study

| Where They Live | Surabaya | |
|-----------------|-----------|------------|
| | Frequency | % |
| No answer | 0 | 0 |
| Parents | 29 | 48.4 |
| Relatives | 9 | 15 |
| Friend | 5 | 8.3 |
| Shelter House | 3 | 5 |
| Others | 14 | 23.3 |
| Total | 60 | 100 |

Source: field study

Income of Parent / Foster Parent

The average monthly income of the parents of street children in Jakarta ranges from less than Rp 100.000 and up to Rp 250.000 (55%). Income Rp 250.000 up to Rp 500.000 (15 %) and Rp 500.000 up to Rp 750.000 (12.9%). See table below.

Table 4

Respondent based on Income of Parent / Authorized Parent

| Parent Income | Jakarta | |
|-----------------------|------------|------------|
| | Frequency | % |
| No answer | 16 | 11.4 |
| < 100.000,- | 40 | 28.6 |
| 100.001 - 250.000,- | 38 | 27.1 |
| 250.001 - 500.000,- | 21 | 15.0 |
| 500.001 - 750.000,- | 18 | 12.9 |
| 750.000 – 1.000.000,- | 6 | 4.3 |
| >1.000.000 | 1 | 0.7 |
| Total | 140 | 100 |

Source: field study

| Parent Income | Yogyakarta | |
|---------------|------------|------|
| | Frequency | % |
| No answer | 13 | 15.2 |

| | | |
|-----------------------|-----------|------------|
| < 100.000,- | 22 | 25.9 |
| 100.001 - 250.000,- | 11 | 12.9 |
| 250.001 - 500.000,- | 17 | 20 |
| 500.001 - 750.000,- | 19 | 22.4 |
| 750.000 – 1.000.000,- | 2 | 2.4 |
| >1.000.000 | 1 | 1.2 |
| Total | 85 | 100 |

Source: field study

| Parent Income | Surabaya | |
|-----------------------|-----------|------------|
| | Frequency | % |
| No answer | 8 | 13.3 |
| < 100.000,- | 9 | 15 |
| 100.001 - 250.000,- | 15 | 25 |
| 250.001 - 500.000,- | 18 | 30 |
| 500.001 - 750.000,- | 9 | 15 |
| 750.000 – 1.000.000,- | 1 | 1.7 |
| >1.000.000 | 0 | 0 |
| Total | 60 | 100 |

Source: field study

Home Town

Most of the street children who took part in this research in Jakarta came from Jakarta 48 %, while 14% came from other cities (Bogor, Bekasi, Tangerang, and Depok). 35% of the street children came from West Java (Central Java, East Java, Medan, and Lampung). The District Government of DKI Jakarta has been vigilant in reducing the number of new immigrants (including street children) from coming into Jakarta.

In Yogyakarta, majority of the respondents came from Wonosari (28.2 %), 17% from Kaliurang and 10.6 % from Kotagede and Prambanan. The other respondents come from Sleman, Klaten, Wates, Pakem, and Minggir (see table 5b). In Surabaya, majority of the respondents come from Perak (25 %), 18% from Malang and 13%

from Sidoarjo and 11% from Karang Pilang. The other respondents came from Kenjeran, Bratang, Madura, Margomulyo and Rungkut (see table 5c).

Table 5a

Respondent based in Jakarta

| Home Town | Frequency | Percentage |
|------------------|------------------|-------------------|
| No Answer | 2 | 1.4 |
| Jakarta | 68 | 48.6 |
| Bogor | 7 | 5.0 |
| Bekasi | 2 | 1.4 |
| Tangerang | 10 | 7.1 |
| Depok | 2 | 1.4 |
| Others | 49 | 35 |
| Total | 140 | 100 |

Source: field study

Table 5b

Respondent based in Yogyakarta

| Home Town | Frequency | Percentage |
|------------------|------------------|-------------------|
| Kotagede | 9 | 10.6 |
| Kaliurang | 15 | 17.6 |
| Pakem | 5 | 5.9 |
| Minggir | 4 | 4.7 |
| Wates | 6 | 7.1 |
| Wonosari | 24 | 28.2 |
| Sleman | 7 | 8.2 |
| Prambanan | 9 | 10.6 |
| Klaten | 6 | 7.1 |
| Total | 85 | 100 |

Source: field study

Table 5c

Respondent based in Surabaya

| Home Town | Frequency | Percentage |
|------------------|------------------|-------------------|
| Perak | 15 | 25 |
| Kenjeran | 6 | 10 |
| Margomulyo | 3 | 5 |
| Bratang | 4 | 6.7 |
| Rungkut | 2 | 3.3 |
| Karang Pilang | 7 | 11.7 |
| Sidoarjo | 8 | 13.3 |
| Malang | 11 | 18.3 |
| Madura | 4 | 6.7 |
| Total | 60 | 100 |

Source: field study

The Living Areas of street children

In Jakarta city, most of the respondents of this research (table 6a) lived in North and West Jakarta (72.8%). In Yogyakarta, majority of the respondents lived in Kotamadya as 40 %, respondents live in Wonosari as 24.7 %; live in Gunung Kidul 17.6 %, in Godean 9.4 %, and 8.3 % lived in Sleman (see table 6b). In Surabaya, majority of the respondents lived in Perak 26.7 %; in Kenjeran 23.3 %; in Rungkut 18.3 %; in Margomulyo 11.7 %; and in Bratang 6%(see table 6c).

Table 6a

Respondent based on Living Area (Jakarta)

| Living Area | Frequency | Percentage |
|--------------------|------------------|-------------------|
| No answer | 4 | 2.9 |
| North Jakarta | 17 | 12.1 |
| West Jakarta | 85 | 60.7 |
| Central Jakarta | 7 | 5.0 |
| East Jakarta | 8 | 5.7 |
| South Jakarta | 12 | 8.6 |
| Out of Jakarta | 7 | 5.0 |
| Total | 140 | 100 |

Source: field study

Table 6b**Respondent based on Living Area (Yogyakarta)**

| Living Area | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Kotamadya | 34 | 40 |
| Sleman | 7 | 8.3 |
| Godean | 8 | 9.4 |
| Gunung Kidul | 15 | 17.6 |
| Wonosari | 21 | 24.7 |
| Total | 85 | 100 |

*Source: field study***Table 6c****Respondent based on Living Area (Surabaya)**

| Living Area | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Perak | 16 | 26.7 |
| Kenjeran | 14 | 23.3 |
| Margomulyo | 7 | 11.7 |
| Bratang | 4 | 6.7 |
| Rungkut | 11 | 18.3 |
| Karang Pilang | 8 | 13.3 |
| Total | 60 | 100 |

*Source: field study****Condition of living***

In Jakarta city, 20 % of the respondents live in permanent housing, 25 % stay in semi permanent housing and 3.6 % stay in housing made from carton material only, and others (4.2 %) are staying under bridges or in front of shops/on the streets. In Yogyakarta, the 27.1 % live in semi permanent housing and 16.5 % live in permanent housing, 21.2 % on the streets and 10.6 % live in carton houses. In Surabaya, the majority of the respondents (63.4 %) live in front of shops, under bridges and carton houses (on the streets), 23.3 % live in permanent and semi permanent houses. The

data implies that the living condition of street children in Surabaya is worse than in Jakarta and Yogyakarta (see table 7).

Table 7

Respondent based on Condition of Housing

| Condition of Housing | Jakarta | |
|-----------------------------|------------------|------------|
| | Frequency | % |
| No answer | 3 | 2.1 |
| Permanent house | 28 | 20.0 |
| Semi permanent house | 35 | 25.0 |
| Made of Carton | 5 | 3.6 |
| In front of shops | 3 | 2.1 |
| Under bridges | 3 | 2.1 |
| Others | 63 | 45.0 |
| Total | 140 | 100 |

Source: field study

| Condition of Housing | Yogyakarta | |
|-----------------------------|-------------------|------------|
| | Frequeuncy | % |
| No answer | 0 | 0 |
| Permanent house | 14 | 16.5 |
| Semi permanent house | 23 | 27.1 |
| Made of Carton | 9 | 10.6 |
| In front of shops | 18 | 21.2 |
| Under bridges | 16 | 18.8 |
| Others | 5 | 5.9 |
| Total | 85 | 100 |

Source: field study

| Conditon of Housing | Surabaya | |
|----------------------|-----------|------------|
| | Frequency | % |
| No answer | 0 | 0 |
| Permanent house | 8 | 13.3 |
| Semi permanent house | 6 | 10 |
| Made of Carton | 7 | 11.7 |
| In front of shops | 13 | 21.7 |
| Under bridges | 18 | 30 |
| Others | 8 | 13.3 |
| Total | 60 | 100 |

Source: field study

B. STREET CHILDREN AND EDUCATION

Education Level

In Jakarta, Yogyakarta and Surabaya, the result of the research implies that the majority of the street children are in primary school as 44.3% (Jakarta), 30.6% (Yogyakarta), and 31,7% (Surabaya); junior high school as 27.9% (Jakarta), 27% (Yogyakarta), and 28,3% (Surabaya); and senior high school as 10.7% (Jakarta), 5,9% (Yogyakarta), and 3,3% (Surabaya). The data implies that the majority of the street children are primary school aged children who should be at school but for economic reasons are working on the streets to eran money or their families. It was also found that most of the families of these children could not afford to pay for tuition fees of higher education.

Table 8

Respondent based on Education Level

| Education Level | Jakarta | |
|-----------------|-----------|-----|
| | Frequency | % |
| No answer | 2 | 1.4 |

| | | |
|--------------------|------------|------------|
| Primary School | 62 | 44.3 |
| Junior High School | 39 | 27.9 |
| Senior High School | 15 | 10.7 |
| Not go to school | 22 | 15.7 |
| Total | 140 | 100 |

Source: field study

| Education Level | Yogyakarta | |
|--------------------|------------|------------|
| | Frequency | % |
| No answer | 18 | 21.2 |
| Primary School | 26 | 30.6 |
| Junior High School | 23 | 27.0 |
| Senior High School | 5 | 5.9 |
| Not go to school | 13 | 15.3 |
| Total | 85 | 100 |

Source: field study

| Education Level | Surabaya | |
|--------------------|-----------|------------|
| | Frequency | % |
| No answer | 8 | 13.3 |
| Primary School | 19 | 31.7 |
| Junior High School | 17 | 28.3 |
| Senior High School | 2 | 3.3 |
| Not go to school | 14 | 23.3 |
| Total | 60 | 100 |

Source: field study

Status of Street Children and Education

The majority of the respondents who live in Jakarta, Yogyakarta and Surabaya confirmed that they had been studying in school for a certain period (Jakarta 55,7 %; Yogyakarta 57.6 %; and Surabaya 61.7 %). However, some of the street children confirmed that they have not attended school (44.3% for Jakarta, 42.4 % for

Yogyakarta and 38.3 % for Surabaya, see table 9). The key barrier for street children in attending school was their parents who preferred to have them earn money by working on the streets.

Table 9

Respondent based on Education Status

| Education Status | Jakarta | |
|-------------------------|------------------|------------|
| | Frequency | % |
| Still in School | 78 | 55.7 |
| Out of school | 62 | 44.3 |
| Total | 140 | 100 |

Source: field study

| Education Status | Yogyakarta | |
|-------------------------|-------------------|------------|
| | Frequency | % |
| Still in School | 49 | 57.6 |
| Out of school | 36 | 42.4 |
| Total | 85 | 100 |

Source: field study

| Education Status | Surabaya | |
|-------------------------|------------------|------------|
| | Frequency | % |
| Still in School | 37 | 61.7 |
| Out of school | 23 | 38.3 |
| Total | 60 | 100 |

Source: field study

Reasons for Being Out of School

The main reason for street children being out of school in Jakarta is due to the fact that they do not have the funds needed for tuition fee (61.3%). Other key reasons were because street children wanted to help their families by bringing in an income, the schools were too far from where they lived, they felt that school was a waste of time, and that they wanted their freedom of living/working on the streets. In Yogyakarta,

the majority of the respondents said that they did not have money for school fees (44.7 %). In Surabaya city, majority of the respondents also said that had no money for school fees (44.3).

Table 10
Respondent based on Reason for being Out of School

| Reason for being Out of School | Jakarta | |
|---------------------------------|-----------|------------|
| | Frequency | % |
| No money | 38 | 61.3 |
| School is no use | 4 | 6.5 |
| Distance between home-school | 1 | 1.6 |
| Helping parents | 6 | 9.7 |
| Prefer to be free in the street | 7 | 11.2 |
| Others | 6 | 9.7 |
| Total | 62 | 100 |

Source: field study

| Reason for being Out of School | Yogyakarta | |
|---------------------------------|------------|------------|
| | Frequency | % |
| No money | 38 | 44.7 |
| School is no use | 9 | 10.6 |
| Distance between home-school | 17 | 20 |
| Helping parents | 14 | 16.5 |
| Prefer to be free in the street | 3 | 3.5 |
| Others | 4 | 4.7 |
| Total | 85 | 100 |

Source: field study

| Reason for being Out of | Surabaya |
|-------------------------|----------|
|-------------------------|----------|

| School | | |
|---------------------------------|-----------|------------|
| | Frequency | % |
| No money | 26 | 43.3 |
| School is no use | 7 | 11.7 |
| Distance between home-school | 8 | 13.3 |
| Helping parent | 11 | 18.3 |
| Prefer to be free in the street | 6 | 10 |
| Others | 2 | 3.4 |
| Total | 60 | 100 |

Source: field study

Resonses from street children with regards to schooling

When asked how they felt about dropping out of school, most of the street children siad that they regretted this and were sad to leave school (64.52% Jakarta, 69,4% Yogyakarta and 68,4% Surabaya. See table 11).

Table 11

Respondents Response to Dropping Out of School

| Feeling When Out of School | Jakarta | |
|----------------------------|-----------|------------|
| | Frequency | % |
| Happy | 3 | 4.8 |
| Sad | 40 | 64.5 |
| Indifferent | 19 | 30.7 |
| Total | 62 | 100 |

Source: field study

| Feeling When Out of School | Yogyakarta | |
|----------------------------|------------|------------|
| | Fre | % |
| Happy | 21 | 24.7 |
| Sad | 59 | 69.4 |
| Indifferent | 5 | 5.9 |
| Total | 85 | 100 |

Source: field study

| Feeling When Out of School | Surabaya | |
|----------------------------|-----------|------------|
| | Fre | % |
| Happy | 17 | 28.3 |
| Sad | 41 | 68.4 |
| Indiffernt | 2 | 3.3 |
| Total | 60 | 100 |

Source: field study

Time Schedule

In Jakarta, the majority of the respondents preferred going to school in the morning (62.8%). Whereas 37.2% preferred to go to school in the afternoon (see table 12). Meanwhile, in Yogyakarta and Surabaya, majority of the respondents preferred to go to school in the afternoon (64,6% and 70,7%), and 35,4% and 29,3% preferred school in the morning. The reason diffrent schedules were preferred was due to the fact that street children had different schedules for working on the streets. Street children confirmed that they would arrange their time on the street in accordance with school sessions. It is important for goverment and NGOs to note that street children should be offered flexible school schedules so that they can plan their days.

Table 12

Respondent based on Time of School

| Time of School | Jakarta | |
|----------------|-----------|------------|
| | Frequency | % |
| Morning | 49 | 62.8 |
| Afternoon | 29 | 37.2 |
| Total | 78 | 100 |

Source: field study

| Time of School | Yogyakarta | |
|----------------|------------|---|
| | Frequency | % |

| | | |
|--------------|-----------|------------|
| Morning | 23 | 35.4 |
| Afternoon | 42 | 64.6 |
| Total | 65 | 100 |

Source: field study

| Time of School | Surabaya | |
|----------------|-----------|------------|
| | Frequency | % |
| Morning | 12 | 29.3 |
| Afternoon | 29 | 70.7 |
| Total | 41 | 100 |

Source: field study

Table 13

Respondent based on Time Schedule between School and “Work”

| Time Schedule | Jakarta | |
|---|-----------|------------|
| | Frequency | % |
| School in the morning, on the street from afternoon till evening | 49 | 62.8 |
| School in the afternoon, on the street in the morning and evening | 29 | 37.2 |
| Total | 78 | 100 |

Source: field study

| Time Schedule | Yogyakarta | |
|---|------------|------------|
| | Frequency | % |
| School in the morning, on the street from afternoon till evening | 23 | 35.4 |
| School in the afternoon, on the street in the morning and evening | 42 | 64.6 |
| Total | 65 | 100 |

Source: field study

| Time Schedule | Surabaya | |
|---|-----------|------------|
| | Frequency | % |
| School in the morning, on the street from afternoon till evening | 12 | 29.3 |
| School in the afternoon, on the street in the morning and evening | 29 | 70.7 |
| Total | 41 | 100 |

Source: field study

Street Children's Interest to Attend NGO Non-Formal Education

Street children strongly confirmed their interest in attending NFE courses run by NGOs (89.3 % Jakarta, 84,7% Yogyakarta and 93,3% Surabaya). It is important for NGOs to plan their NFE courses to the interests and needs of street children (see table 14). The NFE course needs to be designed in an informal manner so that street children do not feel trapped during the course.

Table 14

Respondent based on Interest to Attend NGO Non-Formal Education

| Interest in NGO Non-Formal Education | Jakarta | |
|--------------------------------------|------------|------------|
| | Frequency | % |
| No answer | 5 | 3.6 |
| Yes | 125 | 89.3 |
| No | 10 | 7.1 |
| Total | 140 | 100 |

Source: field study

| Interest in NGO Non-Formal Education | Yogyakarta | |
|--------------------------------------|------------|------------|
| | Frequency | % |
| No answer | 2 | 2.4 |
| Yes | 72 | 84.7 |
| No | 11 | 12.9 |
| Total | 85 | 100 |

Source: field study

| Interest in NGO Non-Formal Education | Surabaya | |
|--------------------------------------|-----------|------------|
| | Frequency | % |
| No answer | 1 | 1.7 |
| Yes | 56 | 93.3 |
| No | 3 | 5 |
| Total | 60 | 100 |

Source: field study

Life Skills Education

Life skills education requested by the street children included computer training, repairing and sewing (37.9%; 23.6%; and 8.6% for Jakarta; 38,8%; 27,1%; and 17,6% for Yogyakarta; and 48,3%; 25%; and 8,3% for Surabaya). Other life skills offered by some NGOs such as cooking courses, fishery development, and gardening were not seen as so interesting (see table 15).

Table 15

Respondent based on Needs of Life Skills Education

| Needs of Life Skills Education | Jakarta | |
|--------------------------------|------------|------------|
| | Frequency | % |
| No answer | 15 | 10.7 |
| Sewing | 12 | 8.6 |
| Computer | 53 | 37.9 |
| Repairing | 33 | 23.6 |
| Handicraft | 8 | 5.7 |
| Cooking | 3 | 2.1 |
| Fishery Development | 2 | 1.4 |
| Gardening | 4 | 2.9 |
| Package A and B | 10 | 7.1 |
| Total | 140 | 100 |

Source: field study

| Needs of ife Skills Education | Yogyakarta | |
|-------------------------------|------------|------------|
| | Frequency | % |
| No answer | 1 | 1.2 |
| Sewing | 15 | 17.6 |
| Computer | 33 | 38.8 |
| Repairing | 23 | 27.1 |
| Handicraft | 0 | 0 |
| Cooking | 1 | 1.2 |
| Fishery Development | 1 | 1.2 |
| Gardening | 2 | 2.3 |
| Package A and B | 9 | 10.6 |
| Total | 85 | 100 |

Source: field study

| Needs of Life Skills Education | Surabaya | |
|--------------------------------|-----------|------------|
| | Frequency | % |
| No answer | 0 | 0 |
| Sewing | 15 | 25 |
| Computer | 29 | 48.3 |
| Repairing | 5 | 8.3 |
| Handicraft | 4 | 6.7 |
| Cooking | 1 | 1.7 |
| Fishery Development | 2 | 3.3 |
| Gardening | 4 | 6.7 |
| Package A and B | 0 | 0 |
| Total | 60 | 100 |

Source: field study

Study Methods

It was found that the majority of the respondents of this research like to study in class (54.3% in Jakarta; 56,5%in Yogyakarta; and 48,3% in Surabaya); Others mentioned that they likes to study through games (15.7% in Jakarta; 30,6% in Yogyakarta; and 20% in Surabaya). Respondents also noted that having a nice and sympathetic tutor was an important factor that would encourage them to study (see table 16). Several

street children who were interviewed also confessed that they dropped out of formal school because of bad treatment from tutors. The experience highlights the fact that if street children are treated with love and respect as opposed to being treated as criminals they will have positive attitudes to learning and NFE in particular.

Table 16
Respondent based on Study Methods

| Study Methods | Jakarta | |
|----------------|------------|------------|
| | Frequency | % |
| No answer | 15 | 10.7 |
| Study by games | 22 | 15.7 |
| Study in class | 76 | 54.3 |
| Nice tutor | 27 | 19.3 |
| Total | 140 | 100 |

Source: field study

| Study Methods | Yogyakarta | |
|----------------|------------|------------|
| | Frequency | % |
| No answer | 0 | 0 |
| Study by games | 26 | 30.6 |
| Study in class | 48 | 56.5 |
| Nice tutor | 11 | 12.9 |
| Total | 85 | 100 |

Source: field study

| Study Methods | Surabaya | |
|----------------|-----------|------------|
| | Frequency | % |
| Not answer | 1 | 1.7 |
| Study by games | 12 | 20 |
| Study in class | 29 | 48.3 |
| Nice tutor | 18 | 30 |
| Total | 60 | 100 |

Source: field study

Parental Supporting

Majority of the children interviewed stated that their parents supported their interest in school (87.2% in Jakarta; 56,5% in Yogyakarta; and 63,3% in Surabaya. Only a small minority of children stated that their parents did not support their interest in education (see table 17). When parents were interviewed by the researchers majority of them said that they supported their children in their learning initiatives but still wanted them to earn money on the streets. The research has shown that it is important to involve parents of street working children when NFE programmes are offered to them as their support and participation in such activities can encourage the children further.

Table 16
Respondent based on Parental Support

| Parental Support | Jakarta | |
|------------------|------------|------------|
| | Frequency | % |
| No answer | 3 | 2.1 |
| Support | 122 | 87.2 |
| No support | 5 | 3.6 |
| Abstain | 10 | 7.1 |
| Total | 140 | 100 |

Source: field study

| Parent Support | Yogyakarta | |
|----------------|------------|------------|
| | Frequency | % |
| No answer | 2 | 2.3 |
| Support | 48 | 56.5 |
| No support | 22 | 25.9 |
| Abstain | 13 | 15.3 |
| Total | 85 | 100 |

Source: field study

| Parent Support | Surabaya | |
|----------------|-----------|---|
| | Frequency | % |

| | | |
|--------------|-----------|------------|
| No answer | 1 | 1.7 |
| Support | 38 | 63.3 |
| No support | 12 | 20 |
| Abstain | 9 | 15 |
| Total | 60 | 100 |

Source: field study

C. STREET CHILDREN AND EMPLOYMENT

Type of Employment

According to this research, majority of the street children in Jakarta reported that they preferred to be street musicians (47.9%). Others stated that they worked as garbage collectors (20.7%) and others worked as vendors, beggars, umbrella servicers, shoe polishers etc (10.6 %). See table 19.

The same was noted in Yogyakarta and Surabaya. In Yogyakarta, majority of the street children preferred to earn as street singers (37,6%); or scavengers (23,5%), vendors (17,6%; and beggar as (11,8%). In Surabaya, similarly, majority of the street children preferred to be street singers (23,3%); vendors (20%); beggars (16,7%) and scavenger (15%). Most of the children preferred to be street singers/musicians as this form of employment was easier and gave them more freedom.

Table 18

Respondent based on Type of Employment

| Type of Employment | Jakarta | |
|--------------------------|-----------|------|
| | Frequency | % |
| No answer | 19 | 13.6 |
| Street Singer | 67 | 47.9 |
| Scavenger | 29 | 20.7 |
| Vendor | 2 | 1.4 |
| Beggar | 3 | 2.1 |
| Umbrella Service/Jockeys | 2 | 1.4 |

| | | |
|---------------------|------------|------------|
| Shoe Polisher | 2 | 1.4 |
| Market Labor/Coolie | 2 | 1.4 |
| Walking Around | 4 | 2.9 |
| Others | 10 | 7.1 |
| Total | 140 | 100 |

Source: field study

| Type of Employment | Yogyakarta | |
|--------------------------|------------|------------|
| | Frequency | % |
| No answer | 0 | 0 |
| Street Singer | 32 | 37.6 |
| Scavenger | 20 | 23.5 |
| Vendor | 15 | 17.6 |
| Beggar | 10 | 11.8 |
| Umbrella Service/Jockeys | 1 | 1.2 |
| Shoe Polisher | 4 | 4.8 |
| Market Labor/Coolie | 2 | 2.3 |
| Walking Around | 1 | 1.2 |
| Others | 0 | 0 |
| Total | 85 | 100 |

Source: field study

| Type of Employment | Surabaya | |
|--------------------------|-----------|------|
| | Frequency | % |
| No answer | 0 | 0 |
| Street Singer | 14 | 23.3 |
| Scavenger | 9 | 15 |
| Vendor | 12 | 20 |
| Beggar | 10 | 16.7 |
| Umbrella Service/Jockeys | 2 | 3.3 |
| Shoe Polisher | 3 | 5 |
| Market Labor/Coolie | 1 | 6.7 |

| | | |
|----------------|-----------|------------|
| Walking Around | 4 | 6.7 |
| Others | 5 | 8.3 |
| Total | 60 | 100 |

Source: field study

Street Children's Income

The job selection made by street children is probably impacted by the fact that they want to earn as big an income on the streets as possible. The minimum income/day earned by the children interviewed was between Rp 5.000-10.000 and the maximum income/day earned was between Rp 10.000- Rp 25.000 or more (see table 20 and 21). In Jakarta, the minimum income of street children was around Rp 5.000 – 10.000, while in Yogyakarta and Surabaya, the minimum income of street children was around Rp 10.000- 25.000. The maximum income between Rp10.000 - Rp 25.000 was earned in Surabaya (63,3%) compared with Jogjakarta (62,3%) and Jakarta (44,3%). This implies that the street children who are free from any rules and regulations (such as those brought on by more formal employment) can earn a greater income compared with those who have to follow certain long term programmes.

Table 19

Respondent based on Minimum Income / Day

| Minimum Income / Day | Jakarta | |
|----------------------|------------|------------|
| | Frequency | % |
| No answer | 14 | 10.0 |
| 5.000, | 24 | 17.1 |
| 5.000 - 10.000 | 76 | 54.3 |
| 10.000 - 25.000 | 19 | 13.6 |
| 25.000 | 7 | 5.0 |
| Total | 140 | 100 |

Source: field study

| Minimum Income / Day | Yogyakarta | |
|----------------------|------------|------------|
| | Frequency | % |
| No answer | 16 | 18.8 |
| 5.000 | 9 | 10.6 |
| 5.000 - 10.000 | 21 | 24.7 |
| 10.000 - 25.000 | 38 | 44.7 |
| 25.000 | 1 | 1.2 |
| Total | 85 | 100 |

Source: field study

| Minimum Income / Day | Surabaya | |
|----------------------|-----------|------------|
| | Frequency | % |
| No answer | 12 | 20 |
| 5.000 | 8 | 13.3 |
| 5.000 - 10.000 | 17 | 28.3 |
| 10.000 - 25.000 | 21 | 35 |
| 25.000 | 2 | 3.4 |
| Total | 60 | 100 |

Source: field study

Table 21

Respondent based on Maximum Income / Day

| Maximum Income / Day | Jakarta | |
|----------------------|------------|------------|
| | Frequency | % |
| No answer | 28 | 20.0 |
| 5.000 | 14 | 10.0 |
| 5.000 - 10.000 | 36 | 25.7 |
| 10.000 - 25.000 | 34 | 24.3 |
| 25.000 | 28 | 20.0 |
| Total | 140 | 100 |

Source: field study

| Maximum Income / Day | Yogyakarta | |
|----------------------|------------|------------|
| | Frequency | % |
| No answer | 14 | 16.5 |
| 5.000 | 7 | 8.2 |
| 5.000 - 10.000 | 11 | 12.9 |
| 10.000 - 25.000 | 28 | 32.9 |
| 25.000 | 25 | 29.4 |
| Total | 85 | 100 |

Source: field study

| Maximum Income / Day | Surabaya | |
|----------------------|-----------|------------|
| | Frequency | % |
| No answer | 8 | 13.3 |
| 5.000 | 5 | 8.4 |
| 5.000 - 10.000 | 9 | 15 |
| 10.000 - 25.000 | 20 | 33.3 |
| 25.000 | 18 | 30 |
| Total | 60 | 100 |

Source: field study

Working Hours

Most of the street children interviewed (see table 21) chose to work from morning till evening (Jakarta 82,8%; Yogyakarta 87%; and Surabaya 91,7%). It is related to their selected type of job such as street musician, garbage collector, and retail seller.

According to the research, working during the night (9 p.m – 2 a.m) was only selected by a few street children (1.4 % Jakarta; 8,2% Yogyakarta and 3,3% Surabaya). It was noted however, that street children liked the fact that they could chose the hours they worked without having to be tied to employment rules and regulations.

Table 21

Respondent based on Working Hours in the Street

| Operational Hours | Jakarta | |
|-----------------------|-----------|------|
| | Frequency | % |
| No answer | 20 | 14.3 |
| Morning (07.00-11.00) | 34 | 24.3 |

| | | |
|-------------------------|------------|------------|
| Afternoon (12.00-15.00) | 17 | 12.1 |
| Evening (16.00-20.00) | 21 | 15.0 |
| Night (21.00-02.00) | 2 | 1.4 |
| Morning and Afternoon | 21 | 15.0 |
| Morning and Evening | 6 | 4.3 |
| Afternoon to Evening | 6 | 4.3 |
| Morning to Evening | 9 | 6.4 |
| Morning and Night | 1 | 0.7 |
| Evening and Night | 2 | 1.4 |
| Morning to Night | 1 | 0.7 |
| Total | 140 | 100 |

Source: field study

| Operational Hours | Yogyakarta | |
|-------------------------|------------|------------|
| | Frequency | % |
| No answer | 0 | 0 |
| Morning (07.00-11.00) | 9 | 10.6 |
| Afternoon (12.00-15.00) | 6 | 7.1 |
| Evening (16.00-20.00) | 8 | 9.4 |
| Night (21.00-02.00) | 7 | 8.2 |
| Morning and Afternoon | 11 | 12.9 |
| Morning and Evening | 19 | 22.3 |
| Afternoon to Evening | 8 | 9.4 |
| Morning to Evening | 13 | 15.3 |
| Morning and Night | 1 | 1.2 |
| Evening and Night | 3 | 3.5 |
| Morning to Night | 0 | 0 |
| Total | 85 | 100 |

Source: field study

| Operational Hours | Surabaya | |
|-------------------|-----------|---|
| | Frequency | % |

| | | |
|-------------------------|-----------|------------|
| No answer | 1 | 1.7 |
| Morning (07.00-11.00) | 5 | 8.3 |
| Afternoon (12.00-15.00) | 2 | 3.3 |
| Evening (16.00-20.00) | 4 | 6.7 |
| Night (21.00-02.00) | 2 | 3.3 |
| Morning and Afternoon | 13 | 21.7 |
| Morning and Evening | 18 | 30 |
| Afternoon to Evening | 4 | 6.7 |
| Morning to Evening | 9 | 15 |
| Morning and Night | 1 | 1.7 |
| Evening and Night | 1 | 1.7 |
| Morning to Night | 0 | 0 |
| Total | 60 | 100 |

Source: field study

Part II: DESCRIPTION OF STREET CHILDREN FOCUSING ON EDUCATION PROBLEMS

In order to identify more clearly the obstacles faced by street children in gaining access to education it has to be understood that the generic term of “street children” does not allow us to understand the accurate situation of their life conditions and practices, especially concerning education. Indeed, children with parents but working in the streets, children living in “panti”⁴, and children living alone in the streets do not face the same problems. Therefore a qualitative approach is needed.

Three different groups were hypothetically identified to implement this part of the research as follows:

- Street children living with their families and working in the streets
- Street children who stay in a shelter house or a panti.
- Street children living alone in the streets

The methodology used to carry out this part of the research combined individual interviews and focus group discussions. Researchers conducted the survey in various sites with four different groups. Two groups of children were interviewed in two different panti (Shelter House Bina Mandiri – Jl. Swadaya V West Jakarta and Kampus Diakonia Modern – Kranggan Pondok Gede); one group of children living alone in the street of Grogol (West Jakarta) and one group of mothers whose children work in the streets in Grogol were also interviewed.

We thank the NGOs KDM and Yayasan Bina Mandiri Indonesia for helping us in organizing these gatherings. Due to time constraints to complete this work, interviews with children and mothers took place only in Jakarta. Moreover, only street boys were interviewed. Although the research sample is rather small, the collected data appears to be very similar to studies conducted in other countries in the region (street children

⁴ Panti are shelter houses, usually run by NGOs, which offers to children coming from the streets, food, housing, reeducation and academic education.

face similar reasons for being in the streets and face similar consequences while living/working on the streets).

The following states a summary of the situation of street children in Jakarta.

1. The reasons for being in the streets:

1.1 Street children living with their families:

The group of street children, who work in the streets but still go back to their home to sleep, **are mainly the victims of the economical situation of their parents**. They spend time in the streets to support their families financially. During various group discussions with the mothers of street children, we found the following:

These children usually belong to large families (from 3 to 10 children). Some of the parents do not work at all. When one of the parents works, the jobs have low incomes due to low level of skills. This situation leaves the family in a very vulnerable situation. If the majority of the mothers in the sample research were staying at home, perhaps due to lack of skills. The fathers often had irregular jobs in the non-formal sector of the economy, such as bus conducting, vendors or like some of the street children they were street singers/entertainers. Very few of the parents of street children had regular or secure jobs.

The research also showed that most of the parents of street children were not educated themselves, or had only received two or three years of education and had then dropped out of school. It was also found that street children often not only supported their parents but they also supported their grand parents. During the course of the survey, it was noticed that in two families where parents were jobless, the children support their grandparents who lived in the same house.

Concerning the mothers interviewed, there is no doubt that even though they were conscious that education is very important factor in improving the lives of the future generation, they were still bound to their economic limitations and preferred to send their children to work. In some cases, some of the street children had been to primary school but were forced to drop out of school so that they could help support their family⁵.

We observed the strategy used by Mrs. I. She is 40 years old, mother of two boys and one girl aged 16, 15 and 9 respectively. She and her husband do not work. They are completely dependant on the work of their children, although the size of the family is rather small. The three children are street singers. It is also one of the

⁵ It would have been interesting to know if this behavior is related to the 1998 economic crisis. This would require some personal interview to point out if the strategy of these families in the field of education has changed due to scarce employment opportunities.

two families among the eight interviewed where the children must also support their grandparents. Nevertheless the youngest one is still attending school (5th grade of primary level) while helping to increase the family's incomes.

An exception in this survey is Mrs A. She works as a street seller of yogurts, while her husband sells tea bottles. Both of them earn average income Rp 30.000 per day. It is a fairly low income, but they manage to send their two sons (aged 15 and 16) to school. They work hard and they don't want their children to be on the streets. Although they cannot save any money, they hope that one of their sons will become a lecturer while the other one will be a priest. It is important to highlight that Mrs A and her husband do not earn much more than the other families whose children are working as street singers. However, Mrs. A's children go to school and do not work to support their parents. Therefore the difference with the above families lies in the ability of Mrs A. and her husband to manage their lives in a more appropriate way for their children.

The above example implies that poverty, lack of education and skills and economic insecurity has inhibited many of the families to send their children to school. The families obviously realise that education is the best chance they can provide to their children but they still avoid sending their children to school. For example, in the case of sickness of Mrs A. or her husband, the education of their sons would be compromised. In spite of their commitment and efforts, their sons might remain poor people if any problem occurs in the family.

The other urgent factors that must be underlined is the fact that Mrs A is the only person in the sample who has only two children, where the other mothers have 3 to 10 children. The size of the family directly affects the possibilities and advantages that can be offered to the children.

From the analysis of the above collected data among mothers, the following recommendations can be formulated:

- a) The children in this category (which seems to be the majority of the street children according to the quantitative data) will remain a support to their parents and young brothers and sisters even if non-formal education program is proposed to them. Therefore, any NFE programmes offered to street children must be very well adapted to the specific constraints faced by their lives.
- b) An holistic approach seems to be needed at least in the two following areas:
The size of the family directly affects the children's opportunities to have access to education. Even if the family planning statistics in Indonesia show rather good results, a particular effort must be done for this category of families. Therefore joint programmes, linking education and family planning should be promoted.

Assuming that parents will continue to rely on their children for their living, the chances for these children to get real academic or vocational knowledge through training remains limited. Thus, Income generating activities should be promoted,

through for example micro-finance programmes, together with a social accompaniment⁶ to give new opportunities to these families to improve their incomes.

1.2 The children living alone in the streets and the children living in panty:

Almost all of the street children who found a second chance in a panty were previously alone in the street. The reasons these children gave on why they were on the streets was never related to the economic situation of their family. Indeed, all of these children have **run away** from their family, or their relative's home. They left their home not because of the economic situation of their family but because of bad treatment, misunderstanding, conflict with one of the parents (mostly the father)⁷ or a member of the family, conflict among the parents and all kind of reasons related to the fact that they were not happy at home. Based on the above reasons, one does not often come across street children who belonged to middle class families.

Nevertheless, the children living with their family can always decide to run away if the relationship within the family degrades. In this case, they can decide to leave the city where they were born (most of the children met in panty were not born in Jakarta but in others cities: Surabaya, Medan, Merak, middle of Java, Palembang, Cengkareng, and Cikampek). Other children, whose family lives in Jakarta gradually abandon their family to spend some nights in the streets with their friends up to the moment that they finally decide not to return home.

Among the reasons given by the children to run away, here are some very typical examples found in similar studies in other cities:

- **H. aged 17, moved to Jakarta from Medan with his whole family. He first stayed with his parents, who are working as scavengers to survive. But he ran away after a conflict with his father and lived in the streets before he joined a panty.**
- **M., 16 years old, was supposed to follow his elder brother in Jakarta to go to school, as his elder brother suggested to his mother. But once in the big city, his brother used him as a domestic in his house. He got so angry that he decided to run away. He was 12 years old at that time and had no money to go back to his parents' home.**
- **T. actually 15 years old left his home at the age of 11, because his stepfather beat him.**
- **I., 14 years old left his home with his brother at the age of 11, because of the permanent conflict between his father and his mother.**
- **S. actually 15 years old, left because he had serious problems at school to the point that he could not bear being in this school anymore (humiliated and**

⁶ As good social accompaniment seems the condition for success of micro-finance programmes.

⁷ Especially because we were interviewing boys.

beaten by teachers). His parents wanted to force him to return to his school but he lied to them and did not attend school. He started going in the street and then felt too ashamed to go back home. He finally decided after several crises that the best place for him was to change environment and be in a panti to study.

- P. 14 years old, came from a poor family. His father died when he was just born. With nine children, his mother was obliged to beg. His mother died two years ago and he became a street child in Palembang. When a friend suggested him to go to Jakarta, he decided to come with the hope to find better opportunities in the capital.

- The parents of O. actually aged 17, both died when he was 7 years old. He was living with his uncle and stayed with him up to the moment that he graduated from primary school. Then he left not to be a burden anymore for his uncle.

- C. actually 18 years old had his family in Jakarta, but his parents divorced when he was 5 years old. He stayed with his mother who washed clothes for others, and gradually went in the street to live with friends. At the beginning, he shared the money earned by being a street singer, but gradually he took care of himself and do not share his wages.

The common factors found in the above stories of why children took to the streets are: conflict; bad treatment/abuse at the home; death or divorce of the parents; conflict between parents. The children declared that they were feeling so uncomfortable, angry or miserable at home that they preferred to leave and take the risks of living on the streets alone. Poverty can be an associated factor, but it is not even mentioned by the children when they told the stories about their lives.

This factor shows to some extent these children were also victims of the adults that surrounded them in their families. But contrary to the children that still live with their family, those children felt they had to abandon their family. With such decision, they also abandon the most critical necessary physical and psychological support to a child. This choice is always painful and will have many consequences on their future, even if they usually find strategies to adapt themselves to their new situations.

As a consequence of their unfortunate experience at home, these children do not trust adults anymore, since the adults they had to deal with, have often proven to be disappointing. This is confirmed by the relation they have with other adults once they are on the streets, such as adults exploiting them for work, government officers chasing and catching them and taking them to detention centers.

Based on their experience, street children develop a tendency to rely only on themselves or their friends. One of the aspects of the vulnerability of these children is certainly the influence that they have upon each other. A child alone in a street can hardly survive. One of the children in the study explained that when he arrived by bus in Jakarta, he first spent two days totally confused and lost under a traffic light sign. He felt a desperate need to be in a group or at least with one friend. Some of these street children befriended other street children who had come from the same provinces as them. The children also need to be with friends to learn the different practices and rules to survive in the street: how to find a safe

place to sleep for example, where to go to sing without being in conflict with others (as groups have territories). One of the children met in a *panti* had one arm completely cut with a knife while he was sleeping because that night he was not sleeping in his usual area. Unfortunately the elder ones also teach them criminal practices such as how to threaten people with a knife to get money, as told to the researchers by children in a *panti*. It seems that they must share their money at the beginning, and eventually as they get more independent the elder street children allow them to have more financial independence⁸.

For a street child, the group is a paradise and a hell at the same time. Paradise because they help each other, sharing their meals, playing and enjoying life. They also get used to sleeping together to protect each other. But the group is hell as well because life in the street makes them become instinctive and violent and because they steal from each other. Life in the street is freedom (which is the only aspect which allow them to develop a positive image of themselves: "I'm alone, I had to leave my family but at least I'm free and I manage to survive") but it's also a jungle, as they say themselves. Moreover friends are the only circle available to socialize, which is one more reason why most of the children belonged to groups.

When asking children living alone in the street if they like their life, partly because they get use to it, partly to show how brave they are, they respond "yes". They enjoy their life. But once living in a *panti*, they often say that life in the street is not nice, hard and not good for them. Nevertheless the street is the only place that is free of charge as a public space. Thus, it is also the first place that they choose when leaving their family.

Another important factor of vulnerability, directly linked with the strategy they must adopt to survive in the streets, is that they lose the ability to think about their future. By being obliged to solve daily problems (how to get enough money to eat, to buy some soap, some drugs and sometimes alcohol) they take the habit to think only for the present time and at very short term basis: "Tomorrow it is another day with other problems". This attitude is also common to excluded adults who live on the street to beg. One of the usual indicators of social exclusion is often linked to the inability to make projects for the future⁹.

It is common amongst street children not to plan their future. Indeed, why to plan the future when the future is so predictable and when the opportunities to improve one's condition are so uncertain?. It is better to focus on the present, the here and now and to enjoy one's life so that the present is more bearable. Moreover, why should one save money if there is a high possibility that it will be stolen while you sleep? Thus, the mindset of the street children is to spend their earnings on things that make their life more enjoyable.

It is important to underline these aspects of the street children's lives when planning their education because being educated implies a long-term project, and

⁸ Competition is probably strong and difficult between them. According to the qualitative data, 47,9% of street children are street singers (without counting the adults who also choose the same occupation). That might explain the precise territories that they share to earn their living. (But this is a common behaviour everywhere, with usually precise rules that cannot be broken or transgressed).

⁹ See V. de Gaulejac, I. Taboada Leonetti, La lutte des places, (Paris, Desclée de Bauwer 1995)

sustained efforts. It also requires enough self-confidence to believe that these efforts will be fruitful, and enough hope in the future to invest time and energy in a long term project. In other words, street children must decide and accept drastic changes in their behaviour and way of thinking if they are to undertake long term education plans. But as hard and hopeless as life can be in the streets, by other ways it appears to be easy. Children living alone in the streets are comparable to birds that would have escaped their cages. They do enjoy their freedom and are not prepared to let it go for any project designed by adults. Therefore, even if the results of the quantitative survey showed that 92,8% of the street children were convinced that school can improve their life standards, most of the street children met during this study, especially those still living alone in the street, were not prepared to adapt and adjust their life style. Such changes can be expected only gradually, with tutors and teachers who are very well trained on the issues concerning street children.

This reality is corroborated by the description of the feelings of the children in the *panti* when they first changed their life-style. First of all, all of them were very reluctant to go into shelters house, until some of their friends advised them to try it out. At first, they did not trust adults who suggested them to go in a shelter house. Moreover when entering a *panti*, they remained very instinctive with a short-term mindset and easily run away from the shelters if something upset them. Many of street children had run away and come back several times before they decided to stay at the shelter. Indeed, they stay only when they understand that being in a *panti* is a real chance for them - a relief from the hard life on the streets and an opportunity to study.

2. The attitude, beliefs and behaviors concerning education:

2.1 Behaviors:

The quantitative data shows that 55,7 % of street children are still in school. But at this stage, we need to clarify exactly what category of children is in school and up to what level. We count 44,3% of them at primary education level. This figure confirms what we discovered when talking with the mothers of working children. Poor families seem to send their children, when young to attend school especially at the primary education level. Even though we need additional qualitative data on this matter, one of the explanations is that very young children can hardly work anyway. Moreover, having children at work before 10 years old might appear clearly exploitation and abuse even in their social norms. All of these families know the law concerning education in Indonesia and declare that school is the only way to improve the life standards of their children. Nevertheless, their behaviors in the field of academic and formal education contradict this. All families declare that “yes” school is important but some of them do not give any opportunity to their children to register at school. Despite the small sample of the survey, three (3) families out of eight (8) families interviewed do not send their children at school even at the youngest age.

Concerning the category of children working in the street but still living in their home, the most common behavior seems that they enter the primary level and drop out after a few years. More accurate data is needed to define their parents’

strategy on this matter. However, drop outs appears common when they are able to support the family by earning money. Once again, these children are the victims of their parent's economic situation.

Another factor for dropping out might be the stress faced by these children, due to their life conditions at home, which do not help them to succeed in formal schools. When the academic results of a child are not good, we can suppose the families decide not to send their children to school anymore as they might feel the cost for school is a waste of money. During the focus group discussion, mothers have declared that their children do not have the capability to attend formal school that they do not want to go anyway and they can hardly control them on this matter. Indeed, due to difficulties to study at home, some children probably do not feel comfortable in formal school if their performance is bad. Then it is used as a one more reason to drop out. All the above factors are probably interacting upon each other permanently and can explain the figures shown by the quantitative data.

This reality demonstrates the fact that any academic programmes proposed for street children who work on the street must be really adapted to their needs and constraints. The adaptation of the programme should take into account at least the following three factors:

- Study time of the children,
- Educational approach and
- Capacity of teachers or tutors to adapt themselves to children who have probably a low self-esteem concerning their abilities to study.

For the category of children living alone in the streets, the results of our qualitative survey are simple to notify: **none of them goes to school**. The children met in *panti* confirmed this result.

All the children met in the NGO's *panti* were going to school (primary education level) before they run away from their home (with the one exception who dropped out before, when he found himself obliged to beg with his mother after his father's death). Once living on the streets, they did not attend any formal or non-formal training, and they started to study only when they joined a *panti*. Indeed, all of them were actually studying with the NGOs' support.

The visited' NGOs had different strategies with regards to street children and education. Concerning KDM, the children study in a school that actually belongs to the NGO. These children are sent to formal school to pass examination and get certificates. According to KDM, this strategy is due to the specific difficulties of children from the street to attend a formal school. As for Yayasan Bina Mandiri Indonesia, all the street children under this NGO attended formal schools.

After street children dropped out of school and went back to street life, it was very hard for them to pick up school again. All the boys met in the *panti* were actually following Junior High school (mainly 1st year, one in 3rd year) except one who was still in 6th grade of primary level. Some children believed that only formal school can give them a real chance for their future, because they do not trust the

level of the certificates delivered through open schools or community learning centers (PKBM).

The children living alone in the street who were met during this survey, did not have benefits from any training and seemed to be trapped in their routine daily life. For this category of children, it appears to be very difficult to attract them to study on a regular basis unless well designed strategies are implemented. The volunteers of KDM¹⁰ who try to teach street children once a week on Sunday's mornings confirmed the above statement. They said that it is very difficult to expect a regular attendance from this category of children. These children clearly preferred to earn money and were not very interested in school.

Nevertheless, concerning the attitude of this category of children, (those who are or have been living alone on the streets), a remarkable change is to be noticed once they are taken in charge by a *panti*. They all declared, without hesitation, that they wanted to study and they chose to remain in a *panti* (even if it compromised their freedom as one of the children stated) because they have a chance to study. Indeed they often have very specific projects, such as the plan to attend university.

This important change in their behavior may draw our attention on the following:

- These children can be socially reinserted. Despite the fact that the problem of street children is complex, it is not hopeless and solutions exist.
- When looking from the EFA goals point of view, the children in the *panti* are not any more out of school children because they will at least complete the Indonesian programme of basic education.
- As NGOs are using various strategies to give them an educational level, the key issue seems to convince them to change their life style. In other words, the children should be given enough security in order to let them think about their future while offering them real opportunities to achieve their personal project. It also means that the relationship with adults is restored. The NGOs visited are successful in this field. Children declared that discipline instituted by KDM is good for them and necessary to built their character.

But *panti* are costly and very limited in numbers. Therefore other solutions must be explored, which was done during focus group discussions.

2.2 The expectations in the field of education:

During the focus group discussions, we encouraged the interviewees to express how their education problems could be solved. By doing this, the differences between the three categories of children appears clearly at the level of their expectations.

¹⁰ KDM has some hundred volunteers that spent one or two night per week in the streets to meet, talk and sometimes convince the children to join a *panti*. Although they feel they cannot solve the problems of these children, they are doing a wonderful work because they become a positive image of an adult which is may be the first condition for these children to change their strategy and life' choices.

We have already seen that children in *panti* have high¹¹ expectations once being educated (providing that the support of the NGOs is sustainable). Therefore, we asked them whether or not *panti*'s education approach is the best solution for street children? Their answers were quite pragmatic: *panti* is a good solution only if the *panti* is a good one. And they underline the fact that some NGOs are only using them to make money. Therefore *panti*, according to them is not always a good approach. But if the solutions proposed by the institution meet their needs, they have a very good opinion of *panti*, even if, as said above, almost all of them have been running away several times before they get used to this new life.

In conclusion, for the few children who are lucky enough to be helped and under the supervision of good institutions the problem of education is solved. But this model is costly as noted previously and all street children will never benefit from this rare opportunity. Therefore other solutions must be explored.

The parents of working children in the streets know about the open-school and wish that more open schools would be set up. They believed that their children do not have the ability to study in formal schools and preferred a non formal education system, and access to vocational training. This is coherent with their usual behavior. Vocational training might mean better jobs and better support in a shorter time than package A, B and C of the NFE equivalency programme. However, they insisted on the fact that their children are reluctant to go to school, which is probably true after being out of school for a long period. What these parents mean to say is that the non formal schools should find ways to attract the children. According to them, music could be the best way to "catch" them. Beside this entry point, parents wish their children to receive vocational training, such as carpentry, tailoring, hairdressing etc.

Concerning the time that the children could spend learning, it is only two hours per day, three times a week according to their parents, which seems realistic.

Although these persons respond according to their own interest, some of the ideas they expressed seem of good common sense.

- The curriculum designed for children working in the street must be light enough to avoid discouragement because they would feel exhausted very quickly. As suggested in the first part of this qualitative analysis, ways to involve the parents is a key issue. Probably the settlement of a teaching unit must be discussed at the community level, and be sustained by the holistic approach already mentioned.
- As music is their main interest, music classes grouped with academic lessons could be an entry point during a period of time to get the level A certificate. Then those children should choose between level B and/or vocational training. Anyway the teaching programmes must be very flexible. For example the elder children entering at the primary level must be allowed to study faster than younger children.

¹¹ In fact, they are back to the same expectations than other kids who have never been street children and grow in a loving and caring family. That is a good sign of their social reinsertion.

Another aspect is related to the range of ages of the category of working children that could join open school, or community learning centers. Therefore it appears important to group the participants according to their level and age. Teaching methods from pedagogy to andragogy should be used depending on the groups. Parents should be admitted to improve their knowledge upon their willingness. One of the mothers participating in the group discussions was only 16 years old, while her husband was 17 and their baby, 4 months old. Finally, the structures where they could learn have more chances to be used if they are close to their usual area of activities.

Concerning the group of the children living alone on the street, and according to their daily life, habits and behaviors as developed in the first part of this qualitative analysis, they also need a holistic approach.

- First of all, they need to be attracted in a soft way because they get very easily upset and change their mind quickly as previously shown.
- While living on the streets, and if they must remain on the street, they also need to make a living and can hardly be in school for long hours. The schedule must be adapted to their work because they depend on their activities to survive. According to their jobs some of them can hardly work and study in the same day, especially those who works on the buses.
- They probably also confront difficulties to concentrate for long periods of time (some of them were unable to concentrate during the focus group discussion after 15 minutes). Thus, it is recommended that they might study not more than two hours per day and by using different training and teaching methods during each training session.
- Due to their lack of trust of adults, tutors must feel a real empathy and be specifically trained. Therefore any training design for these children must be flexible and able to give them several chances, just like for entering in a pants. The place where the education activities will take place must be attractive from their point of view. In other words, they must find an interest beside education to come to such places.

In light of the above facts, a holistic approach appears important. As said before, the children are rather pragmatic, and will hardly regularly join any structure to study, unless the structure helps them to solve or at least respond to their usual problems.

According to the children themselves, the best way to gather street children is to organise special events related to sports or music. They would also appreciate contests among themselves (with some rewards). Indeed, this strategy might be a good entry point. As the children said “if there is a gift given to them, it’s easier to gather them”.

The shelter house must offer several services besides being a learning center: a small clinic for basic health care, a special room for making handicrafts, a room for music, a classroom and a library. One of the children met in the street underlined the fact that he would need a quiet place to study and be able to concentrate.

A shelter house should also provide toilet and bathing facilities at low prices and provide a place for them to wash their clothes. Some children could be involved in the maintenance of this structure as a part time job. The possibility to give a meal to the children who come to study or at least a snack could be an asset.

As said before, the main difficulty is to help them change their way of thinking. This takes time. The structure offered to them should help them to do so. Nevertheless social workers and trainers must be prepared for the instability of these children, and be aware that so drastic changes are not easy for them to complete. In many aspects, the relationship with the adults who will be in charge is really the key issue.

Non-formal education, according to street children fits better with their needs, and the possibility to benefit from the equivalency programme is an asset. They are conscious that certificates are important. For the elder ones, NFE should be linked with vocational training programmes. The flexibility is again very important because according to their jobs in the streets all children cannot attend the same period of teaching. For those children who work long time everyday, special schedules and incentives compensation should be explored.

On a final note, this research study would like to highlight the fact that both parents and children complained about the close centers like Kedoya. Indeed, the children feared more the personal of social welfare than the police! According to them, such centers do not solve their problem at all, they just stay there for a period of time doing nothing “and the food is not good”. The parents complain as well, because they must pay, at the local level, to get their children back.

3. Conclusion related to the qualitative study :

Except for some street children who are taken care properly by a good panti, a holistic and adapted approach is needed to deal with street children with regards to education. The entry point of the curriculum must be based on their problems, behaviours and ways of thinking in order to have a chance to succeed. Empathy and flexibility are necessary, as education implies important and difficult changes for them and their family when they are still living at home.

The problem is complex, but solutions exist. For the latter, a political will from the government will be required. Respectful and close co-operation between government and NGOs should be built. At present, a panel of solutions is already implemented both by government and NGOs. This variety in the approach is excellent, because solutions are not the same for all children, depending on their category and their background. The Government should access the projects of NGOs working in this field and build a partnership by accrediting the best of them.

In order to solve the problem of out of school street children in the field of education will be costly anyway. Human resources must be trained; structures must be either built or adapted. Other related programme like micro-finance and family planning should be implemented in parallel. Such policy requires a research-action approach in order to be flexible and able to adapt model experiences implemented in the field. An effective network will also be an asset. All stakeholders should share their approach. The success as well as the failure

should benefit to all in order to improve the quality of work of every structure dealing with this problem.

There is still a long way to go in order to win the battle, but real improvements can be achieved within few years, providing that the social representation of all stakeholders dealing with street children be comprehensive, and as accurate as possible. Street children are not only a burden but they are victims and they need empathy to overcome their situation.

PART III. WHAT HAVE NGOs BEEN DOING FOR STREET CHILDREN?

Based on the information collected at the National Networking Workshop and the National Policy Forum, the following information is based on the feedback from some local NGOs working with street children.

The key focus of the NGOs who participated in this project in Indonesia was poverty alleviation based on the response of the severe economic crisis of the years following 1997. Most of the NGO projects were targeting children in the range of 6 – 18 years.

Activities Program

Some of the key Programmes or activities Of the local NGOs working with street children are as below :

- Medical services such as basic health and dental clinics
- Supporting street children to attend schools through scholarships and grants
- Personality development or character building.
- Shelter House
- Empowerment and advocacy work
- Child protection
- Working with drug addicts

NGOs play an important role in partnering with Government on national poverty alleviation programmes. With regards to the education sector, NGOs have adopted all the education packages of the National Education and Department of Empowerment and Transmigration, delivering equivalency programmes (package A, B, and C). NGOs also undertake skills training for street children.

The youngest children being taken care of by the NGOs of the study were 3 years old, but the average age was between 6-18 years old. They do not discriminate between girls and boys and depending on their capacity, the NGOs take on between 10 to 3.000 children in total.

The main source of funding of local NGOs comes through local institutions, individual donors, government, private sector and INGOs.

Obstacles

NGOs strategic roles are not without problems or challenges. During discussion at the national forums, it was found that funding of local NGO work was a major obstacle. They also face problems in keeping well qualified staff or volunteers as the wages offered by NGOs are so low.

With regards to working with street children, the NGOs found that it was difficult to find trained and skilled street educators and outreach workers who know how to work with street children. Many of the NGO workers do not have the patience or skills to work with this category of children.

On the subject of vocational training, the challenges facing NGOs are (1) how to hold vocational or skills programmes that correspond to children's needs? (2) Where will the graduated children find suitable job opportunities? (3) NGOs do not have professional trainers and only use their own staff. (4) limited funds for the supply of education materials and tools, (5) children look at the vocational programmes as part of recreation and not as productive activities. Another key obstacle is in the different visions between government and local grassroots NGOs, particularly in relation to the development of street children.

PART IV: WHAT HAS GOVERNMENT BEEN DOING WITH REGARDS TO EDUCATION FOR STREET CHILDREN?

Street children's education has been a serious concern for the government, over the last few years (especially the National Education Department). Many non-formal education programmes / out of school education and literacy programmes have been run by the Government. In addition, the Government has been working with NGOs to run Equivalency Education Programmes consisting of package A that equals to Primary School, package B that equals to Junior High School, and package C which equals to Senior High School. The Government has also been working with and supporting local Community Learning Center (PKBM) in the rural areas and has facilitated Society Libraries, Job Training Workshops and Job Training Courses (the last 2 programmes belong to The Department of Empowerment and Transmigration).

The above mentioned programmes have been facilitated by the Government's National Education Department who plays the role of facilitating local organizations and community groups to participate and implement their own education programmes. The Government has been instrumental in encouraging and supporting the community to act as responsible citizens and help them to improve the quality of their lives.

Equivalency Education Programs (Package A, B and C)

Equivalency education is part and parcel of non-formal education system and consists of Package A, Package B, and Package C programmes. The central focus of these programmes is the community members who have no access to education due to poverty; those who are school drop outs, those of productive age who wish to improve their knowledge and skills, those who require particular educational services in order to be able to cope with improvement in welfare and changes brought about by science and technology.

Equivalency education programs are designed to provide educational services either substitute for, addition to and/or supplement formal education with a view to developing the potentials of the participants of the programmes in accordance with their respective abilities and needs, and to bring into reality continuing education.

The participants of the programs are very diverse, in terms of geographical location, demography, economic status, social and cultural backgrounds, and age. The programme has two target groups. The first group are school-age children who have limited or no access to formal education (drop outs, children who have never attended

school, those who have no further education, who live in remote areas or belong to the ethnic minorities, *street children*, and child workers). The second group are adults who need education at the primary and secondary levels.

Programme organizers are responsible for the management and administration of the programme. Teachers or educational personnel (tutors and skill-based resource persons) are recruited from community members. These are the people who meet the predetermined criteria, have commitment, motivation and capability of teaching, mentoring, tutoring, and facilitating learning activities. In general, however, the tutors are recruited from school teachers, while skill-based resource persons who facilitate learners in acquiring and mastering practical life skills are recruited from community members who are competent to provide training in life skills.

The curriculum of these programmes gives emphasis to good moral conduct, functional literacy skills and marketable skills for income generation, which includes (1) school curriculum equivalent to minimal competency that has to be achieved by primary and secondary education, and (2) school curriculum stressing on the acquisition of functional skills and abilities to create one's own work or to develop business enterprise for oneself and for others. This curriculum also covers subjects such as work ethos, home economics, local economics, and income generating skills.

The system of delivery focuses on the needs and potencies of local communities, using efficient and flexible learning materials, and offers a menu allowing for a variety of choices. Learning activities are delivered in the form of modules, and the learning periods are more flexible since the programme requires small group learning off class hours, autonomous study, and study with tutors. The learners should comprehend the objectives, competencies, and the learning results that must be achieved, including the time available for each competency and all modules. The learning system is designed as follows:

- Face-to-face (class meeting) : 5 x 3 hours/week
- Practice of vocational skills : 1 x 4 hours/week

Learning materials are in the form of competency-based modules. Modules contain objectives, expected learning outcomes, activities, practices, and evaluation. They are presented as an integration of academic principles and best practices, customized to potencies, real needs and learning experiences from day-to-day life. Schoolbooks and other sources of learning materials such as printed media, multi media services and resource persons are also used, for the purpose of enrichment.

Evaluations can be carried out independently by solving learning exercises integrated in each module, and by completing assessment sheets at the completion of each

module. Tutors can carry out evaluation through observation, discussion, assignment, and written tests during the learning process. National examinations are conducted by the Assessment Center, Office of Research and Development, Department of National Education (MoNE).

In accordance with the Decree of the Minister of National Education No. 114/U/2001, national examination for Package A, B, and C will be organized and managed by the Assessment Center, Office of Research and Development, Department of National Education. The purpose is to authorize the equivalency of non-formal education qualifications of the graduates with the qualifications of graduates from the formal education system. Graduates from equivalency education programs are given recognition, with graduates of Package A equivalent to graduates of Primary School, graduates of Package B equivalent to graduates of Junior Secondary School, and graduates of Package C equivalent to graduates of Senior Secondary School.

National examinations are held twice every year, in April-May and in October. Schedules can be adjusted in the event that the schedule overlaps with the Muslim fasting month of Ramadhan.

Examinees of national examination are learners of Package A, B, and C programmes who meet the following administrative requirements:

- Registered as a member of a learning group and registered in the master registration book.
- Owner of a letter of completion of learning/certificate/affidavit equivalent to the letter of completion of learning from learning unit one level lower, with the year of issuance at least two years prior to the year of the holding of the national examination concerned.
- Attending class VI for Package A, class III for Package B, and class III for Package C. In addition, they must have completed all modules or learning program, certified by evaluation results in the form of progress reports or report cards.
- At the time of examination are at least 12 years old for Package A, 15 years old for Package B, and 18 years old for Package C.

The subjects to be examined are as follows:

- Package A: Pancasila and civics, mathematics, social sciences, Indonesian language, exact sciences.
- Package B: Pancasila and civics, mathematics, social sciences, Indonesian language, English, sciences.
- Package C (Social sciences): Pancasila and civics, English, sociology, Indonesian language and literature, economics.
- Package C (exact sciences): Pancasila and civics, English, biology, chemistry, mathematics, Indonesian language and literature, physics.
- Package C (Language): Pancasila and civics, Indonesian language, history of culture, Indonesian literature, one other foreign language of one's choice.

Minimum passing grades for all examination subjects are as follows:

| | |
|-----------------------------|---------|
| Package A | : 22,50 |
| Package B | : 28,50 |
| Package C (Social sciences) | : 28,50 |
| Package C (Exact sciences) | : 33,25 |

Examinees of national examination who meets the criteria for passing the national examination are given the predicate "Successful". On the other hand, those who have not succeeded in meeting the criteria are given the predicate "Unsuccessful". National examination results are used entirely as the basis for determining successful completion of the examination. Successful takers are provided with a Letter of Successful Completion of Examination, issued and signed by the Head of Assessment Center, and with a certificate issued by the Directorate of Community Education, Directorate General of Out of School Education and Youth, and signed by the Head of Education Office of relevant district/municipal government.

Community Learning Center (PKBM)

One of the mascot programs of the Department of National Education is the Community Learning Center (PKBM), founded at 1998 and now spread all over Indonesia. Based on Directory books of PKBM 2004, there are 3.064 PKBM all over the country(see table).

| Province | Total |
|------------------------|--------------|
| Nangroe Aceh Darusalam | 23 |
| North Sumatera | 88 |
| West Sumatera | 129 |
| Riau | 15 |
| Ocean of Riau | 7 |
| Jambi | 44 |
| Bengkulu | 109 |
| South Sumatera | 53 |
| Bangka Belitung | 22 |
| Lampung | 60 |
| Banten | 111 |
| DKI Jakarta | 130 |
| West Java | 569 |
| Central Java | 239 |
| Yogyakarta | 188 |
| East Java | 208 |
| Bali | 60 |
| Nusa Tenggara Barat | 104 |
| Nusa Tenggara Timur | 58 |
| West Kalimantan | 57 |
| Central Kalimantan | 89 |
| South Kalimantan | 97 |
| East Kalimantan | 64 |
| North Sulawesi | 16 |
| Central Sulawesi | 81 |
| South Sulawesi | 206 |
| South East Sulawesi | 110 |
| Maluku | 31 |
| North Maluku | 15 |
| Gorontalo | 42 |
| Papua | 28 |
| West Irian Jaya | 11 |
| T o t a l | 3.064 |

Source: Directory of PKBM, 2004

Why do we need CLCs (PKBM)?

PKBM is needed to serve local community with education activities, particularly in the rural areas, centered in one easily known place where all the process and quality of study results are controllable.

As the center of education activities service, PKBM functions are (1) as community learning activities center (2) as a central place for existing and developing potential in society (3) as a source of reliable information for society who need functional skills (4) as a sharing of various knowledge and functional skills in amidst of society and (5) as a place to gather in society who wants to improve their knowledge and skills.

During NGOs discussion at the National Networking Workshop (17-18 January 2005) and the National Policy Forum on Promotion of Improved Learning Opportunities for Street Children in Indonesia (29-30 January 2005) in Jakarta, it was concluded that the success of street children's education programmes rests on the collaboration between local NGOs and PKBM. Although there is no quantitative statistics on the success rate of the PKBMs, there are reports that highlight the changes in knowledge, skills, and street children behavior after following the programmes. Few of the street children even keep working while continuing their study at the PKBM..

Besides the relative success of the PKBM and NGOs programmes, there is still a high number of street children who go back to the street after following education and training programs in PKBM and NGO programmes.

B. SOCIAL WELFARE

1. Government policies in social welfare:

- a) Improving services for family, community and solving their problems
- b) Encouraging the role of family and community in all activities and programs.
- c) Improving network cooperation with the relevant sectors; with other government sectors, social organizations, NGOs and international institutions.
- d) Strengthening cooperation with high learning institutions, students' organizations, religious and traditional (*adat*) institutions, and private sectors.

2. Government Strategy In Social welfare:

- a) Empowering the environments by improving social care of the street children and providing facilities and resources needed for development of their skills.
- b) Helping street children to develop their role and right as children.
- c) Protecting street children from dehumanization
- d) Improving their social welfare.

3. Government programmes in social welfare:

- a) Empowering the laws among the government sectors in all levels; central, province and district levels, for the purpose of protecting the street children from any injustice act.
- b) Protection programmes; including reducing poverty in villages and cities, providing assistance and jobs, social welfare programmes, and financial capital programmes.
- c) Rehabilitation and healing programmes conducted by Ministry of health, Ministry of social, Ministry of Religious Affairs, NGOs, universities, and Ministry of National Education.
- d) Empowering programmes through life skill trainings conducted by Ministry of social, Ministry of Man Power Affairs, Ministry of Industry and Trade, Ministry of National Education, and NGOs.
- e) Other support programmes; mapping, identification of problems, preparation of human resources, providing facilities such as: housing, boarding house, and orphanages.

4. Approaches to Street Children

- ***Street based, approach:*** communication with street children and listening to their problems, solving their problems, supervising and counselling them in the street. This approach aims to prevent them from negative influences of the street and instilling in them good values, knowledge and vision. One of the models for this approach is Mobil Shabat Anak (Children's Friendly Caravan)
- ***Center based approach:*** providing street children with shelter in a "centre" or a centre of activities or a house at a certain time. In this respect street children are provided with a service. One of the models of this approach is *Boarding house*.
- ***Family and Community based approach:*** this involves families and communities for the purpose of preventing their children to get on the streets and providing facilities needed by the children as substitutes. This approach aims at developing awareness among family members and communities of

their responsibilities in solving the problems of the street children. Rumah Singgah (Drop-in house) is a model of this service and as also a model for the above two approaches.

A key model of service for the street children , developed by the Ministry of Social Welfare, is the Rumah Singgah (Shelter house) for the street children. Rumah Singgah (Shelter house) is an intermediary facilitate between street children and all parties that would like to help them. This Rumah Singgah plays very important role in process of introducing and re-socialization of societies' and communities' normal norms and values to the street children.

V. GRASSROOTS LEVEL ACTIVITIES AND ANALYSIS

Yayasan Bina Mandiri Indonesia is one of the key NGOs in Indonesia that works for street children and has a comprehensive NFE programme for poor and marginalized children in the country. The curriculum it uses for its NFE programme is based on the formal education curriculum but includes aspects of life skills and character building.

Yayasan Bina Mandiri Indonesia uses several methods of teaching, including Experience Learning. Experience Learning is a method to facilitate children to find the education values that are in games, stories, etc. Experience Learning is a way of teaching that treats children as subjects rather than as objects. The Experience Learning methodology is also based on a nature of equality between facilitator and student. Every street child and facilitator is in the learning process and each other will enrich the value of lessons that consist in the games and stories

The Experience Learning system is easier to understand for street children as they themselves are involved as subject “inventors” during the lesson. The children have a lot of fun in Experience Learning, and when the lesson is completed they are presented with a note of appreciation by their facilitator. This is an important part of EXPERIENCE LEARNING because as it can act as a great motivation for street children to continue their learning process

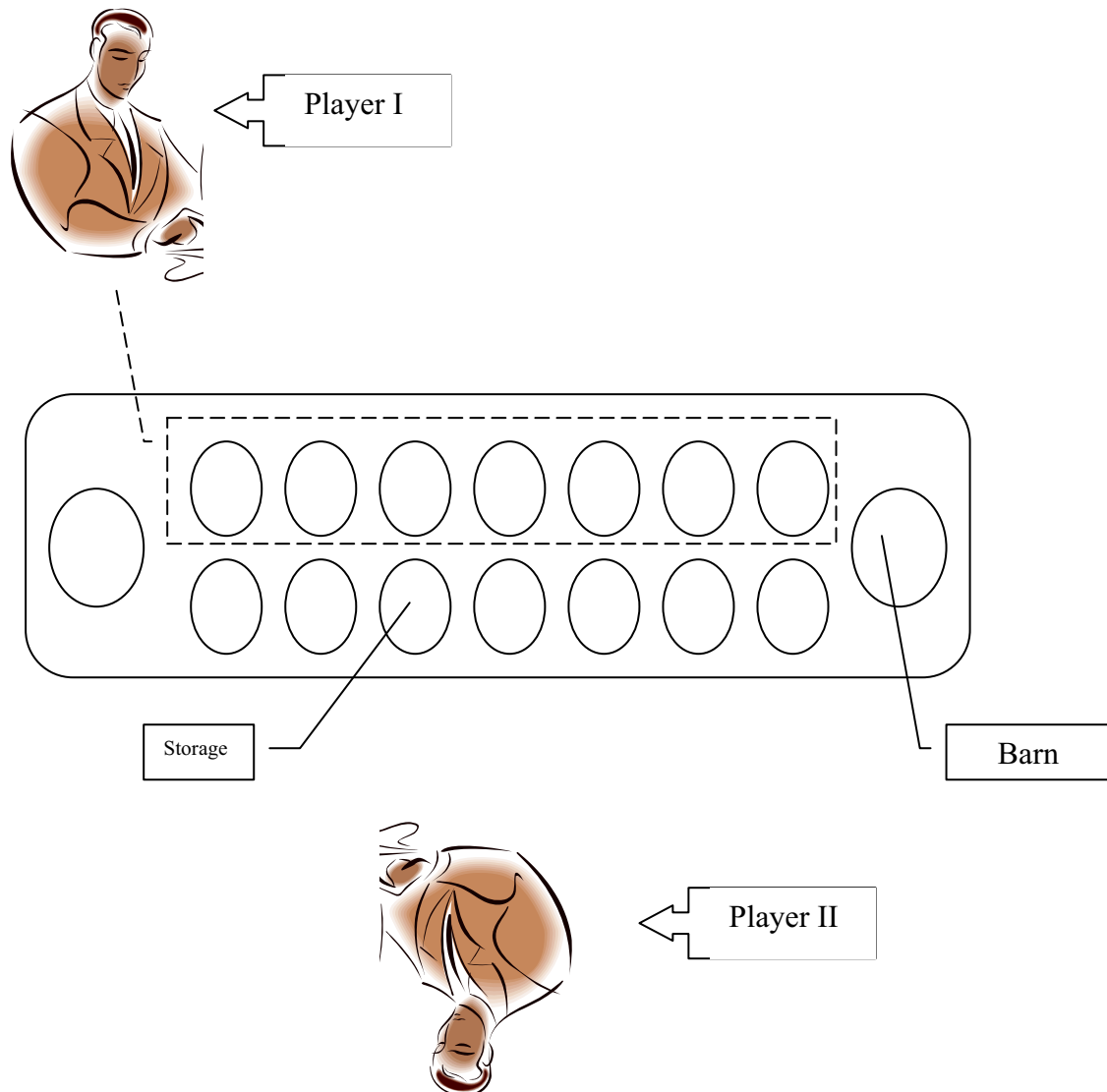
Experience Learning also uses simulation tools, which is based around visual education that street children can relate to. For example, when learning maths/calculation, street children are provided with visual tools so that they can understand and can imagine the process of the calculation itself. Education through this process is therefore not ‘taught’ or ‘forced’, the children have the opportunity to chose their subjects and the methods used in learning them.

Practical Activities

- Some sessions of Experience Learning are undertaken in slum areas directly with street children. So far 966 street children have participated in these sessions which are run as competitions. This makes it more fun for street children. The games that are played are practical and competitive and include elimination games. The activities include: water games and competitions; competitions on who can complete puzzles in the shortest time; hide and seek games; simulation tests; measuring games etc. These games are all part of the learning process for street children and can be applied to their daily lives on the street. See chart below.

Simulation of Congklak

Congklak is a well known traditional Indonesian game. Generally, congklak is made from wood. Recently, it is modified and made from made from plastic. Congklak uses a piece of wood/plastic that has 30 cm length and 10 cm width and which has holes in it as seen below.



Usually, the total seeds in every hollow are 8 pieces. The rule of the game is:

- Every player takes the seeds in storage hollow and distributes the seeds to another storage hollow. Every storage hollow receives one seed except the opposite barn. The movement in the game is left to right.
- Whenever the last seed comes to the Barn, the player may take seeds in the storage hollow of from the other player. See the drawing in square.

- If the last seed comes to the storage hollow and there are seeds in the hollow (of the both sides), the player may take the seeds and continue to distribute to the next hollow.
- If the last seed comes to the empty hollow in the player side, the seeds in the front of the empty hollow may be taken and move to the player Barn. But if the last seed comes to the empty hollow in the opposite area, the player should stop and the opposite player will move.
- If the last seed comes to the empty hollow of the opposite side, the seeds in the right and left hollow will be taken and transferred to the player Barn. But if comes to the empty hollow in the self-player side, the player should be shifted.
- When all the seeds enter into the Barn, the collector of the most seeds will be a winner.

This traditional tool can for example be used as a learning process to explain the multiplication process to street children. Even less interesting lessons such as learning ones multiplications can be made interesting by using visual games for life long learning. The children also liked the competition aspect of the games and being graded for their efforts. To stimulate their concentration levels and improve their nutrition, street children are provided with UHT milk during the learning processes.

Some evaluation results after implementation of grassroots learning Activities with street children:

- Children are very enthusiastic to learn through games.
- Children may catch up the core of study faster and wider.
- Children participate in the study process.
- Through Experience Learning, children may explore a wider and deeper interest in subjects such as science and mathematics.

VI. NGO PROFILES

Name of NGO : **ISCO Foundation**
Address : Jl. Anggrek Nelli Murni VIII A No. 43, Jakarta 11480
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Contact number : Phone No. 021-5363676, Fax No. 021-5493238
Mobile No. 0812-8060051
Email Address: isco@centrin.net.id

ISCO Profile

ISCO was founded in May 1999. It was previously known as Yayasan Kesejahteraan Anak Pinggiran (YKAP). ISCO is founded during the economic crisis in Indonesia at the middle of 1997 which lead to a large number of children dropping out of school and taking to the streets. The main purpose of ISCO is to increase the quality of life of rural society so that these communities are not forced to send their children to work. The main programme is to give educational support to children from play group level to Senior High School (if possible to University). It works in eleven districts (six areas in Jabotabek, three areas in Surabaya and two areas in Medan) with around 1,195 children from the ages of 5-13 years. See table.

| Education | Total |
|--------------------------|--------------|
| Kindergarten | 278 |
| Primary School Grade I | 318 |
| Primary School Grade II | 282 |
| Primary School Grade III | 211 |
| Primary School Grade IV | 79 |
| Primary School Grade V | 27 |
| T o t a l | 1.195 |

ISCO works in the area of Formal Education: Children are assisted to follow formal education in school. Contribution is given in tuition scholarship fund, uniforms, school books, school activities expenses, testing charge and buying the report book.

ISCO also works around NFE where children follow tutorial and life skills in an activities house. The children can use this Activities House as a place to socialize with each other and to learn the way to live in a healthy environment.

Name of NGO : **Yayasan Pondok Kasih**
Address : Jl. Kendangsari II/69, Surabaya
Contact person : Maria Titi
Contact number : Phone No. (031) 8415205; 8439189;
Fax No. (031) 8414482
Email Address: pondok_kasih@telkom.net

Profile of Yayasan Pondok Kasih

Founded and legalized based on the Notary Act No. 211, dated 31 December 1991. This NGO works with both boys and girls aged between 7-18 years old. It provides education from Primary School, Junior High School and Senior High School. It also supports tuition scholarships and NFE to some 100 out of school children. The activities they run take place in the afternoon between 2.00 p.m. – 4.00 p.m. and NFE lessons include Maths, PPKN, IPA, IPS and Indonesian Language. In total, some 15 out of school street children have graduated and gone on to university.

The key goals of Yayasan Pondok Kasih's work are:

- Street children can be independent and self-sufficient.
- Maintaining a shelter house so that the street children may have a better life than current condition.

Name of NGO : **Yayasan Kampus Diakonia Modern**
Address : Kp. Raden No.29, RT : 001 – RW : 05
Kel. Jatiranggon, Kec. Jatisampurna
Ujung Aspal, Pondok Gede – Bekasi 17432
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Contact Number : Phone : 021-8443545/6, Fax : 021-8443545
Mobile No. 021-70701174
Email Address: kdm@cbn.net.id

Profile of Yayasan Kampus Diakoneia Modern (KDM)

Yayasan KDM works for street children orphans and abandoned children. This NGO takes care of 86 foster children, 10 older parents, 3 poor widows, 5 students and 4 households over the land 8,000-m². Yayasan KDM rents land on which it has opened a Training Centre for Farm Workers. In addition it runs a Shelter House in Kebon Sirih, a Boarding House in Pondok Gede. Out of 261 children, 134 children stay as residents in the boarding house and 127 children visit the centres only during the day and continue to live on the streets.

Yayasan KDM has 3 education programs:

1. Program of Boarding School is for 9 years basic formal education (Primary School to Senior High School).

Learning process is every day (morning – evening) intensively.

2. Vocational School and Business Development.

The project is for children who have finished the 9 years basic formal education and interested in vocational skills. The project is also for children above 15 years with low education because drop out of school and not interest in continuing formal education in schools. This project is also developing potential of students to build a small-scale business.

3. Education program in the streets, for street children, running twice a week and including literacy education, writing and mathematics.

All KDM education programmes are free of charge. The curriculum is Designed to correspond to the children needs. The curriculum is set to motivate street children to study, guiding them to find their talents in themselves and encourage them to be creative and have a good character.

Name of NGO : **Yayasan Charis**

Address : Jl. Solo Km. 15, Dusun Kowan, RT : 01 – RW : 01
Kelurahan Taman Martani, Kalasan, Sleman
Yogyakarta 55571

Contact Person : Onwin Frans Hetharie

Contact Number : 0815-78830097

Email: onwin_f_hetharie@yahoo.com

Profile of Yayasan Charis

Founded and legalized based on Notary Act Iriyanto SH No. 1 dated 4 January, 2000 at Kalasan Sleman, Yogyakarta. Because of constraints in building facilities the NGO has just the capacity to house 10- 20 street children. Besides, the foundation also cares for abandoned people (18 years above), depressed people and drugs addicted.

It supports the following children through formal education:

- a. 2 children in Primary School, each 8 and 10 years old, boy and girl.
- b. 1 girl registered in Junior High School, 13 years old.
- c. 1 teenager, 18 years old, has been studying in Senior High School.

Its non-formal education consist of:

- Computer Courses
- English Courses
- Iron List Security Courses
- Coconut Handicraft Courses.
- Beauty Salon Courses
- Motorcycle Mechanics Courses.
- Electricity Course.
- Sewing Course.

Children attending both formal and NFE courses obtain formal accreditation/certificates. A few children/youth who are 18 years and above dedicate themselves as mentors to younger children within the Foundation and participate in the management committee of the organisation.

Name of NGO : Yayasan Annur Muhiyam

Alamat : Jl. Bukit Duri Tanjakan Batu II / 9A, RT : 006 – RW : 08
Jakarta Selatan 12840

Penanggung jawab : Kiki Mariatul Qibtiah

Data Telp : 021-8314622, Fax No. : 021-9188446, Hp. No. 0856-8132229

Profile of Yayasan Annur Muhiyam:

The foundation serves 215 street children in Bukit Duri, South of Jakarta. The foundation have also been establishing PKBM to help street children to receive opportunities of non-formal education and follow examination of Package A, B and C.

VII. ANALYSIS, DISCUSSION, AND RECOMMENDATION

A. Analysis and Discussion

Street Children's Profile

The result of the research shows that the majority of street children are aged between 6 – 18 years, and most of them live with parents. Part of them are still going to school and the others have dropped out of school. Even though some of them go to school, they choose to remain being street children because of economic problems at home. The statements from the parents of street children confirmed that they are the ones who encourage their children to work as street children (majority street musicians because they think the job is the easiest and no need of specific skills). The observation held during the interviews gives an impression that children have been manipulated to earn additional income for the family (some of them are even the main income seekers for their parents).

Besides economic necessity, many street children confessed that they ran away from home because they were unhappy there. In fact none of the children interviewed said that poverty was the main reason they left their home. They left their homes because of the bad environment there (due to divorce, violence, abuse etc).

When we connected with the reason why they do not want going to school and choose to be street children, another serious problem come up which is bad relationship with schoolteacher. The arrogance and brutality of the teachers forced many of the children to drop out of school.

The street's children habit to live in freedom and without rules means that they find it hard to adapt to formal education. Non-formal education, therefore becomes the best alternative as long as it is designed specifically for street children. NFE programmes run by NGOs for street children often work well. Street children are often attracted to this sort of flexible and practical way of learning. The result of the research implied that street children prefer vocational education (since they can use the skills to work), such as computer, mechanics, and sewing. Besides studying in class, the preferable study methods are games and practical field experience.

Street Children and Employment

Habits of working and living on the street by earning their own income, gives street children a specific “enjoyment”. They do not need special skills to earn money. The

result of research implies that the majority of street children's income is minimum Rp 5.000 – Rp 10.000 and maximum Rp 10.000 – Rp 25.000. The sum of income they can earn makes them think that they do not need enduring efforts at formal school.

It is different with the street children who live in the shelter house or PKBM. Through many tutorial and learning programmes, they realise that education is important to get a better job in the future. The facts are confirmed by some experiences of street children who have tried to escape from shelter house several times, but eventually decide to return back since they come to think they will have a better future if they stay in a shelter house.

The Roles of NGOs

The result of the research and discussions coming out of the National Networking Workshop, demonstrates the different methodologies NGOs use in imparting NFE. It was shown that most of NGOs cooperate with government and adopt government education packages. It was also confirmed that almost all the NGOs were constrained by finances and lack of sources of funding and that there was in general a lack of willingness to network amongst NGOs.

The Roles of Government

Based on the 1945 Constitution, the government is obliged to give services to abandon children (street children). The government focuses on education through its Department of National Education, especially Directorate of Out School Education and Youth which executes many non-formal education programmes.

The government equivalency programme consists of package A, B, and C which targets specifically learning participants from marginalised members of society. Practically, this program helps some marginalised children, but it should be noted that for street children, this programme still does not correspond with their specific needs and conditions.

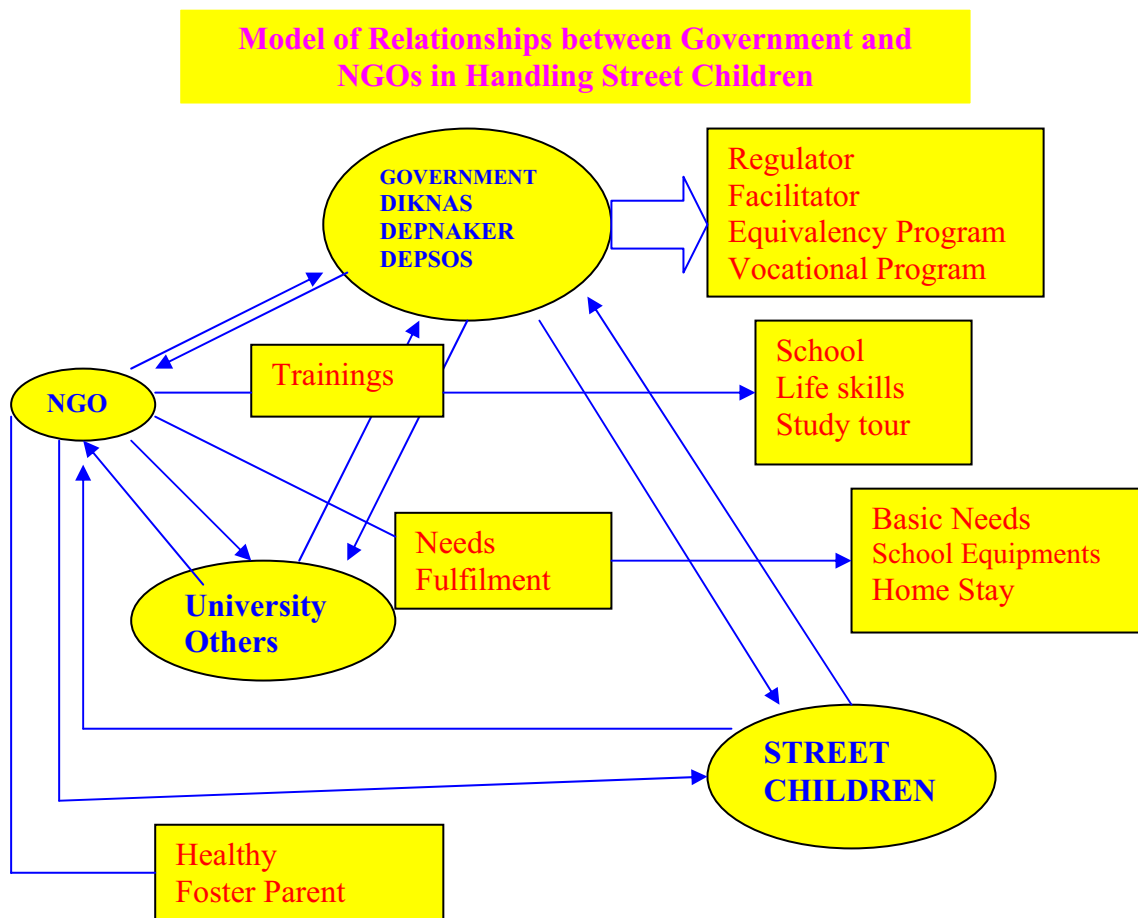
The government has made great efforts in providing facilities to build Community Learning Centers (PKBM throughout the country.

B. Recommendation

Based on the above analysis, there are few recommendation as listed below:

1. A holistic and comprehensive research is needed to obtain a full situation analysis of street children.
2. Develop and continue cooperation between government, NGOs and the other stakeholders who work with street children.
3. A clear and explicit job description is needed between government and NGO in handling street children.
4. Involve parent and other concerned parties such as informal local leaders in handling street children programmes.
5. More rogrammes are needed based on income generation activities for poor families so that these families are not forced to send their children out to work on the streets.
6. Design shelter house or panti that correspond to street children's mindset, so that they feel comfortable and accepted.
7. Music can be an entry point for street children, hence NGO prorammes should incorporate music lessons in their programmes.
8. Relationship between NGOs and governments should be strenthened, reducing beaureaucracy and encouraging transparency..
9. Formalize a cooperative networking mechaism between NGOs in the country, to build a strong synergy and joint advocacy rogrammes between NGOs working with street children.
10. Restructuring internal management of NGOs so as to become more professional and credible. Experiences imply that there are many NGOs who only become visible so as to obtain government funding.
11. The government education package A, B, and C programmes should corresponded with the situation and needs of street children.
12. National examination of equivalency education program, especially of street children should be arranged between government and NGOs.
13. For the street children who failed in national examination of equivalency programmes should be provided with opportunities to be re-examined as in the formal education sector.
14. In order to identify good practises of work with street children, there is a need to develop good models of collaboration between government, NGOs,

university, and other concern stakeholders (see the model of relationship drawings below):



Source: Adopted from the thoughts of Mr. Alizher and from conclusion of discussion in National Policy Forum, 29-30 January 2005 in Hotel Century Jakarta.

ENDING NOTE

Although this short research study is not representative of the whole country, it shows that street children are a vulnerable group in society who need special care and protection. Specific programmes are need to guide street children into appropriate learning systems.

Recognizing the complexity of street children problems, we need a sustainable cooperation from all parties, especially from government and NGOs, because these two institutions have the potential to jointly support facilities and programmes for promoting and protecting the rights of street children.

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Suasana Grassroot Activity

Study of policies and programmes addressing the right of street children to education



RESEARCH REPORT



Study of Policies and Programmes
Addressing the Right of Street Children
to Education

RESEARCH REPORT

May 2005

This research is a part of the 'promotion of improved learning opportunities for out of school children particularly street children' project, which was developed by UNESCO and the Consortium for Street Children UK, to contribute to achieving the 'Education for All' global goals by 2015.

The authors are responsible for the choice and the presentation of the facts contained in this publication and for the opinions expressed therein, which are not necessarily those of UNESCO and do not commit the Organization. The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion on the part of UNESCO concerning legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

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Foreword

Despite the commitments made by educationalists and world leaders to Education for All in Dakar 2000, there are still 104 million out-of school children in the world today. Many of these children end up living on the street. In some countries, the conflict affected and economically stagnant countries in particular, the number of street based children appears to be *increasing*. Often these children are seen as a “problem” and neglected without actual assessment, investigation nor analysis of simple facts like who they are, why they are there, how many they are, and what they do.

Under the Asia-Pacific Regional programme on Non-formal Education for out-of school children, UNESCO has supported CWS in the project “promotion of improved learning opportunities for out-of-school children particularly street children”. As one of the outcomes of this project, the present report analyses the policies and programmes addressing the right of street children to education in Nepal, which is particularly relevant to today's Nepalese social, political and economic context. The socio-economic challenges of Nepal have caused many children and youth to leave their homes and schools. Due to the ongoing conflict, several accounts report of a steadily increasing number of internally displaced people, here among also a great number of children, which all too often end up on the streets. This particularly vulnerable group is in urgent need of educational services, which accentuates the need for consolidated efforts and strong commitments of all the stakeholders concerned.

I trust that, though modest, this report will contribute to improved learning opportunities for out-of-school children, in particular street based children, and eventually to the achievement of the global goals on Education for All by 2015.

Koto Kanno
UNESCO Representative to Nepal

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Special thanks goes to Satya Bahadur Shrestha, Deputy Secretary General of the Nepal National Commission for UNESCO/Ministry of Education and Sports for his advice and networking in important national workshops for all key stakeholders, and to Jeremy Southon for his key contributions in the actual research with the street children and mobilizing them to conduct the surveys. The street children receive special thanks due to their wonderful trust in us and sharing their insight in what is lacking in the educational services provided to them. Many thanks are due to the following individuals and organizations as without their support, advice, information sharing, and participation, this research would never boost the same value:

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**Douglas Maclagan
Country Representative
Child Welfare Scheme UK
Nepal**

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Abbreviations and Acronyms

| | |
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| AIDS | Acquired Immune Deficiency Syndrome |
| ASIP | Annual Strategic Implementation Plan |
| BPEP | Basic Primary Education Programme |
| CBOs | Community Based Organizations |
| CBS | Central Bureau of Statistics |
| CCOSP | Child Centred Out of School Children Programme |
| CHAP | Child Hope Asia Philippines |
| CERID | Centre for Educational Research and Development |
| CN | Children Nepal |
| CLC | Community Learning Centre |
| CPE | Compulsory Primary Education |
| CSCUK | Consortium for Street Children UK |
| CTEVT | Council for Technical Education and Vocational Training |
| CWSUK | Child Welfare Scheme UK |
| CWSN | Child Welfare Scheme Nepal |
| CWIN | Child Workers in Nepal Concerned Centre |
| CWCN | Child Watabaran Centre Nepal |
| DCWC | District Child Welfare Council |
| DFA | Dakar Framework for Action |
| GER | Gross Enrolment Rate |
| GIR | Gross Intake Rate |
| GNP | Gross National Product |
| GO | Government Organization |
| GPI | Gender Parity Index |
| HIV | Human Immunodeficiency Virus |
| HMGN | His Majesty Government of Nepal |
| HRD | Human Resource Development |
| ECD | Early Childhood Development |
| EFA | Education for All |
| EMIS | Education Management Information System |
| IFCD | Innovative Forum for Community Development |
| ILO | International Labour Organization |
| IPEC | International Program on the Elimination of Child Labour |
| IMR | Infant Mortality Rate |
| INGO | International Non-Governmental Organization |
| LSGA | Local Self Government Act |

| | |
|--------|--|
| MDGs | Millennium Development Goals |
| MoES | Ministry of Education and Sports |
| NER | Net Enrolment Rate |
| NFE | Non-Formal Education |
| NGO | Non-Governmental Organization |
| NIR | Net Intake Rate |
| OSP | Out of School Children Programme |
| PCCI | Pokhara Chamber of Commerce and Industry |
| SMCs | School Management Committees |
| STDs | Sexually Transmitted Diseases |
| UNICEF | United Nations Children's Fund |
| U5MR | Under Five Mortality Rate |
| UN | United Nations |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UPCA | Under Privileged Children's Association |
| UPE | Universal Primary Education |
| VAW | Violence against Women |
| VEP | Village Education Programme |
| VDC | Village Development Committee |
| UNCRC | United Nations Convention on the Rights of the Child |
| TBP | Time Bound Programme |
| WCEFA | World Conference on Education For All |
| WHO | World Health Organization |

Executive Summary

The report states that not enough is done to address the problem of education for out of school children. The provision of formal or non-formal education for street children remains an ignored tragedy that is set to have a devastating impact on the development of the country in general and the achievement of EFA in particular. [...] The government, NGOs, INGOs including the community in general, need to put viable policies or strategies in place that will ensure that the plight of street children is urgently addressed in terms of their basic education as a fundamental human right.

The twenty-first century presents a hostile face to millions of children in many countries in the world. An increasing number of children are being forced to the streets as a result of poverty, abuse, conflict, trafficking, and HIV/AIDS. Human rights

violations against women and children have become a common and disturbing occurrence in the world especially in developing countries. Indeed denial of basic education and legal rights including the right to life, liberty and security are now a defining feature of the world's socio-economic landscape.

Nepal, a land-locked country, is located in the South Asian region between India and China, and is one of the poorest and least developed countries in the world. The national population census report (2001) discloses that Nepal is home to 23.2 million people of which the majority is female. 50 percent of the total population is below 18 years of age. Women and children are engaged in different productive and non-productive economic sectors throughout the country as primary and secondary breadwinners for their families. Their input in the economic sector has been vital; however their contribution to the economic development of the country is hardly measured by the national economic yardstick. Their status in terms of knowledge, education, economic resources, politics, and personal autonomy in decision-making is undermined in society.

The global campaign for Education for All (EFA) has been a positive step in promoting and raising the level of national education. The government participated and delivered commitments in the EFA world conference in Jomtien, Thailand in 1990. This was reaffirmed by the democratic government in the second global EFA

conference in Dakar, Senegal in 2000. The Dakar Framework of Action firmly calls for urgent international commitment in the areas of early childhood care; access to education for all children especially girls and children with special needs; learning needs and skills development; gender equality in primary and secondary education; and quality measurable education. The government of Nepal has clearly stated its commitment to ensure the inclusion of all segments of society into the mainstream of EFA. EFA has therefore been a national slogan that has obviously yielded various positive results, for example the provision of free primary education and initiatives to make primary education compulsory. There are also many Non-Governmental Organizations (NGOs) and International Non-Governmental Organizations (INGOs) working in the formal and non-formal education sectors for destitute children and women in Nepal.

However, the performance and progress in the area of education has still been quite poor. Nearly 50 percent of the total population is still illiterate of which the majority are women and school aged children, especially in rural settlements. The government claims that only 19.6 percent of children are out of school, although independent reports claim this is more around 30 to 40 percent. Of those enrolled in formal schools, it is estimated that nearly 50 percent drops out before completing grade five.

Conventional and outdated figures state that there are 2.6 million children engaged in different child labour sectors throughout the country. The number of street children is estimated to be 5000 but their numbers are rapidly increasing due to the escalating political conflict. The phenomenon of street children is becoming an alarming problem in the country. Their challenges include: an increasing ratchet of poverty; broken families; illiteracy; human trafficking; physical abuse and torture; HIV/AIDS; socio-cultural structure and discrimination; and the government's centralized development policies and programmes.

This research project was conceived by UNESCO Regional Bangkok Office and CSC UK in close cooperation with UNESCO Kathmandu, ILO-IPEC Nepal, and CHAP. It analyses the government's policies, strategies, and programmes in regard to non-formal education for out of school children, particularly street children as their basic fundamental right. Concerned GOs, NGOs, and INGOs working with street children participated in a national NFE case writing workshops and street children interviewed were used to gather data and information. Secondary data and information was collected by reviewing existing reports, documents, and papers produced by GOs, NGOs, and INGOs.

The study aims to address some key issues and highlights the initiatives taken by various organizations to address the educational problem for out of school children, particularly street children, in

connection with EFA. What kinds of policies and strategies is the government putting in place? What are the NGOs and INGOs doing? To what extent are GOs, NGOs, and INGOs dealing with the problem? Indeed, how is the government dealing with the increasing numbers of unsupervised children living alone on the streets? What roles can NGOs and Community Based Organizations (CBOs) play in addressing the problem of street children's education?

The report states that not enough is done to address the problem of education for out of school children. The provision of formal or non formal education for street children remains an ignored tragedy that is set to have a devastating impact on the development of the country in general and the achievement of EFA in particular. The report indicates that the response to the problem has at best been muted and remains ignored or sidelined by the government and the general public. Key players who are supposed to play a leading role in finding a solution to the problem have become the major source of the problem.

The rural family, which is supposed to be the bedrock of children's welfare and protection, is becoming a major source for street children. Parents, forced by poverty, are sending their children into the streets to beg, steal or engage in different child labour areas (mostly the worst form of child labour). Children are leaving their homes to escape domestic violence or breaking family structures.

This research report further assesses that government policies and strategies are directed by a centralized development trend, weak implementation, monitoring and evaluation, and lack of strong enforcement of existing laws and regulation. These are responsible for more and more children being out of schools and compelled to live on to the streets instead of ensuring the welfare of children and society in general.

The lack of strong regional and national level coordination and networking amongst the target groups, GOs, NGOs, and INGOs has also been an obstacle in overcoming the problem. The general public pretends not to notice the plight of an increasing number of destitute children on the streets. There is at present no real alarm or outrage from the general public even though these children face starvation, and are at the mercy of unscrupulous individuals and brutal gangs.

The government, NGOs, INGOs including the community in general, need to put viable policies or strategies in place that will ensure that the plight of street children is urgently addressed in terms of their basic education as a fundamental human right. The report firmly claims that out of school children, particularly the growing number of street children, are a vital part of society. The government, NGOs, and INGOs have to bring street children into the EFA National Framework in order to achieve the global goals of **'Education for All'** by the end of 2015.



Chapter one: *Background of the Research*

1.1 Introduction

Nepal is a country of great geographical and social diversity, with a landmass of 147,181km². It lies between the longitude of 80.4 to 88.12 East and latitude of 26.25 to 30.27 North covering 0.03 percent of the total area on the planet and 0.3 percent on the Asian continent. Geographically, the country is divided into three major regions; firstly, the mountain region to the North, with the highest mountains in the world peaking above the sea level; secondly, the mid hill region with altitudes ranging between 610 and 4877 meters, captured by gorgeous mountains, peaks, valleys and lakes; and finally, the Gangetic plains, ranging between 152 and 610 meters to the south with flat green fields. This topographical diversity is matched by climatic and ecological diversity ranging from extremely cold tundra to hot humid tropics. According to the population

census report 2001, Nepal has a population of 23.2 million.

Over the period of 1981-2001, the population increased by 2.2 percent annually. Nepal is therefore considered one of the countries with the highest annual population growth rate in the world. The total population of women and men is 50.09 and 49.91 percent respectively. It is inhabited by people of diverse social, cultural, and ethnic backgrounds. The census report notes 102 social groups, and records 92 vernacular languages throughout the country.

Nepal is also known as one of the poorest and least developed countries in the world with nearly half of its population living below the poverty line. Over 80 percent of the population relies on agriculture for their livelihood. With a per capita annual income of about US \$ 220 (2001) Nepal is ranked 77th out of 90 developing countries in the world poverty index of 2001.



The majority of the population lives in rural areas that are often very difficult to reach, resulting in a lack of basic infrastructure, such as, basic education facilities, transportation, health, clean water, and communication.

The era of development in Nepal – commonly considered – started in mid-1950s when the country embarked upon its first planned approach (National Five Years Development Plan) to develop the country in various areas. Nepal is now entering its Tenth National Development Plan. The main focus of the plan is the alleviation of poverty and illiteracy. This very focus placed on these aspects reflects the economic condition of the country, which is rather miserable.

The multi-party democracy, restored in 1990, has obviously widened the space for the creation of a new environment for the promotion of rights of different segments of the population in society. His Majesty's Government of Nepal (HMGN) has already ratified some major international conventions in the field of children's rights and their welfare; *i.e.* the

UN Convention on the Rights of the Child (CRC), the ILO-IPEC Convention on Minimum Age Convention No. 138, and the Worst Form of Child Labour No. 182 etc. HMGN has repeatedly stated its commitment to eliminate the worst forms of child labour and ensure the fundamental rights of children and their integrated development through the ratifications of the major international conventions. Within Nepal's constitution 2047 (1990), the Labour Act was adopted in 2048 (1992). Following this, the Labour Rules were amended in 1993. The Children's Act was enacted in 1992 by addressing the UNCRC of 1989. The Common Law Code of 1963, and the Foreign Employment Act of 1985, as well as the Human Trafficking Control Act of 1986 restrict the use of child labour and protect the health development of children. After the adoption and enforcement of the Child Labour (Prohibition and Regulation) Act, 2056 (2000), the child labour provision of the Labour Act, 1992 was dismissed. The Ministry of Labour and Transport Management has already drafted a Master Plan of Action for the elimination of the worst forms of child labour from 2005 to 2007 and all forms of child labour by 2010.

In addition, Nepal has been selected by ILO-IPEC as one of the countries within its Time Bound Programme (TBP) for poverty reduction; illiteracy eradication; elimination of child labour; decrease of Infant Mortality Rate (IMR) and Under Five Mortality Rate (U5MR) and other child rights related issues. Despite the

government's commitment and efforts, the results achieved in the field of child development have been rather poor. A lack of enforcement of existing laws and regulations regarding child rights and child labour is a clear reason behind this humiliating situation. Children's health, including child mortality, denial of education and the abuses, exploitation and violence against children are the major challenges and opportunities of the child rights movement and childcare development in Nepal.

This research is envisioned and conceived by UNESCO Regional Bangkok Office, Consortium for Street Children (CSC) UK in cooperation with Child Hope Asia Philippines (CHAP), and ILO-IPEC Nepal Office. On behalf of Nepal, Child Welfare Scheme (CWS) was selected as a country focal organization and Douglas Maclagan, the country director of CWS as a country focal person to implement this project in Nepal. Study of policies and programmes addressing the right of street children to formal and non-formal education was one of the key components of the project.

1.2 Rationale for the Research

The World Conference on Education for All (WCEFA) was held in Jomtien, Thailand, in 1990. The global vision of the conference was that by 2000 access to basic and primary education would be universal and that the basic learning needs of all people,

no matter where they live, are met. Besides, as mentioned in Article II of the Declaration, EFA refers to catering for the basic learning needs of all, and to that end it requires more than a recommitment to basic education as it now exist. However, the result and experiences of the last decade revealed that the full achievement of the EFA goals was not an easy task, particularly in developing countries.

The EFA global monitoring report 2003/4 shows that more than one billion children around the world still fail to gain access to formal schooling. Even larger numbers among those who enrol in the schools leave prematurely, dropping-out before gaining the skills of literacy and numeracy properly. A majority of such children are in the rural areas of developing countries throughout the world. A large part of those drop-out children are forced to end up on the streets. Furthermore there are 200 million child workers worldwide of which 180 million are now expected to be toiling in the worst forms of child labour.

It has now been accepted that more consolidated efforts and stronger commitments are needed to meet the goals and objectives of EFA. The World Education Forum held in Dakar, Senegal, in April 2000 formulised collective commitments to achieve six major EFA goals by 2015. Two of them became the Millennium Development Goals (MDGs) later, (*i.e.* to ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling and to eliminate gender disparity in primary and secondary

education, preferably by 2005, and to all levels of education no later than 2015.) and recommended strategies to achieve these MDGs. The Government of Nepal has been directing its efforts to achieve these goals and has once more affirmed its commitments. However, a lot still needs to be done especially at the grass root level. The increasing numbers of street children and youths are often being refused education, health, development, protection, and participation as their basic human rights. The achievements made by the government have been bleak for out-of-school children, particularly street children.

Many organizations working with street children have developed and implemented various programmes and activities including non-formal education (NFE) for street children. There are still many school age children however out of formal schools and they do not have access to effective NFE programmes either. A joint initiative by the government, Community Based Organization (CBO), Non-Governmental Organization (NGO), International Non-Governmental Organization (INGO) and their target groups should be realized in contributing to achieve the EFA global goals by 2015.

1.3 Purpose of the Research

This research intends to document policies and programmes that address street children's right to education in Nepal. This will give us an insight in the present situation of these out-of-school children and what their challenges and

opportunities are. By understanding what is lacking it will become easier to advocate their needs for improved learning opportunities at a national level. By analyzing the NFE programmes that are being implemented today we will be able to recognize what the most effective strategies are and formulate the 'best practices of NFE'

1.4 Objectives of the Research

This study is concerned with the following objectives;

- To describe the situation of street children in terms of basic education.
- To express the voices of street children in terms of programme activities including basic NFE programmes targeted at them.
- To analyze the government policy on basic education and the national implementing mechanisms for EFA, particularly for out-of-school children.
- To document the best practices on basic education that promote social inclusion of street children.
- To identify challenges and gaps related to EFA, particularly for street children and out-of-school children in general, and to recommend policies, programmes, and strategies to the government and the development community in order to address these issues.



Chapter two: *Research Methodology*

We found that there is a serious scarcity of materials on non-formal education programmes for out-of-school children, particularly street children. This is the first ever research study of its kind in Nepal.

2.1 Introduction

This research study was conceived by UNESCO Bangkok Office & CSC UK in close collaboration with UNESCO Kathmandu, ILO-IPEC Nepal Office, and CHAP Manila. CSC UK and CHAP with the support from UNESCO Bangkok organized a three days project orientation and planning meeting in Manila, Philippines in May 2004.

From Nepal, headed by Mr. Douglas Maclagan, the representatives from the Ministry of Education and Sports and Ministry of Women, Children, and Social Welfare attended the meeting. After attending the meeting, formal and informal meetings, discussions and interactions were held so as to develop a project proposal. After developing and preparing the project proposal, a week long extensive organizational visit was held in May 2004 in Kathmandu, the capital city of Nepal, where the majority of organizations work with street children.



Positive sharing, interactions, and discussions were held with key representative of the organizations. The organizations were also given the project proposal, the plan of action, and the budget breakdown that was submitted to UNESCO Office in Bangkok, Kathmandu, CSC UK, and CHAP Manila. Similar research has been carried out simultaneously in three more countries. These countries include the Philippines, Indonesia, and Pakistan.

2.2 Case Writing Workshop

Conducting a case study preparation workshop was the major strategy to collect data and information for the current study. The organizations contacted during the May 2004 visit were further screened based on their project and programme activities targeted at street children. They were further contacted to get their feedback, comments and suggestions on the creation of a national level network and the research study components of the project. They were provided with a hard copy and an electronic version of the research study guiding questionnaire

(developed by the regional research coordinator) and the study terms of reference in advance. The organizations were then requested to prepare their case study based on the provided information and the guiding questionnaire, and submit it to Child Welfare Scheme Nepal, the country focal organization within the agreed time frame. The first workshop was held on 20th and 21st July 2004 in Pokhara, Nepal. The second one was organized on August 21 and 22 in Kathmandu. Both workshops were not only attended by the key personnel of non-governmental organizations but also by international non-governmental organizations and government representatives. The first workshop focused more on introduction and orientation of the research and the second one emphasized the preparation and brief presentation of the case study reports by each participating organization. These workshops brought the key representatives of GO's, NGO's, INGO's, education experts, and street children themselves onto a single platform. The minutes of these workshops were produced and sent to the participating organizations including the government and INGO's. This was not only done for their information, but to make sure the commitments made by the participants during the workshops were acted upon.

The initial idea, agreed upon in the Manila project planning meeting in May 2004, was to bring in 4 to 6 organizations into this scope. However, this was proven difficult on the ground because the same organizations which participated in network meetings were eager participate

in the case writing workshops. More than ten NGOs working directly with street children were present in the national network meetings. These were also invited to the workshops and requested to prepare their case study report for the study.

2.3 Street Children Interviews

Based on the familiarity of the study team with the life style of street children, a standard questionnaire was developed to collect and record information directly from the target group. Due to time limitation the team decided to cover only two cities, Pokhara and Kathmandu and at least 40 street children in each city. The interviewed street children were selected by the study team members together with the outreach workers. A male and female with street living backgrounds were selected as street peer educators and provided with training by the staff members of SathSath, Kathmandu and CWSN's JYOTI vocational training centre in Pokhara. In order to provide street children and youths with learning opportunities that they will take part in and benefit from, it is essential to consult with them. This will enable organisations, aiming to provide opportunities for them, to fully understand their situation and the various causes for them living on the margins of society. It will help to identify what street children want and need, and the type of learning opportunities they will participate in and be motivated by. Very little work of this nature has previously been done in Nepal.

In our experience street children and youths are a difficult research group for several reasons. Firstly they don't like to provide information about their lives unless they know, trust, and respect the person they are talking to. This involves long-term relationships of which the street children see an obvious benefit for themselves. Secondly, street life lacks structure, as location, contacts and work activities change day by day. Researchers have to be on the street daily, understand the essence of street life and build up strong relationships with the young people living and working there. Before starting structured questionnaire interviews, the selected peer educators made extensive visits to different locations to see, talk, and listen to street children's aspirations, hopes, and interests. After winning their confidence, the interviews were conducted. The peer educators were regularly supervised by senior team member during the field based activities. Secondary data and information was collected from published reports, media articles and websites. We found that there is a serious scarcity of materials on non-formal education programmes for out-of-school children, particularly street children. This is the first ever research study of its kind in Nepal. The conclusions and recommendations are drawn and presented based on the overall findings of this research.

2.4 Data and Information Management

Each participating organization was requested to prepare their organization's case study report based on the provided

guiding questionnaire. The submitted case study reports are included in the report without changes to their content. For the street children interviews, a database programme was developed with the assistance of the IT department of CWS. The collected data and information was entered into this programme which was developed in a way that one could easily view the full description of each respondent. In addition, an excel spreadsheet was used to present the data on tables. Exploratory as well as a descriptive qualitative research design was employed to make the study more considerable. An analytical and empirical perspective has been adopted for the data analysis and presentation.

2.5 Limitations

This research study is based on the case writing workshops and interviews with street children in Pokhara and Kathmandu. The participating organizations were from Pokhara, Kathmandu, Narayanghat, and Dharan. These are places where the problem of street children is rapidly increasing and where the majority of the organizations working with the street children are located. Other places; *i.e.* far western and far remote areas of the country could not be covered by the research study. This is because of time frame given for the research study. It was not possible to visit, measure, and get detailed information from various organizations working in the places mentioned above. The political instability further shortened the study duration as national and regional strikes were forced on the country during this period.

2.6 Structure of the Research

The structure of this research report is divided into nine chapters. A general background introduction, rationale for the research, purpose of the research, and objectives of the research are presented in chapter one. In chapter two research methodologies, which includes case writing workshop, street children interviews, data management, limitations, and structure of the research are discussed. The street children's situation in Nepal and barriers to education for street children are illustrated in chapter three. Chapter four briefly reviews the education in Nepal and covers an introduction on education, primary education, non-formal education, and the involvement and roles of NGOs in NFE in Nepal. Chapter five presents the case study reports prepared and submitted by Saathi, Child Welfare Scheme Nepal (CWSN), Child Workers in Nepal Concerned Centre (CWIN), Children Nepal (CN), Innovative Forum for Community Development (IFCD), Underprivileged Children's Association (UPCA), Child Watabaran Centre Nepal (CWCN), ILO-IPEC and Pokhara Chamber of Commerce and Industries (PCCI), SatnSath, and CONCERN-Nepal. Chapter six presents the government's policies on basic non-formal education and Education for All. Chapter seven presents the implications of EFA and NFE in Nepal. Chapter eight presents the needs and desires of street children in terms of their basic education and other programmes targeted at them. The research then ends with conclusions and recommendations.



Chapter three: *Street Children in Nepal*

“In Nepal, the growing problem of street children is rooted in its history, socio-cultural structure and extreme poverty. These factors not only create barriers to education for street children but they state some of the reasons why children increasingly come to the streets. Some of these barriers are briefly explained in the following section.”

3.1 The Situation of Street Children

Out of the total population of Nepal, over 50 percent are children below the age of eighteen. There are 2.6 million children who are engaged in different sectors of child labour in Nepal. Nearly 55, 700 children are working as domestic child labourers of which 16,000 are engaged in the hotel and restaurant business. It is estimated that at least 40,000 children are bonded child labourers (ILO-IPEC 2003 & CWIN 2003).

Street children are not usually counted, nor are they subject to any national census, so their exact numbers are unknown. Different organizations working with street children use and cite old data and sometimes even produce local estimates, the latest updated figures (needs to be done) could show thousands of street children in the country. The received figures however estimates that there are about 5000 children living and



working in the streets in Nepal¹. Kathmandu, the capital city of Nepal, houses the majority of the street children: between 700 and 800, followed by other cities such as Pokhara, Dharan, Biratnagar, Narayanghat, Bhairawa, and Nepalgunj respectively. It is estimated that about 500 children are ending up on the streets of Kathmandu each year now and the number of street children across the country is increasing by 1000 annually, since the start of the political insurgency in 1996. These figures demonstrate the growing problems that Nepalese children and youth face, and that the current climate seriously jeopardizes their potential to become productive adults in society.

The problems commonly experienced and faced by street children include: homelessness, exploitation, mental,

¹ *The existing data needs to be updated as it is now out-dated and the situation of the street children has obviously changed due to the political conflict in the country. It is believed that the number of street children should be more than the data pointed out by the conventional literature.*

physical and sexual abuse, health problems, coercion and exploitation by adult gangs and police, discrimination, crime, illiteracy, lack of identification papers, and being active in the worst forms of child labour. Their experiences overlap with other categories of children, such as those who are trafficked or those involved in exploitative work. This increases the problems of counting their numbers as it is impossible to accurately define the 'street child'. In Nepal, the growing problem of street children is rooted in its history, socio-cultural structure and extreme poverty. Financial debt, landlessness, illiteracy, underdevelopment, culturally and socially embedded discrimination (amongst others against girl children) are some of the major underlying factors that make child labour and the street children issue flourish. The centralised development initiatives and practices that are biased towards urban needs create barriers for these children to enjoy of their fundamental rights.

Various research, study reports and documents on child labour have highlighted the activities in which Nepalese child labour is involved; (a) portering for the tourist and travel industry and catering for hotels, tea shops, restaurants, bars etc; (b) domestic servants; (c) manual labour (rock breaking, mechanic, sweeper, road and building site worker, carpenter, brick-making); (d) rag picking, prostitution, begging; (e) selling (street hawking, petrol pump attendant, shop assistant, shoe making/shining, newspaper vending and delivery); (f) cottage industry (pottery, carpet, and cloth weaving, candle-

making, poultry farming); (g) manufacture (printing, bricks, bread, garments, matches, cigarettes, soap, shoes, plastics).

In addition, ILO-IPEC's (2003) research study carried out in Nepal has recognized and highlighted bonded child labour, child porters, rag picking, domestic child labour and the trafficking of girls for commercial sexual exploitation as the worst forms of child labour. Out of the total of children below the age of eighteen, the majority is actively engaged in various productive and non-productive economic activities throughout Nepal (see table no. 3.1). This table shows a comparative figure of the economically active child population between the ages of 10 and 14 and their gender, engaged in both agricultural and non-agricultural activities in Nepal.

Furthermore, they are traditionally engaged in household chores, including looking after younger children, particularly in rural areas of Nepal, which greatly inhibits them, especially the girls, when it comes to starting school. Children are inevitably considered as supplementary breadwinners for the family. Their vital input and contribution both in agricultural and non-agricultural fields is, however, not measured by the national economic yardstick.

3.2 Barriers to Education for Street Children

Barriers to education for out-of-school children, particularly street children, include various factors such as the

Table 3.1: Economically active children by age and sex.

| Age Group 10 - 14 | 1991 | | |
|---|---------|---------|---------|
| | Male | Female | Total |
| Economically active population in the 10-14 age group | 218,979 | 312,856 | 531,835 |
| Percentage of the total population in the age group | 18.1 | 27.99 | 22.85 |
| Age Group 10 - 14 | 2001 | | |
| | Male | Female | Total |
| Economically active population in the 10-14 age group | 177,777 | 322,567 | 500,344 |
| Percentage of the total population in the age group | 11.6 | 22.27 | 16.78 |

Source: Census report 2001

political conflict, trafficking, HIV/AIDS, poverty, socio-cultural structure, family disruption, abuse, violence, poor parenting, illiteracy, and natural disasters. These factors not only create barriers to education for street children but they state some of the reasons why children increasingly come to the streets. Some of these barriers are briefly explained in the following section.

3.2.1 Political Conflict

Nepal is facing an all round crisis, which encompasses all aspects of life:

economic, social, political, and cultural. Most of the time, this crisis has been analyzed in terms of the failure of political governance, fighting between and within the political parties for state resources, political mismanagement and corruption. General neglect of the rural economy especially in remote areas has been mentioned on and of. But, the economic side of the crisis has rarely been analyzed profoundly. Since the mid nineties, Nepal has been at a critical juncture due to various internal conflicts, including the Maoist insurgency. This has been a serious political and social problem that has led to deterioration in law and order, peace and security, and developmental and economic achievements. Consequently, millions of people have been suffering from this menace.

The Maoist insurgency, which started in the few western mountain districts of Rolpa, Rukum, and Jajarkot, spread its activities and influenced almost all 75 districts by the end of 2002. It has created widespread feelings of insurgency, fear, disunity, and lack of peace, harmony, and tolerance. Hence, large numbers of civilians have been displaced or have migrated to district headquarters and urban areas, making them refugees in their own country. Hundreds of youths have gone to India and Gulf countries in search of jobs. Women and children have been victimized psychologically and economically.

Inhabitants in the rural areas are the most effected by the Maoist insurgency. Of them, children and women have been

the most vulnerable groups, displaced by the Maoist-Army cross-fire and related violence. Many of them are sent away from rural villages to the cities to protect them from the violence that may arise, and from being recruited by the Maoist insurgents. Life in the city areas is not easy for the children. Many of them are not able to go to school nor are they capable or qualified to seek formal employment. These people face various problems and consequently end up on the streets and in slum areas.

Academic institutions, schools, colleges, and universities have been directly affected by the situation and are closed due to strikes, bandhs, and threats. Therefore, children are deprived of their right to education and those who can afford to, have started leaving the country for schooling, those who can't have been compelled to stay home. Due to the deteriorating situation of law and order, social security, and distributive justice, the frustration amongst the people has heightened. People in the remote areas have been deprived of basic commodities like food, health, and clothes.

3.2.2 Poverty

Poverty is a major context for the increasing numbers of children on the streets. Poverty may in turn have been caused by other factors, such as, flood, drought, earthquakes, and lack of state or other support. Poverty is also caused by shortage or loss of land, economic downturns, the closure of industries in

transitional economies, high unemployment etc.

Nepal is one of the poorest countries in the world. Out of the total population, over 70 percent of people derive their livelihood from agricultural occupation. There is no minimum wage policy, so it is hard to define poverty in those terms, but there is no doubt that Nepal lags behind the rest of South Asian countries regarding economic development. The correlation between the incidence of child labour and poverty is indisputable. Nearly half of the total population are living under the poverty line. Rural poverty drives home the point that the child labour issue cannot be separated from wider national and social concerns, and no solution to the phenomenon can be achieved without addressing those issues as well. The vicious circle of poverty enforced people to explore whatever possibilities they have, either taking a loan from local moneylenders or sending their children out to work. Children are thus gradually compelled to be engaged in various child labour sectors. Poverty has been one of the key underlying factors that create a strong barrier for vulnerable families to send their children to school. Education for the children is therefore less important than a household's day to day economy. In other word education is shadowed by the ratchet of poverty.

3.2.3 Illiteracy

Another key barrier for providing education to children has been the high rate of illiteracy. Towards the eradication

of illiteracy, the policy makers and educators of Nepal are experiencing the challenges of devising relevant and effective literacy programmes, conform to the needs and realities of rural people. One of the main reasons for the persistence of illiteracy is the lack of opportunity for children in general and girls and women in particular to attend primary school or literacy classes.

The Nepalese Government has been focusing on the eradication of illiteracy. HMG/N is implementing different time-bound literacy campaigns and programmes. Furthermore, HMG/N participated in the 1990 World Conference on Education for All in Jomtien, Thailand, and set out targets of raising the literacy rate to 67 percent by 2000. Likewise, several non-governmental organisations are implementing literacy programmes to strengthen the Government's initiative in this field. However, such literacy programmes yielded disappointment results in the last years. According to the census data (2001), the literacy rate in Nepal is 53.7 percent and it greatly varies between the rural and urban areas. The literacy rate in Nepal is still much lower than in all developed countries in the world. The low rate of adult literacy especially in the rural areas has thus directly and indirectly created a barrier for the children to access basic education. One of the key reasons in this scenario is that illiterate parents want their children to work in the fields, look after younger siblings, and engage in households chores etc. The number of children contributing in formal

and informal economic sectors is higher than those attending to their education.

3.2.4 Trafficking of Girls and Women

Fifty percent of the Nepalese population is female. Women engage in both productive and non-productive economic sectors, work longer than their male counterparts, and contribute to more than seventy percent of the national economy. However, when the status of women is defined in the context of their access to knowledge, economic resources and political power as well as their personal autonomy, their status is generally bleak. The proportion of women involved autonomously in social and public activities is small in Nepal. Women are underprivileged, underrepresented, and exploited in comparison to their male partners in all spheres of society. Socio-cultural, political, economic and educational factors have forced them to live in inferiority to men. The majority of the girls and women face various problems in their daily life in urban areas in general and rural in particular.

One of the key problems being faced by girl children and women is trafficking for labour as well as the sex trade, which has been a horrific problem in Nepal. It is estimated that there are more than three hundred thousand Nepalese sex workers in India alone, trafficked from Nepal. There are no reliable data on how many girls and women are trafficked each year to India, the Gulf Countries and even Western Countries. Estimated figures given by many NGOs vary from 5000 to

6000, and government officials indicate that the number could be up to 8000 victims a year. ILO-IPEC puts the number up to 12,000 while some believe it could even be in the range of 20,000 victims, mainly children, every year.

Girl children and women trafficked for prostitution from Nepal to India and other countries, has therefore been a growing problem for Nepal. When these girls return home they find it very difficult to reintegrate back into society due to a lack of education and local life-skills. They are stigmatized by society and face many challenges when they try to adjust to a new life at home, some find it easier to return to prostitution as it is the one thing they know best.

3.2.5 HIV/AIDS

A challenge Nepal is increasingly facing in the dawn of the twenty first century is HIV/AIDS. The HIV/AIDS epidemic has greatly threatened human life in the world. African countries are most severely affected by this epidemic. However, India has the second highest number of HIV/AIDS affected population in the world. Similarly, China which inhabits the largest population in the world has also been badly affected. Nepal, the Himalayan country, is located in the middle of these two Asian giants; its border with India is completely open.

Since the eighteenth century, the Nepalese have had a strong trend to go abroad to secure a better future due to lack of opportunities within the country.

The majority of people migrate to India. The number of people, especially children and youth leaving the country is increasing each year. The deepening political conflict and poverty are the key push factors in this scenario.

The old figure accounts that there are about 60,000 HIV/AIDS affected people in Nepal. However, the World Health Organization (2000) estimates 100,000 people living with HIV/AIDS. The number is rapidly increasing each year. This is simply because the number of people leaving for India seeking for a better life, as well as girls and women being trafficked is rapidly increasing. Drug addiction especially among the youths and street children has also been a significant cause in spreading HIV/AIDS in Nepal. The number of young people who use alcohol and drugs is increasing in the city areas. Needle sharing among drug users is spreading the HIV virus among street children as well as youths in general. There is need for further research in this particular field to collect the necessary data and information. However it is estimated that nearly 70 percent of intravenous drug users in Kathmandu alone is infected with the HIV virus.

Obviously, children of HIV/AIDS infected parents are a very vulnerable group of people in society. The stigmatization of parents living with HIV/AIDS and their children is hard to overcome. This pressure will certainly create a psycho-social barrier to education. They face real humanitarian problems, particularly when their parents become ill and die which will

further reduce their chance to receiving proper education. Nepal needs to address this problem and act upon it immediately.

3.2.6 Migration

The trend of migration within the country and abroad, especially to India, in search for a better future and in search for work to feed the children and maintain a family back home is ingrained in society. The first waves of migration started right after the Sugauli Treaty of 1816, mainly with hill castes and ethnic groups. Migration within the country from rural to lower areas and city areas also started and is still on-going. This migration to other destinations, from the village to urban centres, and other countries is increasing rapidly due to the current political conflict in the country.

There are no completely reliable data or figures because accurate quantitative research is very difficult to conduct. However, from the available qualitative research, it is clear that children are increasingly trapped in this exodus. This statement is also supported by the fact that, within Kathmandu valley, 92 percent of porters, 87 percent of tempo helpers, 95 percent of child domestic servants, 93 percent of shoe shiners, and 97 percent of carpet weavers are reported to be child migrants. This data is especially serious considering the fact that about 2.6 million children in Nepal are economically active, representing the highest rate in the South Asian Region. The same document says that at least 127,000 children aged 5-18 years are involved in child labour, out

of them 80 percent are migrants. These numbers show the obvious link between migration and child labour, which is one of the main barriers to education.

3.2.7 Violence against Girl Children and their Psychosocial Situation

Nepal's cultural landscape is very diverse and is composed of more than 102 dialects. These are mainly divided into two major groups on the basis of language and socio-cultural practices, *i.e.* Indo-Aryan and Tibeto-Burman. The Indo-Aryan group mostly lives in the hills and *Terai* (the southern flat part of Nepal). In terms of attitudes towards women, the Indo-Aryan group is mostly very conservative, and for example do not allow women to move freely outside the household. Child marriage, a restriction on widows remarrying and arranged marriages are still practised widely. The Tibeto-Burman groups mostly live in the mountainous regions of Nepal. In contrast to the general practice of the Indo-Aryan groups, women from this group have relatively more freedom. Child marriages are rare and women also engage in outdoor income-generating activities and business.

Across the cultural diversity, the majority of communities in Nepal are patriarchal – a women's life is strongly influenced by her father and husband – as reflected in the practice of patriarchal residence, patriarchal descent and inheritance systems. Such patriarchal practices are further reinforced by the legal system. Marriage has an overwhelming

importance in a woman's life. The event of marriage determines almost all her future life options and subsequent livelihood. According to the predominant Hindu tradition, marriage is essential for all, whether man or woman. While a man's life is not considered complete without a wife, a woman has no option but to marry. Early marriages are rooted on both the concept of purity of the female body and the need for helping hands on the farm and in households. The traditional concern over the purity of a woman's body limits their mobility.

The socio-culturally constructed preference for sons and the dowry system also looks at women discriminately in Nepal. The dowry system creates serious barriers for women. Many young women are mentally and physically tortured by their husbands, in-laws and others because of insufficient dowry from their parents. The idea that women can achieve salvation only through bearing sons compels them to marry at an early age and breed as many sons as possible. Consequently there are high rates of child marriage and pregnancy among adolescent women. The heavy burden of pregnancy and childcare at an early age seriously limits female's chances to receive education and confines women's roles within the household as wives and mothers. It also hinders women's participation in decision-making and politics. In both groups, property is only inherited through the male line and therefore women's economic status both in the household and in the workplaces is lower than that

of men. In spite of this cultural diversity, land resource is universally inherited in all communities from father to son. Women lag far behind men in terms of access to knowledge, economic resources and modern avenues of employment. This clearly indicates that women in both groups of society and culture are deprived in all social spheres and often restricted to household activities.

Physical and mental torture, intimidation, humiliating, dowry and alcohol related abuses, emotional insult and beating and even murder of wives and daughters or daughter-in-law, are occurring forms of domestic violence in Nepal. Economic deprivation *i.e.* denial to the right to property or opportunity of earning or destruction of property owned by women, family coercion to abide by certain forms of conduct or behaviour all diminish women's chances to personal development. They often receive less health care, inadequate food, excessive workload, and restriction on social relations, education and entrepreneurship by husbands, uncles, brothers, and other family members. This has the dire consequence of pushing girl children into ratchet of severe vulnerability in Nepal, their mere gender is a severe obstacle to education.

3.2.8 Discrimination

Socio-culturally embedded gender, age and caste discrimination and marginalization create a vital barrier that keeps many (girl) children out of education. In order to understand why there is educational discrimination

against a particular child or group of children, one has to recognize that the child develops within the spheres of family, community, society, and school, not in isolation.

It is clear that legal provisions alone will not resolve the problem of discrimination. Social and cultural values are deep-rooted, and it may take generations to remove them even if legal provisions are vigorously implemented. In some districts discrimination persists to such an extent that many children (particularly girls and Dalit children) are excluded from the most basic educational opportunities.

3.2.9 Other Barriers

Geographical inaccessibility to educational institutions, lack of appropriate materials / tools, lack of a child friendly learning environment are some other barriers to educating (street) children in Nepal. Teachers are not acquainted to child friendly teaching techniques, and rule their classroom in an authoritarian manner, often with a stick in hand. In many schools, especially in rural Nepal, they are inactive, show up late, and have insufficient knowledge of the subjects they teach.

Weak government policies and programmes, especially on the ground level of the implementation process, evaluation and monitoring are additional barriers that hinder children to access education. Lack of accountability, coordination, cooperation and networking among the

organizations working with street children, and the lack of guidelines, child centred approach, and analysis of the effectiveness of non-formal education, create further obstacles.



Chapter four: *Education in Nepal*

Nepal's educational system has been like a train which travels on a single track bound for one destination, but ejects most of its passengers, without stopping, at several points along the route. In other words, the system favours a small minority who are believed to be the best academically, at the expense of the vast majority of others.

4.1 Introduction

Education is a fundamental right of people and essential to further enhance the quality of humanity. Almost all countries on the globe accept this fact and provide free primary education for the population within the 5-9 years bracket. Along with free primary education, compulsory education has been a priority in many developing countries including Nepal. Education, being an outstanding instrument and a powerful means, brings about changes in a society. It plays a very decisive role in the overall process of social and economic transformation in a country that is moving through a very harsh struggle for social advancement and economic betterment. The change brought about by education has a lasting impact on the people and it is transmitted from one generation to another. Education influences people's minds and



their ways of thinking that form their behaviour. Furthermore, education is an integral part of development. Development does not start with infrastructure and goods; it starts with people and their education, organization and discipline. Without these, all resources remain latent, untapped and potential. Nation-building is based on the development of human resources, or education in the broad sense of the term. There is no doubt that the future destiny of any country in the world is to be shaped in its classrooms. Schools are therefore the nucleus of the education system and classrooms are the heart of schooling. Nepal's educational status is recorded as the country having the lowest literacy rate in the world. According to the census report 2001, only 53.7 percent of the total population are literate in Nepal. The number of literate people also varies geographically, by gender, and caste.

Needless to mention that the number of literate people in the urban areas is higher than in the rural areas, male higher than female, and privileged caste groups higher than the so-called lower caste and

ethnic groups. Although children below the age of 18 years make the majority of the country's population, 46.3 percent above 6 years of age and 56 percent above 15 years of age are still illiterate in Nepal. Similarly, according to annual school based data of MOES 2000; of the total primary school aged children 19.6 percent are never enrolled in school; 45.4 percent of the children enrolled in primary schools drop out without completing grade five. This occurs mostly in grade one which stands at 14.5 percent. The magnitude of the problems of illiteracy, enrolment and school drop outs also varies by region, gender and difference in social groups.

4.2 The Education System

Modern education in Nepal began with the establishment of the first school in 1853. However, this school was only for the members of the ruling families and their courtiers. Schooling for the general people began after 1951 when a popular movement ended an autocratic family regime and initiated a democratic process. In the past 50 years there has been a dramatic expansion of educational facilities in the country. As a result, adult literacy (15+) was reported to be 48.2 percent (34.6 female of the total female population and 62.2 percent of the male population) in the population census report of 2001. Starting from about 300 schools and two colleges with about ten thousand students in 1951, there now are 26 000 schools (including higher secondary), 415 colleges, five universities

and two academies of higher studies. Altogether 5.5 million students are enrolled in those schools and colleges who are served by more than 150 000 teachers.

Despite such examples of success, there are many problems and challenges. Educational management, quality, and access are some of the critical issues of education in Nepal. Disparities in society based on gender, ethnicity, location, economic class, etc. are yet to be eliminated. Lack of resources has always been a problem in education. Due to all these problems achieving the universal goals of Education for All has and will be a challenge for the country. With national as well as international support, the government is committed to address these issues realistically and efficiently.

4.3 The Structure of Education

Education in Nepal is structured in school and higher education. School education includes primary level of grades 1-5, lower secondary and secondary levels of grades 6-8 and 9-10 respectively. Pre-primary level of education is also available in certain areas. Six years of age is the prescribed age for admission in grade one. A national level school leaving certificate examination is conducted at the end of grade ten.

Grades 11 and 12 are considered higher secondary level. The higher secondary education board supervises higher secondary schools which are mostly under private management. Previously these grades were within the university

system and were run as a proficiency certificate level. Some universities still offer these programmes. However, the policy now is to integrate this level into the school system. Legally, there are two types of schools in Nepal: community and institutional. Community schools receive regular government grant whereas institutional schools are funded by the school's own funds or other non-governmental sources. Institutional schools are organized either as a non-profit trust or as a company. In practical terms, schools are public (community) or private (institutional). A third type of school is the schools run by the local people. They do not receive regular government grants and most of them do not have any other sustainable financial sources. Supported and managed by local people, they can be thus identified as real community schools.

Higher education consists of bachelor, master and PhD levels and may be of three to five years duration. The duration of a master level is generally two years. Some universities also offer programmes like MPhil and post-graduate diplomas. Except one, all universities are managed and supported by public funds. However, public universities also provide affiliation to private colleges. Two academies of higher education are single college institutes whereas other universities have constituent and affiliated Grades 11 and 12 are considered higher level colleges across the country.

4.4 Education Administration

The Ministry Education and Sports is the apex body responsible for educational activities in the country. The Ministry of Education and Sports, assisted by the State assistant minister, provides political leadership to the ministry. The central office or the ministry is mainly responsible for policy development, planning and monitoring and evaluation of different aspects of education. With the purpose of bringing education administration nearer to the people, the Ministry has established five regional directorates and 75 district education offices. These decentralized offices are responsible for overseeing non-formal and school level educational activities in their respective areas. Regional directorates are mainly responsible for coordinating and monitoring and evaluating educational activities whereas the district education offices are the main implementing agencies. Different functional offices under the ministry function as technical wings of the ministry. They are:

- Department of Education
- Curriculum Development Centre
- Distance Education Centre
- National Centre for Educational Development
- Non-Formal Education Centre
- Office of the Controller of Examinations
- Secondary Education Development Centre
- Teacher Records Office

- Nepal National Library
- Keshar Mahal Library

4.5 Primary Education

Primary education in Nepal is a five year (grade 1–5) programme intended for children 6-10 years old. Universal education has been a priority for the successive governments in Nepal since 1950. The government also took the responsibility of bearing the full salary cost of primary teachers since 1971. After the participation and commitment made by the government in the EFA conference held in Jomtien in 1990, the government has firmly acknowledged and accepted that basic education is a basic need and a fundamental human right of every child regardless of his/her caste, colour, and sex. Nepal also signed the United Nations Convention on the Rights of Child (UNCRC) 1989 that declares education as being a fundamental right of every child. The Constitution of Nepal (1991) assures that the state will take responsibility for this. However, the achievement in this respect is low and frustrating. There are still many children out of school, and many children who drop out before completing the primary level, which is relevant to their future (see table 4.1). The large number of drop outs and the low school enrolment rate especially among girls are the major problems in primary education in Nepal. Both these can be traced to underlying social and economic problems mentioned earlier and are not likely to be solved quickly.

Table 4.1: Promotion, repetition, and drop-out rates in primary grades

| Grades | Promotion | | |
|--------|-----------|-------|-------|
| | Boys | Girls | Total |
| 1 | 44.5 | 44.7 | 44.6 |
| 2 | 77.5 | 78.1 | 77.8 |
| 3 | 81.8 | 83.5 | 82.5 |
| 4 | 81.1 | 83.9 | 82.3 |
| 5 | 73.3 | 76.8 | 76.5 |

| Grades | Repetition | | |
|--------|------------|-------|-------|
| | Boys | Girls | Total |
| 1 | 42.4 | 41 | 41.8 |
| 2 | 16.4 | 16.7 | 16.5 |
| 3 | 12.8 | 12.6 | 12.7 |
| 4 | 13 | 12.9 | 12.9 |
| 5 | 10.5 | 11.1 | 10.8 |

| Grades | Dropout | | |
|--------|---------|-------|-------|
| | Boys | Girls | Total |
| 1 | 13.1 | 14.3 | 13.6 |
| 2 | 6.2 | 5.1 | 5.7 |
| 3 | 5.5 | 4 | 4.8 |
| 4 | 5.9 | 8.2 | 4.8 |
| 5 | 13.2 | 12.9 | 12.7 |

Source: DOE 2002

The government has been trying to alleviate these problems by initiating the Basic Primary Education Project (BPEP). Phase I and II and has given this top priority in its education policy. The government has also increased the budget expenditure in the field of education considerably: after the restoration of multi party democracy, Nepal is spending over ten percent of its annual national budget on education. Apart from its regular budget the state spent about US\$ 200 million on improving access, quality and management efficiency in primary education during the

first phase of the Basic Primary Education Programme (BPEP 1992-1997) This covered forty out of the total seventy-five districts of Nepal. BPEP focuses on infrastructural development, revising text books, training teachers to some extent and attempting to strengthen the supervision of schools. BPEP II (1999-2004) is covering the remaining thirty-five districts and will make more attempts to improve the overall quality of primary education.

4.6 Non-Formal Education

Non-formal education (NFE) in Nepal can be traced back to 1951 when activities for educational expansion were conducted as a strategy for national development. However, these efforts became evident only with the introduction of the first five year Plan in 1956. These activities, which were initiated by the Ministry of Education and Culture, remained limited to literacy programmes until the 1960s. A new era for non-formal education began when non-government organizations and international non-governmental organizations started operating along side government organizations in the NFE sector, especially between 1970 and 1980. After the democratic movement in 1990, it flourished more with national and international commitment to Education for All through conference like the one in Jomtien, Thailand. The government of Nepal started to take an active role by establishing a non-formal education council to coordinate the NFE activities in the country, launching various projects

like BPEP, and initiating literacy campaigns in selected districts in the country.

The Centre for Educational Research and Development (CERID) played a pioneering role in the NFE sector when it launched a community based education programme, 'Education for Rural Development', in Kaski district in 1974. It played a leading role in the conceptualization of functional literacy in 1977 by experimenting on the respective effectiveness of Uni-Message and Multi-message functional adult literacy programmes. Following the experiment, the Ministry of Education and Culture introduced the functional literacy programme in 1978 in order to attract more illiterate adults to the literacy classes.

Recognising the need for girl children's literacy, the *Cheli Beti* Programme was introduced as one of the programmes of the *Seti* Project. The *Seti* Project was an Education for Rural Development project like the one initiated in, Kaski but it operated on a larger scale, in four districts in *Seti* Zone in 1981.

One of the significant developments in the NFE sector was the Primary Education Project (PEP) which was initiated by the Ministry of Education and Culture in 1984 with a loan from the World Bank. Although in the beginning, there was no NFE component, in 1987 programmes like *Shiksha Sadan* (Out-of-school children's programme), a women and adult literacy programme, a school environment

improvement programme and a community reading centre were added.

One other chapter was added to the history of NFE in Nepal when the Literacy Linkage Project linked CERID with the University of Massachusetts, Amherst (UMASS). The USAID-funded University Development Linkage Project provided a support system to literacy providers in Nepal. This project was funded for five years from 1991 to 1996. In the beginning, the project identified needs, interests and resources on various issues of literacy. In order to make recommendations for strengthening the non-formal education sector, a high level education commission was formed by the government in 1990, known as the **National Education Commission**. Realizing the rapid growth of NFE activities, the Commission constituted the **National NFE Council**.

Nepal, with only 2 percent literacy rate in 1953, increased to 53.7 percent (the 6+ literacy rate) in the year 2001: 65 percent of the total male population and 43 percent of the female population. One projection shows that the literacy rate among the people above 6 years of age increased to 48 percent by the year 2001. The literacy rate among the 15 years and above bracket was projected at 42 percent.

The government has formulated some concrete policies and strategies concerning infrastructure, curriculum, materials, and training for facilitators to increase the literacy rate through non-formal education programmes. The

implemented non-formal education campaigns have however shown rather disappointing results. The majority of the people in the rural areas, especially girl children and women, are still far behind the mainstream education.

4.7 Involvement of NGOs in NFE

Different people define NGOs differently. Peter Willets in his book "The Conscience of the World: The Influence of Non-governmental Organizations in the UN System", describes NGOs as non-commercial, and should therefore be non-profit making and non-political organizations. They should not openly engage in violence or advocate violence as a political tactic and they should be able to raise funds from their members or through voluntary contributions. NGOs are founded by people voluntarily, and associated with an aim of working together to achieve a common goal/objective. Formation of NGOs requires innovative thinking, creativity, conceptualization of vision, and the ability to assess an existing gap in the provision of a service. This calls for the skills to analyze what is and what ought to be - the real and the ideal.

Most successful NGOs have the ability of interpreting the past, assess the present and forecast the future, relatively accurately and realistically. They have the ability to influence and mobilize popular support from beneficiaries, government and other possible stake holders. They should be clear on their geographical

area of operation and have clearly stated missions and objectives.

There are different local based or community based or grass root level, regional, and national non-governmental organizations (NGOs), which are involved in different projects and programme activities however their involvement in the process of development can be categorized;

1. *Policy Formulation:* there is an increase in NGO participation in policy making processes as invited participants. Their representatives have had been involved in formulation of specific policies, district development plans and on technical committees and sub-committees at all levels.
2. *Advocacy/Agenda Setting:* NGOs sometimes exert pressure from on both formulation and implementation of policies, programmes and plans. They use campaigning and lobbying NGOs are supposed to act as counter weight to statepower, protecting human rights, opening up channels of communication and participation, providing training grounds for activists and promoting pluralism.
3. *Service Deliverers:* NGOs engage at implementation level. Implementation is an important phase as it is often at that stage that failures in the policy processes occur.
4. *Monitors:* NGOs can provide an independent assessment of how

public resources are being allocated at national and local level. After NGOs have advocated for equitable distribution of national resources during the budget process, they monitor whether these resources reach the intended beneficiaries.

5. *Innovators*: NGOs are sometimes instrumental in the introduction of new approaches and techniques which, when adopted, bring considerable benefits to the poor. Examples include introduction of new technologies, farming methods, resolution of conflicts etc.
6. *Partners*: NGOs work in partnership with Governments and Donors in the planning process by offering expertise, experience, possible logistics and other resources. NGOs are agents of change but their ability to effect change rests on organizational independence, representative structures and a willingness to spend large amounts of time in awareness-raising and dialogue.

There were very few NGOs before 1990 however the number of NGOs is mushrooming in the post democracy era in Nepal. The rapidly growing number of NGOs has certainly created some mixed feelings in society. Although people have started becoming aware of the importance of literacy and started participating in the process of gaining

education, they remain sceptical and suspicious of local NGO's, mainly because of past and present cases of corruption. Big INGO's on the other hand are seen driving their big four wheel drives, local people know how much money the average expatriate makes, and how much is wasted on overhead costs. This again results in a negative perception of the development community.

GO's, NGO's and INGO's NFE programmes began playing a vital role in the expansion of education in Nepal. Apart from the government, many international agencies have started taking keen interest in expanding these activities through locally active NGOs. HMG/Nepal introduced a policy to involve NGOs in non-formal education programme implementation. Based on this policy, HMG/N's Non-Formal Education Council started developing strategies, and implementing them to meet its national and international commitments made in Jomtien, Thailand in 1990 and Dakar, Senegal in 2000. District committees for non-formal education development started to implement literacy programmes which are sponsored by government funds, and implemented with the active involvement of local NGOs. With the initiative of the largest educational project - Basic Primary Education Programme - after the multi party democracy in 1990, the government envisioned to integrate genuine NGOs in the process of making basic education accessible to all people throughout the country.



Chapter five: *NGO's Case Study Reports*

Two national level case write-up workshops on the best practice non-formal education (NFE) programmes were held in Pokhara and Kathmandu in July and August 2004 . These workshops were attended by the key stakeholders including representatives from the target group. The workshops clearly disclose that there is no best practice NFE programmes for out of school children particularly street children in Nepal.

5.1 Introduction

The following sections provide the case study reports prepared and provided by the participating organizations of the NFE case write-up workshops held in Pokhara and Kathmandu in July and August 2004. The first workshop focused on orientation and introduction of the research on the best practice NFE programmes. The second one focused on preparing and producing the case study reports of each organization. The organizations were provided the project's as well as research's terms of reference and a guiding questionnaire provided the regional research coordinator to ease their case study report preparation. These case studies weren't changed for content, only minor changes were made to the spelling and grammar.



5.2 SAATHI

SAATHI, a non-governmental organization, was established in 1992 with the aim of addressing contemporary challenges that are being faced by Nepali women. In Keeping with this belief, and based on research, SAATHI identified Violence against Women (VAW) as an area requiring urgent attention and intervention. SAATHI has become recognized as the pioneering organization working in the area of VAW, especially, domestic violence. The strategy of SAATHI is to work at all levels: from the grassroots to the policy level.

Saathi has been working for street kids for the last three years through SAATHI BISHRAM KENDRA (Saathi Drop in Centre) and SAATHI ASHREYA SHIVIR (Saathi Shelter). Saathi Bishram has been conducting different programmes and Services Provided at Saathi Bishram Kendra

1. Food and health care.
2. Psychosocial Care.

3. Shelter
4. Counselling
5. Non Formal Education Programmes
 - a. Child Literacy and Awareness
 - b. Adolescent Education
 - c. School Integration
 - d. Children's Library
6. Training
7. Reintegration
8. Educational Trips
9. Games
10. Picnic twice a year
11. Scholarships for needy children.
12. Advocacy on child right issues and child labour

Services Provided at Saathi Ashreya Shivir

- Food and health care
- Psychosocial Care
- Shelter
- Formal education
- Educational Trips
- Games
- Music Classes
- Picnic twice a year
- Reintegration with family
- Counselling

Saathi has been working for street kids for the last three years through SAATHI BISHRAM KENDRA AND SAATHI ASHREYA SHIVIR. We found that street kids are mostly from the so called lower castes and the majority are Tamangs, one of the ethnic groups of activities for the last three years, which are presented in the following sections.

Nepal. Mostly they are from lower socio-economic backgrounds, distorted families, conflict-related environments etc. Since the start of this project, at least 85 children have been reunited with their families. Some children who received scholarships from our organization ranked first in their school while most of them scoring high marks.

SAATHI and NFE Programme for Street Kids

1. Saathi Bishram has been providing NFE since the start of the project.
2. We provide NFE classes for street kids four hours per day, two hours in the morning and two hours in the evening. We use different and effective methods in our NFE programmes to appeal to all the children who come from different backgrounds and different age groups.
3. We select the children who have shown keen interest in studying and want to join the school.
4. Easy accessibility and provision of materials; *i.e.* books, pencil, posters etc.
5. Our target groups are street kids and homeless children aged 5-14 years old. We put both male and female children in Bishram Kendra. But we immediately refer girl children to the shelter because girls are more vulnerable to sexual abuse.
6. We have one teacher for the NFE programme and she has been trained by World Education.
7. Our organization is providing education through NFE and scholarship courses in Boarding (private) School too. We use posters, flip charts, books, audiovisuals, and other effective materials for NFE
8. We use individual and group teaching methods according to the needs of the kids and group discussions and debates are used when appropriate.
9. We have a capacity of 40 children in Bishram Kendra. We faced lots of problems in the Drop in Centre. We have experienced some drop outs due to pressure from older street boys. Many left because they were forced into begging, rag picking and different antisocial activities.
10. Since the beginning of this project, at least 85 children have been reintegrated with their family and many have received scholarships. The outcome has been positive. We have seen a big improvement in children's behaviour, and improvements in family relations & understandings. Some children who received scholarships from our organization came first rank in their school and most of them completed the course with high grades.
11. SAATHI feel very strong that more funding needs to be focused towards providing scholarships for street children.

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5.3 Child Watabaran Centre Nepal

Child Watabaran Centre Nepal (CWCN) has been effectively working with street children since 2002; but was not formally registered until 2003. Three private companies in Sweden provide the necessary funds to operate the projects. The Centre only works with street children. The children are mainly from Kathmandu, Pokhara, Chitwan & Narayanghat, but there are some from other places around Nepal.

Objectives of CWCN

- Provide food and shelter to street children.
- Provide education.
- Provide various life skills.
- Regular health check up.
- Give family environment to the children for their all-round development.
- Family re-union.
- Help them to build up their confidence by making them participate in many activities, such as games and sports, dancing, singing etc.

- Help them to develop social behaviours in order to reintegrate into society.
- Make them physically, mentally and socially fit independent citizen of Nepal.

CWCN Projects

CWCN, Nepal is running four major projects, which are;

A. Watabaran Centre For Boys

The centre started with the nine boys and has now increased to 19. The boys get food, shelter, and education at the centre. Besides education, the boys are involved in judo classes and other activities such as music, football etc. 7 of the boys have already completed their grade 5 and are entering grades 6, 7 and 8. One boy has successfully completed a driving course while others have been involved in paper crafts and electronics. Two facilitators, two caretakers & a kitchen helper are working in the centre under the supervision of the Principal.

B. Watabaran Centre For Girls

The centre for girls is a new project which only began 4 months ago. The centre is providing services for seven girls. The education and vocational training system for the girls is identical to that of the boys. Three of the girls have already started stitching training. The other trainings offered

are beautician training, chef training, or handy crafts training. At present four staff members are working in the centre. Alongside their education and training the girls are also involved in making handy crafts and knitting.

C. Mobile Health Service

The centre is providing first aid to the street children on the street. The team which consists of four members including a health assistant, go to the street three times a week to provide medical treatment. The service provides first aid treatment only. The major cases are referred to hospitals. Thousands of street children have benefited already. To operate this service the centre uses its own three wheelers battery tempo.

D. Hamro Entrepreneurship Loan Programme (HELP)

The centre provides small loans to families of the children to assist them in setting up their own businesses. The family or children themselves return the loan and the amount is then rotated to other children.

CWCN and Non-Formal Education

The centre provides non-formal child friendly education. A Maximum of 10 students are taught in each class and every child gets individual attention when necessary. The centre has its own curriculum, which is developed along the lines of the government primary

education curriculum. The centre adopts a 24 months' course. The entire course is divided into 3 semesters, with semester lasting 8 months. The first semester covers grade 1 and 2. The second semester covers grade three and four and the third covers grade five. There are six classes a day of 45 minutes each with 10 minutes of break after every class. All daily lesson plans are prepared by the teachers to meet the expected goals and are reviewed every two weeks. English, Nepali, Math, Environmental science, and social science are the core subjects. Other classes include computer, meditation, handicrafts and painting as well as frequent field visits, excursions and research projects. The students take grade 5 examinations at the end of the course from one of the formal schools. If they pass, they can continue their education. The ones not interested in further studies can choose vocational training. The education system is the same in both of the centres. The centre believes in quality education.

Sustainability of CWCN's Project

CWCN believes in self-sustainability and it aims for that. For this very purpose, CWCN runs a three wheelers tempo on a public .

route. Moreover, CWCN has started gardening services as well. The centre has a nursery, which sells plants and the centre takes contracts for outside gardening work. A professional gardener was employed to oversee this. Through the sale of plants, CWCN hopes to help itself achieve self-sustainability.

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5.4 Children Nepal

Introduction

Children Nepal (CN) is a non-governmental social organization working for the rights and development of children in difficult circumstances and their families through practical activities. CN believes in a future where each individual is valued, without discrimination as part of our diverse and culturally tolerant society. CN envisions that the difference of class, gender, religion, disabilities, are valued as a part of our diverse community and cultural heritage; where all people have an equal opportunity and capacity to fulfil their basic needs; and where society enjoys the participation of all people at all levels of the democratic process. CN has a holistic approach to social work and sees the family and local community as the main focus and resource base.

Children Nepal facilitates processes that empower children and their families in difficult circumstances to assume an active and decisive role in solving their own problems through the strengthening of life skills; improving confidence; and utilizing their existing capacity, which will result in the most effective long term improvements in their living conditions.

Children Nepal is the first child focused social organization established in Pokhara, located in the Western Development Region of Nepal. CN has been providing its service in a rights based approach since its foundation in 1995.

Programme Overview

CN-House

Contact Centre: provides basic primary education and care for children aged 6-16 years who have never been to school or who have dropped out.

Pre-school/Babu-Nani: provides day care and pre-primary education for underprivileged children aged 2-5 years, and special care for children who are malnourished.

Street Children: provides shelter, foster care, health care and education for children from the streets.

School Linked

Dalit girls education: facilitates the integration of girls from this "untouchable" caste into local schools.

Sponsorship/school: many of the poorest children are able to receive schooling integration through sponsorship and local resource mobilization.

Job Linked Programme

Vocational training: provides the children older than 14 years with training opportunities and job placements.

Family Support Programme

Family counselling: resolving conflicts between family members, teaching skills, and helping them to have access to the services around them.

Family organizations: united families to be to raise a stronger voice for their rights.

Income generation: helping families through loans to run small scale businesses to earn a living.

Hospital linked programme

Health care: link children and their families to health care facilities in their communities.

External Programs: outside of CN, several programs have been established to build confidence and empower local children.

Social Mobilization: mobilization amongst the general community, local groups and elected members of the Municipality.

Child Self Help Group: provides children with the opportunity to learn from each other and empower them to take responsibility for their rights and duties.

Community Development: urban and rural Out-of-School Programmes Community based child development.

Training: local, national, and international Networking, Solidarity: members and Contacts at Local, National and International levels.

Suryamukhi Production: income generation by locally-made handicrafts for Children Nepal.

Children

- Research on the situation of Street children in Pokhara in 1995 raising awareness within the community to support these children.
- Established Contract Centre - all kinds of children in difficult circumstances, learning social skills, and preparing for schooling and vocational/on the job training.
- Child counselling - helping to resolve the problems through gaining confidence and self-esteem and linking them to public services available.
- School integration - providing social and educational support for schooling.
- Referrals - to member organizations of local and national networks.
- Self-help groups of children - formation and mobilization of children self-help Groups from the age of 12-18 years to be responsible for the rights and duties of children and to learn humanitarian and social behaviour through learning by doing.
- Helping school management committees to mobilize local resources and planning for street children with the collaboration of District Education Office Kaski.

- Helping Local National and International organizations to understand street children in Pokhara and develop programme for them.

Development of Training Materials

- Children Nepal is playing a master trainer role at the National level. CN developed the Training Manual of Psychosocial Counselling for Children in Especially Difficult Circumstances in collaboration with UNICEF and other concerned agencies which is being widely used at present throughout Nepal.
- Children Nepal has a team of trainers and facilitators that run regular training programs at the Children Nepal centre and outside concerning professional and life skill development. Programmes include education, urban out of school children education, conflict management, resource mobilization, psycho-social counselling, safe motherhood, child development, health care and hygiene, education for children in especially difficult circumstances and training for social change.

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5.5 Child Welfare Scheme Nepal

NFE Practices from CWSN

Introduction

CWSN (registered in 1997 with HMG/ Nepal, number 733/053/054) has been working to empower and reintegrate children and youth throughout Nepal in the areas of health and education since 1997.

CWSN's central office is in Pokhara and from there a number of projects are managed by the team. The organisation began in 1997 by building Day Care Health Centres (there are 11 today) in remote villages in and around the Kaski and Lumjung Districts. School Management Committees were set up in the respective villages and now 10 out of the 11 centres have been handed back to the local community to run and manage from the committee.

Another rural project run by CWSN is the Improved Cooking Stove. These stoves reduce smoke in household significantly and therefore reduces the risk of respiratory diseases, complications with birth, eye infections and also, because the stove is closed there is a much lower chance of children falling into the fires and burning. On top of these health improvements, the stoves also reduce wood consumption by over 50% and therefore reduces deforestation, a problem facing many rural villages in Nepal today. CWSN employ and train local villagers to become technicians who build & maintain these stoves.

In the urban area of Pokhara CWSN has its own health clinic which provide free medical care to the poor. Free health care is provided to children below the ages of 17 years, this cap increases to at 19 for street children. The clinic also offers Safer Motherhood programmes which educate mothers about nutrition, child care and sexual health matters such as HIV/AIDS. A mobile clinic also operates from this clinic, reaching out to the slum areas (of which there are over 40!) around Pokhara twice a week.

Our latest project is JYOTI Vocational Training Centre (VTC), affiliated with the Council for Technical Education and Vocational Training (CTEVT), which offers 2 to 3 year trainings. In this centre youngsters get a second chance in life. Learn a trade skill; learn social skills and life skills to give them a chance to reintegrate back into society. But JYOTI is more than just a training centre. The centre organizes different activities for youngsters focused on non- formal education.

Child Welfare Scheme Nepal's (CWSN) main donor is Child Welfare Scheme UK (CWSUK), which is the funding and monitoring partner. CWSUK raises its money through their offices in London and Hong Kong and the efforts of the Pokhara based staff from CWSUK.

JYOTI - NFE Programmes of CWSN

1. While JYOTI VTC was under construction CWSN conducted a photo-project with some of the street kids in Pokhara. Ten street kids/youngsters were selected and

given a camera and film. They were asked to take pictures that best portrayed their life. They were given no instructions (only on the use of the camera) and they set off. The pictures were exhibited in Pokhara, Kathmandu, London, Hong Kong, Amsterdam and is still going around the world to show, through the eyes of these youngsters themselves, how they spend their time living, sleeping & eating on the streets. It is also a fundraising tool for CWS, of which the money returns to the youth via the JYOTI VTC.

This activity does not simply teach them "how to use a camera, or make nice pictures", this activity helped to build up their self-esteem, to develop leadership skills, to build their trust in other people, to solve problems and to have fun! This was a real life skill project conducted in a fun way which is still generating income for these youths. This photo project led them to establish their own "JYOTI Club". This club is a group of street kids/ youngsters who help each other and who decide what to buy from the money. For two years now, blankets have been bought from this money for the kids. Many of the boys from JYOTI club are now trainees at the VTC.

When: 2002

Target group: ten street kids/youngsters (two girls and eight boys from different castes and ethnic groups), selected by the peer social worker and the kids themselves.

Duration 3 months: youths were actively involved (preparations, taking,

producing, selecting and exhibiting the pictures), the project continues as the pictures are still going around the world to raise money, and to spread global awareness of street children.

During this project the social worker asked one of the boys how they feel about the project. "People in the community think we are scum, now we can show them that we can also achieve things if we get some help. We are also human beings and deserve respect.

JYOTI vocational Training Centre (VTC)

JYOTI VTC gives challenged youngsters a chance to take their lives in their own hands and give it direction (reintegration, job opportunities). JYOTI VTC gives trade skills training (Beautician, Electrical, Plumbing and Secretarial/computer), life skills training and it also provides residency if needed.

The curricula are made by the trainers themselves and are based on creative teaching, participatory approach and practical classes (active). Materials used in the centre are collected from various places; materials from abroad, NFE materials from UNICEF, World Education and others.

Our education is non formal: However, trainees are given the option to take the CTEVT exams (skills test) which will make it easier for them to gain employment. The CTEVT have checked our curricula and facilities and have permitted our affiliation with them.

Besides training in trade skills and social skills the VTC offers; basic general education (math, science, Nepali, English, social studies); counselling; family reunification; On the Job Training; sport activities; creative activities; drama; dance; and other cultural programmes.

The VTC very much motivates the youngsters to speak out about their rights, to participate in local and national activities (Aids day, Drugs rally, Education day etc.)

When: started in 2002 (ongoing)

Target group: Socially and economically challenged youth (street, trafficked, child labour, slum): full capacity 120 (100 residential); recently 94 youngsters (8 drop outs, now 43 boys and 43 girls from all casts and ethnic groups. The largest group being dalit (lower caste); All selections are through an intensive selection period: Children are referred to the VTC from different organisations all across Nepal. VTC has its own intake procedure which focuses on finding truly socially and financially challenged youngsters who are motivated. This is conducted through home visits (if possible), interest and motivation tests, interview and basic literacy tests.

A market research conducted by CWS showed very positive figures: 40% of over 500 contacted businesses are willing to give jobs .

or on the job training to our trainees. They prefer skill quality over schooling background.

Non-Formal Education

In 2003 JYOTI provided a three month basic NFE programme to youngsters on the street.

Objectives:

- Teach the street kids/youngsters basic literacy and numeracy skills they can use during their work/life on the street.
- Educate the kids/youngsters on basic information and skills about health and hygiene.
- Establish and maintain the relation with the kids on the street; give them friendship and a gate-way to other projects like our Asha Clinic.
- Prepare some of the youngsters for JYOTI VTC.
- The teacher and social worker used materials from World Education / UNICEF, materials and real life materials (rubbish, money etc.).

Facilities: the youngsters choose the room in the area where they work and live, they choose the time of the classes, the duration and the rules and regulations (for example they all had to wash their hands before entering the class-their own rule!-).

This NFE project started with 15 kids/youngsters. Slowly they came irregularly; sometimes 10, sometimes 13 etc. After two and half months the group had fallen apart because of a gang fight in their

area. They all had moved away to different places. The social worker and the teacher tried to trace them all down, but it was difficult to continue the classes. They continued helping those they could relocate and 3 even became trainees at our VTC.

When: March 03-June03

Target group: street kids/youngsters (living and working on the street, mainly rag pickers)

Three boys who attended the NFE classes became trainees at the JYOTI VTC directly after these classes and are now in their second year of training.

The staff at the VTC felt that JYOTI should continue offering NFE activities to the kids/youngsters on the street. Though, the funds are often for short term activities and the VTC had no more budgets for NFE activities outside the centre.

CWS applied for a grant from Consortium for Street Children and UNESCO for grass root level activities. The aim of this project is to offer a three year program for street children that include different activities and services, working with peer educators, focussed on NFE and Health to improve the lives of the children/youngster on or near the street. CWS was successful with this and has now started the "Street Project".

Street Project

The first step was to build up the relation with the youngsters and provide health

services (outreach work). The social workers, peer educators and the health worker visit the youngsters on the street three times a week. During this period they conducted a research with the children to find out their needs, their ideas about NFE, their wishes and their opinions about organizations and projects. This research is a combination of Street Project and the research related to 'Education for All' from UNESCO.

The next step will be conducting the NFE classes, focused on a combination of numeracy, literacy, life skills and health education which includes topics like sex, drugs and HIV/AIDS and further daily outreach work to educate the children on the street and build relations. The classes will take place in a Contact Centre, a simple facility in the area where they live and work (in cooperation with ILO/TBP/FNCCI). Other services include: a street youth clinic in Asha Clinic (an hour allocated to them daily), a Children's Bank, Counselling (group, individual and family) and On the Job Training.

When: start April 2004 till April 2007

Target group: kids/youngsters living/working on the street, near the street- 150 a year: no special selection is needed.

Accessibility

- All the urban projects of CWSN are located in Pokhara.
- The VTC is situated 10 minutes walking distance from a main traffic point in Pokhara.

- The selected trainees of the VTC, who cannot stay at home or don't have a home can use the VTC residential facilities and those who have the possibilities, can come from their home by bus or walking. The transportation costs are covered by the VTC. The non-residential trainees get the same facilities as the residential except for dinner and hostel facilities.
- The main method used in the street youth project is Outreach work. The services are offered in the area where the kids live and work. The Contact Centre will be set up close to the bus park where most children live and work.

Capacity and Capability of the Facilitators

- The trade teachers in the VTC, are experts in their respective trades. The theory teachers need a minimum requirement of intermediate level. The social workers have the relevant trainings as well as work experiences. An experienced peer educator/social worker with street background is now training up two new young peers to become street educators.
- The peer educators have acquired social skills through their training (internally through JYOTI and externally from other organizations) and their own past experiences. The male peer educator is an ex street youth and the female peer educator is a trafficked returnee. All the social

and teaching staff have received training on: creative teaching, participatory approach in teaching and basic counselling given by Nepali experts and foreign specialists. Basic counselling, health and hygiene training are provided by kitchen- and support staff. The counsellor is trained by CVICT; a centre providing training in psychosocial counselling for victims of torture. The health workers are trained in the professional Nepali training institutes.

- A point of attention in hiring new staff is equal opportunities; up till now CWSN hasn't been able to have an equal balance of male and female staff and caste/ethnic background.

Constraints/problems faced (enrolment and drop-out rates-level-wise)

- The VTC had only two drop outs in the first year. This year sadly there were six drop outs (two from old batches and four new batches). The team analysed the different cases and all had their own specific reasons (wrong referral, finding work, not being able to adjust to the new situation, in need of drug rehabilitation). Although the VTC is still under the drop out rate of many other centres and projects and also under the rate we predicted at the start of the project (30%) the staff are nevertheless concerned at the increase in numbers.

- Another big challenge that the VTC has faced is the psychological problems of the trainees such as extreme depression, which hasn't lead to drop outs yet but surely needs attention and the VTC is working hard to set up a good social, psychological and health network.
- Giving NFE classes on the street has been challenging as street kids move around town a lot and are therefore difficult to reach out to in a regular and structured manner.

Methods and Tools

- CWSN believes in a practical approach. In the VTC the program is 80 percent practical and 20 percent supporting theory. In all the NFE programmes CWSN has used the "elective method" using materials from World Education, materials used in formal education, CTEVT, materials from abroad and self-developed active and motivating materials put together by the teachers to best serve the purpose.
- The staffs tries to make their lessons and sessions active, related to the practical issues of life and employment.
- CWSN finds it extremely important that children/youths are involved in different levels of the programmes. They are involved in making the rules and regulations; they have representatives in a disciplinary committee to discuss problems and actions to be taken. The youths are

involved in the selection interviews of the staff, the hours of the classes, breaks and interaction meetings. The children and youths on the street are consulted about the services, their needs and desires (what, how and when).

Outcomes/Results

- The children/youths on the street have faith in CWSN as different services and activities have been provided for several years now. The staff are honest (no false promises) and keep providing services in different practical forms.
- The results shown up till now are youngsters with confidence, faith and motivation to make something out of their lives. In the VTC the first real results will be seen in the coming year when the trainees leave the centre, get a job and start their independent lives.
- It is very difficult to measure the results of NFE on the streets: will their lives be safer? CWSN hopes to see these results in the future (fewer problems with community and police and more children/youths who choose to go back to their homes/communities and choose to go to school, vocational training or on the job training). The approach of the organization and the services it offers has a great impact on the future of these kids but unfortunately the political and economical situation of the country influences the lives of

innocent children. CWSN wants to speak out for these kids and youth through the recently established National Network: "National alliance of organizations working for street children-Nepal".

- The NFE services for the street children/youths should emerge from the problems they face in their lives. Therefore CWSN chooses to have a flexible curriculum which focuses on daily life issues (HIV/AIDS, protection, dealing with police, dealing with community, their bosses etc and hopes to focus on protection from Maoist recruitment in the near future). The VTC even gave an information session about land mines as this is an emerging problem in Nepal. CWSN strongly believes that for NFE to be successful it must be need-based, practical and flexible to the changing times, needs and situations.

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5.6 Child Workers in Nepal Concerned Centre

Background

- There are about 5000 children working and living on the streets in the urban centres of Nepal.
- The main cities in Nepal where street children are found are Kathmandu, Pokhara, Dharan, Narayanghat, Butwal, Nepalgunj, Surkhet, Dang, Birganj, and Biratnagar.
- Reasons for children fleeing to the streets include loss of parents (i.e. orphaned), abandonment, rise in domestic violence, lack of opportunities including education and recreation in the villages, exploitation at work places, the push and pull factors of migration in general and the ongoing conflict.
- Every year around 500 children land on the streets of Kathmandu from different districts of Nepal. Children come mainly from neighbouring districts of Kathmandu, like Nuwakot, Sindhupalchowk, Kavre, Dhading, Makawanpur, and Dolkha.
- Child Workers in Nepal Concerned Centre (CWIN) estimates that there are about 800 – 900 street children in the Kathmandu valley. The reality may be higher as the ongoing conflict situation in the country is contributing to a rise in the number of children ending up on the streets in Kathmandu.
- Once on the streets, children take up all kinds of work like begging, rag picking, tempo conducting, portering, stealing, street vending, shoe shining, etc.
- According to ILO-IPEC's assessment, there are about 4,000 children working as rag pickers, which is considered one of the worst forms of child labour. Among the rag pickers, 88 percent are boys and 12 percent girls. On average, rag pickers work 6 hours a day and earn NRs. 87 per day.
- When carrying out their work they concentrate in areas such as junkyards, temples, market centres, cinema halls, airports, bus terminals, hardware shops, tourist centres, etc.
- While on the street they face problems of hunger, lack of shelter, clothing, etc. Similarly, they face problems from police, "dada" (bullies), gangs etc. With all these problems and tensions, they lead their complex life.
- Street children are among the 'high risk' and 'insecure' groups and are vulnerable to various forms of exploitation and abuse.

Problems Being Faced by Street Children

1. Survival
2. Abuse and exploitation
3. Social hypocrisy
4. Exploitation and risk

5. Security/Police harassment
6. Psychological problem
7. Influence of crime
8. Accidents
9. Emotional insecurity
10. Street Pollution

Working with Street Children: CWIN's Experiences

Established in 1987, Child Workers in Nepal Concerned Centre (CWIN), as an advocate organization on the rights of the child. It has been continuously working for the rights, welfare and dignity of street children and children at risk for the last 17 year. The first support centre for street children was established in 1989 following CWIN's field visits and studies which revealed the tragic problems of street children. The opening of CWIN Common room for the support and socialisation centre for street children was CWIN's first step in the relief, welfare and support action or children at risk. Since then, CWIN has expanded its socialisation, welfare and rehabilitation programmes for street children.

CWIN recognises the Child as an inherent component of society deserving the best that it has to offer. CWIN believes that every child has an inherent right to justice, peace and freedom, and deserves access to all

- Street children in Nepal are very vulnerable to the exposure to alcohol, drugs and tobacco. Street Children regard alcohol and drug

use as one of the escape mechanisms to release or to get away from all their worries, tensions and problems.

- The new challenges in working with street children are the rampant use of drugs, including intra-venous drugs used by some of the children. The threat of contracting HIV due to common sharing of needles and unsafe sexual behaviour. Street youths are gradually being exposed to the world of crime as well.
- In 2002, organizations working with street children formed a network titled "Street Net-Nepal" to address the emerging problems of street children in a consolidated manner.
- There are few organizations working directly with street children's socialization and social re-integration.

Misery behind the Stories of Street Children

1. Political Conflict
2. Socio-economic reasons
3. Urban migration/ Attraction of city
4. Family problems
5. Orphaned, abandoned and disability
6. Child Delinquency
7. Child Labour Exploitation
8. Growing Slums/Squatters
9. Garbage and Rag Picking
10. Begging Habits

fundamental human rights including education, health care, love, respect, security and protection. Development for children is not merely a technical matter; it should be a basis for national development. Therefore, all action concerning the child should take into account his or her best interests.

While not denying the necessity of part-time work for children under given socio-economic conditions, in general, CWIN recognises child labour as a form of socio-economic exploitation of children covering the denial of basic education, long working hours, under or no payment, forced labour, and health hazardous working conditions. In the Nepali reality, the exploitation of children exists mostly in the form of child labour, trafficking of children, child marriages, street children, and bonded child labour. The abolition of such child servitude is the ultimate goal of CWIN; thus, CWIN believes in action through advocacy.

Prevention/Advocacy

- Research
- Information
- Advocacy
- Campaign
- Lobbying

Protection

- CWIN Helpline, Kathmandu/ Biratnagar
- Health Clinic and Sick Room

Rehabilitation and Social Reintegration

- CWIN Socialisation Centre in Kathmandu and Pokhara
- CWIN Centre for Children at Risk (a Children's Transit Centre)
- CWIN Balika Home (Home for Girl Children at Risk)
- CWIN Education Support Programme (CWIN ESP)
- CWIN Street Children Empowerment Program (Hamro Sajha Thalo)
- CWIN Self-reliance Centre (Skill Education & Training Programme - CWIN SKILL)
- Street Children's Forum/The Child Rights Forum
- Street Children's Theatre

An Evaluation of CWIN Programmes for Street Children

Achievements

1. Over the last fifteen years (1989-2004), altogether 5876 children at risk have been brought into the different relief, welfare and rehabilitation activities of CWIN. Among them 3679 were rehabilitated through family reunions, child care home referrals, school sponsorships, skills training and job placements, etc. causing a considerable and visible decline of children on the streets of Kathmandu.
2. CWIN has been able to reach 62 districts of Nepal with the message of child's rights during family reunions

and community connection. This has provided a solid background and base for CWIN to enter the different communities to develop and strengthen child's rights movement in Nepal.

3. There has been a visible positive change in the socio-psychology and behaviour of street children coming in contact with CWIN centres and going through different socialisation processes. This is visible in the different qualities they have developed such as self respect, leadership, self esteem, dignity, emotional stability, ability to think of future, skill, good relations with people, responsibility, awareness, inclination for health and hygiene, less violence, dislike for street life and interest for more secure lifestyle.
4. Over the last fifteen years, CWIN has been able to generate concern and goodwill of local people, the community and society. There has been considerable changes in the outlook, attitude and response of different government bodies such as police, INGOs and NGOs in the issue of children.
5. Inspired by the model programmes of CWIN for the socialisation, welfare and rehabilitation of street children, many newly formed and well established NGOs have put street children in their main agenda and have initiated drop-in-centres and other support activities.

Constraints & Challenges

1. Lack of infrastructure for street children
2. Lack of professional counselling
3. Negative Attitude of street children in Society
4. Challenges in family reunion and community rehabilitation
5. Lack of clear policy and co-ordination by HMG/Nepal

The Way Ahead

Street children are an avoidable phenomenon in a country like Nepal where unplanned urbanisation is a growing trend. In this country, there is a huge gap between villages and cities, the rich and poor. Most of the cities have been painted by so called new development models where as villages are deprived from even basic facilities like food, health care, drinking water, education and employment. This has also caused a growing number of street children in the major cities in Nepal due to various social, economical and emotional reasons. However, if such trends increase without any preventive and control measure, this will be a serious threat to the society in future.

Therefore, before it becomes chronic, all responsible and concern authorities and individuals should seriously think for the protection of these children at risk. If these children, who are deprived of love, care, education, health care and other fundamental children's rights and are

compelled to live a struggling life in the streets, are treated with compassion and understanding, there are a lot of possibilities of reforming and developing them into able citizens.

Conclusions

Street children are among the high risk and insecure groups and vulnerable to various forms of exploitation and abuses. They are deprived children, denied not only their rights as children but also their childhood. Without guidance, education and security, they are heading for an obscure future. They are miserable and need support. Most importantly, they need to be steered back to the mainstream of social life through proper education opportunities, reformation, care and rehabilitation. Working for street children is a challenge - there are no hard and fast rules that would apply to all situations. Each country has to come up with a series of down-to-earth practical approaches and indigenous solutions most likely to address the typical problems of street children in that locality. Do not undermine them. They have enough potential and talent. If they are given a better living environment they will have a real hopeful future.

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5.7 Innovative Forum for Community Development

Introduction

Innovative Forum for the Community Development (IFCD) started to organize NFE programmes in 1984. The major focuses of the organization are Teaching / learning methods, research, and training - technical support to NFE Centre etc.

Closely working with government, INGOs especially UNICEF – in all aspects, course development, monitoring and others. Child focused training modality, research on basic and primary education including out of school children.

Eight years ago, we conducted a pilot education programme for street children on the streets. However, now we need to conduct a separate package for urban working children. There are lots of challenges working with street children. These challenges include mobility, learning achievement etc. In 2000 UNICEF started a new movement in OSP and took 27 organizations to visit Bangladesh to observe the quality of primary education. Since that visit we have commenced the Child Centred Teaching Learning Approach in 4 districts which will be expanded to 13. The research results from this programme are very positive. It has demonstrated that teaching is not the only aspect that is important, we must also focus on psychosocial counselling and establishing links to skills training etc.

Child Centred Teaching Methodology in OSP

NFE has been in Nepal since 1983. Prior to 1983 Action Aid operated programmes that were focused on girls which later expanded to all out of school children.

There have been different approaches applied in the field of NFE and the latest development is the child centred teaching and learning method. This method focuses on the practical, creative, children's all round development. The serial process is as follows:

1. Interaction between the facilitator and the students
2. Facilitator Message
3. Story Telling
4. News sharing
5. Literacy
6. Math
7. Creative writing
8. Three Corner Practice which includes three corner group study on language, Math and creative work, Small group practice, individual reading, reading in library etc.
9. Game, singing, dancing, drama etc.
10. Project / research work
11. Review

In the beginning this method was started in four districts and very soon it is going to be expanded to 13 districts with the support from UNICEF.

Development of urban OSP because others were not suitable

The Government's objective according to OSP is: *mainstream of children into school*. But in reality this is not working; kids are too old to enter school (the age of their classmates is much lower). The level of OSP is meant to be up to class 3 but the reality shows a level of class two and lower. The objective of OSP should be reviewed.

Out of 6 researches it became clear that:

- Programmes are not reaching the target group
- High drop out rate
- Lack of coordination

Conclusions

The UNICEF programme / method is attractive, it is more focused on life skills and quality of education. The idea for the programme comes from Bangladesh.

IFCD showed a video of a NFE class, which clearly shows new techniques. The teacher is clear about objectives and activities. Children are actively involved in the activities and they work in small groups on their tasks. The children all face each other which improve interaction/ communication and group work.

Table no. 5.1: Difference between CCOSP and OSP

| Areas | CC-OSP | OSP |
|-------------|--|--|
| Learners | - Learners' age between 10 and 14 | - 8 to 14 years |
| Methodology | <p>- Child centred methodologies is used for teaching and learning.</p> <p>- The class follows a two hour timetable with various activities. a. Step one- Interaction (10 m.)</p> <p>- Teacher's message.</p> <p style="padding-left: 40px;">b. Step two – Introduction (25 m.)</p> <p>In this step the facilitators briefly recaps the learning of the day before and introduces new concepts in math, language and other subjects. She/he also gives instructions about what to do in the creative writing, math & language group.</p> <p>Interaction with students by discussing the news or other fictional or non fictional stories.</p> <p style="padding-left: 40px;">c. Step three - Three-corner practice (60 m.)</p> <p>- Math: students practice math exercise.</p> <p>- Creative writing: students draw pictures and write about them.</p> <p>- Language: students practice skills like reading and writing. (In this 60 minutes period facilitator keeps records of students in 5 different subjects, assists the slower learners in small groups, conducts individual reading with two or three students)</p> <p style="padding-left: 40px;">d. Step four – Enrichment (20 M.)</p> <p>- The participants do project work, dance, songs, game, and drama as decided before in weekly plan.</p> <p style="padding-left: 40px;">e. Step five:</p> <p>Revision and evaluation (5 m.)- The facilitator reviews the day's learning briefly and evaluates the children's understanding of the subjects taught that day.</p> | <p>- Old teaching method</p> <p>-Picture discussion</p> <p>- Teaching</p> <p>-Songs/dance</p> <p>-Evaluation</p> <p>-Home work</p> |

| | | |
|---------------------|--|--|
| Library | - 20 different types of library books are available | - No library |
| Materials | <ul style="list-style-type: none"> - Text books. - Facilitator guide book - Flip chart - Black board - Chalk/duster - Attendance register - Visitors books - Supervision/monitoring book - Lesson plan - Record keeping register - 3 different copies for cones (subject) - Crayons/white paper for project work - Stapler - Tin trunk - Pocket board - Cards - Posters - Once a week - One supervisor for 5 classes - 10 months | <ul style="list-style-type: none"> - Text books - Flip Chart - Facilitator guide book (Some where) - Black board - Chalk/duster - Attendance register - Visitors book - One copy at one time |
| Monitoring | <ul style="list-style-type: none"> - U shape for whole class - Three corner system | <ul style="list-style-type: none"> - 1 supervisor for 15 to 18 classes |
| Period | <ul style="list-style-type: none"> - Peer sitting | <ul style="list-style-type: none"> - NO monitoring (one or two times during program period) |
| Sitting arrangement | <ul style="list-style-type: none"> - Participants based - News sharing - Story telling - Message discussion | <ul style="list-style-type: none"> - 9 month (but effectively only six months) - Random sitting |
| Activities | <ul style="list-style-type: none"> - Creative writing - Project work - Group practice in 3 corners. | <ul style="list-style-type: none"> - Teachers - Recitation - Lecture |

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5.8 Under Privileged Children's Association

UPCA and Historical Background of Non-Formal Education

Under Privileged Children's Association (UPCA) has been working with street children since 1994. UPCA believe Non-Formal Education to be an entry point for sustainable activities to empower and improve the lives of street and working children. We see non-formal education (NFE) as an emerging stage of formal education and socialization for street children within the society. In the process of NFE conduction the street children are involved in a child participation process and are empowered to demand and claim their rights to the duty bearer, Local Government, District Community Welfare Board (DCWC) and partner agencies.

The NFE is implemented through a book called '*Naulo Bihani*' for the street children. We found it to be irrelevant to the lives of street children as the book was written for rural children and therefore not relevant to the present situation of street children. The book '*Nav Jiwan*', a first package for a ten months period, and '*Jiwan Jyoti*' the second package for a ten months period was published, supported by UNICEF. While developing this book the street children were involved in pre-testing and UPCA was consulted on this process. These books are appropriate for the drop-in centres, night shelter or transit centres.

After the implementation of *Naulo Bihani* and *Nav Jyoti*, we found that these books were not appropriate for street children. Therefore we are initiating *Informal Education for the street children who are on the street and not in contact centres or drop in centres*.

Non-Formal Education

The non-formal education (NFE) package is implemented to empower street children, and working children (working at own home or working in others houses). UPCA has implemented an out of school programme with street children in Contact Centres and child labourers in factories, to empower children and to promote formal education. The street children are admitted to general government schools and some of them have joined vocational training and income generation skills training. Of the working children, about 40 percent of those living in slums are also going to schools.

NFE and its Linkages with other Activities and Child Clubs

The participants of NFE are members of child clubs. The children who have participated in NFE have started to raise their voices for 'Free Education in Primary Sections of Government Schools' in Sunsari District. The street children and working children of slum areas have started to demand and claim their rights to the Local Government.

NFE and Psychosocial Counselling Intervention

After UPCA Nepal implemented NFE in slum and squatter areas, we found some of the children were traumatised, depressed, and even suicidal. This was mainly due to domestic violence, family problems, and mental and physical abuse. Therefore we linked Psychosocial Counselling with our NFE package. UPCA has now developed a Psychosocial Counselling Training Manual, Training Material and Psychosocial Counselling General Training for the street children, child labourers, sexually abused and disabled children.

NFE and the Community

The facilitators were encouraged to visit the people within the community and especially the parents to encourage the participation of NFE.

New Innovation as Informal Education

This informal education is a new innovative idea for street children who stay on the street and have decided to stay on the street. This program has to be designed.

Learning

NFE has to focus on child participation, which could create a child friendly environment in the centres. The facilitator should be creative to motivate children. The issues of the participants must be addressed and the voices of children should be heard.

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Table 5.2: A case study of a street child (Foundation of street child's success)

A genuine, intelligent and hard working boy, Umesh Bishokarma, 14 years, gives importance to family rehabilitation for street children's improvement. His ambition is to become a doctor, 'to improve medical care to helpless people free of cost'. He is the eldest of Harka Bishokarma's 3 children and lives in Sunam Tole, Dharan. When he was two and half years old, his father went to Sikkim and his mother got married with another man. He lived with his relatives but due to bad treatment by his relatives he was compelled to go to the street. On the street, he did a lot of hard work like picking plastics and searching garbage to sell to junkyards to earn his food and other expenses. He used to sleep on the street. His life was of pain and hardship while he was living on the streets. On the street, most people used to call him a thief & savage and elder boys threatened him by snatching his money and beating him. Today, the ill treatment he receives continues to linger on his mind.. Umesh Bishokarma is now studying in class five at Shree Public High school, Dharan – 12 with the help of UPCA Nepal. He scored 4th position in class 4. To be where he is today he has faced many hardships and difficulties. He says, he still feels sad when he thinks of his past. He heard about UPCA Nepal from his friends Rajesh, Dipped, and Gyane. They told him to come to the UPCA centre where facilities of food, shelter, education are provided.

He has completed his 4th standard but due to family problems, he could not continue his education. But while living at UPCA contact centre, he was able to continue his education and within one year he found many changes in his own life. At the UPCA contact centre, being a secretary of Daju Bhai Samuha – a child club, he started doing work for children. He says that because of the child club he has learnt many new things and earned a chance to participate in various programmes. At school he used to hesitate to ask questions but now he does not hesitate to do any work. Being a secretary of Daju Bhai Samuha (Child Club) he attended various trainings such as wall news paper magazine training, leadership development training, street drama and other life skill trainings. At present, due to the help of the UPCA contact centre, he is rehabilitated and has been reunited with his sister and relatives in Dharan.

He is also continuing his formal education in school. He said UPCA should continue to provide rehabilitation facilities and support towards street children for their studies in formal or information centres.

5.9 ILO-IPEC/Federation of Nepalese Chamber of Commerce and Industry, Pokhara

Introduction

The Employers Council of the Federation of Nepalese Chamber of Commerce and Industry (FNCCI-EC) and the International Programme on the Elimination of Child Labour of International Labour Organization (ILO-IPEC) had jointly started a pilot action programme against child labour in Pokhara in 1999. The pilot programme had directly benefited 500 working children through educational and other interventions. 432 children (191 boys and 241 girls) received 10 months non-formal education and were enrolled into formal schools with the provision of scholarships. Similarly, 50 (30 boys and 20 girls) older children received vocational training in the tourism field. The pilot project further supported 216 families of working children for the development of the micro-enterprises.

With the success and good impact of the programme, both ILO-IPEC and FNCCI agreed to continue the programme in partnership in Kaski and also agreed to replicate the successful model into 4 other districts of the country. Since November 2003, the action programme has been mainstreamed with the ILO-IPEC and FNCCI Time Bound Programme on Child Labour and targeted to support 4,500 working children and 1,500 families in 5 different project districts in the 1st two years of the programme. Kaski has the biggest project, which aimed to support 2,100 working children and 500 families in its 1st two year programme period. The

programme has been implemented in close coordination with Pokhara Chamber of Commerce and Industry (PCCI), Lekhnath Chamber of Commerce and Industry (LCCI), Pokhara Sub Metropolis and Lekhnath Municipality.

Target Groups

The programme mainly targets the domestic child workers, child porters, child rag pickers and children at risk of entering into labour. Similarly, the project also directly supports the families of these children with income generation activities with the aim to support their children through increasing their family incomes.

Major Programme Activities

The educational intervention (formal and non formal), vocational/apprenticeship training, health intervention, drop in centres, reunification of the rescued children into their family, family support to promote micro-enterprises, adult education and micro-health insurance are the major components of the programme.

Non-Formal Education

To implement the educational (formal and non-formal) programme to identified working children, supports have been received from UNICEF and World Education. Since starting the new Time Bound Program, 930 working children received educational support. Out of which 879 (411 boys and 468 girls) received 10 months UOSP/NFE classes. After completing the NFE 1st level, 446 (234 boys and 212 girls) have enrolled into formal school with full scholarships. The

remaining children are waiting for 2nd level UOSP/NFE classes, which are going to start from October 2004 targeting 400 children in 20 NFE centres. Similarly, 20 1st level NFE classes are going to start next month targeting 500 newly identified working children in different fields, which includes street children, domestic child workers and child porters.

The Time Bound Programme in Kaski follows the NFE modular developed by UNICEF for urban out of school children. The modular contains 10 months 1st level and another 10 months 2nd level courses. The class runs 2 to 2.5 hours per day for 6 days a week in child based approaches. Besides the teaching learning process, counselling, primary health care and recreational activities are also observed in each NFE centres. The school accepts all working children into the 1st level NFE course as well as children who have dropped out of school after 1/2 class (age group 10-14). For 2nd level NFE acceptance, the children must have either completed 1st level or dropped out of school after 2/3 classes. There is no discrimination of caste, gender or work backgrounds at the centres. Normally, in each class/centre 20-25 children are enrolled. It is assumed that the completion of 2nd level NFE is equivalent to 5 class of normal government school in Nepal. The project provides all the reading/writing and supportive materials.

NFE centres/classes are normally set up at a nearby location or a community where there is a sufficient number of working children/out of school children. The priority is given to arrange local school buildings or other public places to set up

the class. If it is not possible in some cases private houses/rooms are rented. Each NFE class gets one facilitator to run day to day classes. Besides facilitating the children to learn, he/she provides counselling to the children as well as parents/employers and records all the progress made by each child in a defined format and reports to the office. To make sure the classes are running properly, supervisors used to visit each centre once a week. A single supervisor is responsible for taking care of 5 NFE centres. He/she gives the feedback and logistic supports to the facilitators and reports the process to the office as per schedule.

The minimum qualification for the facilitator is equivalent to SLC, and he/she should be from the same community where the class is to be set up. The priority is given to the girls with special preference from disadvantage groups. Before the commencement of the course, facilitator receive 12 days basic training. After a month he/she gets 5 days counselling training and later on in the 5th month of class implementation he/she gets a 7 day refresher course. In addition to all the training mentioned above, supervisors get 5 days supervisors training as well.

To make the class effective and participatory from the community level, a class support committee is formed which includes local social activist, teacher, and representatives from local women groups and clubs.

Conclusions

In summary, the Time Bound Programme in Kaski jointly implemented by ILO/IPEC and FNCCI, has been doing UNICEF

modular NFE programmes for out of school working children. To date, 60 NFE centres for 10 month courses are already operating and have directly benefited 1311 (879+432 in previous pilot programme) children. The majority number of the 1st level NFE graduates have mainstreamed into formal school and some of them have received vocational training, health intervention and family supports as well. Some of them are continuing into 2nd level NFE. At the centre, besides basic education, children receive recreational activities, counselling, health intervention and socialization with other children. The NFE centre works as a contact centre for the children and also opens the potential to be linked with other components of the project such as a formal school programme, vocational/ apprenticeship training, family supports etc.

Dropout rate, is approximately 20 percent. The major challenge we observed during the implementation of NFE classes was irregular attendances. To make the centre more effective and to provide life skills education with extra curricular activities, we have to supplement additional information and/or educational materials at the centres. For the year 2004/05 TBP Kaski is implementing 40 NFE classes (20 in 1st level and 20 in 2nd level) in child based approach, targeting 900 working children with the supports from UNICEF and World Education.

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5.10 SathSath

Education Case Study of SathSath

"We can work at night rag-picking to earn money. In the afternoon we need to learn and be trained for good work. Then we can stand on our own feet and won't be *khate*."

Voice of 17 year old street youth
from Kathmandu

SathSath adopts a rights-based approach which recognizes the child as the key actor in his/her development. Central to this approach are participation and empowerment which provide the tools for children to realise their rights. SathSath works through alternative education which is aimed at developing street children's capacities and capabilities to improve their situation and provide a strong base for future learning. It is a process in which children acquire appropriate knowledge, skills and positive attitudes through a series of learning experiences. The ultimate goal is that street children are able to deal positively with the demands and challenges of life. Learning experiences are a wide variety of activities implemented at a non-residential resource centre and through outreach on the street. These include: group discussions, group counselling, health education, games, sports, child clubs, street drama, leadership training, experiential education, and dealing with real-life situations with guidance and support. This learning is facilitated by street educators and outreach workers, usually from a street background themselves.

Alternative education is process-based working at the child's pace, promoting positive self-image, increased self-esteem, and motivating the child. Children can then be provided with informed choices for further support (formal or non-formal education, training, apprenticeship, family reintegration etc.) The key – a better option for the child's future is only viable when the child is ready to grasp it. Both street life and childhood are temporal situations. As they grow older street children become acutely aware of the short-term benefits of their lifestyle, however the personal sacrifices in terms of loss of freedom and taking on of responsibilities make change a difficult process. Education must first provide street-based children and youth with the attitudes, skills and knowledge to be able to change their lives.

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5.11 Concern for Children and Environment-Nepal (CONCERN-Nepal)

Background

Concern for Children and Environment Nepal (CONCERN-Nepal) is a child focused NGO established in 1993. Its principal purpose is to be an advocator for underprivileged children and their social and natural living environment in Nepal. It helps and protects underprivileged children and working children living in very difficult circumstances. CONCERN was officially

registered at Chief District Office of His Majesty's Government in 1994 and in the same year it was affiliated with Social Welfare Council, under the Women and Social Welfare Ministry. The organization has seven management committee members headed by Executive Chairperson.

For the last ten years period of time it gained wide experiences working with UNICEF, Action Aid-Nepal, Save the Children UK, etc from the year 1995 to 1998. In the year 2000 it worked with Kathmandu Municipality/UNICEF on 5 Urban Out of School Program (UOSP/ Non Formal Education) for working children in Kathmandu. CONCERN entered into agreement with Save the Children-Norway from 1998 and working as a partnership since then. CONCERN started its work with ILO/IPEC in 1996 for support and rehabilitation of child porters in Kathmandu and 2nd phase from 1998 to till the end of November 2000. CONCERN entered made an agreement with ILO/ IPEC to support and help stone quarry children in Salandu Bagar, Chhal VDC of Kabhre district one of the heavily affected by present political insurgencies. CONCERN also has gained experience working with ShaplaNeer a Japanese INGO, ISCL/GTZ and World Education. The work with ShaplaNeer focus on a survey work in Patan sub metropolitan city, GTZ supports in bringing the report of restaurant child workers survey report and the work with World Education focus on NFE for girl children of villages and some urban child workers in Kathmandu. CONCERN and PLAN Nepal started partnership since 2003 targeting the hazardous sectors of child labours in Kathmandu Valley.

CONCERN has its overall vision, mission, and objectives, which are guiding principles to run the organization.

Visions

CONCERN believes that all forms of exploitation over children can be completely abolished and that the empowerment of underprivileged children and working children in particular is a dire necessity.

Through community awareness and different child-related development activities, these affected children can become self-reliant and independent.

Over all development of these children can be achieved through the preservation and protection of their social and natural environment.

Mission

The mission of CONCERN is to facilitate a process that helps to protect the Rights of the child in general, and in particular it acts to abolish all sorts of exploitation of children by supporting underprivileged children and their families. It also works to achieve a better social and natural environment in which they live.

Overall CONCERN Objectives

- ◆ To advocate child rights within the community.
- ◆ To alleviate child exploitation by reducing and removing the number of child labourers.
- ◆ To promote and preserve a healthy social and natural environment.

- ◆ To empower children living in high-risk conditions.
- ◆ To assist in the economic development of underprivileged children and their families.
- ◆ To provide current child related information to relevant organizations and individuals.

Current Running Programmes

- ◆ Children's Socialization: Education is the major part of children's Socialization Program. Since its inception CONCERN is running Non Formal Education classes varies from a single class to 35 classes containing 20 to 30 students in each class, each year for different categories of children including on the street and street based working children. Other components are, parenting education, counselling, personal hygiene, excursion tour etc. Children learn and participate in various activities such as NFE class management, kitchen gardening, environment knowledge, cleaning habits etc. CONCERN is organizing class management committee for community participation. 1225 boys and 747 girls total 1972 children benefited from socialization facility.
- ◆ Mainstreaming Education and School Enrolment Programme: Education is one of the cross cutting and major component of CONCERN programmes. After completion of the nine months NFE class, those who are good in studies and children are currently supporting for school continuation in Kathmandu valley as well as ten other districts of Nepal.

- ♦ PTA and school strengthening Program: CONCERN is organizing and capacity building of the parents, teachers association in those schools where there are more number of CONCERN supported children studies. Last year four PTA had been formed two in Ghairung, Gorkha at Bhagawati, Himalaya MV and Bhagwati Primary School two in Chhaimale, Kathmandu Srikrishna Primary School and Ghyampa Devi Lower Secondary School.
- ♦ Survey on Street and working in Patan Municipality: CONCERN Nepal conducted nine months long detailed child participatory research on street and working children in Patan area in 2003/2004. The survey is useful in implementing action programs for street and working children in Patan.
- ♦ Advocacy work on the educational rights of children: After the Dakar conference Government is targeting Education for All by 2015 but without considering 2.6 million working children and 4000 street children and 4 million dalit children the aim cannot be fulfilled. Therefore CONCERN is advocating Education for All in different levels from individual, family to national and policy level. CONCERN is also a part of Global Campaign for Education and an active member of GCE Nepal Group. Time to time CONCERN is organizing different activities to enhance the school enrolment and decrease the drop out rates so that it will help to stop growing number of street children problem in Nepal.
- ♦ Support and rehabilitation of child porters: Porters are street based working children. The whole working day they have to spend their time on the street and most of them also sleep on open wire house and on the street. With the aim of removing child porters from exploitative and hazardous condition CONCERN is running support and rehabilitation centre since 1996. They learn and participate in various activities such as non-formal education Classes, Flexible Education Classes, Vocational Skills, classes on personal health and hygiene, recreation etc. They receive medical services too. The agreement with ILO/ IPEC was terminated in 2000 however CONCERN is running this centre under its own capacity. 2200 child porters received different facilities like, personal hygiene, mobile health camps, washing and cleaning etc.
- ♦ Advocacy work on the UN Convention on the Rights of the Child: CONCERN is playing strong role on advocating the UN Convention on the Rights of Child nationally and internationally through its network linkages.
- ♦ Emergency shelter for children at risk: CONCERN is running an Emergency Shelter home for the displaced children. It supports children who are in crisis situation, potential to victimize and victimized. 490 needy children has benefited from the emergency shelter facility.
- ♦ Support and rehabilitation of Stone quarry children: Since last October 2002, CONCERN started a module action programme for the stone quarry working children with the support of ISPI

project of ILO/IPEC in Kabhre district. The project has targeted more than 1,200 working families through children's participation and community support.

- ♦ Action Research: CONCERN has conducted action research on Stone Quarry Child Labour, Teashops and Restaurants Child Labour, Brick Kiln Child Labour and now conducting national survey on Mechanical Child Labours in Nepal. These action research is useful in identifying the real situation of the working children.
- ♦ Socialization and rehabilitation of children Living and working in Hazardous condition in Kathmandu Valley: The target children of the program are: Restaurant child labours, child porters, child labours in Brick kiln, Stone quarry child labour and Mechanical child labours. Child participation and mainstreaming education for the working children are the major components. The project is targeting to reach about 10,000 working children by 2008.
- ♦ Child Development Bank: Working children are income earners, if we go through the statistics more than 10%GDP are contributed by children in Nepal. CONCERN started CDB facility to save their income and children themselves are volunteering for management. 5 branches in different areas in Kathmandu Kalimati, Gwarko, Tengal, Lagenkhel and Swoyambhu have been established.
- ♦ Child Participatory Forum Activities: Children know their problem very well and they have solutions too, therefore we need to promote child participation in the programs. With the aim of

promoting children's participation, giving opportunities to the children to express their feelings, CONCERN has been started working with child clubs. Right now 41 working children's clubs are actively working finding the causes and consequences why they are child labours.

Involvement/Interest in Capacity and Network Building of NGOs

CONCERN is keenly interested in capacity and network building of NGOs specially focusing on children's rights. CONCERN's involvement in some network activities within and outside country are mentioned below:

Within the country: a) National Alliance of Organizations for Street Children b) National Alliance of Child Rights Organisations (NACRO), c) NGO Federation Nepal, d) Nepal Rugmark Foundation, e) Consortium for Child Clubs of Nepal, f) National Coalition Against the Use of Child Soldiers in Nepal g) Child Rights Information Network (CRIN), NGO CRC Committee in Geneva, etc.

Outside country: a) Asia Japan Partnership Network for Poverty Reduction (AJPN), b) Child Rights Information Network-UK, c) Child Workers in Asia – Support Group, Bangkok d) South Asian Coalition on Child Servitude, e) South Asian Network on Sexual Abuse of Children beyond commercial dimension, Bangladesh etc.

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Chapter six: *Government Policies on NFE and EFA*

The EFA vision of Nepal is to ensure that all children in Nepal have access to quality basic and primary education, in a caring and joyful environment, preferably in their mother tongue without prejudices in the form of cultural, gender or ethnic discrimination. It has now been strongly realized that more consolidated efforts and commitments are needed to achieve these goals.

6.1 Introduction

The educational events Education for All conferences Jomtien, Thailand and Dakar, Senegal – were attended by educators from more than 100 countries to assess the state of education globally. They agreed to work for a future in which all children, everywhere, have access to quality basic education. In 1990, 71 heads of state and 88 other senior officials attended the world summit for children at the United Nations. At this convention the commitment to deliver basic schooling and literacy to 100 million children and nearly one billion illiterate adults globally, was reconfirmed. Specific measures were recommended, in particular the expansion of early childhood development activities, universal basic education and vocational training.



The second global education forum was held in Dakar, Senegal in April 2000, and adopted six major global goals for education. These covered the attainment of Universal Primary Education (UPE) and gender equality, improving literacy and educational quality, and increasing life-skills and early childhood education programmes, within 15 years. However, the gender issue was judged to be particularly urgent, requiring the achievement of parity in enrolments for girls and boys at primary and secondary levels by 2005, and of full equality throughout education by 2015.

6.2 EFA Dakar Goals

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015, all children, particularly girls, children in difficult circumstances and those belonging

- to ethnic minorities, have access to free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
4. Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education in general by 2015.
6. Improving the quality of education in all its aspects so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Two of the Education for All Dakar global goals; to achieve Universal Primary Education and to promote gender equality, became the UN's Millennium Development Goals (MDGs) later in the same year. The goals of EFA are generally concerned with equality. If children are excluded from access to education, they are denied a basic human right and prevented from developing their talents and interests. It is the acknowledged responsibility of all governments to ensure that everyone is given the chance to benefit from education. It is in the fundamental interests of society to see that this happens as economic progress and social development depend upon this.

6.3 The Government's Vision and Goals

The experiences of the last decade indicated that the full achievement of the EFA goals was not an easy task, particularly in developing countries like Nepal. It has now been strongly realized that more consolidated efforts and commitments are needed to achieve these goals. The World Education Forum (April 2000, Dakar) accordingly reviewed the earlier goals set by the Jomtien World Conference and adopted the Dakar Framework for Action (DFA); *Education for All: Meeting our Collective Commitments*. DFA made collective commitments to achieve six major EFA goals by 2015, and recommended strategies to achieve them. Nepal has been directing its efforts to achieve these goals and has reaffirmed its commitments. What is needed is an "expanded vision" that transports the basic educational status to an ever-enlarging realm.

Accordingly the EFA vision of Nepal is to ensure that all children in Nepal have access to quality basic and primary education, in a caring and joyful environment. They should furthermore have access to primary education, preferably in their mother tongue without prejudices in the form of cultural, gender or ethnic discrimination. The schools and educational institutions must have a gender balance in terms of student enrolment and teacher recruitment. It is also envisaged that almost all adults not only become literate but also engage in continuous learning through Community Learning Centres (CLCs).

HMGN considers deprivation of the child's right to education as an impediment to them enjoying other rights. Hence, as per the Jomtien Global Campaign of EFA, the HMGN has given top priority to basic and primary education. The Ministry of Education and Sports (MOES) has already finalized an EFA National Plan of Action as well as the EFA 2004 – 2009 Core Document. These cover the six goals identified in Dakar which are to be achieved by 2015. Based on these six goals, the government has identified the seven thematic areas that need to be addressed to meet the goals of 'education for all' in Nepal. These areas are;

- Early childhood development
- Free and compulsory primary education
- Appropriate learning and life skill education
- Ensuring social equity and gender parity
- Ensuring the rights of indigenous peoples and linguistic minorities
- Adult literacy and continuing education
- Improving the quality of basic and primary education.

The policy of free primary education for all children has obviously been one of the results of the EFA global movement in Nepal. This will need the introduction of legal obligations for families to send their children who are in the age group of 5–10 years to school until they complete the first five years of primary schooling. As stated in the EFA National Plan of Action

Nepal, the HMGN is planning to do this in phases and in collaboration with local government bodies and community based organizations. Based on the willingness of the community and the status of enrolment, the government will take various persuasive and supportive measures including provisions to ensure mandatory attendance of children in school.

6.4 Approaches to achieve the EFA Goals

The EFA goals are to be achieved gradually by the year 2015. By then community-based as well as school-based ECD centres will be providing services to most of the pre-primary aged children. There will also be provision of training for the mothers and caretakers to provide home-based ECD services. With these service facilities in place, all pre-primary children will be provided at least one year of special care that addresses both pre-school preparation needs as well as the overall needs of the children of that age group. The current provisions (under BPEP II) to bring school age girls and the children of disadvantaged and deprived communities into the mainstream schooling system will be further improved and reinforced. This will include continuation, and reinforcement of various programmes, such as the girls regularization scholarship programme, scholarship programmes for disadvantaged children, and provision of a larger proportion of female teachers in primary schools to achieve gender balance. Residential schools will be

developed for children in rural remote areas. Primary school education will be conducted in the mother tongue, and schools will be established to facilitate education of children of ethnic and linguistic minorities. Furthermore, the implementation of Compulsory Primary Education (CPE) will gradually be extended to cover all parts of the country. This way, the goals of achieving universal access to primary school education by 2015 are to be achieved. Reform measures will be undertaken to improve the school environment, curriculum contents and teacher's professional capacities and practices. An evaluation system including an examination system to enhance the quality of basic and primary education will be developed. Currently, Nepal is in the process of major curriculum reforms which are undertaken every ten years. By this time there will be a sustainable mechanism to ensure that all children are enrolled in school at the appropriate age level and that they complete the primary education cycle. Appropriate policy measures and programmes are already underway to make school education relevant for future employment. Current school practices will be transformed to achieve this. Similarly vocational education provisions will be expanded within the current school infrastructure. The lessons learnt from the previous efforts of expansion of vocational education will be extensively used to make current programmes more effective and efficient. For each citizen, there is a continuous need to learn and to be able to address the changed social, economic and political contexts. A

Table 6.1: Targets by core EFA indicators in percentage

| Indicators | 2000 | 2005 | 2007 | 2012 | 2015 |
|--|-------|------|------|------|------|
| 1. Gross enrolment rate (GER) for ECD | 13 | 20 | 32 | 60 | 80 |
| 2. Percentage of new entrants at grade 1 with ECD | 10.5 | 30 | 40 | 65 | 80 |
| 3. Gross intake rate (GIR) at grade 1 | 141 | 125 | 123 | 111 | 102 |
| 4. Net intake rate (NIR) at grade 1 | 53.7a | 67 | 73 | 89 | 98 |
| 5. GER at primary grade 1-5 | 119.8 | 110 | 110 | 110 | 105 |
| 6. Net enrolment rate (NER) (primary grade 1-5) | 80.4 | 88 | 90 | 95 | 100 |
| 7. Primary exp./GNP | 1.8b | 1.9 | 2 | 2.3 | 2.5 |
| 8. Primary exp./total ed. Exp. | 56.7b | 60 | 62 | 65 | 65 |
| 9. Percentage of teachers with req. qualification & training | 15.4 | 50 | 100 | 100 | 100 |
| 10. Percentage of teachers with required certification | - | 60 | 100 | 100 | 100 |
| 11. Pupil teacher ratio | 37 | 34 | 34 | 31 | 30 |
| 12. Repetition rate | | | | | |
| Grade 1 | 42 | 30 | 24 | 14 | 10 |
| Grade 2 | 11 | 9 | 8 | 8 | 8 |
| 13. Survival rate up to G5 | 63 | 71 | 75 | 86 | 90 |
| 14. Efficiency | 55 | 63 | 67 | 76 | 80 |
| 15. Percentage of learning achievement at grade 5 | 40 | 52 | 57 | 70 | 80 |
| 16. Percentage of literacy age group 15-24 | 70c | 76 | 79 | 86 | 95 |
| 17. Percentage of literacy | | | | | |
| Age group 6+ | 54 | 65 | 75 | 85 | 90 |
| Age group 15+ | 48 | 58 | 63 | 70 | 75 |
| 18. Literacy gender parity index (GPI) (15+years) | 0.6c | 0.7 | 0.8 | 0.9 | 1 |

Source: EFA National Plan of Action Nepal 2003

system of lifelong and continuous education will thus be developed with the introduction of Community Learning Centres (CLCs). By 2015 a viable system as well as a network of CLCs will be developed to address this need.

6.5 Targets

The EFA goals are targeted to be achieved gradually by 2015. The targets are set to be fulfilled in five phases: 1) by 2000; 2) by 2005; 3) by 2007; and 4) by 2012; and 5) by 2015. The table (6.1) presents the current status in terms of EFA indicators and the targets by 2015.

6.6 Strategy to achieve the Targets

The EFA goals are part of a comprehensive national vision regarding implementation of basic and primary education in Nepal. The EFA campaign is the key strategy to give a concrete form to the vision. In order to fully achieve the EFA goals by 2015, the overall strategy is to co-ordinate all the ongoing programmes undertaken by the government, local bodies, communities, NGOs and others. These programmes will be reinforced, the system capacity enhanced, and new programmes will be launched where necessary. There will be networking between educational institutions such as schools, Community Learning Centres, Community Based Organizations, and other Non Governmental Organizations to continually generate knowledge and disseminate information. There will be a

social web to ensure that all the children, youths and adults have at least basic knowledge, skills and information for sustainable living. The overall development strategy consists of three stages: immediate, medium term and long term.

BPEP is the main Immediate Strategy to meet the targets set for 2005. Steps are taken continuously for the consolidation of BPEP and to make it more effective.

6.6.1 Immediate Strategy (2001-2005)

BPEP is the major national programme and has been developed according to the BPEP Master Plan. It started in 1992 as a project and is currently in its second phase (1999-2004), as the major government programme for the basic and primary education sub-sector. It will be continued beyond the present programme period as a programme of HMGN. A concept paper is being prepared for taking BPEP beyond phase II.

BPEP has been guided by regular reviews and preparation of the Annual Strategic Implementation Plan (ASIP) with detailed programme and budget breakdowns. Regular review meetings are held to monitor and facilitate the progression of the programme. Besides the government budget, this programme is supported by a donors' group in a basket funding scheme.

6.6.2 Medium Term Strategies (2005-12)

The Medium Term Strategies will constitute the extension of BPEP beyond phase II. The major strategies during this stage will include quality-focused consolidation of the achievements made and further achieve the goals to a satisfactory level. The programmes during this period will include;

- An integrated approach to ECD — community-based ECD and school-based ECD.
- Free and compulsory primary education of reasonable quality.
- Open learning opportunities to enhance life-long learning.
- Income generation programme for parents.
- Completion of infrastructure for the initiation of basic and primary education up to grade eight.
- Increasing the minimum qualification of teachers (12+ years of education with 10 month training).

6.6.3 Long Term Strategies (2012-15)

There will be a BPEP sub-sector programme to undertake EFA activities and to sustain the process of educational development continuously.

By 2015, all the children of the current primary school age group (6-10) will participate in and complete primary education achieving a satisfactory and acceptable level of learning. The

preparatory exercises for establishing an infrastructure to extend primary education up to grade 8 will be completed by the end of 2012 and its implementation will be started in the subsequent years. The major actions during the Long Term plan will include;

- The extension of basic and primary education up to grade 8.
- A decentralised curriculum and textbooks with an adequate life skill-related content.
- Definitive improvement in the school curriculum practices.
- Full enhancement of the teacher qualification and training.
- The introduction of information technology-based education at basic and primary level.
- A comprehensive approach to the development of school education including pre-primary, primary and secondary education while drawing the support of the stakeholders and focussing on the contextual needs of children's learning.

6.7 EFA Core Document Strategies

- A decentralized implementation approach will be adopted in which village development committees (VDC), municipalities, NGOs, CBOs, and CLCs will be mobilized as complementary or alternative channels for NFE.
- A shift will take place from today's quota based NFE programme to an

integrated and need based NFE programme. Demand driven funding for NFE will be allocated on the basis of the Village Education Plan (VEP). This will be developed with maximum participation of the community. Nevertheless where village education programmes are not available, funding will be allocated primarily through the VDC as per the community's needs.

- In order to improve the situation, literacy programmes, non-formal education and primary education will be made complementary to each other. The non-formal education programmes will be focused on the mid and far western development regions and the middle *Terai*. The programmes will mainly focus on women, girls and children with disabilities and those from marginalized groups and poverty stricken areas.
- Literacy programmes should go beyond reading, writing and maths. It should be linked with continued education to improve the life skills of youth, adults and women, thereby qualifying them for income generating activities. Hence, the literacy programme will consist of three elements: basic literacy, life skills, and continued education.
- The non-formal education programmes will be linked to programmes like ECD, scholarships, and income generation.

Accordingly, an integrated and need-based literacy policy will be in place to support the implementation of these activities.

- Decentralization of literacy management will be carried out in order to enhance community support and active participation in literacy programmes. Each VDC / VEP will have clear targets for literacy under its village education plan as per the needs of the area. The central, district and sub-district level institutions will provide technical background with learning materials, training and adequate funding. Funds will be increased to seek partnership with CBOs and NGOs for additional resources and expertise. Nevertheless, this authority has not yet been utilized and it is therefore a part of the empowerment process at a local level in the long run. The programme will focus on the following activities guided by the above principles and strategies:
 - Community learning centres (CLCs) will be expanded and, where possible, a greater coordination between CLCs and resource centres with a focus on continued education will be fostered.
 - Political, professional and social groups along with their sister organizations need to be mobilized to implement literacy programmes. Concentrated efforts will be made towards coordination between all

entities (both governmental and non-governmental) working on reducing literacy.

- CLCs, as an effective means of providing continued education, will be established in each of the 205 constituencies of the country in order to provide opportunities for newly literates and young people in the community.
- Income generation programmes targeting Dalits, women, ethnic minorities and other marginalized groups with low literacy rates will be introduced along with NFE programmes in 23 districts.
- Need based literacy programmes integrated with ECD, incentive programmes and income generation will be implemented to cater for women, Dalits and indigenous peoples in 23 districts.
- Pilot programmes on literacy through the mother tongue will be carried out.
- A baseline study will be carried out prior to the implementation of the NFE programme. This baseline study and the establishment of a database at a local level is a precondition for effective monitoring and management in connection with the Education Management Information System (EMIS).

- To draw out a specific plan for HRD with a point of departure / reference to the HRD plan, and implement it.

6.8 Government Literacy Programmes

6.8.1 Women Literacy Programme

Adult literacy activities will be undertaken through non-formal education and literacy campaigns of the government. EFA 2004 -2009 will mainly address the issues of women literacy focusing on low literacy areas and adopt the principle of payment by results.

This programme will provide basic literacy to 60,000 women, of which 80 percent (48,000) will receive functional literacy through the second phase. 15 percent of women with functional literacy will be given income generating self-employment skills. A total of 7,200 women will benefit from the income generating programmes. These programmes will operate on the principle of payment by results focusing on 18 low literacy districts out of 23. Payment through results means that NRs. 875 will be allocated per person that became literate through the programme.

6.8.2 Out-of-School Programme

In order to develop an effective mechanism to bring out-of-school children into the fold of the formal schooling system, a scheme for compensation of the opportunity cost has been developed. The implementation of

this programme will establish and promote partnerships between village development committees (VDCs) and school management committees (SMCs). As the poverty of households is a great obstacle towards universal primary education, the department of education will implement this programme linking it with other poverty alleviation programmes implemented in the country. Similarly, provisions for alternative schooling and school extensions such as morning schools and night schools will be developed. Programme activities for out of school children will target dropouts to achieve the goal of universal primary education.

50,000 out of school children, especially school dropouts of grade 1 to 3 will be targeted in the first year of the EFA implementation in order to achieve the total target of reaching 250,000 out-of-children during the full programme period.

6.8.3 Community Learning Centre

205 community learning centres, one in each constituency, will be established during the programme period with an aim to sustaining literacy among newly-literates and extending opportunity for life long learning. In the first year 40 community

learning centres will be set up and each of these will receive a block grant of 50,000 NRs. per year. The most powerful means of eradicating illiteracy is the expansion and efficiency of primary education. It is clear that if the goal of universal primary education is achieved in the upcoming years, only then would we be able to achieve universal youth literacy by 2015.



Chapter seven: *Implications of EFA and NFE in Nepal*

There are thousands of street children and most of them have neither parents, nor the opportunity to go to formal schools. The government has realized that the state alone can not achieve the EFA goals through its formal schooling educational system. It has therefore firmly recognized that NFE programmes could be alternative ways to contribute to achieving the EFA goals.

7.1 Introduction

The fundamental essence of the global campaign - education for all 2015 - is that every human being in the world has an equal right to quality basic education. It is therefore the commitment and obligation of every country in the world to guarantee its citizen's right to education as their basic human right. The governments around the globe are making every effort to ensure access to quality basic education to each child either through formal schooling or other alternative educational programmes, in order to attain the goals set by the world education forum, in Dakar, Senegal in 2000. No child should be denied access to quality basic education because of poverty and inability to afford the costs of schooling or other reasons. Children, even living in poverty or with multiple disadvantages, are entitled to have access to quality basic education.



7.2 EFA and Nepal's Reality

The global campaigns Education for All have definitely brought positive changes in the field of education in Nepal. It has also yielded significant changes in the policy and implementation levels of the government, NGOs, and INGOs. HMGN has already prepared an EFA Annual Strategic Implementation Plan (2004-2005), the EFA Core Document (2004-2009), an EFA National Plan of Action (2001-2015), and the EFA Compilation of Thematic Reports (2003), in collaboration with UNESCO, and other INGOs. HMGN had also set the target of achieving a 67 percent literacy rate by 2000, after participating in the World Education Forum held at Jomtien, Thailand in 1990. However, we have clear educational statistics revealed by the 2001 national census report, which states a 53.7 percent literacy for the population older than 6. Education for All is proven to be a challenge for a developing country like Nepal. The majority of people in the country dwell in rural areas and face

various problems in their day to day life. Project and programme activities initiated by the central government are hardly reaching those areas.

Regardless of all the efforts the government of Nepal made in the different phases of educational development since the National Education Commission drafted its first report in the 1950s, Nepal's literacy rate is still very discouraging in comparison to the rest of the world. Still it is believed that between 30 to 40 percent of the children are out-of-school, including street and working children. As stated before, (see chapter three) the problem of street children has been a growing issue in Nepal. Their numbers are rapidly increasing due to various underlying factors. Education for out of school children particularly street children is a challenge that should be addressed and included in the national EFA campaign. The challenge experienced in Nepal is therefore to increase the gross enrolment of school aged children including street- and working children.

The quality of education is far from satisfactory, a fact that has accelerated the growth of private schools. This has again increased the gap between the 'haves' and 'haven't' and created a discriminating social structure. Nepal's educational system has therefore been like a train which travels on a single track bound for one destination, but ejects most of its passengers, without stopping, at several points along the route. In other

words, the system favours a small minority who are believed to be the best academically, at the expense of the vast majority of others. By doing so, it promotes a spirit of selfish competition, rather than cooperation. It breeds elitism and class consciousness, since material wealth and a comfortable life seem to be the only goal at the end of the academic ordeal. The government has now been changing its strategy desinging a collaborative approach involving the civil society. Consequently, one of the multi donor projects of the government, Basic Primary Education Programme, has widely envisioned integrating genuine Non-Government Organizations in the process of making education accessible to all.

7.3 EFA and NFE in Nepal

There is no doubt on the importance of non-formal education (NFE) programmes in raising awareness at a community level regarding the promotion of literacy and the overall empowerment process. The government, NGOs, and INGO's have been involved in the initiation, development, and implementation of NFE programmes for adult people (women and men) as well as for out-of-school children in Nepal. NGOs and INGO's have been playing a vital role in promoting NFE programmes during the last decades in Nepal. These programmes have been contributing to achieving the EFA global goals. The government has also firmly recognized the roles and responsibilities of NGOs and INGO's in NFE. However, there is a concrete need to

include basic NFE education for street children in the government policies and programmes. The government has identified and reported different thematic areas in connection to EFA by 2015. Education for street children should be addressed specifically within these areas and included in the mainstream of education.

It should also address that it may not be a realistic target to cover all out-of-school children, particularly street children, through NFE programmes alone. There is still need for a clear definition of literacy, especially for street children. Formally speaking, the NFE programmes and campaigns in Nepal are mainly limited to literacy goals and mostly targeted at adult people.

Needless to say that today's children are the future foundation of any country in the world. Their parents and schools usually shape their future. Thus, investing in their education is an investment in the future foundation of the country. However, the figure of the illiterates, drop-outs, out-of-school children, and street children has been a key challenge, and there is still need of developing and conducting effective and innovative NFE programmes especially for street children. Between 30 to 40 percent of children still don't have access to formal primary education. There are thousands of street children and most of them have neither parents, nor the opportunity to go to formal schools. The government has realized that the state alone can not

achieve the EFA goals through its formal schooling educational system. It has therefore firmly recognized that NFE programmes could be alternative ways to contribute to achieving the EFA goals and that contribution should be made by the civil society.

7.4 Issues and Challenges

The government of Nepal is obviously committed to achieving the EFA National Goal by 2015. The government has further firmly realized and recognized the involvement of civil society in development and promotion of Formal and Non-Formal Education. NGOs and INGOs have therefore been actively working in contributing to achieve the EFA goals in Nepal. However, there are still some major issues and challenges ahead, not only for the government but also for the NGOs and INGOs that could create barriers in achieving the EFA goals by 2015 in Nepal. Some of the issues and challenges - as stated in the EFA Core Document of the government - in achieving the EFA in Nepal are presented in the next section.

7.4.1 Insurgency and its Impacts

The on-going insurgency has affected the education sector in various ways. The operation of many schools has been disturbed by the conflict, and many students and teachers have been killed, kidnapped, and victimized. Identifying the needs of the victims and providing

them with appropriate support so that children's education is not hampered is a priority. More importantly, ensuring that schools are functioning well, that they are free of politics and violence, and that children are getting quality education are among the current challenges.

7.4.2 Centralized Educational Management

Management of education continues to be highly centralized. Decentralization has been identified as the overall strategy for educational planning, management and implementation for EFA 2015. However, there are inconsistencies between the Local Self Government Act (LSGA) and the seventh amendment of the education act regarding decentralization and development of guidelines to facilitate programme implementation.

7.4.3 Distribution of Education Facilities

Although it is estimated that on average the distance from Nepali households to primary schools is only 30 minutes, the geographical variation of the country makes access to basic education a problem. The framework of basic education must take the geographical diversity of the country into account aiming at ensuring universal access to all, irrespective of their location.

7.4.4 Gender Equity and Equality

The EFA goal of eliminating gender disparity in primary and secondary education by 2005 and ensuring full equality by 2015, calls for intensive mobilization of all available means and resources. A safe and girl-friendly environment is indispensable to achieve this goal. This entails well trained teachers to inspiring girls' participation, the provision of female teachers in all schools, and gender sensitive curriculum and learning materials. Strategies to ensure this learning environment must be in-built in the education framework.

7.4.5 Responding to the needs of diversified Clientele Groups

Nepal's culture is a blend of diverse cultural groups with unique languages, cultural values and traditions. This blend has been contributing to the rich cultural heritage of the nation. The education system of Nepal must respond to this diversified clientele making it's curriculum relevant to the learning needs of all ethnic groups, indigenous people, Dalit children, and other marginalized groups.

7.4.6 Quality of Education

There is inadequate clarity to what 'quality' means and there are no existing norms and standards that define this. The efforts on improving quality have so far been input driven and the outcomes of education have not received adequate

attention. Hence, the challenge is to develop conceptual clarity on quality education by defining norms and standards as its basic pre-requisites. Furthermore stronger monitoring and evaluating mechanisms should be in place at all levels of service delivery.

7.4.7 The Issue of Sustainability

The reforms for EFA 2004 – 2009 and future programmes are ultimately intended to create an education system that can be supported by HMGN without foreign assistance. This will only be possible once attendance in school has been regularised, a team of qualified teachers has been employed, a suitable physical infrastructure is in place, and robust and responsive management systems at the local level have been established.

7.4.8 The Need for Improving Management & Professional Capacity at all Levels

Managerial capacity of the decentralized institutions at all levels has a direct bearing on the success of the education programmes. The present education framework must embed mechanisms for capacity building at all levels. Reforming the existing educational management structure and changing the culture at the work place in order to make it efficient, performance driven and more accountable is a challenge that any programme in the education sector must address.

7.4.9 Coordination among all Concerned Agencies and Sectors

Coordination of efforts made by different partners and agencies in the basic and primary education sectors is urgently needed to avoid unnecessary duplication and unfair competition. Instead, the emphasis must be on having programmes that are designed to be complementary within the education framework.



Chapter eight: *Street Children's Voices*

When working to improve the lives of street children, it is essential to work together with them and understand the reasons why they are on the street or why they are at risk. Their active participation and positive influence must be assured from the very beginning of development projects and programmes. However, there have been certain practices from organizations working for street children that neglect these rights. They are looked at as objects of development rather than participants.

8.1 Introduction

The phenomenon of street children is universally recognized today. With the increasing awareness among governmental, non governmental and international organizations, 'street children' are seen as an especially vulnerable group, worthy of special support, attention, and intervention. The term 'street children' may suggest 'homeless children/youth' or 'runaways'. In a broader sense the term refers to children and youth that live and/or work 'on' or 'near' the street. While these often do qualify as street children, the descriptions do not constitute an adequate working definition. Children (under 18 years) who spend most of their time on the streets are universally recognized as street children. Two categories of street children are most commonly known and used; *i.e.* 'children on the street' or street working children,



who spend all their time or most of their time working on the street to provide for their families or themselves. These children often have a home to return to and usually don't sleep on the street. 'Children of the street' or street living children refers to children who cut ties and relations with their families and work and live constantly on the streets.

The public view of street children is vital. However in many countries the public's perception and attitude towards street children is overwhelmingly negative. Street children are subjected to mental and physical abuse by police, their peers and fellow citizens. The governments treat them as a plague that is to be eradicated, rather than as children that need to be nurtured and protected. There is an alarming tendency by some law enforcement personnel and civilians, business proprietors and their private security firms, to view street children as almost sub-human. They are frequently detained arbitrarily by police simply because they are homeless, or criminally charged with vague offenses such as loitering, vagrancy, or petty theft.

These children are often tortured or beaten by police or held for long periods in poor conditions without any form of trial or legal process. Girls are sometimes sexually abused, coerced into sexual acts, or raped. Few advocates speak up for these children, and few street children have family members or concerned individuals willing and able to intervene on their behalf.

In article 2, The UNCRC (1989) clearly addresses the state's obligation to protect children from any form of discrimination and to take positive action to promote their rights. Article 3 states that all decisions taken by states and other organizations regarding the care and protection of children should be in the child's best interests. Article 6 explains that the state has an obligation to ensure the child's survival and development and article 12 says the child has a right to participate in decisions in accordance with his / her age and maturity. Every child has a right to grow up in a nurturing environment where they can realize their full potential and dignity as human beings. Hence, street children should play a key role as active actors in their own development. They must be guaranteed non- discrimination, reflecting their best interests, and commitment to their survival and development. Their active participation and positive influence must be assured from the very beginning of development projects and programmes. However, there have been certain practices from organizations working for street children that neglect these rights. They are looked at as objects of development rather than participants.

Projects and programmes are often prepared and initiated in isolation, and imposed from the top down. The recipient's voices, views, and future aspirations are not included as key input in the process of their development. When working to improve the lives of street children, it is essential to work together with them and understand the reasons why they are on the street or why they are at risk.

8.2 Case Study on Street Children

The research team conducted a study on street children by using a structured questionnaire interview in Pokhara and Kathmandu. It would have been far better if the study covered all the key areas in Nepal, which would have provided us with the latest data and information on street children. However, due to time constraints it was not possible to cover additional cities. Kathmandu alone provides residence to a considerable number of street children in Nepal. Pokhara, Dharan, Narayanghat, Nepalgunj and other areas also face an increasing number. The aims and objectives of the study were to assess street children's views and listen to their voices: what do they want; what are their future aspirations; and most important for this study: what is their perception and

attitude towards programme activities targeted at them, including non-formal education, and towards the organizations working for them.

The team interviewed a total of 96 street children of which 42 were from Pokhara and 54 from Kathmandu. The interviewed children were from both of the street and on the street. In Kathmandu, most of the interviewed street children have access to outreach programme activities implemented by SathSath, Child Watabaran Centre Nepal, Chandrodaya, Child Workers in Nepal Concerned Centre, and Saathi, member organizations of the recently established national network '***national alliance of organizations for street children***' Nepal. Of the children interviewed in Kathmandu, 50 children were of the streets and 4 were on the street. Similarly, in Pokhara, the interviewed had direct and indirect access to Child Welfare Scheme Nepal's outreach programmes.

Some of them also have access to the programme activities implemented by other organizations such as ILO-IPEC/PCCI Pokhara, Children Nepal and CWIN Pokhara. Out of the total interviewed street children in Pokhara, 27 were of the street and 15 were on the street (see table 8.1).

Table 8.1: Number of street children interviewed in Pokhara and Kathmandu

| Sn | Place | No of children | On the street | Of the street |
|--------------|-----------|----------------|---------------|---------------|
| 1 | Kathmandu | 54 | 4 | 50 |
| 2 | Pokhara | 42 | 15 | 27 |
| Total | | 96 | 19 | 77 |

Source: Field study 2004

8.3 Case Study Results

8.3.1 Sex, Age, and Caste Structure

Though more than half of the population of Nepal is female, the majority of street children are boys. Of the total interviewed, 84 percent were boys and 16 percent were girls. Street children's age also varied. The youngest was 5 years while the oldest was 20. The majority – more than 70 percent - were of the 12 to 16 years age group. Brahman and Chhetri people are considered as high castes in the caste hierarchy system, they make up the majority in the total population of the country, and are a privileged group of people. However, the interviewed street children not only represent the so-called *lower* castes or ethnic groups, but also the so-called *higher* castes. Street children represent all castes, ethnic communities and backgrounds; *i.e.* Brahman, Chhetri, Bishokarma, Damain, Nepali, Magar, Tamang, Gurung, Rai, and Newar (see table 8.2).

8.3.2 Geographical Locality

The phenomenon of street children is common throughout the country including cities as well as rural areas. The number of children migrating towards the city from rural villages has increased due to the escalating political conflict. They seek a better future but often end up on the streets in desperate conditions. Some areas in the cities are occupied by slums and because of its vicinity, many of their children move to the street. However,

Table 8.2: Number of street children by age, caste and sex.

| Age group | No. of children | Castes | No. of children |
|--------------|-----------------|--------------|-----------------|
| | | | |
| 5 | 1 | Brahmin | 14 |
| 6 | 2 | Chhetri | 12 |
| 7 | 0 | Magar | 12 |
| 8 | 0 | Bishokarma | 14 |
| 9 | 0 | Pariyar | 10 |
| 10 | 3 | Nepali | 11 |
| 11 | 2 | Tamang | 13 |
| 12 | 14 | Gurung | 2 |
| 13 | 14 | Newar | 5 |
| 14 | 16 | Majhi | 1 |
| 15 | 15 | Muslim | 1 |
| 16 | 10 | Rai | 1 |
| 17 | 11 | | |
| 18 | 6 | | |
| 19 | 1 | | |
| 20 | 1 | | |
| Total | 96 | | 96 |
| Sex | Boys | Girls | |
| | 81 | 15 | |

most of the interviewed children reported that they come from neighbouring districts around Pokhara and Kathmandu (see table 8.3).

Some of them did not want to reveal their previous addresses. The study clearly shows that the majority of the children have migrated from their ancestral rural villages around the country.

Table 8.3: Number of children from out of and within the cities

| Sn | Origin | No of Children |
|--------------|------------------|-----------------------|
| 1 | Out of Kathmandu | 54 |
| 2 | Within Kathmandu | 0 |
| Total | | 54 |

| Sn | Origin | No of Children |
|--------------|----------------|-----------------------|
| 1 | Out of Pokhara | 42 |
| 2 | Within Pokhara | 0 |
| Total | | 42 |

total no. of children 96

Source: Field study 2004

8.3.3 Family Background

Most street children come from broken families. They report that they have parents that have not taken their responsibilities of taking care of their children seriously. It indicates that children are abused or not provided adequate love, care, and support. Single parents or the presence of a stepmother or stepfather are common phenomena. Children told us again and again that it is fear of being beaten by their parents, especially stepparents, or the lack of love and care that keeps them away from home.

Most of the street children are either abandoned by their families or run away from home because of abusive and exploitative family relations.

Table 8.4: Family description of the interviewed street children

| Sn | Family description | Response |
|--------------|---------------------------|-----------------|
| 1 | Step mother | 29 |
| 2 | Step father | 20 |
| 3 | Father/mother (both) | 25 |
| 4 | Father only | 8 |
| 5 | Mother only | 14 |
| Total | | 96 |

Source: Field study 2004

On average, the street children covered by the study have spent more than 4 years on the streets.

Table 8.5: Duration of time spent on the street

| Sn | Duration | No. of children | % |
|--------------|-----------------|------------------------|------------|
| 1 | 0-1 year | 17 | 18 |
| 2 | 1-2 year | 9 | 9 |
| 3 | 2-3 year | 14 | 15 |
| 4 | 3-4 year | 16 | 17 |
| 5 | 4-above year | 34 | 35 |
| 6 | No response | 6 | 6 |
| Total | | 96 | 100 |

Source: Field study 2004

8.3.4 Causes that make Children to come to the Street

There are many causes that make children come to the streets, this is a vital issue that needs serious consideration. Without clearly understanding the push and pull factors for children to move from their locality to the street, it is impossible to positively impact their lives there. When asked why they left their homes, they expressed many different reasons. This tells us that the issue is a complex and complicated one. The underlying causes are sometimes related to issues such as poverty and illiteracy which affect the majority of Nepalese. Conflict, migration, and individual circumstances also emerge.

It is safe to presume that children *on the street* are sent by their families to support their household economics as well as to help themselves survive. Children *of the street* could have been sent by their parents or they might have run away themselves. The questionnaire didn't provide us with sufficient information regarding this issue. Of the interviewed street children, most expressed that the family was one of the key reasons for coming to the street.

Other reasons stated were: rural poverty, socio-cultural and religious discrimination, lack of schooling opportunities, working and earning money in the city, tricked and motivated by peers, and abusive alcoholic parents.

8.3.5 Contact with the Family

It is important whether street children are in contact with their family or not. Do they want be in contact with their family or not, and what will be the implications of this? In the context of this study, the majority of the interviewed were *of the street* and few were *on the street*. Children *on the street* are usually in regular contact with their families. Only 16 percent of Children *of the street* stated to have regular contact with their families (table 8.7). Street children that are in contact with their family usually go for the celebration of festivals; *i.e.* Dashain, Tihar, and other

Table 8.6: Why did you leave home?

| Sn | Reasons for leaving home | Response | % |
|--------------|--------------------------------|-----------|------------|
| 1 | Maltreatment by (step) parents | 22 | 23.95 |
| 2 | Family's poverty | 21 | 21.87 |
| 3 | Family disruption | 16 | 16.66 |
| 4 | Peer's motivation | 11 | 11.45 |
| 5 | Personal motivation (runaway) | 9 | 9.37 |
| 6 | Eloped by elder | 3 | 3.12 |
| 7 | No opportunity at home | 3 | 3.12 |
| 8 | Death of parents | 3 | 3.12 |
| 9 | Left by the parents | 3 | 3.12 |
| 10 | No response | 5 | 5.2 |
| Total | | 96 | 100 |

Source: Field study 2004

local festivals. Beside local and national festival celebrations, some street children keep in touch with their family so that they can get their share of the household property in the future. Obtaining legal papers from the family to prepare their citizenship cards and other papers are another motive to stay in touch. The citizenship card establishes the identity of each citizen, which is required for employment as well as in other sectors such as applying for a driving license, opening a bank account and so on.

8.3.6 Living Conditions on the Street

The problems of street children are different from those of other child laborers. Most child workers engaged in different sectors usually have homes and a family to go back to after work, or they stay at the workplace. Street children are alone or they stay together with friends.

The number of meals varies from one to three daily, often getting leftover meals from restaurants, hotels and other (public) eating-places in the areas that they hang around. Street children's movement is very mobile. You can hardly trace the one

you met yesterday, the next day. However, the interviewed street children are mostly residing in the city centres, close to the junkyards, slum areas, bus parks, public places, or in the vicinity of temples, where people usually donate food and money to the poor. They are exposed to various risks in these places. Some of these children are living in the places of their work too. These children are badly affected by criminals, drug addicts, vigilantes, and the police.

8.3.7 Street Children work and income.

Obviously, street children are compelled to do something and be engaged in any possible work, commonly the worst forms of child labour, to survive in the streets. Less than 10 percent of the interviewed did not state their daily job but the majority is engaged in something to meet their basic needs on the streets.

The following table 8.8 reveals the different jobs the interviewed street children were engaged in. The interviewed street children are engaged in more than one job. For example, the

Table 8.7: Street children contact with their families

| Interviewed street children | contact with family? | | |
|-----------------------------|----------------------|-----------|-------------|
| | Yes | No | No response |
| Children on the street | 14 | 0 | 5 |
| children of the street | 15 | 58 | 4 |
| Total | 29 | 58 | 9 |

Source: Field study 2004

majority were working as rag pickers but combine this with begging, loading/unloading, hotel/restaurant, etc. Therefore the total number shown in table 8.8 is more than 92 which is the original number of street children interviewed. Children of the street have no choice but to earn money for a living because they are completely dependent on themselves for their survival.

Rag picking, one of the worst forms of child labour, has been the majority's job of both children on the streets and of the streets in Pokhara and Kathmandu.

Children on the streets were also included in table 8.8. They work partly or full time because their families asked them to work to supplement their day to day household economics. They are forced to work in the worst forms of child labour because they don't have other opportunities. Since these children come from really poor family backgrounds, their personal earnings mean there is less financial burden for their families. The dependency of some families upon their children's earnings is significant.

Rag picking is easy, flexible, and lucrative and children doing this work are basically self-employed, and are not accountable to anyone. The freedom they enjoy and the money they earn with relative ease attracts many children to do this work. Rag picking is therefore the principle job for street children of, as well as on the streets.

Table 8.8: Street children engagement in different jobs on the street

| Sn | Description of works | response |
|-----------|----------------------------------|-----------------|
| 1 | Rag picking | 63 |
| 2 | Carrying loads/unloads | 12 |
| 3 | Conductor of auto, taxi, & bus | 7 |
| 4 | Vehicle cleaner | 10 |
| 5 | Guide | 0 |
| 6 | Collect money in temples | 4 |
| 7 | Shoe-boy on the street | 2 |
| 8 | Rickshaw driver | 1 |
| 9 | Small business by the road side | 1 |
| 10 | Constrction labourers | 6 |
| 11 | Porter for tourist | 1 |
| 12 | Domestic servant | 6 |
| 13 | Hotel/restaurant workers | 20 |
| 14 | Sex workers | 3 |
| 15 | Begging | 23 |
| 16 | Pick pocketing | 13 |
| 17 | Selling of foods in cinema halls | 7 |
| 18 | Others | 15 |

Source: Field study 2004

8.3.8 Street Children Income and Expenses

The income and expenses made by the street children also differ. The following table 8.9 reveals the level of earnings by the interviewed street children in Pokhara and Kathmandu. 25 percent of the total interviewed were earning NRs. 10-50 a day while 19.5 percent were making NRs. 50-100 a day. Likewise, 23 percent were of the group making NRs. 100-150 a day and 23 percent were earning more than NRs. 150 per day. (The Nepalese Rupee stands at 69 to one US dollar at the time of publication, ie April 2005) 10 percent of the total interviewed didn't respond (see table 8.9).

Table 8.9: Children daily income on the street

| Daily income (NRs.) | Number of children | % |
|---------------------|--------------------|------------|
| 10 - 50 | 24 | 25 |
| 50 - 100 | 19 | 19.5 |
| 100 - 150 | 22 | 23 |
| 150 - above | 22 | 23 |
| No response | 9 | 9.5 |
| Total | 96 | 100 |

Source: Field study 2004

Most of the money made by the children on the street provides their families with an income while the earnings of the children of the streets are mostly spent on their food, basic necessities, and entertainment. Clothing, drugs and alcohol, medicine, watching movies etc. are some of other areas in which children of the street mostly spend their earnings. A significant number of street children purchase alcohol and drugs. Children of the streets, especially in Kathmandu, spend money on alcohol, smoking, glue sniffing, marijuana, and heroine. Some even admitted they share syringes and expose themselves to HIV/AIDS. Furthermore, street children like to spend on entertainment among themselves, riding bicycles, and playing cards and marbles. Paying back loans is another way they spend their money.

Most of the children of the streets also experienced that carrying money on them was a way to get into trouble. Men, vigilantes, drug addicts, peers, and sometimes even police harass them. They get beaten and threatened for this money. With a high chance of this money being stolen they prefer to spend it all on the same day instead of saving it for the future. Children on the streets usually tend to give part of their earnings to their parents.

Safe saving places where they can save their daily earning has been proven a vital issue for the children of the streets. When asked, majority of them said they wanted to save their money if they had access to a safe place (see table 8.10).

Table 8.10: Do you want to save your earnings?

| Sn | | Response |
|--------------|-------------|-----------------|
| 1 | Yes | 79 |
| 2 | No | 10 |
| 3 | No response | 7 |
| Total | | 96 |

Source: Field study 2004

8.3.9 Problems on the Street

Children obviously face various types of problems in the streets. Survival, protection, health, legal issues, etc. are some of the major problems they encounter daily. Likewise, abuse and exploitation, social hypocrisy, police harassment, influence of crime, accidents, emotional insecurity, and urban pollution are further problems. The reality is that street children do not only fight a single problem but they encounter more than one problem at the same time. 50 percent of the interviewed stated that they used to face legal problems especially when they are caught in cases of robbery. They also experience problems obtaining legal documents; i.e. citizenship cards, driving license etc. Economic problems have also been a serious problem street children face as more than 50 percent expressed that they lack of money problem on a daily basis.

Sometimes, they do not make a single penny. The following table suggests that almost all of the interviewed street children face all problems cited in the table. Health, security, and social issues are some of the problems highly scored by the street children respectively.

Table 8.11: What are the problems you usually face on the street?

| Sn | Problems | Response |
|-----------|-----------------|-----------------|
| 1 | Social | 54 |
| 2 | Security | 53 |
| 3 | Health | 52 |
| 4 | Monetary | 51 |
| 5 | Legal | 50 |
| 6 | Other | 15 |

Source: Field study 2004

Health is a big problem street children face. 52 percent of the interviewed street children face this problem. The working, living, and eating patterns of these children create a variety of health problems, most of which are related to unhygienic, overcrowded surroundings and exposure to extreme weather. Sexually Transmitted Diseases (STDs), skin ailments, bacterial and parasitic infections and malnourishment are common among them. They neglect their health due to financial constraints and avoid using the facilities of the government hospitals because they know through experience that they will not be cared for. Lack of health information and education further aggravates these children's problems. Among the most

serious threats to the health of street children is their high degree of exposure to drugs and sexual abuse. There are street children that use cigarettes, alcohol and other drugs. Drugs that are easily available are glue, solvents, marijuana, and sometimes heroine. These children also have a higher risk of acquiring STDs and HIV, because of their early exposure to both heterosexual and homosexual sex.

Emotional and social problems are experienced by more than 40 percent of the interviewed. Street life is unstructured and unstable, nothing is guaranteed, not even the next meal. This erratic existence sometimes produces distortions of the mind in the younger children who lose track of time and place. They live in groups, which provide them with a sense of security, companionship, and affection; it gives them a sense of belonging. They have a strong sense of family amongst each other and regard friendships as very important. Street children are often looked upon as delinquents and untrustworthy. Not many people are willing to employ them in either their homes or workplaces. This rejection by society takes its toll on the children who, as a result, feel no obligation to society. They have no faith in the system of education, law enforcement officials or the government to solve their problems. However, in spite of all this, these children manifest an irrepressible determination and valor. They display a high level of resourcefulness and independence.

8.3.10 Street Children and Education

Education has been a distant dream for the millions of desperate children dwelling the streets throughout the world. Of the total interviewed street children in Pokhara and Kathmandu, 60 percent had previously been to a formal government school. However, the majority of them left the school without completing their basic primary school education due to various factors. This clearly indicates that most of the street children are school drop outs, the reasons for which may be specific to each child.

Table 8.12 reveals the educational status of the interviewed children. The number of street children in grade one was relatively high and their numbers decreased rapidly in later grades. More than 22 percent of the interviewed never went to school, while 5 percent of the interviewed were of the no response group. This might also suggest that one of the contributing factors to why children end up on the street is the discontinuation of school education in Nepal.

Table 8.12: Education level completed by street children

| Grade | Number of children | % |
|--------------------------|--------------------|------------|
| One | 23 | 24 |
| Two | 10 | 10 |
| Three | 13 | 14 |
| Four | 11 | 21 |
| Five | 7 | 7 |
| Six | 2 | 2 |
| Seven | 2 | 2 |
| No response | 8 | 8 |
| Never enrolled in school | 20 | 21 |
| Total | 96 | 100 |

Source: Field study 2004

8.3.11 Street Children and NFE

The global campaigns Education for All also include the street children population throughout the world including Nepal. The number of children below the age of eighteen account for

the majority of the total population in Nepal. Of those children, 40 percent are still out of school and the number of school drop outs is estimated at nearly 20 percent. The number of street children is estimated higher than 5000. Unless and until those school drop outs, including street dwellers, are brought into the national basic education programmes, the Education for All campaign will not be successful in Nepal.

In the cases of the interviewed street children in Pokhara and Kathmandu, around 60 percent of them clearly expressed that they want to enroll in NFE centres. The reason why they want to go to NFE centres is to become not only literate but also get extra knowledge and ideas directly related to their day to day realities. Over 30 percent of them know some organizations running NFE programmes for street children in Pokhara as well as Kathmandu. They have already been to these NFE centres but dropped out without completing the full course.

Table 8.13: Past and future enrolment in NFE centres

| NEF enrolment description | Level of response | | | Total |
|--|-------------------|----|-------------|-----------|
| | Yes | No | No response | |
| Did you join NFE classes on the past? | 46 | 41 | 9 | 96 |
| Do you want to join NFE classes in the future? | 67 | 18 | 11 | 96 |

Source: Field study 2004

The drop out has therefore been a challenge not only in the government formal school education system but also in the NFE centres for street children being run by NGOs in Nepal. NGOs may yield their own reasons why the children drop out, but the interviewed children provide their own specific reasons (see table 8.14). Difficulties understanding, as the national language –Nepali– is the main language used in most of the NFE centres, and the available reading materials are also in the national language. Likewise, teaching methods, teacher's performance, timing in the centres, teaching materials and tools, accessibility, discrimination, and requirements for enrolment in the centre are some of the key underlying causes that lead children to drop out. Most of the children have delivered more than one reason to drop out of the NFE centres before ending the courses. Of the total respondents, 37 did not express their views

in this regards because they have not visited NFE centres. Most of the NFE programmes for street children are limited within the framework of reading, writing, and mathematics in Nepal. Literacy programmes however should not be limited to these three subjects. Enabling the target groups to read and write their names and solve simple mathematical problem is not achieving the literacy goals. Based on the views clearly expressed by the street children, NFE programmes for street children should include health, HIV/AIDS, security, alcohol, life skills, legal issues, security, monetary, and psychosocial issues, as they are the major problems street children face in their day to day life. NGOs should therefore focus on the promotion of integrated and improved learning opportunities for street children, aiming at enabling them to stand on their own two feet.

Table 8.14: Why did you leave the NFE centre before?

| Sn | Causes making children drop out NFE classes | Response |
|-----------|--|-----------------|
| 1 | Langauge problem | 10 |
| 2 | Way (method) of teaching | 24 |
| 3 | Performance of teacher/facilitator | 20 |
| 4 | Timing | 20 |
| 5 | Teaching materials, tools, & techniques | 14 |
| 6 | Accessibility (distance) | 17 |
| 7 | Discrimination | 15 |
| 8 | Requirements for enrolment in the centre | 16 |
| 9 | Other | 9 |
| 10 | No response | 37 |

Source: Field study 2004

8.3.12 On the Job Training

The team asked the street children whether they would like to have on the job training (OJT). Nearly 90 percent of the respondents want to have access to OJT in different trade courses, which was a very interesting outcome. Especially girls are interested in sewing and cutting courses while most of the boys want to be drivers and mechanics (see table 8.15). Of those total respondents, 26 percent would like to have OJT for driving, while 25 percent of them have a desire for OJT in mechanic trade course. Automobile, metal work, carpentry, sewing and cutting, and beautician are other trade courses for which the interviewed street children would like to have OJT.

Table 8.15: Which trade course do you want to learn on OJT?

| Sn | Trade course | Reponse | % |
|----|--------------------|---------|-------|
| 1 | Driving | 25 | 26.04 |
| 2 | Mechanic | 24 | 25 |
| 3 | Automobile | 4 | 4.16 |
| 4 | Metal work | 3 | 3.12 |
| 5 | Carpentry | 4 | 4.16 |
| 6 | Electrical | 6 | 6.25 |
| 7 | Plumbing | 1 | 1.04 |
| 8 | Hair cutting | 1 | 1.04 |
| 9 | Beautician | 2 | 2.08 |
| 10 | Sewing and cutting | 8 | 8.33 |
| 11 | Other | 8 | 8.33 |
| 12 | No response | 10 | 10.41 |

Source: Field study 2004

8.3.13 Street Children and Reintegration in the Family

Reintegration of street children back into their family is a vital issue and a challenge for most of the organizations working for street children in Nepal. Most of the organizations aim at rehabilitation and reintegration of street children in society. However, without a concrete vision, strategy, plan, and programme, this is not easy to achieve. Of the interviewed street children, nearly 35 percent don't want to go back to their family. This is because they usually aren't their natural parents and stepparents are one of the main causes for not going home. Over 15 percent of the group didn't respond. 50 percent expressed they want to go back their family once they become respectable citizens, earn money, and get good jobs (see table 8.16).

Table 8.16: Do you want to go back your family?

| Sn | Response | % |
|--------------|-------------|------------|
| 1 | Yes | 50 |
| 2 | No | 34.37 |
| 3 | No response | 15.63 |
| Total | 96 | 100 |

Source: Field study 2004



Chapter nine: Conclusions and Recommendations

9.1 Conclusions

The political change of 1990 that restored multi-party democracy has brought different changes to the development of Nepal. One of the changes has been clearly experienced in the development of education. Education for All has become a national slogan and campaign that has brought a new optimism. The World Conference on Education for All (WCEFA) and the restoration of multi-party democracy coincided in 1990 and have therefore been major events in the field of education in Nepal. Nepal also signed the United Nations Convention on the Rights of the Child (UNCRC) in 1989 that declares education a fundamental human right of every child in the world.

The participation and commitment made by His Majesty Government of Nepal in the global conferences on Education for All and other educational and child right related conferences have been vital inputs in making primary education free as well as conceiving other changes in the educational policies, goals, and strategies, in Nepal. The democratic constitution of Nepal as well as the tenth five year national development plan ensure basic education as a basic human right to all its citizens. The seventh amendment of the education act has been another milestone initiated by the government in line with the Education for All campaign. Additionally, the national expenditure on the development and promotion of overall education has increased to 14 percent of the total



budget. This is significantly higher in comparison to the decades before the restoration of democracy. The Ministry of Education and Sports in cooperation with UNESCO Nepal has already finalized the EFA National Plan of Action (2003) and EFA Thematic Report (2003) which covers six goals identified in the EFA Conference in Dakar, to be achieved by 2015.

The National Plan of Action for EFA has therefore set out the target to achieve a 100 percent net enrolment rate and 105 percent gross enrolment rate in the primary level school education by the end of 2015. A number of strategies have been formulated by the government to achieve the EFA goals by the end of 2015. The overall strategies are: 1) national definition for free and compulsory education; 2) decentralization; 3) partnership; 4) government as a facilitator; 5) sustainability; 6) quality basic education; 7) phased implementation; 8)

increased allocation to basic education; 9) inclusion; 10) gender equality, etc.

The cooperation, coordination and partnership with NGOs, INGOs, public and private organizations has been another milestone strategy initiated by the government aiming to contribute to achieving the Education for All goals. In this environment, the involvement of GOs, NGOs and INGOs in the development, promotion, and implementation of Non-Formal Education programmes for the large number of illiterate people, including (street) children, has been a significant input. NFE programmes are significant in raising awareness at a community level regarding the promotion of literacy and the overall empowerment of out of school children, including street children.

However, there are still many challenges and problems ahead for the government of Nepal. It has been unable to move ahead as fast as people expect even after the instalment of multi party democracy. Successive governments have not been able to deliver goods and services to benefit all sections of society. Over the last 14 years of democracy there have been 13 successive governments, of which not one was able to complete its five year legislation. Education still remains the primary aspiration of the people. The right to an education is not universally upheld in Nepal, even though it is enshrined in articles 28 and 29 of the UNCRC. Discrimination is prevalent against children from low castes, ethnic minorities, children with disabilities and girls. However, encouraging movements

have begun in recent years that express commitment towards providing Education for All of Nepal's children. Although the national Education for All campaign and Nepal's ratification of the UNCRC represent two important steps towards reaching Nepal's education goals, ensuring access to Education for All segments of the population and maintaining quality educational standards in Nepal remains a huge challenge.

The national population census report of 2001 reveals that the total population of the country is recorded at 23.1 millions. The number of children below 16 years of age is 9.2 million, which is 40 percent of the total population. The census report also reveals that the literacy rate of the country is 53.7 percent of which male literacy is 65 percent and female is 43 percent only. Nearly 50 percent of the total population are still illiterate in Nepal of which the rural and the female population account for the majority. Nearly 40 percent of the school age children are deprived of the right to basic primary education. More than 2.6 million of children are bread winners for their family in different sectors of child labour throughout the country. It is estimated that 55,700 children are working as domestic child labourers. Out of this number 16,000 children are in the hotel and restaurant sector. It is also estimated that at least 40,000 children are bonded child labourers. Girls aged 10-14 years work twice as much as boys of the same age. Bonded child labourers, child porters, rag picking child labourers, domestic child labourers, and trafficking of girls for

commercial sexual exploitation are among the worst forms of child labour in Nepal.

The phenomenon of street children is rapidly becoming one of epic proportions. Before 1990, the street children problem was recognized, or highlighted by many organizations. Previously, it was estimated that there was 5000 street children in the country, but the actual numbers may be higher. Kathmandu, Pokhara, Narayanghat, Dharan, Biratnagar, and Nepalgunj are some of the major cities facing the challenge and problem of street children. The number of street children will continue to increasing with the rapid rise in population, rural-urban migration, urbanization, increases in poverty, and deterioration in family relations. The problems faced by children in the street are overwhelming. In addition to living and working in an environment that is generally harmful to their well-being, street children face many problems; *i.e.* hunger, lack of adequate shelter, clothes, and other basic needs, as well as lack of (or limited) basic educational opportunities, health care, legal, and other social services. In addition, street children are vulnerable to drug addiction, general exploitation, criminal acts, physical, mental and sexual abuse, and alarmingly high levels of violence on the street.

Women and children are considered the most vulnerable population group in Nepal. The majority of children suffer from different kinds of violence. Caste and gender discrimination fuelled by the existing socio-cultural structure, economic

hierarchy, a centralized development policy biased towards urban areas, and marginalized rural lives have contributed to the growing disruptions and crimes against women and children. Domestic violence, family disruption, child sexual abuse, trafficking of (girl) children for commercial sexual exploitation, bonded labour or forced labour, exploitation of working children, early child marriage, and socio-cultural malpractices against child development are quite common in Nepal. Women and children are therefore the worst victims in society.

The deepening political conflict has obviously been another problematic phenomenon. Internal discord within the ranks of the ruling government and the other political parties, compounded by an increasing Maoist insurgency is causing a political and social crisis in Nepal. Maoist insurgents have unleashed violence on the general population of rural Nepal through oppression and intimidation and have caused vast problems for political parties pursuing power. On the other hand the army has been accused of blatantly ignoring human rights and making extra-judicial killings and detentions, as well as rape and torture a means to an end. Reports by Amnesty International amongst others support these accusations. The previous negotiations between the Maoist party and the ruling parties, however, reached no compromises. As a result, violence and terror continue to escalate in rural areas increasing the already dire plight of rural Nepalese. This has caused many problems especially in the rural areas. One of the key impacts have been seen

the closing down of many schools. Calls for (education) strikes, and curfews are some of the results of the political conflict faced by the people today. Children are the most vulnerable group of people who are compelled to discontinue their primary level school education.

The World Health Organisation (WHO) states that more than 100,000 people were living with HIV/AIDS in Nepal in 2000. Over 90 percent of HIV infection is through heterosexual transmission. After South Africa, India has the second largest number of people living with HIV/AIDS in the world. Nepal has an open border with India and strong links for labour migration, tourism, and trade. The extensive migration for employment, an emerging drug problem amongst urban youth, and the very rapid growth of the internal sex trade and girl trafficking all point to an accelerated growth in HIV infections. To the extent that an effective HIV/AIDS prevention programme exists in Nepal, children are neglected because of taboos against discussing sex. Street children are another segment of the population who are greatly exposed to HIV/AIDS due to their vulnerability and mobility on the street. Alcohol, drug addiction, sharing of syringes, and unsafe sexual activity are common for children on the streets. HIV/AIDS is therefore considered an acute threat to street children's safety.

9.2 Recommendations

1. His Majesty's Government of Nepal has actively participated and made commitments in the world conference

for Education for All in Jomtien, and Dakar. Furthermore, Nepal has also been a signatory country to the UNCRC. The government is therefore compelled to fulfil Dakar EFA goals for the people of Nepal. The government is further compelled to comply to all articles mentioned in the UNCRC declaration. As Nepal is one of the poorest countries in the world, the need for resources will be one of the main constraints in achieving the EFA goals. However, the government should not renounce its responsibility by resorting to the problem of resource limitation. An equally important point is that even with the implementation of the largest educational projects, there is still large number of children out of formal schools. In other words, increasing investment alone will not ensure the achievement of Universal Primary Education. We feel that structural deficiency is one critical constraint. Without transforming the existing structure, and increasing the government's efficiency and accountability, no matter how many resources, it will be quite difficult in attaining the universal primary education goals.

2. The government is spending about 14 percent of its total fiscal budget on education. The existing reports show that the investment in primary education, non-formal education programmes, and vocational training for out of school children, street children, girls and mothers are more productive than investment in other areas of education. These high priority

areas are however receiving a low proportion of government expenditure and attention. Consequently, the primary enrolment ratio in Nepal is well below the world's average, and the female literacy rate is one of the lowest in the world. There is an urgent need to rethink, revisit, and re-plan the government's strategies in this regard and to act upon them accordingly to assure that a sufficient part of the yearly budget is allocated to the above mentioned, prioritised areas of education.

3. HMGN has also repeatedly stated its commitment to eliminate the worst forms of child labour, and to guarantee the fundamental rights of children and their integrated development through the ratifications of the major international conventions. Within Nepal's constitution of 2047 (1990), the Labour Act was adopted in 2048 (1992). Following this, the Labour Rules were amended in 1993. The Children's Act was enacted in 1992 by addressing the UNCRC of 1989. The Common Law Code of 1963, and the Foreign Employment Act of 1985, as well as the Human Trafficking Control Act of 1986 restrict the use of child labour and protect the health and development of children. After the adoption and enforcement of the Child Labour (Prohibition and Regulation) Act, 2056 (2000), the child labour provision of the Labour Act, 1992 was dismissed. The Ministry of Labour and Transport Management has already drafted a Master Plan of Action for the elimination of the worst

forms of child labour from 2005 to 2007 and all forms of child labour by 2010. However, when it comes to the implementation and enforcement of laws and regulations the government is usually perceived as very weak. There is therefore an urgent need for strong enforcement of the existing laws in order to deal with overall child right issues including child labour and quality education as their basic human rights.

4. The internal efficiency of primary education has been very low (less than 50 percent) in comparison to other developed countries. Various research studies, reports and the master plan of BPEP II have reported a low level of internal efficiency of primary schools. For example, BPEP II has put the internal efficiency level of primary education for the year 1994 at 42 percent which increased to 46 percent in 1995 and 55 percent in 1999. It indicates that the internal efficiency of primary education is going up, though at a slow pace. Drop-out and repetition rates are another set of indicators of internal efficiency. There may be several reasons for the low internal efficiency in primary education. Most of the people of Nepal are very poor and live in rural areas. Their major occupation is agriculture. Owing to their poor financial condition and lack of awareness, many parents do not send their children to school. Even school-going children are forced to drop out or repeat grades because of their deplorable family economy and

household conditions. Ensuring quality primary education and raising internal efficiency should be given high priority by the government as well as other stakeholders involved.

5. The recent amendment of the Education Act, preparation of EFA National Plan of Action, EFA Core Document, and EFA Thematic Report in connection to the Dakar goals are some of the major initiatives taken by the government to ensure the inclusion of all segments of society in the national framework of EFA by 2015 in Nepal. However, there is still a strong need to address the issue of street children in the EFA National Plan of Action. Unless and until the needs of street children are addressed and included in the national EFA framework, the national campaign of EFA by the end of 2015 will not be successful. GOs, NGOs, and INGOs should therefore clearly address the alarming issues and problems of street children and bring them into the national mainstream of education so as to contribute to achieving the goals of EFA by 2015.
6. The Education for All global campaign has yielded different positive results in the field of education in Nepal. Implementation of Basic Primary Education Project, which has already been altered into the EFA National Framework with basis of EFA National Plan of Action and EFA Core Document), promotion of non-formal education, involvement of NGOs and INGOs in the development of NFE, and

free primary education are some of the outcomes of the global/national EFA campaigns. Furthermore, decentralization, partnership, inclusion and non-discrimination (gender and caste) are additional overall educational policies introduced by the government. However, there is still a need for a strong and responsive introduction and implementation of the free and compulsory primary education to reduce the number of out of school children particularly street children, drop outs, and class repetition.

7. There is a global trend that street children are often perceived in a negative context. Society usually forgets that street children are also human beings and a part of society. **Children are on the streets not simply because by the act of god but because by the act of human beings.** There are thousands of street children compelled to live and work in the street. The conventional figure estimates about 5000 street children in Nepal. However this number is outdated and continues to increase due to the escalating political conflict in the country. An urgent call for a shift from an orthodox approach to an innovative, flexible, rights-based, and non-institutional approach is therefore needed at the government and NGOs level to work with/for the street children.
8. Nepal, as a signatory country to the UNCRC 1989, is obliged and subject to address children's rights and their

welfare at ground level. The pace of the government in implementing the UNCRC has however been slow. Some major initiatives should be taken immediately in regard to the Convention of the Rights of the Child. For example; non-discrimination (Article 2); it is the nation's obligation to protect children from any form of discrimination and to take positive action to promote their rights. They should be allowed to go to school freely and enjoy education without any discrimination by sex, age, caste and colour. The best interests of the child (Article 3); all decisions taken by state and other organizations regarding the care, protection, and education of children should be in the child's best interests. Likewise, survival & development (Article 6); the nation has an obligation to ensure the child's survival and overall integrated development (including education). Finally, children's participation & influence (Article 12); the child has a right to participate in decisions in accordance with his/her age and maturity. This must include all decisions about childcare placements and discharge, which should be made through a suitable legal process and consultation and be periodically reviewed.

9. The national population census report reveals that the total number of the female population is higher than their male counterparts. They contribute more to the productive as well as non-productive economic sectors than men. They also work longer than their

male partners. However, their contribution in both the productive and non productive areas is usually not measured by the national economic yardsticks. Their status in terms of knowledge, education, and economic resources as well as political power and personal autonomy is always dominated by the male population. Out of the total literate population, females comprise only 43 percent, which is far behind other countries in the world. The government, NGOs and INGOs should therefore give top priority to girl's education immediately, and take measures to bring girls (the majority of out of school children and drop outs) into the mainstream of education in order to contribute in achieving the EFA goals by 2015.

10. NGOs have been contributing significantly to raising the level of literacy through different NFE programmes in Nepal. However, the role of NGOs is confined to the conduct and management of NFE programmes at ground level only. To make NFE programmes more practical, NGOs should also be involved in policy making, and be represented in national committees in the country. This has hardly happened in the process of developing NFE in Nepal. The question needs to be asked whether the government needs to involve NGOs working in the field of NFE in the strategy development phases from local to central levels. Or should they only be involved in the conduct and management of NFE

programmes as planned by the state? This is a question of democratisation in the field of Non-Formal Education.

11. There is a common trend that NFE programmes are usually conducted to make illiterate people literate, thus limiting NFE to the framework of reading, writing, and arithmetic. However, NFE education programmes should go beyond these to meet the overall aspirations of the learners in NFE centres. NFE programmes should include other practical issues related to the learners' day to day lives including life skills, health issues, HIV/AIDS, counselling, trafficking, and advocacy on different issues.

12. The case writing workshop held in July and August 2004 focused on sharing different practices in non-formal education for street children in Nepal. The participating organizations presented their practices, and proposed models through group interaction, discussion, and exercises. The original concept was to present the best NFE practices for out-of-school children, particularly street children. However the participants of the workshop realized that there are no best practices to which all participants could agree. There are different good practices, for example, (street) child-centred teaching and learning approaches, addressing health issues, psychosocial and psychological counselling as the major tool to help street children, and entertainment activities; i.e. drama performance, games, excursion and

study tours. There is still the need to develop the best NFE practices for street children, which should include features such as cost-effectiveness, balanced enrolment, fewer drop-outs, replicable, sustainable, trained and experienced facilitators, accessibility, non-discriminatory, and gender sensitivity. The case writing workshops also agreed upon bringing different good practices together to develop effective NFE programmes for the majority of children who are out of the formal and non-formal education system in Nepal.

13. Innovative and effective NFE programmes for street children could be a vital means in contributing to achieving the EFA goals. NGOs and INGOs have played a major role on the promotion of NFE in Nepal. The government has also firmly acknowledged NFE programme as an alternative education programme to increase the level of literacy. NFE has therefore emerged as an innovation in contributing to solve the pressing problem of illiteracy. Effective and innovative NFE programmes (by GOs, NGOs, and INGOs) should however reflect the following general characteristics:

- Non-formal education (NFE) programmes should be results oriented. They should emphasize specific problems rather than abstract subject matter.
- NFE programmes should be more flexible, child centred, and participatory rather than authoritarian, to meet the various

needs and interests of the different learners in the centres.

- NFE programmes should be practical (should reflect day to day life related issues) rather than theoretical and should have autonomy at programme level.
- NFE programmes should contribute to a life-long learning process.
- NFE programmes should combine not only reading, writing and mathematics, but the overall empowerment and appropriate functional knowledge and skills, *i.e.* HIV/AIDS, life skills, health issues, socio-psycho counselling, and other daily life issues related to the children.
- NFE programmes should demand dedication and democratic behaviour on the part of the instructors and students involved in the programme, based on participatory discussions, interaction, and dialogue with the target group.
- Without strong dedication, commitment, and encouraging behaviour from the implementer's side, NFE programmes can hardly be effective.
- NFE programmes should focus not only on educational activities in the classrooms but also income generating activities for poor and destitute street children. This promotes self help and self reliance in society.
- Curriculum, materials, and tools applied and used in the NFE

centres should meet the interests and needs of the learners.

- NFE approaches, methods, plans of action for the conduct of classes, and the location should also be according to the needs and interests of the learners.
- Participants (street children) should be seen as active learners and not as passive ones, as they usually have gained a wide range of life experiences on the streets. This entails the highest degree of participation by the learners (street children), reflecting their key interests, which could also be useful for other learners in the centre and even for the facilitators themselves.

14. Nepal is also a signatory country to the ILO-IPEC Conventions on Minimum Age No. 138 and the Worst Forms of Child Labour No. 182 (1999). These conventions provide a new framework to analyse child labour in various field, which are considered to be the most exploitative. Each signatory country is therefore subject to work for child rights and children's welfare. The Ministry of Labour and Transport Management has already drafted a Master Plan of Action for the elimination of the worst forms of child labour from 2005 to 2007 and all forms of child labour by 2010. The government as well as other stakeholders should therefore strongly implement the conventions as well as the Master Plan of Action on the

ground level to guarantee the full fundamental rights of children.

15. Street children are compelled to do anything possible to meet their basic survival needs on the street. They are mostly engaged in the worst forms of child labour. Street children may not want to go to a formal school or join non-formal education programmes because their daily work greatly hinders them from doing so. For those hunger stricken children, meeting their basic survival needs would be the first priority. Therefore, organizations aiming at providing NFE programmes for street children should realise that daily work may seriously disrupt their education in a number of ways:

- Street children often can't go to school or an NFE centre due to their workload. They can not take time off.
- Work may take street children away from the areas where schools or NFE centres are located.
- Work may provide an opportunity to gain income and independence keeping street children away from schools.
- Street children, who learn to become assertive and confident at work, may be branded as disruptive by teachers or facilitators in schools or NFE centres.
- Street children may be humiliated by teachers and pupils for being dirty or scruffy, and are too embarrassed to remain in school.

- Work may render street children too weary and tired to go to school, concentrate in class or do their homework.
 - Daily work in unhygienic areas; *i.e.* junkyards can cause health problems which make it impossible for street children to attend schools.
 - Street children who miss classes because of work responsibilities may fall behind their peers and become discouraged, especially when they have to repeat a grade.
 - Street children who are abused or exploited at work don't have the confidence to attend school, or may become so distressed that they cannot go to school on a regular basis.
16. Vocational training courses have been identified, recognized, and given due support by the government of Nepal. An establishment of the Council for Technical Education and Vocational Training (CTEVT) is one of the initiatives taken by the government in this direction. There are training centres being operated under the direct aegis of CTEVT in different parts of the country. In addition, there are also NGOs and private organizations running vocational training courses. However, the conventional training centres have still to create an easy and accessible environment so as to provide equal opportunities to all children and youth population especially those on the street. Admission criteria set out by the centres usually exclude the majority of street children and young people from enrolling in the centres. Furthermore, most of the training courses, programme schedules, teaching techniques, materials, processes, and procedures are prepared in isolation from the needs of target groups. It is strongly recommended that the vocational training centres should impart quality (day to day) life skill knowledge and ideas in a pragmatic and practical way to ensure that the training leads **action into reflection**. Vocational training without having the praxis of **action-reflection-action** will not address the learning needs of marginalized young people.
17. The UNCRC states that children should enjoy the right to an education. Article 29 of the convention specifies five goals of education, including; the development of the child's personality, talents and mental and physical abilities to their fullest potential; the development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, and the country from which he or she may originate, and for civilizations different from his or her own; and the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes,

and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin. Street children have the right to freedom from discrimination in education. This right flows from the non-discrimination provisions of the UNCRC. But the prohibition on discrimination in education is not realized in Nepal. It has been observed that the right to freedom from discrimination in education is subject to neither progressive realization nor the availability of resources. It applies fully and immediately to all aspects of education and encompasses all internationally prohibited grounds of discrimination. Instead of facilitating the healthy development of children and providing them with equal opportunities for education, schools are too often sites of intolerance and discrimination. In many parts of Nepal children from minorities and other socially disadvantaged groups are denied education or segregated in inferior educational programmes. This limits their opportunities for growth and restricts their access to higher education and employment. There is therefore a need for a concrete and clear plan, strategies and programmes to ensure complete education provisions for all children in Nepal.

18. Organizations working with/for street children are running NFE programmes by using existing teaching curriculum. The two national level case write-up

workshops on NFE programmes held in Pokhara and Kathmandu in July and August 2004 have expressed the need to rewrite and revise the existing curriculum. These workshops were attended by concerned GOs, NGOs, and INGOs representatives. The workshops provided extensive debate about the existing NFE strategies, approaches, and practices for street children in Nepal.

19. There is little cooperation, and coordination among organizations working with different groups of children in Nepal. Many organizations are working with street children, but the problem is getting bigger rather than smaller. A strong network and extended coordination between the GOs, NGOs, and INGOs working with street children should be considered as an entry point to meet the needs of street children. At regular networking meetings not only GOs, NGOs, and CBOs, but also street children should be able to share experiences, ideas, resources, and information. A national level network and close coordination further enables organizations to bridge the gap between GOs, NGOs, and INGOs, and specifically with street children by bringing them all together onto a single platform to create **One Voice** and **Strong Unity**. Consequently street children will be included in the framework of National EFA Plan of Action that seeks to make the national goals '**Education for All**' by the end of 2015 successful.

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Annex 1: Country profile, Nepal at a glance:

Total Area 147,181 sq. km.

Location

Latitude 26° 22' N to 30° 27' N

Longitude 80° 4' E to 88° 12' E

Border Tibet-China's autonomous region in north and India in south, east, and west.

Ecological divisions

Mountain region 07.9 percent

Hill region 45.5 percent

Terai region 46.6 percent

Form of government: Multi-party democracy since 1990.

Head of state: HM King Gyanendra Bir Bikram Shah Dev.

Legislative body: Parliament

Capital: Kathmandu

Administrative divisions

Development regions 5

Zones 14

Districts 75

Municipalities 58

Village development committees 3914

Population 23,151,423 (2001)

Male 11,563,921

Female 11,587,502

Households 4,253,220

Population density/per sq. km. 157

According to the age group

00-14 years 89,48,587

15-60 years 1,23,10,968

60 and above 14,77,379

Urban/rural population 14.2%/85.88%

Annual population

growth rate 2.2 percent

Literacy rate 53.7 percent

Official language Nepali

(102 vernacular languages

are spoken)

Gross national product

Population below absolute

poverty 40 percent of the total Per

capita income US\$ 233 (2001)

Annex 2: Fact sheet: Children in Nepal

41 percent of the total population are children below 16 years old.

27,000 children die of diarrhoea every year.

There is only one children's hospital.

There is one child specialist to 104,066 children.

Out of 2.5 million disabled people, 5 percent are children.

Only 71 percent of the population have access to potable water.

There are 28,000 primary schools.

2.6 million children are engaged in different sector of child labour.

Girls aged 10-14 work twice as much as

boys in the same age group.

At least 40,000 children are bonded labours.

5000 children are working and living on the streets.

55,700 children are working as domestic workers.

Annually 12,000 women and children are trafficked to India.

34 percent of marriages involve children below 15 years old.

About 100 children are in adult jails 64.1 Infant Mortality Rate per 1000 live birth.

Sources: HMGN/CBS (2002), CWIN, UNICEF, ministry of education, ILO/IPEC Nepal.

Annex 3: UN Convention on the Rights of the Child

The UN started to discuss child rights in 1923 and the issue came into force in a UN International Convention in 1989. It was formally endorsed by the UN on November 20, 1989, which is known as the Convention on the Rights of the Child (CRC). This convention has been ratified by 191 countries in the world; Nepal ratified the Convention on September 14, 1990. Each signatory country to the convention is therefore subject to work for

children's rights and their welfare. Some of the articles are presented here;

Article One: *States for the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.*

Article Two: *States parties respect and ensure the rights set forth in the present Convention to each child within the jurisdiction without discrimination of any kind, irrespective of the child's or his parent's or legal guardian's race, colour, sex, language, religion, political or other national ethnic or social origin, property, disability, birth or other status.*

Article Three: *States parties undertake to ensure the child such protection and care as is necessary for his or her well being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.*

Article Six: *States parties shall ensure to the maximum extent possible the survival and development of the child.*

Article Seven: *States the child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.*

Article Eight: States parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognised by law without unlawful interference.

Articles Nine: States parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.

Article Eleven: States parties shall take measures to combat the illicit transfer and non-return of children abroad.

Article Twelve: (1) States parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. (2) for this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article Thirteen: States the child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

Article Fifteen: States parties recognise the rights of the child to freedom of association and to freedom of peaceful assembly.

Article Nineteen: States parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian (s) or any other person who has the care of the child.

Article Twenty Seven: States parties recognise the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

Article Twenty Eight: States parties recognise the right of the child to education and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular; (make primary education compulsory and available free to all).

Article Thirty One: States parties recognise the right of the child to rest and leisure to

engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

Article Thirty Two: States parties recognise the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

Article thirty Three: States parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end and having regard to the relevant provisions of other international instruments, states parties shall in particular: (a) provide for a minimum age or minimum ages for admission to employment. (b) Provide for appropriate regulation of the hours and conditions of employment

Article Thirty Four: States parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent; The inducement or coercion of a child to engage in any unlawful sexual activity; The exploitative use of children in prostitution or other unlawful sexual practices; The exploitative use of children in pornographic performances and materials.

Article Thirty Five: States parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

Article Thirty Six: States parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article Thirty Seven: States parties shall ensure that; no child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed to by persons below eighteen years of age.

Annex 4: ILO-IPEC Convention Nos. 182 & 190

ILO-IPEC Convention on the worst forms of child labour no. 182 (1999) provides a new framework to analyse child labour engaged in various fields which are considered to be the most exploitative and intolerable under all circumstances. As per the Article 3, the worst forms of child labour includes;

- Slavery or practices similar to slavery including debt bondage, sale of children, serfdom, and forced or compulsory recruitment of children for use in armed conflicts
- The use, procuring, or offering of a child for prostitution or for pornography

- The use of children for illicit activities – particularly within the drug trade
- Work that is likely to endanger the health, safety, or morals of children

The accompanying recommendation no. 190 further gives special attention to cases of the worst forms of child labour where children are exposed to:

- Physical, psychological or sexual abuses
- Work underground, under water, at dangerous heights, confined spaces
- Work with dangerous machinery, equipment and tools
- Manual handling or transport of heavy loads
- An unhealthy environment exposing workers to hazardous substances, agents or processes, or temperatures, noise levels or vibration damaging to health
- Work under difficult circumstances, including long hours, or during the night
- Unreasonable confinement on the employer's premises

All children under age 18 years working in such environments are covered by the above Convention, whether or not labourer is paid.

Annex 5: The Children Act 2048 (1992) & the Regulation on Children 2051 (1995)

The Children's Act, 1992 states that a child under the age of 14 shall not be employed in any work as a labourer and engaged as a labourer against his/her will. It prohibits the employment of a child in environments harmful to his/her health or hazardous to his/her life. It also prohibits a guardian from engaging their children in work which requires more labour than his/her physical capacity, or which may go against his/her religious or cultural beliefs. Some of the key sections and sub-section of the act are drawn here for further information.

Section Two (Sub-section one): *A child means someone who has not completed the age of 16 years.*

Section Seventeen (Restriction to an Employment of the Child):

1. *A child who has not attained the age of 14 years shall not be employed in any work as a labourer.*
2. *A child who has attained the age of 14 years or above shall not be employed in work as a labourer during the period from 6 pm to 6 am.*
3. *A child who may be employed in work as a labourer shall not be made to be engaged in work against his/her will.*
4. *Every child working shall be provided equal remuneration for the equal work without discrimination of any*

kind, irrespective of the child's sex, religion, race or colour, caste and community.

Section Eighteen (Protection from Engaging in Hazardous Work): *No child shall be engaged in work that is likely to be harmful to the child's health or to be hazardous to the child's life.*

Section Forty Seven (Working Hours & Leisure):

1. *While engaging a child as a labourer pursuant to section 46, she/he shall not be engaged more than six hours a day and or more than 36 hours a week.*
2. *Generally, after continuous work of three hours, a leisure of half an hour and a holiday of one day for each week shall be given to the child engaged in the work pursuant to sub-section (1). The leisure of half an hour for each day and a holiday for each week provided thus shall also be regarded as the working hours for the purpose of this section.*

Annex 6: The Child Labour (Prohibition and Regulation) Act 2056 (2000)

This act prohibits the employment of children and provides various safeguards to minors defining children. Such safeguards include restrictions on the operation of dangerous machines hazardous to an individual's health, prohibition of carrying excessive loads and performing night duty, a limitation on

working hours, leisure time in a day and week and minimum wage for children etc. The following are some of the major sections and sub-sections drawn from the act;

Section Two (Sub-section one):

A child means someone who has not completed sixteen years of age.

Section Three (Prohibition to Engage the Child in Work):

1. *Nobody shall engage a child in work who has not completed fourteen years of age as a labourer.*
2. *Nobody shall engage a child in a riskful occupation or work set forth in the schedule.*

Section Four: *Nobody shall engage a child in work as a labourer by pleasing, gratifying or misrepresenting him/her or under greediness or fear or threat or coercion or any other way against his/her will.*

Section Nine: (Hour and Period of Work):

1. *No child shall be engaged in work during a period from 6 pm to 6 am*
2. *No child shall be engaged in work exceeding six hours a day and thirty-six hours a week by giving or not giving extra remuneration.*
3. *A child must be given half an hour's rest time everyday after he/she has worked for three hour consecutively and one day's leave in each period.*

4. *The half an hour's rest time for every day and one day's leave for each week given pursuant to subsection (3) shall be deemed to be a worked period.*
5. *A child who has already worked in an Establishment on a day shall not be engaged in work in another Establishment on the same day.*

Section Ten (Remuneration and Facilities):

1. *An Establishment shall be required to give a child who has worked as a labourer equal remuneration and facilities without discrimination on the background of sex, colour, religion or tribes.*
2. *Remuneration, allowance, leave and other facilities, a child working in an Establishment as to give remuneration and facilities less than the one prescribed.*
3. *No manager shall employ a child in work in an establishment as to give remuneration and facilities less than the one prescribed pursuant to sub-section (2) of section ten.*

Section Eleven (Provision Relating to Health & Safety of Child): *Measures should be taken by managers / owners for health and safety of a child working in an establishment shall be as prescribed.*

Section Nineteen (Punishment and Appeal):

1. *Whosoever commits an act in contravention of sub-section (1) of*

section three shall be punished with imprisonment up to three months or with a fine up to rupees ten thousand or with both.

2. *Whosoever commits an act in contravention of sub-section two of section three and four shall be punished with imprisonment up to two months or a fine up to rupees five thousand or with both.*

3. *A manager who commits an act in contravention of section 6, 7, 8, 9, 10, or 11 shall be punished with imprisonment up to two months or a fine up to five thousand or with both.*

4. *A manager who commits an act in contravention of section 5, 13 or 14 shall be punished with imprisonment up to one month or up to rupees three thousand or with both.*

5. *Whosoever commits an act, except as provided for in sub-sections (1), (2), (3) and (4) in contravention of this act or rules made thereafter shall be punished with imprisonment up to fifteen days or a fine up to one thousand rupees or with both.*

6. *Whosoever having once been punished pursuant to sub-sections (1), (2), (3), (4) or (5) again commits the same act shall be punished every time with twice the punishment mentioned in the same sections.*

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**Report
On**

**Situational Analysis of Street Children
Education for All Policy Review
and
Best Practices Studies on Basic NFE for Children
Living and/or Working on the Streets
in Pakistan**

February 8, 2005

AMAL Human Development Network

In partnership with

UNESCO Pakistan

**By
Pervaiz Tufail**



Human Development Network



United Nations Educational,
Scientific and Cultural Organization

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Acronyms

| | |
|--------|--|
| AIDS | Acquired Immune Deficiency Syndrome |
| CBO | Community Based Organization |
| CRC | UN Convention on the rights of the Child |
| CRI | Children Resources International |
| CEDAW | Convention on the Elimination of all Forms of Discrimination Against Women |
| CCCD | Child Centered Community Development Approach |
| CHRF | |
| CMPT | Child Protection Monitoring Tool |
| EFA | Education for All |
| ECCD | Early Child Care and Development |
| ESR | Education Sector Reforms |
| FATA | Federally Administered Tribal Area |
| FPAP | Family Planning Association of Pakistan |
| GMC | Global Movement for Children |
| HIV | Human Immunodeficiency Virus |
| IHRTP | International Human Rights Training Program |
| IYC | International Year of the Child |
| NCCWD | National Commission for Child Welfare and Development |
| NWFP | North West Frontier Province |
| NPA | National Plan of Action |
| NGOs | Non Governmental Organizations |
| PPC | Pakistan Penal Code |
| PTA | Parent Teacher Associations |
| PRSP | Poverty Reduction Strategy Paper |
| PRA | Participatory Rural Appraisal |
| SCF-UK | Save the Children Fund United Kingdom |
| SPARC | Society for Protection of Rights of Children |
| SAP | Social Action Program |
| SWIP | Social Welfare, Inclusion and Protection |
| TFD | Theatre for Development |
| UNICEF | United Nations Children Fund |
| WESS | |
| YES | Youth Empowerment Skills |
| QAU | Quaid-e-Azam University |
| Moulvi | Religious Scholar |

Executive Summary

The World Education Forum in Dakar, Senegal, 26-28 April 2000, culminated in the adoption of the Dakar Framework for Action, which embodies a revitalized collective commitment to achieve Education for All by 2015. This recognition of the existing basis for immediate action is an active EFA-focused co-ordination between government and civil society.

This national assessment exercise has its strings attached to the process of research for regional study which has been started in Pakistan, Philippines, Indonesia and Nepal and is commissioned by UNESCO Bangkok in collaboration with civil society organizations and UNESCO Pakistan. This national study comprises of three parts; national situational analysis of street children to access and analyses the situation and problems faced in streets; review of educational policies and EFA (Education for All) and case studies on best practices on basic NFE for street children living on the streets and potential areas of strategic intervention for UNESCO. The meaning and definition of *street children* is contested among academics, policymakers, practitioners, politicians and general public with varied individuals and groups have their own preferred definition. Street children are not usually counted, nor subject to census, so are their numbers not known in Pakistan. Different organizations produce local estimates; even conservative figures indicate that there are lots of number of street children in Pakistan.

Government policies, Education for All, Education Sector Reforms were analyzed by conducting literature review, personal visits, focus group discussion and in depth interviews with Ministry of Education EFA Wing, Literacy and Non-Formal Basic Education Department, National Commission for Child Welfare and Development Ministry of Social Welfare and Women Development, other concerned authorities, national and international organizations, ministries EFA implementing partners and national/international organizations were visited to collect accurate information to act as a source of information and a basis of lobbying in Pakistan

In depth interviews, focus group discussions and observational field visits were organized and arranged with street living children, their parents, owners of garbage depots and automobile workshops, community stakeholders, youth and children representatives to assess the ground realities for national situational analysis of street living children in Pakistan

It was observed and shared by the participants that lack of coordination among various concerned provisional education departments is hindering the effective implementation of National Plan of Action and Education for All. Lack of human forces, insensitivity of government officials and concerned departments about street children issues, child rights convention, lack of infrastructure support, unavailability of funds and operational issues including lack of monitoring and evaluation were pointed out as the main gaps. There is no provision of services i.e. educational facility, social rehabilitation, job opportunities, economic development and resource generation for both street living and working children in EFA and National Plan of Action. These children were found victim of sexual abuse and exploitation, maltreatment by law enforcing agencies, house and shop owners and local development authorities (CDA, LDA, QDA, RDA, KDA etc.).

Different categories of street living children like mobile vendors (selling coconuts, towels, flowers, and newspapers etc), serving water to car/bus drivers, mobile pan vendors, bus conductors, truck cleaners and car washers, garbage collectors and recycle trash pickers, shoe polishers (Afghan children specially), temporary/daily wage workers at farms, as butchers, at puncture shops, newspaper hawkers, , mechanics or working at rental shops as "chootas", fruit/toy/clothes/oil sellers, singers/dancers was shared and observed during the research activity.

Poverty, unemployment, physical violence and attitude of family/school teachers/religious leaders in schools and mosques, split/broken families/orphans, forced labour, load of domestic work, desire for freedom, lack of food and educational activities and recreational support inside home, influence of peers and films, drug addiction, self dependence, love and attraction to opposite sex were found major reason for being on the road.

According to this study, only 28 percent street children ever heard about NFBE (Table 5), the lack of information is highest in NWFP (30 percent) and lowest in Balochistan (23 percent). Table 5 further depicts that only seven street children ever attended NFBE program (3 percent). NWFP is highest (5 percent) among the provinces and Sindh is the lowest (1.3 percent) with reference to street children who ever-attended NFBE program. Table 6 shows that lack of information/awareness found to be highest factor for not attending NFBE, followed by shortage of time (22 percent). Almost 21 percent street children reported either their friends did not allow attending or they didn't like it at all. Among provinces, lack of information is found highest in Sindh (42 percent) and lowest in Punjab (18 percent).

Among those who attended NFBE, i.e. seven street children, more than 57 percent found program un-satisfactory and uninteresting. By that very fact, it required to have sound and better non-formal education system and be properly advertised by designing an awareness campaign particularly for street living children all over the country. Street children showed their willingness to attend NFBE and was interesting to note that higher proportions (68 percent) of street children were expressed their interest to attend basic education program (Figure 9), if provided at nearby places.

It was found that school tuition is supposedly free in many countries in Asia and the Pacific but heavy tuition fee structure exist in Pakistan and these or other school fees or charges that are levied generally make it impossible that causes lack of access to public educational services for poor street living children to attend. In some urban areas, children have found to be in conflict with the law, are excluded from formal and non formal schools system because they are considered as having potentially bad influence on their peers and forced to spend their days on street. Other children were unable to go to school because of the need to work and high educational costs. A further problem is that traditional, rote methods of teaching often do not encourage children and syllabus was not seen to be useful by either children or their parents reflected in Table 4. It shows that Sindh has maximum number of street children who were illiterate (81.3 percent) followed by Balochistan (80 percent). Punjab and NWFP have almost identical level of literacy (32 percent). Proportion of ever attended school is highest in Punjab (41 percent) followed by Sindh (40 percent), if given a chance, would they like to go to school and the type of school preference, 52 percent street children expressed their willingness to attend the non-formal schooling followed by 12 percent who were willing to attend formal schooling. A large number of street children (36 percent) did not show any interest or willingness to go to school.

Figure 8 shows that poverty/financial constraints were the prominent reasons for drop-out of school (49.5 percent) in addition to those who never attended school. Besides, an alarming reason of violence by teachers, was purported a very significant proportion by the street children (20 percent). Death/separation of parents, friend's involvement in drug-related activities etc were also shared by the children being cause of drop out of school

It is normal perception, that street children are involved, by and large, in drug-related activities either by practicing or by trafficking. Glue sniffing was found most commonly used substance being used by street children. It is being used by almost every street children in Sindh (96 percent) followed by Balochistan (83 percent) while lowest in NWFP (58 percent)-Table 9.

Charas (Hashish) was another abused substance being used by these street children (41 percent). Balochistan found to be highest where Charas used as abused substance (47 percent) followed by Sindh (43 percent). There was relatively high proportion of Cigarette used by street children (22 percent). There were some cases found where street children reported Heroine, sleeping pills being used as abused substances.

Most of the children spent their earning on purchasing drugs as depicted in Table 9 indicating that almost 50 percent of street children spent upto Rs. 30 per day, while 43 percent spent Rs. 31 to 60 for buying drugs. On average more than Rs. 37 was spent on purchase of substances. This found to be highest in Punjab (Rs. 40) and lowest in NWFP (Rs. 27).

It was suggested that due to the multidimensional nature of the issue, the Government has to work in synergy with various stakeholders including human rights groups, civil society organizations and parents as the key stakeholders facilitating an effective enforcement of National Plan of Action and Education for All. The stakeholders participated in the study was of the view that gaps should be removed and a coordinating mechanism should be developed providing street children a priority. A national network of the organizations working with street children is strongly recommended by local, national and international organizations specifically by street living and working children. The first task assigned to this network should be a national study on figuring out the volume of street living children in Pakistan. Only provision of education and expansion of social safety nets and mediation approaches can support the solution.

An awareness raising campaign should be launched targeting street living children and relevant civil society actors, families of street children should be provided training and orientation on existing structure of educational facilities and UN initiatives like UNESCO's decade educational campaign for out of school children. The preferred options shared by these children were the mobile school establishment in their vicinities closer to their residences.

It was also suggested that there should be a scientific monitoring and evaluation systems which will support free education in a non formal sector for street children on priority basis with a special focus on social reintegration and school joining as per suggested by most vulnerable street living children during focus group discussion and field study. These children should be provided with educational/vocational skills development programs by strengthening of institutional capacity building and proper inspection services.

The recommendation to provide education to this most marginalized and vulnerable group of children is the provision of mobile schools with free of cost non formal education in their vicinities closer to their residences further supported to cope with this situation is to launch a national level awareness raising campaign on UN formal and non formal educational initiatives in Pakistan particularly targeting street living children as lack of awareness was found as the biggest barrier to get benefit out of these initiatives. Sensitization and capacity building campaign for street living children, parents, communities and concerned government officials, establishment of a national network of the organizations working on the issues of street living children, conduct a national mapping and research exercise to know the volume of street children and their connection to education, dissemination of training and information material, clear financing arrangements, sensitization of media and capacity building of relevant actors, better coordination among stakeholders and vigorous implementation of monitoring and evaluation is also recommended.

Chapter 1

Research Study Aims and Methodology

Aims of the research

There are compelling grounds for a review of the Education for All programs in view of The Child Rights Convention, The Dakar Convention and the lives of street living children. This research aims to document policies and programs addressing street living children's right to education in Pakistan. The results of the compiled data hold the purpose of advocating for improved learning opportunities for street living children at national level. This research also seeks to address the gaps in the Education for All program and existing government educational policies. These identified gaps will be addressed in the upcoming National Education Commission for the Ministry of Education Non Formal Education Wing. The Ministry of Education Non Formal Education Wing has been deemed responsible for future actions regarding the Education for All program.

Objectives of research

The objectives of the research are to:

- Describe the situation of street children in terms of basic education
- Analyze Government of Pakistan policies on basic education and the implementing mechanisms for national EFA, particularly for out of school children focusing on street living children
- Identify challenges and gaps related to EFA, particularly for out of school children focusing on street living children and to recommend policies, program and strategies to address these challenges and gaps
- Document best practices on basic education that promote social inclusion of street children. These best practices have been compiled in consultation with national networks serving street children in four selected countries and international development agencies concerned with Education for All

Study Methodology/Design

Social Mapping:

Social mapping exercises were carried out in selected areas of Pakistan. These exercises were utilized to build an in-depth understanding of the demography in order to identify target areas, target groups and potential stakeholders for the research activities. The exercise also served as an introduction in to the communities and further prepared the research team to initiate their studies.

Stakeholder Analysis

An important outcome of the social mapping exercise was the stakeholder analysis. Potential stakeholders were identified, i.e. Ministry of Education EFA Wing, Ministry of Labor, non formal education department, UNESCO, International Labor Organization, Labor Organization, Plan International etc, owners of the workshops("Ustad") and the parents and families of street children. The aim of this activity was to build a shared vision of the project and to get commitments and support for research activities.

The stakeholders expressed a want for information on child rights, functional education etc. and also recognized the need for community-based non formal education facilities. Previous activities in the areas had been restricted to research efforts, with little or no education service provision. Generally, the community

members felt an immediate need for action-oriented efforts focusing on social rehabilitation and financial support for street children and their families. This directly involved the stakeholders and sustainable practices to be incorporated.

Target group

The target group decided upon during the social mapping exercise was male and female street living children between the ages of seven to seventeen in the selected geographical areas. Street youth are commonly referred to as “street smart” but it was observed that children in this age bracket were scared and felt threatened by “group pressure and the adult children in the group”. These children are marginalized, powerless, and face physical and sexual abuse. Street youth do not have access to shelter or security, nor do they have access to basic education. Their literacy level only included the ability to read and write their names and addresses. Street children work for unlimited periods of time without a structured schedule in efforts to gain income.

Geographical areas

The following cities were selected from the four provinces (Punjab, Sind, North Western Frontier Post and Balochistan) of Pakistan. These cities were selected because they are the major urban areas within each province. The cities are as follows:

- Punjab (Rawalpindi, Lahore, Multan)
- Sindh (Karachi, Hyderabad)
- NWFP (Peshawar)
- Balochistan (Quetta)

In most of the focus group discussions it was observed that street youth are unaware about their right to education and do not have information about the non formal educational structure and facilities provided by government, civil society organizations and UNESCO. (This needs to be changed, go somewhere else)

Identification of existing working Civil Society Organizations, NGOs and other agencies

This portion will be discussed in details in the component of best practices study

Instruments

Development of Interview Guidelines

Two sets of interview guidelines were designed to ensure quality research. In depth interviews were conducted with the participants, as well as focus group discussions. These interview guidelines were designed on the basis of the community’s feedback during preliminary discussion with street children and community respondents.

In order to conduct the study, following tools and approaches were adopted

- Interview Guideline for FGD and in-depth interview
- Focus Group Discussions
- In depth Interviews
- Social Mapping Exercise
- Compilation of organizational profile
- Assessment of the organizational profile
- Selection and in-depth best practices study

Sampling:

Qualitative data was collected during the direct field observations with street children. The street children who participated have varied backgrounds. Fifteen focus group discussions with 120 participants between the ages of seven and seventeen years were held to gather this data. Ten one to one (in-depth interviews) with key informants in identified areas and twenty organizational assessment interviews with the focus to identify best practices were conducted. There were also, 250 street living children were interviewed for street children's problem identification

The following sample lists the indicators that were used to gather the participants.

- Gender Boys/Girls
- Age 7-17 years
- Availability in target area at the time of research
- No fixed address
- Economically independent and dependent

Analysis design

- Descriptive/observational
- Cross sectional survey for RSA
- Especially developed data entry system
- SPSS

Research Techniques

Participant observation

The main purpose of this exercise was to observe the participants in their own environment. This allowed the participants to feel more at ease when being interviewed. During interviews and field visits, non verbal and verbal behaviour of the participants were observed.

Focus Group Discussions

15 Focus Group Discussion (FGDs) conducted with at least three children from both the two set age bracket (7-12 and 13 to 17 years of age) participated in these discussions. A total number of 120 children participated in the activity. Groups were divided into 8±1 members to facilitate quality discussion. FGDs were conducted in following localities of Sind province (Karachi- Azad Office, Abdullah Shah Ghazi Mazar, Hyderabad-Railway station, Qasim Abad), Punjab province (Lahore-Ravi Park, Choberji, Data Sahib shrine, Lahore railway station, Pindi-Jamia Masjid Area, Gawalmandi, Raja Bazar, General Bus Stand Peer Vadhai, Multan Shah Rukna-e-Alam Mazar, Ghanta Ghar) , North Western Frontier Province (Peshawar-Lady Reading Hospital, General Bus Stand), and Balochistan province (Quetta city)

The main purpose of these focus group discussions was to determine the knowledge, attitudes, practices toward formal and non formal education and prevailing norms led the target audience with specific objective to indicate and illustrate:

- Reasons of incomplete education
- Knowledge/ awareness about formal or non formal education programs
- Attitude towards formal and non formal educational programs
- Motivation for enrolment/induction in formal and non formal programs

In-depth Interviews

In-depth interview methodology was used during organizational assessment for best practices study to explore organizational patterns that determine their underlying rationale and methodologies. 20 in-depth interviews of the organizations were conducted with the focus to identify best practices. Each interview took two to three hours and these were conducted on the availability of the organizational contact persons.

Key Informant Interviews:

Research team conducted 10 one to one in-depth interviews with key informants in the identified areas to get to know the psychology of the areas to avoid any mishap. Interviewees included Ustad, a prominent social worker, shopkeepers; health services providers and hospital personnel.

Mechanical assistance

The purpose of this was that the research team was not technically strong in the area of data management and compilation. Technical expertise was hired for the better management of the data.

Data Collection/ Management and Compilation

Fieldwork was conducted in order to collection information. Focus Group Discussions and in-depth interviews were recorded. It was decided to conduct FGDs with the street living children during the social mapping exercise as well.

After the fieldwork/survey and FGDs, the tapes of the interviews were reproduced on notebook. The data then translated into English by three translators after which it was computerized on the Microsoft Word software. Questionnaire was prepared based on the findings of the field visits.

Data Quality

The quality of the data depended largely on the level of the skills of the interviewers. The quality of the data, also varies, as a result of the lack of trust that the street living children felt in sharing their life experiences with strangers. Some children thought that that this research was being conducted by government officials, and were hesitant to respond truthfully, thus, reliability is an issue. Interviewing the street living children in the younger age bracket was at times problematic, because some children felt pressure from the older children to answer questions in a certain way, or not answer at all. The quality of data collection varied from in most cases exceptionally good to in a few cases poor. Overall the data yielded valuable information.

Phase wise Methodology and Research Design

This study is comprised of three phases e.g. phase one (literature review), phase two (situational analysis of street children) and phase three (best practices identification)

Literature Review- Phase I

Desk review of secondary material on EFA, NPA and National Policies with reference to non formal education for street children, this material was supported by existing networks (Ministry of Education (EFA Wing), Ministry of Labor, UNESCO, International Labor Organization, AMAL's national network of street children and other national and international organizations). Extensive net search was used as primary resource for data collection. Provincial partners were identified to be included in the process of sharing and compilation of data focused on street children's issues. Networking and collaborative efforts with and existing networks of Ministry of Education (EFA wing), Ministry of Labor, UNESCO, International Labor Organization was secured as primary resource for data collection. A mapping exercise was conducted to identify potential government/non government organization/entities whose focus is on working on Basic Non Formal Education for street children. Policy documents from Education for All and other secondary material were analyzed to identify gaps and were used to make further recommendations and suggestions.

Situation Analysis of Street Children in Pakistan- Phase II

To describe the general situation of street children in terms of literacy and access to educational services, existing material was reviewed. The following target areas were identified with the focus on identification of potential government/non government organizations, in Sindh, (Karachi- Azad Office, Abdullah Shah Ghazi Mazar, Hyderabad-Railway station, Qasim Abad), Punjab province (LahoredeRavi Park, Choberji, Data Sahib shrine, Lahore railway station, Pindi-Jamia Masjid Area, Gawalmandi, Raja Bazar, General Bus Stand Peer Vadhai, Multan Shah Rukna-e-Alam Mazar, Ghanta Ghar) , Norht Western Frontier Province (Peshawar-Lady Reading Hospital, General Bus Stand), and Balochistan province (Quetta city)

Target group and Sampling

Gender (Boys/Girls) aging, 7-17 years

- Availability in target area at the time of research
- No fixed abode/permanent address
- Economically independent/dependent

Qualitative and quantitative/descriptive/observational study design was implemented focusing on Focus Group Discussions, in-depth interviews (with street living/working children) and field/participant observation along with especially developed research tools for this study (mentioned above)

Best Practices Study- Phase III

In-depth studies of selected entities/organizations were completed through the compilation of related documents (organizational profile, annual reports, project reports and ongoing projects etc). This research further lead to in-depth interviews with selected organizational representatives/organization by conducting field and organizational visits. Based on the analysis of the documents, field visits and analytical review of the organizational profiles, organization were selected as the models for best practices which included a detailed review based on the working methodology and target population

Chapter 2

National situation of Street Children

The Asia-Pacific Region is home to nearly half the world's children. A growing number of these children are those who can be grouped under the title of 'street children'. The phenomena of street children is becoming a global one, and street children are now often part of the urban scene in Asian countries. Street living children represent a marginalized, vulnerable, and victimized segment of society. The United Nations has been attributed as estimating the population of street children worldwide at 150 million, with the number rising daily. At least 120 million children are being exploited at work. At least one million children in Asia alone are being commercially sexually exploited in brothels, bars and on the streets. Many of them are doing difficult and dangerous jobs and are injured in serious accidents.

Although the term *street children* is neither a precise, nor very useful classification for children "on" or "of" the street, the term does serve as a point of engagement in considering the variety of issues and problems facing far too many vulnerable children. The problem of applying a standard definition is of many folds. First, there is the difficulty of making equivalencies across different cultures, economic conditions and geographical coverage. Second, the overlapping categories currently in use also include children who have had experiences in common with street children, who may have been street children or who may become street children. A broader perspective is necessary to make the term more meaningful, especially when considering the effectiveness of particular interventions.

The term *street children* is a cross-cultural term. There is a tendency to resist the use of the term in developed countries, and replace it with, "runaways" (children who have run away, or left home or residential care) or simply homeless young people. Children grouped within the category of 'street children' range in age from three to thirteen. About forty percent of these children are homeless, this is the largest percentage of homeless children in recorded history and it is only growing. The remaining sixty percent work on the streets to support their families. They are unable to attend school because of financial and social constraints, and are considered too live in "especially difficult circumstances". Many of these children do not have access to proper shelter, food, or education. Street children are often defined as a 'mobile population' and are considered to be 'out of place' as many do not have a place to call their home. The idea that these children are 'out of place' speaks to the societal oppression that these children face. The vulnerability of these children, and their life circumstances can not be properly summed up in the title of 'street children'

To understand the concept of street children, a working definition should be given. The term 'street children' refers to include street-working children, who may maintain strong relationships with their family of origin, and street-living children who have very limited or no contact with their family and have no or temporary shelter without with out consistent employment. The term street children also refer to children for whom the street more than their family has become their real home. It includes children who might not necessarily be homeless or without families, but who live in situations where there is no protection, supervision, or direction from responsible adults

At the root of the definitional dilemma, is the aim of which may vary on the part of organizations, projects or individuals, from moving away from the patronizing solution of "saving" children to realizing children's rights, or to an attempt to put children back "in place."

United Nation's definition

"Any boy or girl.....for whom the street in the widest sense of the word...has become his or her habitual abode/or source of livelihood, and who is inadequately protected, supervised or directed by responsible adults"

UNICEF's Categorization of street children

- Children on the street with continuous family contact
- Children on the street with occasional contact with families
- Children who live on the street on their own (the abandoned and orphaned children)

It is the third category of children who suffer the most and are most severely deprived of basic human rights. Street living children have to manage their own economic and psychological survival. In this study, *street children* is used as shorthand for children who might transit to the street, children on the street, or children who have previously lived on the street. The term refers to children who hold a variety of occupations, including beggar, rubbish picker, shoeshine boy or flower seller, sweat shop worker, sex worker, petty criminal, etc. Major themes in most descriptions of street children include homelessness, separation from family, and being out of school, but often those children designated as street children do not possess all of these traits. A further set of characteristics includes poverty and the need to work. The circumstances and experiences of street children overlap with several other categories of children, such as trafficked children, migrant children, and working children. There also is overlap with a range of problems and difficulties confronting many children, including endemic poverty, domestic and/or sexual abuse and other violence, hazardous working conditions, exploitative labor, substance abuse, conflict with the law and juvenile justice, and the HIV/AIDS pandemic¹.

In Pakistan street children are found within the broader context of a large number of working children, conservatively estimated to involve 10 million children under 14-years old in 1994². The details of economically active children provided by the CLS showed that out of 3.3 million identified child labor, 2.43 million were boys and 0.88 millions are girls out of which 17.6 % children are working and supporting their families. 3 out of 10 children aged 5-9 years in Pakistan do not go to school and 3 out of 5 never see the inside of class room³. Children are said to be engaged in labor in poor and hazardous working conditions that approach “near slavery.” Some children in bonded labor abscond to the streets. Other children are trafficked. In 1992 it was estimated that some 20,000 were sent to the Gulf region to be used as camel jockeys. It was reported that children taken into detention were placed with adults and open to sexual exploitation and “re-education” by hardened criminals (ibid)⁴. In this context it may not be surprising that in Pakistan “the issue of street children has not been considered important or considerable enough for a check on magnitude to be drawn in the country, therefore numbers are not known” (Workshop SC 2002). However, one estimate for Lahore alone suggested 10,000 street children. Given that some 40% of the 14 million population of Karachi live in squatter settlements, the figure for street children in this city could be significantly higher than that of Lahore. Causes for children being on the street in Pakistan also includes poverty, family violence and conflict. NGOs appear as a major resource in working with the children and undertaking practice-based research of the issue. In 1999, a “non-government initiative” was launched “to protect more than a million street children in Pakistan following the sensational murders of nearly 100 children in Lahore by a serial killer Javed Iqbal”⁵. A report in 2001 noted that the majority of more than 10,000 children on the streets of Karachi were Bengalis and Burmese as well as other ethnic groups including Punjabis, Baluchis, and Urdu-speaking children. Nearly 90% used various drugs, with some 65% using solvents⁶. The range of national

¹ NGOs coalition on Child Rights/Unicef Pakistan 1999, “Community Perception of Male Child Sexual Exploitation in North Western Frontier Provinces”

² OMCT 1994

³ www.unicef.org/pakistan

⁴ Pervaiz Tufail, Thomas Fenny and Mari Wornham, “Juvenile Justice System and Street Children in Pakistan, Spring 2004

⁵ Najeeb 1999

⁶ Dawn 2001

origins, as well as extensive substance abuse, points to the vast differences traveled by some street children, as well as the plight of ethnic and minority groups.

Some street children in Pakistan are highly visible, and the subject of public concern because they are “out of place.” Some see such children as victims; others see them more as small criminals⁷. Some street children are rendered invisible, these children are often kept and controlled as underage sex workers or as laborers in dangerous jobs or in unhealthy working conditions. The public view of street children in Pakistan is overwhelmingly negative. The public has often supported efforts to get these children off the street, even though they may result in police round ups, or even murder. There is an alarming tendency by some law enforcement personnel and civilians, business proprietors and their private security firms, to view street children as almost sub-human.⁸

The most threatening people and agencies mentioned by these children during this study are police, law implementing agencies, wealthy persons, contractors of different fruits and business markets, watchmen and owners of different workshops and shops. In addition, there is an even larger range of problems and issues associated with children who spend a part of their lives on the street, working, in transit to other places, and who may or may not be permanently separated from parents, family or other adults. Street children in Pakistan are extremely prone to drugs, sexual and physical abuse and exploitation from many arenas and do not have adequate access to health, nutrition and hygiene and legal support⁹. They live on streets, under the shed of shops, in small quarters hired by 8-12 groups of children¹⁰. The immediate and long-term implications of such a traumatic setting are profound and heart breaking. One estimate places the number of street children in the developing world at 100 million “a number equivalent to the population of Mexico and more than three times that of Canada” that increasing day by day.

Processes of placing children in categories, such as ‘street children’ counter not only to the development of holistic practice interventions, but also to the realization of children’s rights, which, given the almost universal ratification of the United Nations Convention on the Rights of the Child (CRC) that provides the main international standard for work with children. To act in compliance with the CRC requires addressing street children’s lives in context. The first context is connected with children’s identity, (proscribed or realized) as citizens and inhabitants of Pakistan. One important question in looking at the lives and experiences of street children is looking also to their future. What does an uneasy survival on the street now, or in other occupations, bode for children’s development and future lives? Some street children are referred to as “*permanent street children*,” indicative of the growing perception that street children are a permanent feature of the urban landscape not only in Pakistan but also throughout much of the Asia-Pacific region.

Pakistan is one of the developing countries working on different plans of action to make quick progress. The total population of Pakistan is 145 million of which 48.15% are women¹¹ with an annual growth rate of 2.6%. The number of adolescents living in Pakistan is incredibly high with 55% of the population i.e. 78 million are children under 18 years of age. Among them one third are those who fall under the age bracket 10-18 years. Recent estimates indicate that 35% of the populations live below the poverty line, and this percentage is even higher for those who live in rural areas

Pakistan’s population statistics on age, gender and poverty are connected to the number of children who have been forced to live their lives on the streets. Beginning with where children are living, it is then possible to look at issues of prevention, street work, and children moving on from the street to situations that place them at increased

⁷ Pervaiz Tufail, Thomas Fenny and Mari Wernham “Juvenile Justice System and Street Children in Pakistan” Spring 2004

⁸ Pervaiz Tufail, Thomas Fenny and Mari Wornham, “Juvenile Justice System and Street Children in Pakistan-Spring 2004

⁹ Drug Abuse and Child Sexual Abuse in Street Children-Sahil Magazine 9, issue 25

¹⁰ KABP Study in Gawalmandi-AMAL Human Development Network 2003

¹¹ (National Institute of Population Studies Projection, June 30, 2003)

risk. While the focus of much work with street children has been on provision of shelters or temporary accommodation, education, and training, increased attention now is being given to prevention work. There is a great need for coordination of services in order to seek out and fill gaps in the provision of services directed to street children, and for standards to be developed, implemented, and monitored. Places and methods of work include the active participation of children, working with them to begin to address key protection issues. The government of Pakistan is trying to build some strategic programs for out of school children in its National Plan of Action and Education for All with the collaboration of Ministry of Education EFA Wing and Literacy and Non Formal Education Department.

The development of street living networks and children's own organizations, are not a part of Pakistan's scope of social development programs. There are not any organizations working solely on street children issues. Few of the organizations covering awareness and prevention methods have faced challenges from political groups who are opposed to children acting as active citizens, despite this being a fundamental element of the Convention on the Rights of the Child. Existing organizations need to emphasize the rights of street children, and organizations have to be formed to address the wide range of needs of Pakistan's street living children. The existence of such organizational networks will have a huge impact on the development of provision of services for street living children and an emphasis on meeting children's needs on the street, including children's empowerment.

The Javed Iqbal Incident

The plight of street children in Pakistan came to the forefront with the Javed Iqbal incident - involving the killing of more than 100 street children in Lahore. This one incident exposed a number of unpleasant truths about the frailty of the family and its crumbling support system in the face of extreme poverty. All these children came from poor families, and had left home either to look for work or to escape the harshness of their existence at home.

Around 30 of the victims were children who had runaway from home in search of work. About 35 of the children had been away from home for one to four months and 13 for more than four months. Parents of 17 had reported to the police about their missing children; the police had only registered one report. One reason for not registering reports by the police is to make the crime rate look low, and its own performance appear better. In this case, the police said that they had not received any complaints regarding these missing children.

Pakistan does not have many children who live their lives solely on the street but there are many living off the streets. The number of children frequenting streets and public places to earn, to beg and "hang out" with their peers both by day and night is growing. Statistics are not available of street children in Pakistan whose parents have abandoned them or they have runaway from home. One estimate places the figures around 14000 street children in the metropolitan centers of Lahore¹², in Karachi more than 15,000¹³, Quetta has more than 15,000¹⁴ and in Peshawar more than 5,000¹⁵. The estimate is that 5000 immigrants enter Karachi daily, and that 40 percent of the 14 million population of that city live in squatter settlements. Estimates for other major urban centers such as Faisalabad, Multan, Peshawar, Gujranwala and Quetta etc are not available. With the increase in the rate of population and poverty, the magnitude of the problem can get more serious. There are growing numbers of children in the street with no apparent family links. The pressures of rural poverty contribute to the migration of families to urban centers. In the struggle for survival in the cities,

¹² (Godh report 2003),

¹³ (different non governmental organization's data)

¹⁴ Social Welfare Department Government of Balochistan

¹⁵ Different non governmental organization's data

children are forced to take an active part as income earners. Thus, school age children are out on the streets to earn some money to supplement their family income. While most children migrate with their families, some children come to the cities by themselves. Many young children run away from their homes because of abusive parents, violent home environment and family breakdowns. The situation of the unattached single migrant children is more difficult due to the unfamiliar environment in which they find themselves in the cities with little support from the peer groups and with hardly any experience or contacts in the city.

In Pakistan, the issue of street children has not been considered important enough for research into the magnitude to be done. However, although a countrywide situation analysis is a requirement, one important point to note is that if and when assessed, the numbers are likely to be relatively low (when compared to, for example, child workers figures). This, however, should be a catalyst for action rather than excuse for shelving the issue and waiting for its magnitude to increase. The severity of the abuse and denial of child rights, making street children the most marginalized group in Pakistan should make the issue of street living children a high priority on the humanitarian agenda. The rights of street children are not seriously considered in part because of economic policies, legal policies, and politics. Children are not expected to find work, nor to be homeless under the age of 16 years in developed countries, because of legislative checks and welfare and police systems. As qualitative assessment identified that street children generally do not attend school but they do work. They may not be registered or have official identity, they may not receive any public education or health care, they may be harassed by police, have no opportunity for recreation or play, and certainly are not consulted in matters that affect their daily lives. The particular situations of street children are not being covered by the rights defined by the CRC. Working within the broader context of street children, the following types of street children arose during focus group discussions, observational study and questionnaire implementation as mentioned below.

Types of street children

The children ranging from daily hawkers to temporary wage workers were found to be more prominent during research (annexure A)

Gypsy street children

Amongst the group of street children, the most vulnerable, marginalized and ignored are the gypsy children. They are most vulnerable community who live at the margin and slum periphery of the society. They live apart from mainstream urban society in temporary established tents, thatched and mud houses at the outskirts of urban housing societies and in rural areas bordering the urban areas with or without their families. They live and work on the street and are engaged in professions like casual labor, bangles and mud toys seller, acrobatics, cane making, garbage collectors, beggars, fortune telling, coppersmith, tinkering, mechanics, snake charmer, musicians, behrupia, singers, dancers and neem-hakim (fake doctors)

Gypsies have a huge population in Lahore (the capital of Punjab province) and its surrounding. There are 292, 400 gypsy people living in various localities of Lahore only and same situation is reflected in other cities¹⁶.

By whom street children felt threatened?

Parents, police, local development authorities, shop/workshop owners, teachers were found to be the most threatening people (Annexure B)

General Problems faced

These are the problems shared by the street living children during focus group discussion with general and focused perspective as most neglected, marginalized and vulnerable group of society (parents and people

¹⁶ A fact-finding survey by Godh Lahore in 2003

ignore and hate us), no educational, health and social support system, all types of violence, poverty, health, drugs, no safety nets, no information on rights, no accommodation, police torture while sleeping on road, kidnapping, drug traffickers etc (Annexure C)

Problems faced from Police¹⁷

Sexual abuse during detention, keeping in lock up with adults, threatening relative and demanding bribe, no health, bedding, education and nutrition facility inside jails, pointing street children as thieves, drug addicts/carriers or sex workers, harassment and torture, physical beating ((kicking, beating with leather shoes, stick, slapping and verbal abuses) and no FIR and follow up if arrested

Problems faced from community

No job provision because of security demand in person or in cash, provide no shelter, food and security, consider us thieves at the occasion of marriage, no entry in posh areas, no love and legal support and elder one with whom we have fought, came at night, tore our trouser and have sex forcefully

A daily Life profile of street children

Street children are most evident in large cities, where they work in occupations that bring them into contact with the public, both the local population and foreigners. The range of work includes begging, collecting rubbish for recycling, scavenging rubbish dumps, shoeshining, flower or magazine and newspaper sales, prostitution, or the less visible petty theft. In some of these occupations children work alone, although they frequently are under the control of adults, older street children, or gangs, and with or without knowledge of their parents (if they indeed remain in contact with their families). Many working children may be under coercion to deliver a certain amount of money each day. The adults in control of these children generally are careful not to be visible to the public. Children do work openly with some adults in some places, for example with their families in food processing and selling, or as market porters. Solitary working makes children especially vulnerable to exploitation by adults, including kidnapping and trafficking, or being drawn or forced into criminal activities or commercial sex work. There are also occupations invisible to the general public, such as work in factories or sweatshops, serving as drug couriers, or in brothels or other forms of sex work. Some of these children may not have come directly to the street, but have followed paths and processes taken by other street children. Street children come into conflict with the law in many ways. Some children are trafficked or otherwise coerced into involvement in illegal activities, from bag snatching and petty theft to drug or weapons smuggling. Children may steal food or clothes for themselves. Street children are often stigmatized by police and the public, who believe they are doing something wrong even if they are playing¹⁸. Children are not always taken into justice systems when in conflict with the law, but may be dealt with “informally” when they are perceived to have behaved wrongly. Street children are beaten brutally by police, shopkeepers, or other adults, reinforcing the perception of street children as criminals. Children also report having to bribe authorities including police, and often are subject to harassment by police including beatings, abuse and other violence, including sexual violation. By day or night, children are bullied by other children or by adults. Children often report a lack of place or space to play, including being moved from parks or other public spaces by police or security guards. Children on the street also are exposed to other risks, including substance abuse (chiefly glue sniffing or solvents, amphetamine type substances, and opiates)¹⁹.

¹⁷ Pervaiz Tufail, Thomas Fenny and Mari Wornham, “Juvenile Justice System and Street Children in Pakistan”, Spring 2004

¹⁸ Pervaiz Tufail, Thomas Fenny and Mari Wornham, “Juvenile Justice System and Street Children in Pakistan”, spring 2004

¹⁹ Pervaiz Tufail, Thomas Fenny and Mari Wornham, “Juvenile Justice System and Street Children in Pakistan”, spring 2004

Causes of being on streets

Why does a child run away from home in a village or from a home in a city slum to live on the city's streets alone? Why are the streets of Pakistan becoming increasingly populated with small children? The origins of the street children phenomenon are varied, and the direct causes are many. Any of the processes of children becoming separated from family may result in children living and working on the street at some point, perhaps via some other activity, and even then moving on to other places such as a brothels or sweat shops. Adults are often involved in children's separation from home, sometimes directly in collusion with parents, more often by kidnappers or traffickers or by negligence. Rapid industrialization, urbanization, urban and rural poverty, socio-economic pressure, to name a few, is the major causes for the growth of street children problems. Although one or a combination of propelling factors - such as ill treatment by a parent or an adversity like seasonal drought - may have forced a child into the streets, this reaction at the micro level is the result of numerous causes at the macro level. Larger social, economic and political forces combine to marginalize children and bring them to a city's streets: an economic atmosphere which pushes a section of our society to the edges, a political agenda that is based on tokenism and a stratum of society which is increasingly splintering in the course of its struggle for survival.

For decades, the Pakistani State has approached the concept of development with a restricted perspective - the focus on urbanization, in locating industries in major towns and cities, an unequal distribution of resources with a marked rural-urban disparity, policies that stress big dams and reservation of forests for game sanctuaries, attitudes which encourage deforestation - all combine to systematically displace people to towns and cities. Urbanization and displacement also lead to a breakdown of the family structure, social tensions and upheavals driving children to urban streets.

Street children are a result of this very breakdown. They represent a critique of the way society is structured, challenging a development model that views some people as dispensable. Deciding early in life, to stand up against familial injustices - alcoholic parents, abuse, non-fulfillment of their needs, they move out of their homes into the alleys of most urban centers. Following reasons were identified while research phase shared by the children by themselves

Why we are on roads (voices of street children during focus groups)

Poverty, physical violence and attitude of family school teachers/religious leaders in schools and mosques, unemployment, lack of food, health, educational activities and recreational support inside home

- Split/broken families/orphans
- Desire for freedom
- Lack of food, educational activities and recreational support inside home
- Forced labour
- Load of domestic work
- Influence of peers and films
- Drug addiction
- Day dreaming (wish to become rich within a day)
- Self dependence
- Love and attraction to opposite sex

(For details, see annexure F)

Means of Sustenance Adopted by Street Children

Occupational mobility of street children is very limited due to lack of education, skills, training, finance or even guidance and help. Street children do not have the educational or vocational training to advance in regards to occupation. The future hardly holds little promise for them. Thus, street children are not only without a childhood but have very limited prospects of a better future. The employment of the street children

is entirely in the informal sector. The jobs in which they engage themselves do not require any special skills or training or a sizeable capital investment. The majority of these children never reach beyond a fourth-grade education. These children live on the streets, often in groups ranging from four to twelve children. They sleep in abandoned buildings, under bridges, in doorways, or in public parks. Religious tombs have become very popular places for street living children's squatter settlements. They are engaged in work requiring some skills, which they acquire through apprenticeship at the workshops on the city's streets and back alleys. The work they engage in requires little skill. The working hours show wide fluctuations - some occupations are possible only in the early mornings or late evenings (e.g.) selling newspaper, flowers, etc. Most street children, however, work fairly long hours (8 to 10 hours).

Street Children's earnings are usually between Rs 10 and Rs 50 per day but this is not regular. Some occupations like rag picking and scrap material collecting bring higher daily earnings but this imply work in very unhygienic, unsanitary and hazardous environment.²⁰

Engaged in a day-to-day survival scenario, street children develop the resourcefulness, self-reliance, independence and survival skills in an unfriendly and unsupportive street environment. They hardly have any savings and do not usually keep money on themselves for fear of losing it to the older boys. Therefore, they prefer to spend most of what they earn.

The largest numbers of children on the streets are those who beg. They prefer begging because it does not require hard labor and sometime they can make good money in a day. At times, begging runs in the family where the children are taught early in life, even as infants, the art of getting sympathy. Many families that have suffered socio-economic disasters end up asking their children to beg for money or food.

Many economic activities of the street children are controlled by 'territories', which are guarded by members or gangs. Such gangs terrorize a number of these children and they end up working for the gangs that use them for selling drugs, stealing and giving information for purposes of theft and robbery.

Health Problems

Street children are exposed to unsanitary and unhygienic surroundings, climatic variations and various health hazards. The health and nutrition status of these children is poor. The lack of access to bathing and toilet facilities and medical care further accentuate their poor health conditions.

Other children, adults and local bullies also expose them to physical and sexual abuse and extortion. Harassment by police and enforcement authorities on charges of vagrancy, gambling, thefts or other illegal activities are also a major problem that the street children have to daily encounter.

Among the most serious threats to the health of street children is their high degree of exposure to drugs and sex abuse. There are street children that use cigarettes, alcohol and different drugs. Drugs that are easily available are solvents, marijuana and, at times, crack. Vulnerable children and youth frequently abuse inhalants. Unlike other drugs of abuse, inhalants are defined by their route of administration and are mostly legal substances (such as art and office supplies, industrial chemicals, or aerosol propellants) which are easily available, inexpensive, and used primarily by disadvantaged groups. These children also have a higher risk of acquiring STDs and HIV because of their early exposure to both heterosexual and homosexual sex. . Street children are especially vulnerable to STDs (sexually transmitted diseases). Many of the girls living on the street between the ages of 14 and 18 have at least two or three STDs - the STD rate is so high among them. They start sexual intercourse very young. For example most 10-year-old girls are already having regular sex

Social Problems

²⁰ AMAL KABP Study in Gawalmandi and Quetta (2002 and 2003)

Street children hardly have any social status in the context of larger society. Their existence is tolerated but they are looked down upon by society as delinquents and are not trusted.

While most street living children are law abiding, the sheer need for survival forces some into illegal activities like pushing drugs, contraband, etc. Some also acquire the habit of smoking and gambling at a young age. They also run the additional risk of sexual abuse and exploitation. Sexual abuse refers to a situation when a person uses his or her power and authority to engage a child (forcefully or without force) into a sexual activity for his or her sexual gratification.

Child sexual abuse involves a wide range of sexual activities. It may include fondling of the child's genitals (or getting the child to fondle the perpetrator's genitals); masturbation (with the child as either observer or participant); oral sex; vaginal or anal penetration; fondling of breasts, voyeurism or exhibitionism. These children are very vulnerable to such abuse by local bullies and police.

Housing and Shelter Problems

While most child workers have homes to go back to after work, the street children are completely alone and are constantly at the mercy of their employers. The number of meals they get is from one to three daily, often they get leftover meals from restaurants and eating-places in the area that they hang around. Many are also found in the vicinity of religious shrines where people donate food for the poor. Some live in the places of their work, on the pavement, in the bus stations or near the railway stations, and thus are exposed to various risks. Such children obviously are at the mercy of criminals, drug addicts and the police. This kind of existence, may a times, pushes these children into a life of crime, often under the control of organized adult criminal and anti-social groups. Thus, street children are amongst the most deprived, marginalized and unprotected. They live in a world of their own, alienated from the mainstream society. While they do develop survival skills and some degree of resourcefulness and self-reliance, their environment hardly holds out opportunities for access to social services, education and vocational skills training.

Street living and working children are deprived of rights, education, nutrition and legal support. They are the victims of maltreatment by law implementing agencies. There is urgent need for an action directed towards the development of laws and rights based approaches that enable street youth to become more productive and safe from all mal practices. One of the most under acknowledged problems is educational reforms and formal/non formal educational facilities for street living children. Education for All is implemented but needs collaborative efforts to get required results. It also, needs to be implemented at national level with the involvement of street living children. There are no specific laws related to children or juveniles to protect them. It is also required to develop some plan for juvenile prisoners because hundreds of children languished in jails throughout the country and many of them are born in jails and never breathe outside jail. They are living helplessly without any educational and moral support particularly from non formal education ministry.

Chapter 3

Research results and findings

Introduction

Why does a child run away from home in a village or from a home in a city slum to live on the city's streets alone? Why are our cities getting increasingly populated with small children? Rapid industrialization, urbanization, urban and rural poverty, socio-economic pressure, to name a few, is the major causes for the growth of street children problems.

Although one or a combination of propelling factors - such as ill treatment by a parent or an adversity like seasonal drought - may have forced a child into the streets, this reaction at the micro level is the result of numerous causes at the macro level.

Larger social, economic and political forces combine to marginalize children and bring them to a city's streets: an economic atmosphere which pushes a section of our society to the edges, a political agenda that is based on tokenism and a strata of society which is increasingly splintering in the course of its struggle for survival.

For decades, the Pakistani State has approached the concept of development with a restricted perspective - the focus on urbanization, in locating industries in major towns and cities, an unequal distribution of resources with a marked rural-urban disparity, policies that stress big dams and reservation of forests for game sanctuaries, attitudes which encourage deforestation - all combine to systematically displace people to towns and cities. Urbanization and displacement also lead to a breakdown of the family structure, social tensions and upheavals driving children to urban streets.

Street children are a result of this very breakdown. They represent a critique of the way society is structured, challenging a development model that views some people as dispensable. Deciding early in life, to stand up against familial injustices - alcoholic parents, abuse, non-fulfillment of their needs, they move out of their homes into the alleys of most urban centers.

Personal Background Profile

Age-distribution

Figure 1 depicts the age distribution of sampled-street children. It shows that six percent of street children were found in their ages less than 12-years. Highest proportion was found in age-bracket 12-14 (49 percent) followed by 45 percent in 15-17 age-brackets as no street children have been interviewed from age-18 and above. The median age of street children were 14 for this survey. It clearly indicates that mostly children were found in early teenage group.

Figure 1: Age Distribution

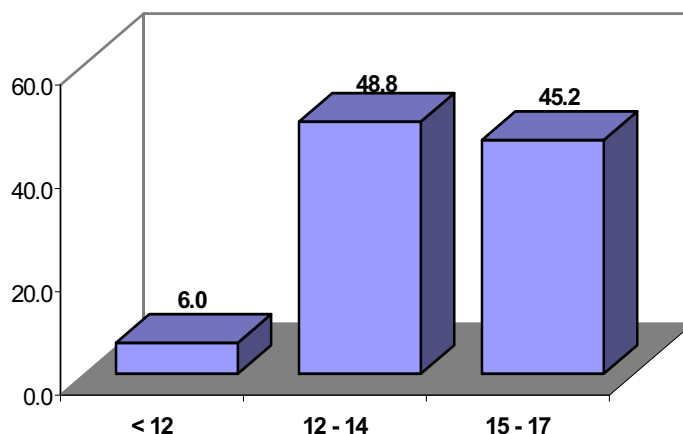


Table 1 displays differential of age-distribution found among provinces. It shows that Punjab has almost similar trends as in national-level. The proportion of < 12 was found highest in NWFP (20 percent) while proportion of age-bracket 15-17 found highest in Sindh (52 percent) followed by Balochistan (47 percent), Punjab (46 percent) and NWFP (45 percent). This trend perhaps depicts that elder street children were more attracted by major cities within province like Karachi/Hyderabad in Sindh and Quetta in Balochistan.

Gender

Most street children across the Asia-Pacific region are boys. The immediate dangers to girls of sex abuse from the public, from the authorities, and from other street children are well known. In some places street girls keep their hair short in attempts at disguise (for example, IHT 2003).² In the Philippines, however, 30% of the street children population are girls and vulnerable to sexual abuse and exploitation, pregnancies, and sexually transmitted diseases. They also face stereotyping and derogatory terms and name calling, suggesting that they are voluntarily promiscuous and have no morals (CRB 2003). 65. In some places, girls face additional problems concerning their future, for example, the difficulty of making a decent marriage without the sponsorship or protection of a male relative. In many countries in the region, girls who have been raped or involved in the sex industry face stigmatization and discrimination. In Cambodia and northern Thailand, while it is known that girls who migrate to the cities often engage in some form of commercial sex work, it is euphemistically said that they “work in a factory.” Again, migration from home often involves issues of marriage, as well as self-identity, self-worth, and self-esteem, as well as having to cope with often traumatic experiences.

In this study, 98 percent of the children on the streets were males indicating patriarchy, mobility and gender discrimination in the country. There were not any street girls visible in Sindh and Balochistan again reflecting the strong trends of patriarchy, power and control over girls and women. 3.5 percent of street children were girls in Punjab followed by 2.5 percent in NWFP (Table 1).

Mother tongue

Majority of the children were Punjabi as their mother tongue (44 percent) followed by Pushto (24 percent) Sindhi (10 percent) and Urdu (9 percent). Among the provinces, Punjabi and Pushto languages were dominant in Punjab (78 percent) and NWFP (93 percent) respectively. Sindh and Balochistan were a mixed-language structured. It may be because, Sindh, the most popular of having inhabitants from all over the country, and it clearly shows from the data as well, i.e. it comprise 23 percent Punjabi, 21 percent Urdu, 11 percent Pushto and Bengali and 24 percent Sindhi (Table 1).

Living status

It is very important to know the living status of street children. Figure 2 shows the proportion of street children who stayed with their families. It displays that just over 18 percent of street children were staying with their families. It clearly depicts that either street children have no families or they are willing to stay away from their families. Among those, mostly stayed or live together with some group. As this clearly indicated in table 1, almost 60 percent were part of some group. Most of the children (87 percent) were on street for more than one-year. Normally either they slept on street/footpaths or find some places in shrines (Mazaars) at night.

Figure 2: Living with Family

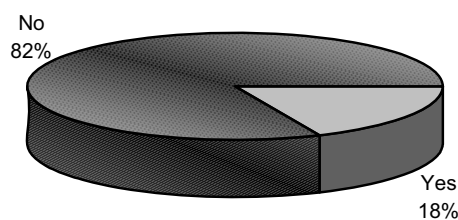


Table 1 shows some differential of living status of street children across the provinces. NWFP is different among street children in-terms of staying with their parents, almost 48 percent were living with their parents and among provinces, trends is somewhat similar to the national proportion.

Type of work (Earning):

Income is also another important indicator of judging the socio-economic status of a person/family. Figure 3 depicts the usual type of work of street children for their survival. It clearly indicates that most children were involved in car washing (31 percent) followed by work in hotels, workshop or doing some labour work (18 percent), rag picking (17 percent) and begging (12 percent). When asked about other source of income, mostly reported begging and theft were other main sources of income. It clearly indicates that usually street children were not putting themselves in any sort of skilled work/labour, which could ultimately lead them to skilled profession.

Figure 3: Street Children’s Occupation

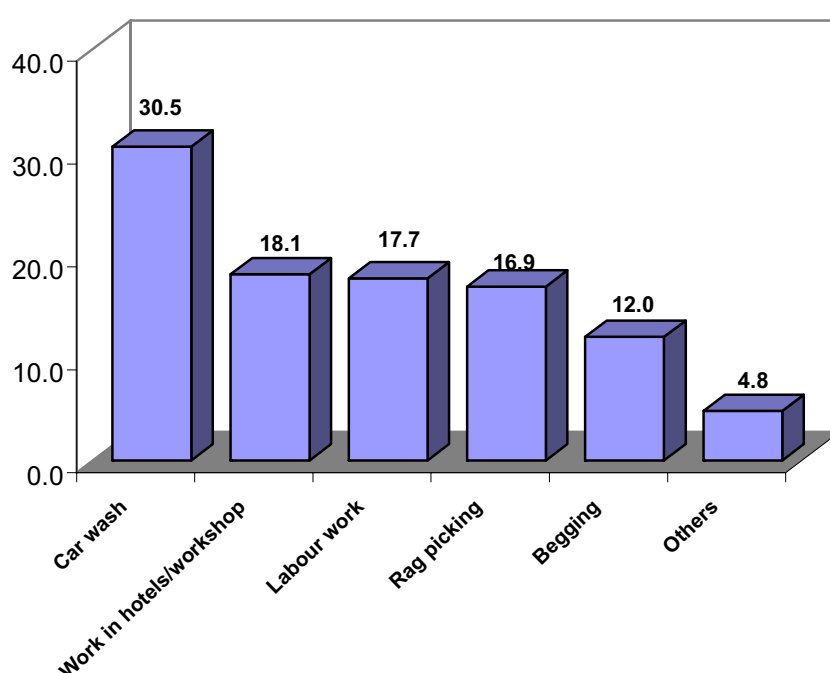


Table 1: Background profile by Province

| Background profile | | Punjab | Sindh | NWFP | Balochistan | Total | |
|--------------------|----------|--------|-------|------|-------------|---------|--------|
| | | | | | | Percent | Number |
| Age | < 12 | 4.8 | 1.3 | 20.0 | 3.3 | 6.0 | 15 |
| | 12 – 14 | 49.5 | 46.7 | 50.0 | 50.0 | 48.8 | 122 |
| | 15 – 17 | 45.7 | 52.0 | 30.0 | 46.7 | 45.2 | 113 |
| Gender | Male | 96.2 | 100.0 | 97.5 | 100.0 | 98.0 | 245 |
| | Female | 3.8 | | 2.5 | | 2.0 | 5 |
| Mother tongue | Punjabi | 78.1 | 22.7 | 2.5 | 10.0 | 44.8 | 112 |
| | Pushto | 6.7 | 10.7 | 92.5 | 23.3 | 23.6 | 59 |
| | Urdu | 4.8 | 21.3 | | 6.7 | 9.2 | 23 |
| | Bangali | | 10.7 | | 6.7 | 4.0 | 10 |
| | Balochi | 1.0 | 6.7 | | 33.3 | 2.8 | 7 |
| | Saraikee | 2.9 | 2.7 | 2.5 | 16.7 | 4.4 | 11 |
| | Sindhi | 6.7 | 24.0 | | 3.3 | 10.4 | 26 |
| | Hindko | | | 2.5 | | 0.4 | 1 |

| | | | | | | | |
|------------------|-----------|--------------|--------------|--------------|--------------|--------------|------------|
| | Persian | | c1.3 | | | 0.4 | 1 |
| Nationality | Pakistani | 100.0 | 96.0 | 92.5 | 96.7 | 97.2 | 243 |
| | Afghani | | 1.3 | 7.5 | | 1.6 | 4 |
| | Bangali | | 2.7 | | 3.3 | 1.2 | 3 |
| Live with family | Yes | 11.4 | 13.3 | 47.5 | 16.7 | 18.4 | 46 |
| | No | 88.6 | 86.7 | 52.5 | 83.3 | 81.6 | 204 |
| Part of a group | Yes | 58.1 | 73.3 | 40.0 | 56.7 | 59.6 | 149 |
| | No | 41.9 | 26.7 | 60.0 | 43.3 | 40.4 | 101 |
| Total | | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 250 |

Reasons to leave Home

Table 2 illustrates the distribution of street children according to their reasons of leaving home. Poverty and violence were found two major reasons for leaving home as 26.5 percent children left their home because of poverty and 23.5 percent left due to violence within the home. In addition, due to parent's in-different behaviour, more than 15 percent left homes, 9.8 percent left home as they have been forced to go to school while 7.8 percent left home because of peer pressure.

Table 2: Reasons to Leave Home by Province

| Reasons | Punjab | Sindh | NWFP | Balochistan | Total | |
|-----------------------------|--------------|--------------|--------------|--------------|--------------|------------|
| | | | | | Percent | Number |
| Parents behaviour | 19.4 | 13.8 | 4.8 | 12.0 | 15.2 | 31 |
| Poverty | 26.9 | 24.6 | 19.0 | 36.0 | 26.5 | 54 |
| Violence | 29.0 | 15.4 | 28.6 | 20.0 | 23.5 | 48 |
| Independence | 7.5 | 4.6 | 9.5 | | 5.9 | 12 |
| Due to friends | 7.5 | 7.7 | 9.5 | 8.0 | 7.8 | 16 |
| Force to go to School | 2.2 | 15.4 | 28.6 | 8.0 | 9.8 | 20 |
| Wanted to earn money | 2.2 | 4.6 | | 4.0 | 2.9 | 6 |
| Death/separation of parents | 3.2 | 6.2 | | 8.0 | 4.4 | 9 |
| Due to use of drug | 2.2 | | | 4.0 | 1.5 | 3 |
| Not mentioned | | 7.7 | | | 2.5 | 5 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 204 |

Family information

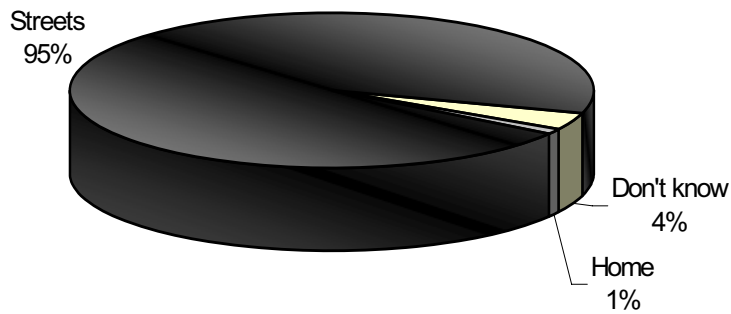
This section describes numerous information regarding the family background of street children

Place of living

Figure 4 shows a clear trend that most of the children belong to those families who are "street families" as almost all of their parents also lived on streets (95 percent). They live in streets with large families having five or more siblings (82 percent). It clearly indicates that non access to proper shelter is what made the parents put their children on the streets. It further shows that almost 69 percent of street children's parents are alive. Almost similar trends have emerged within the provinces (Table 3).

Figure 4: Family's Place of Living

r



Parent's Education

Education plays a vital role in nation building. It is universal phenomena, that children are most likely to be educated, if their parents have attained some level of education. Figure 5 clearly indicates that most street children's parents (Both) are not be able to read or write a simple letter (64 percent). Only 9 percent of parents were able to write or ead a simple letter.

Figure 5: Parent's Literacy

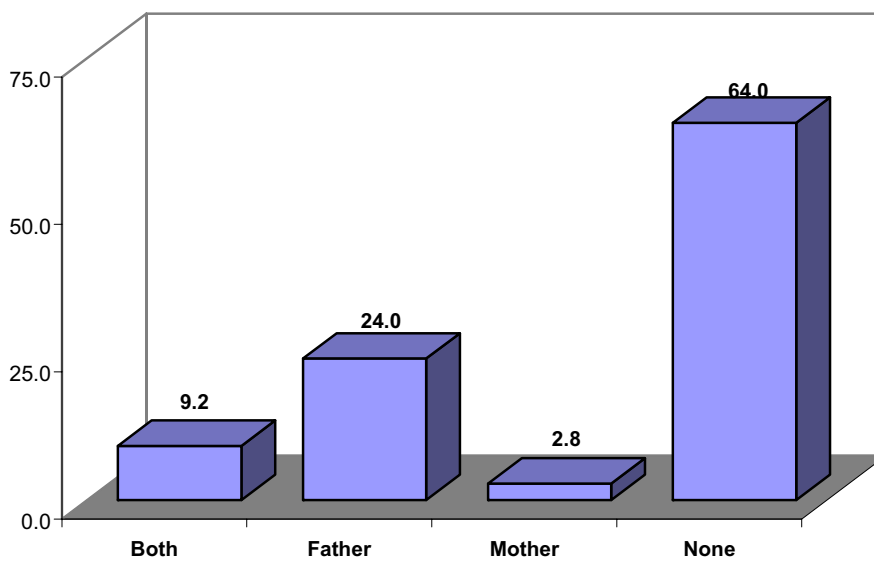


Table 3 further shows that more than 84 percent mothers were illiterate as compared to father (28 percent). Among provinces, Balochistan has the lowest literacy level of father and mother (23 percent and 7 percent respectively). NWFP fares better in regards to parent's literacy-level, with father, 45 percent and mothers with a 15 percent literacy rate.

Parent's occupation

Occupation is an important indicator of the socio-economic status of the families. It is observed that majority of children belong to poor families whose fathers are working on low paid non-permanent jobs. Figure 6 depicts the situation of father's occupation. It shows that 45 percent were either laborer or doing work on daily wages-basis like rag picking, begging, fishing etc. Twenty five percent were self-employed. They were mainly low-paid skilled workers like mechanic, plumber, carpenter, blacksmith, tailor master etc.

Figure 6: Father's Occupation



Table 3 shows the situation of father's occupation among the provinces. Highest proportions of labours were found in Balochistan followed by Sindh, Punjab and NWFP. Table 2 further displays status of mother's occupation. It clearly emerges that mothers were not likely to be part of family earning hand, as more than 65 percent of mothers were housewives. Among provinces, this proportion is highest in NWFP (82 percent) followed by Punjab, Sindh and Balochistan.

Table 3: Family Background profile by Province

| Family Background | | Punjab | Sindh | NWFP | Balochistan | Total | |
|---------------------------------------|---------------|--------|-------|------|-------------|---------|--------|
| | | | | | | Percent | Number |
| Place where family live | Home | | 2.7 | 2.5 | | 1.2 | 3 |
| | Streets | 98.1 | 90.7 | 95.0 | 96.7 | 95.2 | 238 |
| | Don't know | 1.9 | 6.7 | 2.5 | 3.3 | 3.6 | 9 |
| Number of siblings | 0 | 1.0 | | | 3.3 | 0.8 | 2 |
| | 1 | 1.0 | 2.7 | | | 1.2 | 3 |
| | 2 | 1.0 | | | | 0.4 | 1 |
| | 3 | 7.6 | 8.0 | 5.0 | 3.3 | 6.8 | 17 |
| | 4 | 7.6 | 12.0 | 5.0 | 10.0 | 8.8 | 22 |
| | 5 | 19.0 | 18.7 | 22.5 | 13.3 | 18.8 | 47 |
| | 6 | 21.0 | 13.3 | 22.5 | 23.3 | 19.2 | 48 |
| | 7 | 14.3 | 20.0 | 17.5 | 16.7 | 16.8 | 42 |
| | 8 | 9.5 | 9.3 | 7.5 | 16.7 | 10.0 | 25 |
| | 9 + | 15.2 | 9.3 | 17.5 | 10.0 | 13.2 | 33 |
| | Not mentioned | 2.9 | 6.7 | 2.5 | 3.3 | 4.0 | 10 |
| Parents alive | Yes | 70.5 | 70.7 | 62.5 | 66.7 | 68.8 | 172 |
| | No | 27.6 | 22.7 | 35.0 | 30.0 | 27.6 | 69 |
| | Not mentioned | 1.9 | 6.7 | 2.5 | 3.3 | 3.6 | 9 |
| Father can read/write a simple letter | Yes | 33.3 | 30.7 | 45.0 | 23.3 | 33.2 | 83 |
| | No | 64.8 | 62.7 | 52.5 | 73.3 | 63.2 | 158 |
| | Not mentioned | 1.9 | 6.7 | 2.5 | 3.3 | 3.6 | 9 |
| Mother can read/write a simple letter | Yes | 14.3 | 9.3 | 15.0 | 6.7 | 12.0 | 30 |
| | No | 83.8 | 84.0 | 82.5 | 90.0 | 84.4 | 211 |
| | Not mentioned | 1.9 | 6.7 | 2.5 | 3.3 | 3.6 | 9 |

| Family Background | | Punjab | Sindh | NWFP | Balochistan | Total | |
|---------------------|-------------------------|--------------|--------------|--------------|--------------|--------------|------------|
| | | | | | | Percent | Number |
| Father's occupation | Daily wages | 7.6 | 6.7 | 10.0 | 10.0 | 8.0 | 20 |
| | Self employed | 23.8 | 22.7 | 35.0 | 23.3 | 25.2 | 63 |
| | Employee | 16.2 | 13.3 | 20.0 | 10.0 | 15.2 | 38 |
| | Labour | 35.2 | 41.3 | 27.5 | 43.3 | 36.8 | 92 |
| | Not mentioned/Dont know | 17.1 | 16.0 | 7.5 | 13.3 | 14.8 | 37 |
| Mother's occupation | House wife | 62.9 | 61.3 | 82.5 | 60.0 | 65.2 | 163 |
| | Teaching | 6.7 | 1.3 | 7.5 | 6.7 | 5.2 | 13 |
| | Embroidery/sewing | 17.1 | 10.7 | 7.5 | 13.3 | 13.2 | 33 |
| | Housemaid | 6.7 | 12.0 | | 16.7 | 8.4 | 21 |
| | Daily wages | 2.9 | 5.3 | | | 2.8 | 7 |
| | Nurse | 1.0 | 1.3 | | | 0.8 | 2 |
| | Other | 1.0 | 1.3 | | | 0.8 | 2 |
| | Not mentinoed/Dont know | 1.9 | 6.7 | 2.5 | 3.3 | 3.6 | 9 |
| Total | | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 250 |

Educational Performance

Street children generally lack access to public education services. In some urban areas, children who do not need to work, but who have been in conflict with the law, are excluded from schools because they are seen as a potentially bad influence on their peers. These children spend their days on the street. Other children are unable to go to school because of the need to work, and because they cannot afford the education fees. Gender discrimination is a major factor in who is allowed to go to school and who is not. In some places, it is believed that girls do not need an education, or that boys are better off working. While school tuition is supposedly free in many countries in Asia and the Pacific, tuition fees exist in some places, and these fees make it impossible for children to attend school. A further problem is that traditional, rote methods of teaching often do not encourage children and the lessons are not seen to be useful by either children or their parents.

Literacy

Education is a major factor influencing social status but also has a significant effect on overall behavior of a person. Figure 7 provides literacy and school attendance of street children. It shows that most street children were illiterate (73 percent). It is obvious that among these, only 38 percent ever attended any form of school. Even among those, who attended schools, a negligible proportion attained primary level of schooling (4.4 percent).

Figure 7: Literacy level and Ever-Attended School

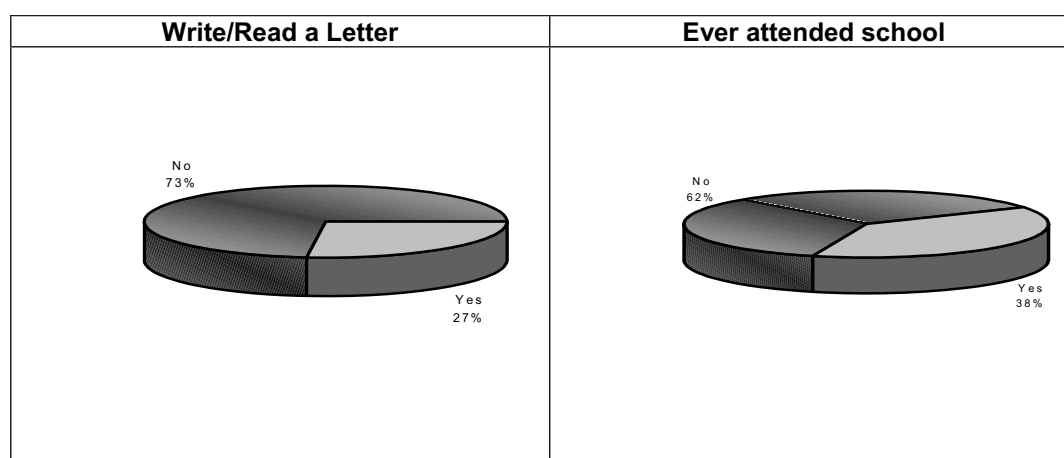


Table 4 displays province-wise literacy/ever attended school situation. It shows that Sindh has maximum number of street children who were illiterate (81.3 percent) followed by Balochistan (80 percent). Punjab and NWFP have almost identical level of literacy (32 percent).

Table 4 further depicts that the proportion of ever attendance school is highest in Punjab (41 percent) followed by Sindh (40 percent). It is interesting to note that even Sindh has a reasonable prevalence of ever-attendance to schools, the proportion of literacy is much lower as compared to other provinces.

School-going preference

Table 4 displays that 52 percent street children expressed their willingness to attend the non-formal schooling followed by 12 percent who were willing to attend formal schooling. A large number of street children (36 percent) did not show any interest or willingness to go to school.

Drop-outs reasons

It is very important to take into account the reasons of drop-outs from school. Figure 8 depicts reasons of drop-out. It clearly shows that poverty/financial constraints were the prominent reasons to drop-out from school (49.5 percent) in addition to those who never attended school. An alarming reason for dropping out school given by the children was violence by teachers (20 percent). In addition to this, there were also some other reasons of drop-outs reported by street children like death/separation of parents, due to friends and involvement in drug-related activities etc.

Figure 8: Reasons for Drop-outs

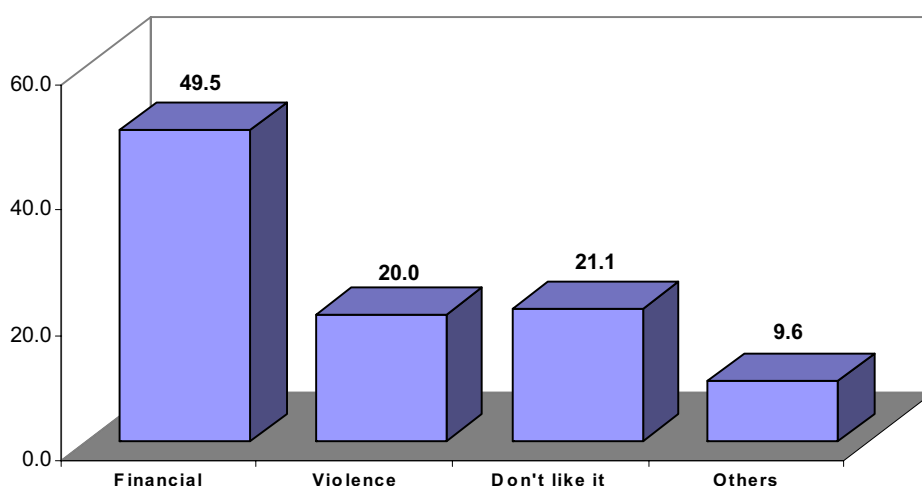


Table 4: Educational Performance by Province

| Educational performance | | Punjab | Sindh | NWFP | Balochistan | Total | |
|-----------------------------------|-----------------------------|--------------|--------------|--------------|--------------|--------------|------------|
| | | | | | | Percent | Number |
| Can read or write a simple letter | Yes | 32.4 | 18.7 | 32.5 | 20.0 | 26.8 | 67 |
| | No | 67.6 | 81.3 | 67.5 | 80.0 | 73.2 | 183 |
| Ever go to school | Yes | 41.0 | 40.0 | 32.5 | 30.0 | 38.0 | 95 |
| | No | 59.0 | 60.0 | 67.5 | 70.0 | 62.0 | 155 |
| Reasons for leaving school | Don't like it | 10.5 | 9.3 | 5.0 | | 8.0 | 20 |
| | Financial problems | 21.0 | 18.7 | 12.5 | 20.0 | 18.8 | 47 |
| | Violence by teachers | 7.6 | 5.3 | 12.5 | 6.7 | 7.6 | 19 |
| | Death/separation of parents | 1.0 | 4.0 | 2.5 | | 2.0 | 5 |
| | Due to friends | 1.0 | 1.3 | | 3.3 | 1.2 | 3 |
| | Due to use of drugs | | 1.3 | | | 0.4 | 1 |
| | Not attended | 59.0 | 60.0 | 67.5 | 70.0 | 62.0 | 155 |
| Preference of going to school | Formal | 17.1 | 10.8 | 7.5 | 3.3 | 12.0 | 30 |
| | Non-formal | 46.7 | 58.1 | 52.5 | 53.3 | 51.8 | 129 |
| | Not willing to go | 36.2 | 31.1 | 40.0 | 43.3 | 36.1 | 90 |
| Total | | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 249 |

Non-formal Basic Education (NFBE)

Perception about program

It is one of key objective of the study to describe the situation of street children in-terms of their awareness level about Non-formal basic education (NFBE). Furthermore, this report aims to identify challenges and gaps related to NFBE, which required urgent attention to improve learning opportunities for street children. According to this study, only 28 percent street children ever heard about NFBE (Table 5). It shows that the ignorance proportion is highest in NWFP (30 percent) and lowest in Balochistan (23 percent). Table 5 further depicts that only seven street children ever attended NFBE program (3 percent). NWFP is highest (5 percent) among the provinces and lowest is Sindh (1.3 percent) who ever-attended NFBE program.

Table 5: Awareness Level of Non-formal Basic Education Program by Province

| NFBE | | Punjab | Sindh | NWFP | Balochistan | Total | |
|---------------|---------------|--------------|--------------|--------------|--------------|--------------|------------|
| | | | | | | Percent | Number |
| Ever heard | Yes | 28.6 | 26.7 | 30.0 | 23.3 | 27.6 | 69 |
| | No | 65.7 | 72.0 | 67.5 | 66.7 | 68.0 | 170 |
| | Not mentioned | 5.7 | 1.3 | 2.5 | 10.0 | 4.4 | 11 |
| Ever attended | Yes | 2.9 | 1.3 | 5.0 | 3.3 | 2.8 | 7 |
| | No | 25.7 | 25.3 | 25.0 | 20.0 | 24.8 | 62 |
| | Not heard | 71.4 | 73.3 | 70.0 | 76.7 | 72.4 | 181 |
| Total | | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 250 |

Table 6 describes the reason for not attending NFBE among those street children who were aware about NFBE. It shows that lack of information/awareness found to be highest factor for not attending NFBE, followed by shortage of time (22 percent). Almost 21 percent street children reported either their friends did not allow attending or they didn't like it at all. Among provinces, lack of information is found highest in Sindh (42 percent) and lowest in Punjab (18 percent).

Among those who attended NFBE, i.e. seven street children, more than 57 percent found the program un-satisfactory. This speaks to the need to have an improved non formal education system.

Table 6: Reasons for not Attending NFBE by Provinces

| Reason for not attending NFBE | Punjab | Sindh | NWFP | Balochistan | Total | |
|-------------------------------------|--------------|--------------|--------------|--------------|--------------|-----------|
| | | | | | Percent | Number |
| Friend don't go | | | | | 9.5 | 6 |
| Far away from living place | | | | | 12.7 | 8 |
| Did not have proper information | | | | | 28.6 | 18 |
| Shortage of time | | | | | 22.2 | 14 |
| When heard, I was already in school | | | | | 3.2 | 2 |
| Don't like study | | | | | 11.1 | 7 |
| Behaviour of staff | | | | | 1.6 | 1 |
| No response | | | | | 11.1 | 7 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 63 |

Intend to attend NFBE

When asked about their willingness to attend NFBE, if provided at nearby places. It was interesting to note that higher proportions (68 percent) of street children were expressed their interest to attend basic education program (Figure 9).

Figure 9: Willingness to Attend NFBE

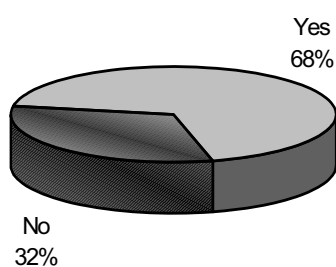


Table 7 describes the differential among provinces about street children willingness to attend the NFBE. Sindh found to be highest (72 percent) followed by Punjab (68.6), Balochistan (66.7 percent) and NWFP (62.5).

Table 7: Willingness to Attend NFBE program by Provinces

| NFBE | Punjab | Sindh | NWFP | Balochistan | Total | |
|--------------|--------------|--------------|--------------|--------------|--------------|------------|
| | | | | | Percent | Number |
| Yes | 68.6 | 72.0 | 62.5 | 66.7 | 68.4 | 171 |
| No | 31.4 | 28.0 | 37.5 | 33.3 | 31.6 | 79 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 250 |

Health practices

Street children cannot afford most health services; thus, they receive no treatment for any ailments and injuries, although some buy medicine to treat themselves. Even where there are supposedly “free” hospitals and health services, their socially marginalized position means they may not be treated. Some preventable health problems occur because the children do not have access to proper diagnosis and treatment or even hygiene and sanitation. Many street children suffer chronic diseases, including typhoid, tuberculosis, jaundice, liver and kidney disorders, and malaria. Other reported health problems include scabies, epilepsy, and broken limbs. Many street children also suffer from the effects of substance abuse, particularly when using drugs of unknown quality. Sexually transmitted diseases are prevalent amongst older street children, with increasing numbers of street children now living with HIV/AIDS.

Table 8 describes distribution of street children who suffered by any major illness by source of treatment in provinces. Table 8 shows that more than 34 percent of street children, got their treatment from the government hospital, when they have any major illness occurred. More than 7 percent got treatment privately while 4.8 percent children use self-medication. It is interesting to note, that 45.2 percent reported that they never suffered any major illness. It may be perhaps, that street children mis-understood the concept of “any major illness”.

Table 8 further demonstrates the differential among provinces. The preference of hospital-based facility was found higher in NWFP, as 50 percent of street children seeking help from proper hospital (government/private) as compared to Sindh, which is lowest in this scenario. It is evident from data, that very negligible proportion of street children were disabled (2.4 percent) while 2 percent were not reported about their disability.

Table 8: Suffered by any Major Illness, Source of Treatment and Province

| Source | Punjab | Sindh | NWFP | Balochistan | Total | |
|-----------------------|--------|-------|------|-------------|---------|--------|
| | | | | | Percent | Number |
| Govt/Private hospital | 32.4 | 28.0 | 50.0 | 36.7 | 34.4 | 86 |
| Hakim | 1.0 | | | | 0.4 | 1 |
| Private doctor | 7.6 | 6.7 | | 6.7 | 6.0 | 15 |
| Dispensary | 1.0 | 1.3 | | | 0.8 | 2 |
| Self medication | 8.6 | 4.0 | | | 4.8 | 12 |

| | | | | | | |
|-------------------|--------------|--------------|--------------|--------------|--------------|------------|
| None | 9.5 | 10.7 | | 6.7 | 8.0 | 20 |
| Not ever suffered | 40.0 | 49.3 | 47.5 | 50.0 | 45.2 | 113 |
| Not mentioned | | | 2.5 | | 0.4 | 1 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 250 |

Substance abuse

It is normal perception, that street children are involved, by and large, in drug-related activities either by practicing or by trafficking. Table 9 describes substance abuse among street children. It shows Glue was most commonly used abused substance being used by street children. It is being used by almost every street children in Sindh (96 percent) followed by Balochistan (83 percent) while lowest in NWFP (58 percent).

Charas (Hashish) was another abused substance being used by these street children (41 percent). Balochistan found to be highest where Charas used as abuse substance (47 percent) followed by Sindh (43 percent). There was relatively high proportion of Cigarette used by street children (22 percent). There were some cases found where street children reported Herione, Sleeping pills being used as abused substances.

Table 9 further depicts amount spent on abuse substances. It clearly indicates that almost 50 percent of street children spent upto Rs. 30 per day, while 43 percent spent Rs. 31 to 60 for buying these. On average more than Rs. 37 were spent on the purchase of abused substance. This found to be highest in Punjab (Rs. 40) and lowest in NWFP (Rs. 27).

Table 9: Ever Abused by Type of Substance Abuse, Amount Spent and Province

| Substances | Province | | | | Total | |
|---------------------------|--------------|--------------|--------------|--------------|--------------|------------|
| | Punjab | Sindh | NWFP | Balochistan | Percent | Number |
| Ever abused | | | | | | |
| Glue | 71.4 | 96.0 | 57.5 | 83.3 | 78.0 | 195 |
| Petrol | 6.7 | 9.3 | 40.0 | 13.3 | 13.6 | 34 |
| Thinner | 1.0 | | 2.5 | | 0.8 | 2 |
| Tincture | | 1.3 | | 3.3 | 0.8 | 2 |
| Nail polish removers | 1.9 | | | 3.3 | 1.2 | 3 |
| Charas | 41.9 | 42.7 | 32.5 | 46.7 | 41.2 | 103 |
| Sleeping pills | 1.9 | | 12.5 | 6.7 | 3.6 | 9 |
| Cigarette | 27.6 | 18.7 | 12.5 | 23.3 | 22.0 | 55 |
| Alcohol | 1.0 | | | | 0.4 | 1 |
| Heroine | 1.9 | 1.3 | | | 1.2 | 3 |
| Amount spent on substance | | | | | | |
| Upto 20 | 14.3 | 8.0 | 27.5 | 13.3 | 14.4 | 36 |
| 21 - 30 | 24.8 | 40.0 | 57.5 | 30.0 | 35.4 | 89 |
| 31 - 40 | 33.3 | 22.7 | 15.0 | 40.0 | 28.0 | 70 |
| 41 - 60 | 17.1 | 22.7 | | 10.0 | 15.4 | 38 |
| 61 + | 9.5 | 6.7 | | 3.6 | 6.6 | 17 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 250 |
| Mean | 40.1 | 39.1 | 26.8 | 35.2 | 37.1 | |

Chapter 4

Analysis of Government policy on basic education and the implementation mechanism for national EFA Background

In November 1948 the nations of the world made a detailed declaration about the nature and extent of human rights. Amongst many others, the right to education was acknowledged for all people. Furthermore, it was declared that elementary education would be free and compulsory and that the higher levels of education would be accessible to all on the basis of merit²¹. The task of transforming these undertakings into reality has continued to inspire and inform international action ever since. Such action have taken two main routes. The first of these has used treaties as instruments to secure human rights observance. Between 1976 and 1990 a series of international covenants and conventions was promulgated which provided a comprehensive legal basis for required measures to protect and deliver human rights. The earliest two of these, the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR), together with the Universal Declaration of Human Rights, have been proclaimed by the United Nations to constitute the International Bill of Human Rights. They contain the provisions on compulsory and free primary education, and non-discrimination in education, that were first set out in the 1948 Declaration. The two more recent conventions – the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW, 1979) and the Convention on the Rights of the Child (CRC, 1989) – contain the most comprehensive sets of legally enforceable commitments concerning both rights to education and to gender equality.

The latest convents, conventions, conferences and seminars stressed on equal educational opportunities for girls and boys. The Vienna Declaration and Programme of Action (1993), the International Conference on Population and Development (ICPD) (1994), the World Summit for Social Development (1995), and the Beijing Declaration and Platform for Action (1995) in different ways and with different emphases, also addresses the gender equality provisions in education to which states were already committed by the earlier human rights conventions

By mid-2003, 173 countries had ratified CEDAW emphasizing that there shall be no distinction in the extent of educational provision for women and men for continuing education, literacy, sports and physical education. Further, it recognizes that special and unequal resource allocation, introduced for the express purpose of ending inequality, is not in itself discriminatory provided that such special measures are ended once equality has been achieved.

The Convention on the Rights of the Child is the most widely accepted human rights treaty and contains strong guarantees of the right to education. It reaffirms the right of every child, ‘without discrimination of any kind’ to free and compulsory primary schooling, and states that the higher levels shall be ‘accessible to all’. Furthermore, it protects the child from exploitation, including from work that would otherwise interfere with education (Articles 32.1/32.2). The CRC has been ratified by all the nations of the world, with the exception of the United States. Pakistan ratified CRC in November 1990. In addition to the Child Rights Convention, Pakistan is also a signatory to number of other UN, ILO Convention, and SSRC treaties. Pakistan is also bound by a number of international and regional commitments on child and women’s rights to education. These include the following:

- Health for All by the year 2000 (1978)
- World Conference on Education for All (1991-Jomtien)
- CEDAW (1996)

²¹ United Nations, 1948, Article 26

- Stockholm Agenda (1996) and Yokohama Commitment (2001) on commercial Sexual Exploitation of Children (C-SEC)
- Millennium Development Goals (2000)
- South Asia Strategy on Child Sexual Abuse and Exploitation (CSA and E) (2001-Dhaka)
- ILO Convention 182-Against the Worst Forms of Child Labor (2001)
- Optional Protocols to the CRC on the Involvement of children in Armed Conflict and Sale of Children, Child Prostitution and Child Pornography (2001-signed only]
- South Asian Association for regional Cooperation (SAARC) Convention on Preventing and Combating Trafficking in Women and Children (2002)
- “A World Fit for Children;” the outcome Document of the UN Special Session on Children, 2002 (WFFC)

These commitments are only reflective of the international angle to the equation on child rights to education and health in the religious, cultural, legal and constitutional thinking in Pakistan. These commitments cover a vast canvas of rights and include the scourge of education and child labor in Pakistan. The Constitution of Pakistan makes it a Principle of Policy of the state to protect the child; to remove illiteracy and provide free and compulsory education within the minimum possible period; and to make provisions for securing just and humane conditions of work. This ensures that children and women are not employed in vocations unsuited to their age or sex. Literature review has shown that besides insufficient enforcement of legislation, there are several other factors like inadequate availability of educational institutions and poor quality of education, Street living children suffer immensely because of the state’s denial of the right of children, and women. This coupled with ignorance, negligence and attitude of the society toward street living children is another important factor for exploitation of these children in Pakistan. In general there is a sense of complacency in the country regarding the problem as many street living and working children are in the informal/invisible sectors. The Government of Pakistan has not taken ownership of the street children phenomena though they are responsible to do so as they are ratified to the previously mentioned conventions. All these conventions have their reporting mechanisms with the purpose to secure both domestic and international accountability of governments for implementing measures to guarantee human rights. Nevertheless, implementation of the rights to education and to gender equality within it is patchy, and the process of regulation, via reporting requirements placed on governments, though firm, has proved to be avoidable by about one-third of states.

The educational commitments made in the Universal Declaration of Human Rights have also been reaffirmed on many occasions over the intervening years. Most notably, during the 1960s a set of regional conferences convened by UNESCO established target dates for the achievement of universal primary education (UPE) by 1980 in most of the developing regions of the world. By 1990, however, there was still far to go, and the World Conference on Education for All, held that year in Jomtien (Thailand), set out an ‘expanded vision for education’ and restated the UPE goal for achievement by the year 2000. Although great progress had been made in most regions this, again, was not fully realized by all countries. Accordingly, in 2000, the Dakar Framework for Action and the Millennium Declaration has re emphasized both the education and the gender goals in a more formal way.

Pakistan’s Social Action Program-SAP

The Government of Pakistan developed a Social Action Program-SAP in 1992-93, which addressed the needs of primary education (especially female education), primary health, population welfare and rural water and sanitation. The second phase of SAP 1997-2001/2 has been evolved to consolidate the outcomes of the first phase to improve quality, efficiency, sustainability and governance. Under SAP-11, the scope of some areas has been widened, with education extended to include middle-level schooling, health expanded to incorporate tehsil-level facilities and peri-urban areas covered under water supply and sanitation. The

important role of non-formal (NFE) as a means of improving literacy and educational levels has also been recognized²²

National Child Policy and Plan of Action – the Latest Initiative

Pakistan's commitment to children is enshrined in the Constitution. Article 35 of the Constitution binds the State to "protect.....the mother and the child" and Article 37 lays down commitments for promoting social justice and eradication of social evils. This includes removing "illiteracy and providing free and compulsory education"²³ and "..... Ensuring that children and women are not employed in vocations unsuited to their age or sex...."²⁴ Following the Constitutional provision, international plans, conventions and World Summit for children, Government of Pakistan had its latest initiative in the arena of child rights and child welfare – a concept that embraces the subject of child labor and the worst forms of it – is the preparation of the National Child Policy and Plan of Action (NCP-PA). This is under way as part of the follow up of the UN General Assembly Special Sessions on Children 2002. This is a major initiative that aims to make comprehensive policy backed by board commitments at the national, provisional, regional and district levels involving all the stakeholders. The special feature of this new idea is not a stand-alone exercise; rather it is an effort to compile and collate policy through a process that involves all the responsible parties in a synergistic relationship.

NCP-PA provides a unique opportunity to the government and the civil society to make holistic interventions for realistic policy, backed by a plan of action that brings together commitment from across the nation and various actors working for children. The policy makers aim to back the NCP-PA with solid financial commitments and linkages with larger policy document such as the Poverty Reduction Strategies being prepared by the government. Hence this is a precious moment in the movement to ensure that children are given the right to education promised to them in the CRC and followed up through a number of other national, regional, and international instruments. NCP-PA does not reflect any window for street children particularly. It is the dire need to add rights of street living children respectively to give them the "status" of citizen of Pakistan by providing equal educational opportunities.

Quality Education for All-2015 Dakar Declaration and Pakistan

The Second World Conference on Education for All, EFA, was held in 2000 in Dakar, Senegal. It was found that many countries had fallen way short of the agreed upon targets. Strategic objectives and new goals have been set for 2015 for Education for All. The five strategic objectives promoted by the Dakar Declaration are: enhanced national investments, supported by resource mobilization at all levels. New 'space' for the engagement of community and civil society, clear linkages between basic education and other anti poverty strategies, equitable harmonizing of new technologies for learning and enabling of teachers in building effective, child friendly schools.

The six major goals set forth in Dakar 2000 are, Early Childhood Care and Education (ECCE), Universal and Quality Basic Education for All, Universal access to education and skill programs for youth and adults, Achievement by all learners of nationally defined standards, and Equal access and participation by girls and women.

Pakistan is committed to the Dakar Declaration, and in assimilating its objectives and goals into national policy and action plans such as the National Plan of Action 2015 and Education Sector Reforms 2001-05.

Millennium Development Goals and Pakistan

²² Basic Education in Pakistan: Dr. Eshya Jujahid-Mukhtar, UNESCO, Sep. 1999, pages 14-16

²³ Constitution of Pakistan Article 37 (b)

²⁴ Constitution of Pakistan Article 37 (e)

The Millennium Development Goals are an ambitious agenda for reducing poverty and improving lives that world leaders agreed on at the Millennium Summit in September 2000. For each goal one or more targets have been set, most for 2015, using 1990 as a benchmark. The Millennium Goals have been adopted by the Government of Pakistan and integrated in its Poverty Reduction Strategy. The goals of the Education Sector Reforms action plan are also fully integrated with the relevant Millennium Development Goals.

The UN Millennium Summit incorporated into the Millennium Development Goals all the Education For All (EFA) goals adopted at the World Education Forum, Dakar, 2000. Among these goals are gender equality and EFA by 2015, and gender parity in primary and secondary school enrolment by 2005. (Annexure G)

National Plan of Action (NPA) for Education for All (2001-15) and Education Sector Reforms Action Plan 2001-05

According to the Dakar Framework for Action, all States should "develop or strengthen existing national plans of action by 2002 at the latest" building on existing national education sector development strategies. These plans should be integrated into a wider poverty reduction and development framework, and should be developed through more transparent and democratic processes, involving stakeholders, especially peoples' representatives, community leaders, parents, learners, non-governmental organizations (NGOs) and civil society. Education in general and Education For All in particular, is one of the top priorities of Government of Pakistan as UNESCO's main thrust in the field of national educational policies and strategies is to provide a focused support in the development and/or reinforcement of national education sector plans for achievement of *Education For All*. Pakistan has a ten-year Perspective Development Plan (2001-11), visualizing the long term macro-economic and sectoral growth strategies. Poverty Reduction and Human Development is the priority area of the plan. Sector-wide development approach covering all the sectors of education has been adopted under the Perspective Plan. In order to address the EFA implications linkage plan focusing on development of other sectors of Education has also been prepared. Pakistan's plan of action for Education for All (2001-2015) is based on the Dakar Framework for Action and is developed by:

- Government leadership in direct and systematic consultation with national civil society organizations
- Co-ordinated support of all development partners
- Specifying reforms addressing the six EFA goals
- Establishing a sustainable financial framework
- Being time-bound and action-oriented
- Include mid-term performance indicators;
- Achieved a synergy of all human development efforts, through its inclusion within the national development planning framework and process

The plans addressed the problems associated with the chronic under-financing of basic education by establishing budget priorities that reflect a commitment to achieving EFA goals and targets at the earliest possible date, and no later than 2015.

The National Plan of Action (NPA 2001-2015) with the goal "Empowerment of Pakistani women, irrespective of caste, creed, religion, or other consideration for the realization of their full potential in all spheres of life, especially social, economic, personal and political and in keeping with our Islamic way of life." formulated by the Federal Education Ministry has defined national-level targets for key education indicators in three EFA sectors: (1) early childhood education; (2) primary education; and (3) adult literacy; and identified the corresponding physical infrastructure required to achieve these respective targets. A key action area is education includes an emphasis on primary school enrollment and on secondary schooling for girls through scholarships and subsidies for girls' education to low income households, revision of curricula and text books at all educational levels for gender sensitization and provision of vocational and skills training, particularly in Information Technology.

The NPA has also designed strategies to be adopted to achieve these targets and estimated the financial resources required to pursue these strategies for desired results. The NPA is designed to be implemented in three five yearly phases. The NPA has set targets for net participation rates in early childhood, primary and adult education by 2015. The net participation rate in early childhood education is expected to be raised from 25% in the base year 2000 to 50% for both boys and girls in 2015. The net participation rate in primary education is targeted to rise to 100% for boys by 2010, and 100% for girls by 2015. The adult literacy rate is planned to be raised to 86% by 2015. More than 40,000 Early Childhood Centers, 10,000 new primary schools and 2,500 maktab (religious) schools are planned to be established to achieve these targets. Also, policy initiatives announced recently focus on the mainstreaming of religious schools with core curriculum. A large number of primary schools are also scheduled to be upgraded to middle level over the three phases. Major efforts are also planned for improvements in access to adult literacy. About 1.5 million adult literacy centers and over 200,000 non-formal basic education schools will be established by 2015. For poverty alleviation, almost 380,000 vocational/trade schools will be set up to provide skill development. The total cost of NPA is estimated at Rs. 430 billion with just over 40% national contribution.

The ESR 2001-05 is a clear indication of the government's responsiveness to the Dakar Declaration. The ESR is an Action Plan to address the delivery gap in the education sector based on a long-term framework linked to EFA goals by 2015. ESR primarily addresses all sub-sectors of education, from early childhood to tertiary levels. It focuses on optimum utilization of existing facilities, rehabilitation of physical facilities, support for both formal and non-formal education systems, teacher training, promoting early childhood education, improving science education in secondary schools, reformation of assessment and examination systems, professional development of field managers, linking education to technical skills, decentralization of services, and institutional strengthening. The targeted groups for EFA are the disadvantaged and vulnerable communities. The ESR Action Plan has emerged from broad based consultation with partners including federal and provincial ministers, departments of education, literacy, finance and planning, and NGOs and the private sector.

The ESR mission is to develop human resources as a pre-requisite for global peace, progress and prosperity. Its vision is to meet the learning needs of all citizens through provision of quality education to bring Pakistan into the global framework of human development. The ESR follows a sector wide approach covering seven thrust areas: 1) Universal Primary Education (Formal and Non-Formal), 2) Adult Literacy, 3) Technical Stream in, and Strengthening of Secondary Schools 4) Madrassah Mainstreaming (mosque schools) Education, 5) Higher Education. The above are underpinned by 6) Quality assurance and 7) Public Private Partnerships. ESR strategies are:

- Sector-Wide Reform, Based on Efficiency and Equity (poverty and gender)
- Mobilization of Political Will for education
- Poverty Reduction Program– PRSP
- Resource Mobilization, Including Debt Swap for Education
- Decentralization Under the Devolution Plan
- Public Private Partnership and Community Participation
- EFA Action Plan and Ordinance for Compulsory Primary Education
- Outcome Based Planning, Budgeting and Audit
- Demand based education

ESR Targets for 2001-2005²⁵

| Sub-sector | From (2001) | To (2005) |
|------------------------------|-------------|-----------|
| Literacy | 49.5% | 60.0% |
| Primary-Gross Enrolment Rate | 89.0% | 100.0% |
| Primary-Net Enrolment Rate | 66.0% | 76.0% |
| Middle School Enrolment | 40.0% | 53.0% |
| Secondary School Enrolment | 29.5% | 40.0% |
| Higher Education | 2.6% | 5.0% |

All these restatements of the rights to education have indicated equal applicability for all without distinction of race, sex or nationality. However the notion of gender equality was increasingly emphasized over the years, and the achievement of gender parity and equality in education was given increased, and specialized importance.

The key strategies of ESR package implementation are decentralization of education management under the District Devolution Plan, promoting public-private partnerships and active community participation. The four year financial total outlay of the ESR package is 100 billion rupees, which will be mobilized through federal, provincial and district budgets, grants and loans from international development partners and support from private sector and communities. Federal and provincial Steering Committees have been established to monitor and review the implementation status of ESR package on quarterly basis. The Ministry of Education along with the provincial governments has formally entered the Fast Track Initiative process with donors linking it to coherent donor coordination, Poverty Reduction Strategy Paper (PRSP), Sector Reforms and the National Plan of Action for EFA up to 2015. The ESR is fully integrated with relevant Millennium Development Goals.

Poverty Reduction Strategy

The Poverty Reduction Strategy of the Government of Pakistan is based on accelerating economic growth and maintaining macroeconomic stability, investing in human capital, augmenting targeted interventions, expanding social safety nets, and, improving governance. The strategy perceives promotion of major infrastructure development as a catalyst for generating economic activity, employment and growth. Pakistan's long term sustainable growth and poverty reduction prospects are critically contingent on investment in human development which is constrained by financial resources. As the demand for social services rises, the Government will need to increasingly target human resource investment to the poor and will need to work more closely with the private sector, non-governmental and community based organizations as well as donors to ensure provisions to the people. The government is making targeted interventions to address poverty and generate income and employment through public works (Khushal Pakistan Programme and Drought Emergency Relief Assistance) and micro-credit to improve life in the rural areas, and facilitating development of small and medium enterprises. Notable institutions established by the government are Small and Medium Enterprises (SME) Bank, Micro-Finance Sector Development Program (MSDP), and the Pakistan Poverty Alleviation Fund (PPAF).

²⁵ Draft Poverty Reduction Strategy Paper Summary 2003

The Social Safety Nets for the vulnerable currently available in Pakistan include Workers Welfare Fund (WWF), Food Support Program, Social Security, Employees Old Age Benefit (EOBI), Pakistan Bait-ul-Mal (PBM) and Zakat Fund. The Poverty Reduction Strategy aims to strengthen the existing mechanism of cash transfers through Zakat, and the social protection system of EOBI and Employees Social Security Institutions (ESSI). The revamped system of Zakat provides financial subsistence, educational stipends, health care, social welfare, and marriage assistance. A new Program “Education Stipends (Technical)” has been introduced with a budget of Rs 1 billion. Another initiative “Permanent Rehabilitation” has been undertaken where men and women are given money to enable them to get out of the mustahiqeen-e-zakat net. The Food Support Program is designed to mitigate the impact of increase in wheat prices with coverage extended to 1.2 million poorest households.

Pakistan is facing the challenges of coverage and quality in education. Problems to ensure quality are widespread. These encompass teacher shortage and absenteeism, minimal supervision, poor infrastructure and shortage of teaching materials. The government’s strategy continues to be strengthening service delivery, and increase in funding on account of debt re-profiling, improvements in revenue collection, stronger economic growth and assistance from donors. The key player of this effort is Education Sector Reforms (ESR) Action Plan 2001-2005, embedded in PRSP.

Implementation Mechanism

The program will be implemented by the district literacy department through NGOs/CBOs. NGOs will be identified along with sites through government agencies and private firms. A unit of 50 schools will be allotted to an NGO in sub-zonal district. Communities interested in establishing literacy centers and NFBE community schools in their area will be required first to organize themselves in the form of a CBO or a village Education Committee (VEC) and have a networking with bigger NGOs. The Government will offer the following inputs to NGOs:

- Salary of the teacher
- Learning material (free of cost)
- Teaching aids (in kind)
- Supervisory cost

In turn, the NGOs will carry out regular supervisory visits, deliver inputs and collect reports. The NGO’s will implement monitoring and evaluation systems through written reports and surprise checking of schools to ensure quality control. NGOs showing excellent results will be recommended for wider responsibilities and awards etc. whereas the release of grant will be suspended to NGOs that fail to produce satisfactory results. Detailed Terms of Reference and contracts will be signed with the NGOs.

Implementation Strategy for NFBES

Following strategy will be adopted for the implementation phase:

1. Establishment of Fields Offices and
2. Selection of NGOs and Sites/Areas

For the selection of the right implementing partner, a comprehensive approach mentioned below will be followed

Advertisement of the selection criteria and open call for selection in media

Based on the advertisement and response of the organization, identification of the sites and nogs will be completed through survey and Government Agencies i.e. Social Welfare Department, District Education, Literacy and Local Government and Rural Development.

Selection of sites

At the stage of implementation, lists of villages/dhokes/goths with out primary school may be prepared through the following sources:

District Education Officer may provide a list of localities where there is no primary school or no girls' primary school.

District Governments may be requested to provide the information through union councils. The union councils may compile such information as a routine exercise.

NGOs/CBOs Private citizens may identify such localities.

Private firms/third party will identify the location for establishment of school/center

Teachers, mainly females, will be recruited from the local communities. This will eliminate absenteeism which plagues the formal system. To ensure that the above stipulation is met if needed normal age and qualification requirements will be relaxed. This is especially so in remote or under-developed regions. Any lack in educational qualifications will be compensated by intensive pre-service training of the teacher.

3. Conventions of the NGOs/allocation of the schools and areas

- Training of Master Trainers, Field Functionaries, trainers and Teachers.
- Procurement of equipment and material for officers and schools
- Distribution of material.
- Promotion of Communities at local level.
- Registration of the students.
- Teaching/learning activities at school level.

4. Supervision/Monitoring of the schools and feedback

As monitoring and evaluation is an important part, it would be achieved through the regular monitoring proceeding as:

- Periodical review meeting at different level of operation.
- Refresher Courses.
- Evaluation.

Training of Teachers

The District Government (District Literacy Cells) will develop the curriculum and contents for the training of the teachers and other field functionaries, in collaboration with different agencies. Courses for training of Master Trainers and key functionaries will be trained by the Master Trainers at the zone and sub-zone level.

Examinations, Certification and Equivalence

Final examinations will be conducted by examination teams headed by authorized representatives from the respective District Education Office. Final certificates follow same criteria and procedures prevalent in the Province. Learners qualifying the final examination will be awarded primary level certificate endorsed by District Education Authorities and they will be eligible for admission in 6th class in formal schools.

Challenges for EFA

Access to free and compulsory education is a fundamental right of children.

Education is perhaps the biggest challenge in Pakistan. High pupil/teacher ratios, averaging 55 to 1, contribute to the poor quality of the system. Only 44 percent of girls are enrolled at the primary level, and the

picture for boys is not much better, at 57 percent. The drop-out rate during the first five years is 70 percent. At the secondary level, 32 percent of girls are enrolled and 46 percent of boys. Illiteracy is extremely high, particularly among females, where it reaches 72 percent. Among males, illiteracy is 43 percent. Lack of access to a skill-building, quality education is a major factor contributing in drop out levels

In the 50 years since its creation, the country has managed to attain a literacy rate of 45%. In 1947, the first education conference set 1967 as the target date for achieving UPE (Universal Primary Education) for the entire country, including the rural females. This promise went unfilled and target dates were pushed forward. Many experiments were conducted in the education sector in the decades that followed, but none that led to positive results. The two most important steps that could have revolutionized the country's education profile increasing resources and making **education free and compulsory were never taken.**

Budgetary allocations for education have remained consistently low. UNESCO recommends allocating 5% of the GDP to the education sector. In Pakistan it remains about 2% of the GDP, and even these scanty allocations are not utilized efficiently. Actual spending is mismanaged and remains far short of the allocations.

The education sector today is badly affected by incalculable problems and putting it on track requires massive inputs in terms of planning, monitoring, material and human resources. Getting children enrolled in schools and making them stay means making schools attractive and education meaningful.

At present the state of many schools is characterized by scruffy structures (in some cases no structures), little or no water and sanitation facilities, no learning material, abusive teachers (a major reason for the high rate of school dropouts), absent teachers, and teachers with little or no training

The level of learning that takes place in such an environment is reflected in a UNICEF report, *The Realities of Girl's Lives in South Asia*, according to which 66% of children who completed primary school in Pakistan could not read with comprehension and 70%, could not write a letter. These realities are evident to even poor and illiterate parents who find sending children into the workforce a more productive contribution to their households.

Ground Realities

Pakistan has about **184,000** primary schools, including about **121,000** government schools, an estimated **25,000** mosque schools and 38,000 private and non-formal community based schools. Approximately 75% of enrolled children attend government schools. The government intends to introduce core subjects at the primary, middle and secondary levels of the country's over **10,000** madrassahs.

According to the Pakistan Integrated Household Survey (Round 4: 2001-02), **51%** of the population ten years and older has ever attended school. This proportion is much higher in urban areas (**69%**) than in women (**36%**). The difference between the sexes is particularly large in rural areas. Punjab (**54%**) and Sindh (**49%**) have the highest proportions that have ever attended school; Balochistan (**37%**) has the lowest.

About 38% of the population 10 years and over has completed primary level or higher. The figure is highest in Punjab (40%) and lowest in Balochistan (27%). In Pakistan as a whole the percentage of males who have completed primary level is nearly double that of females and the disparity is even more pronounced in rural areas. In Balochistan, only 6% of females over 10 have completed primary school.

Some 57% of 15-19 year olds in Pakistan have completed primary school, compared with only 15% of the 60+ age group. The proportion of 10-14 year-olds that has completed primary (30%) is lower than the 15-19 year-old because many 10-14 year-old are still enrolled in primary school.

In Pakistan, the overall strategy, during the period from 1947 to 1997 has remained one of expansion of the existing system and efforts have been directed solely to the establishment of more of the existing type of formal institutions. Thus more and more replication of the existing model has been the major approach to the solution of the problem of education sector. After spending scarce resources we have come to the conclusion that our approach of mere expansion has been very simplistic. It has created problems associated with the unequal provision of facilities. Rich conditions of learning as they exist in a few selected institutions are in sharp contrast to the total lack of basic amenities and physical facilities. In spite of the huge investment made, the successive failure of the loud promises made in every plan and with every educational policy and putting off the well marked out deadlines, has created a credibility gap.

The result of the formal institutional structure is that millions of children have been deprived of elementary education not because institutional facilities did not exist but primary education clashed with their jobs, because it was organized only as a full-time program during the day. Alternatives comprising of part-time education, evening classes, multiple point entry, non-formal education programs for early school leavers, etc. are other efficient substitutes to ineffective schooling patterns. In stagnated rural areas, institutionalized education has proved to be of little effect. It may be said to have been unable to promote greater vitality in production processes through agricultural training. In other words, education in this instance would not be responding to the rural environment in the sense of promoting effective channels for integrated development.

Other factors, similarly contributing to the low level of educational efficiency and productivity in rural areas are: the poverty of families, child labor, infant malnutrition, health, social and cultural situation, and the high mortality and morbidity levels. Moreover, the sanitary conditions, illiteracy of the students, parents and relatives, the differing values of the family, the area, and the educational establishments also add to the complexity of the situation without benefiting the masses. In spite of this situation, the school education has not taken appropriate forms of adaptation. Hence, children either do not attend the school or leave early. In many instances, the school does not promote community activities or use the existing infrastructure, and fails to associate its programs with the community or with its various basic representative groups such as the parent associations. Therefore, it fails to fulfill the outstanding role as expected by the rural communities.

The limitations of language employed in the educational process, the inadequacy of school calendars, deficit programming of school activities, low availability of the teaching staff and absence of mechanism to facilitate a better use of their capabilities aggravate the foregoing problems.

The non-formal education is now receiving a growing awareness and acceptance as a dominant approach to education in the future. The idea is certainly not a new one. The practice is almost perennial. The consciousness that learning has to be co-existent with life is as old as mankind. All traditional societies had, in one way or the other, some learning practices within all periods of one's life and as part and parcel of one's overall activities. It is only in the more recent times that learning and education became time-bound and space-bound, mostly limited to some age groups, predominantly professionalized, institutionalized and sociologically and pedagogically programmed. This reflects in reality the basic trends in the global evolution of our contemporary societies, which are increasingly over organized and over structured, leaving less and less scope for creativity, imagination, choice and peoples real participation. Educational systems and learning facilities mirror the same trends and societal characteristics. They are not, and cannot be, exceptions in the overall rules of the human nature. The increased emphasis on non-formal learning stems from the awareness that institutionalized, time and space-bound education does not correspond to the requirements of today's societies, especially out of school children with particular emphasis on street children. The concept of

non-formal education is based on an integral educational philosophy rather than the piecemeal and diffused practices stimulated by working or living demands. Hence, the non-formal learning concept today is a comprehensive answer to the identified needs.

Education for All (EFA)

Education for All refers to the global commitment to ensure that by 2015 all children would complete primary education of good quality (Universal Primary Completion), and that gender disparity would be eliminated in primary and secondary education preferably by 2005 and no later than 2015. This commitment was made at the World Education Forum in Dakar, Senegal in April 2000 and reaffirmed in the Millennium Declaration in New York in September 2000. The Government of Pakistan is attaching top priority of EFA. The country has ten year Perspective Development Plan (2001-11) to visualize the long term macro-economic and sectoral growth strategies, Poverty Reduction and Human Development is the priority area of the Plan. Sector-wide development approach covering all the sectors of education has been adopted under the Perspective Plan. In order to address the EFA implications linkage plan focusing on development of other sectors of Education has also been prepared. Nearly 80% of the ESR covers different goals of Education for All by 2015, reducing illiteracy by 50 percent with a focus on reducing the gender gap by 2015, life skills and learning opportunities for youth and adults; and early childhood education.

EFA target population

The targeted groups for EFA goals belong to disadvantaged communities with minimal opportunities. These groups are highly vulnerable, without access to learning facilities, or public sector facilities, which are functioning at sub-optimal levels. Each sub sector of EFA targets the socially excluded groups through. Integrated non-formal education provision to different age groups where there is no education provision: sensitive to gender and development approaches for disadvantaged girls and boys, women and men (including child labour). Non-formal programs to target nomad, reverine communities and women and children in prison and darulamans.

Challenges and gaps related to EFA

Presently one half of the children, who enroll in grade one, completes primary education (grade v). Female completion rate is less i.e. 46% than male which is 54%. Pre-mature withdrawal of children from school at any stage before the completion of primary education and retention of a child in a class for more than one year are the two major constraints in achieving EFA targets.

Out of school children

Out of school children may include children who never enrolled and those who dropout from primary school. At present out of 18 million 5-9+year age children, 12 million are in school. Total number of left outs is approximately 6 million. With the increase in the number of formal primary schools as well as the establishment of Non-Formal Basic Education schools in areas where there are no school., especially for girls, it is expected that the number of the left outs will gradually decrease to 4 million by the year 2005, 1 million (all girls) by 2010, and almost zero by 2015.

Following are the major causes for high drop out rate in Pakistan

Economic Factors

- Low level of economic development of the country
- Low per capita income of the people
- Inadequate provision of physical facilities in schools.
- Shortage of funds especially to meet the recurring expenditure.

- Poor standards of health and nutrition.
- Costly text-books
- In-adequacy of audio-visual aids
- poor condition of school buildings
- Poor motivation level of parents to send children to school. In other words high opportunity cost

Physical Factors

- Punitive measures adopted by the teachers and loss of self-respect
- Non-conducive atmosphere of schools
- Heavy load of school bags.

Geographical coverage of NFE centers

Government of Pakistan under EFA initiative planned to establish 200000 NFE centers in all over country till 2015, almost 80% of these centers are planned to be established in rural areas and rest in semi urban localities. It is generally accepted that street children are urban based issue and they are spending their lives on the streets of big cities of Pakistan. Under EFA initiative there is no coverage and special focus for them to bring under some sort of non formal education set up at government level. But different civil society organizations are working with street children with a holistic approach and some are running non formal education set ups with these marginalize and vulnerable groups.

Problem of Accessibility

According to EFA national plan of action, NFE centers will be selected by literacy department on the recommendation of NGO/CBO, in the targeted areas where there is no primary school available or it is not functional due to reasons like shortage or absenteeism of teachers, lack of interest and resources etc. These centers will actually work as a replacement of formal education set up rather in their real sense like flexibility of time etc.

Hiring of Staff and their Incentive

Staff for NFE centers will be hired from local community on the recommendation of department on merit. In case of unavailability staff from respective community then rules may be relaxed in terms of education and age. On job trainings will be organized for such candidates. In terms of remuneration teacher will be paid 1000 to 1500 Rupees per month. This comparatively appears very low economic incentive that may lead to low motivation and lack of interest towards the cause. Consequently it may effect efficiency and sustainability of centers.

Monitoring and evaluation of centers

A unit 50 schools will be allotted sub zonal district to an NGO. Communities interested in NFBE or literacy centers in their respective areas are required to organize them selves in the form of CBO or village education committee. District Literacy department has been given key role along with local NGOs/CBOs for monitoring and evaluation of the centers. Role of civil society organization appears very limited in M & E besides to facilitate the whole process under supervision of district literacy department. These community organizations are suppose to visit allotted centers once in a

Month against with they are given certain financial support which 200 Rupees per center.

Access, substitution against primary schools, mainly NFE centers will be established in rural areas while street children problem is more urban issue as compare to rural. But these NFE centers are supposed to be established in semi urban and rural areas of Pakistan.

Recommendations and suggestions

- The pursuit of an education in itself offers a measure of protection against problems, reducing the levels of risks and vulnerabilities to the children by providing information and skills, increasing young people's connectedness and security, facilitating access to a trusted adult and increasing literacy
- Some education planners are calling for new approaches such as distance learning for teachers and students as well as enhanced on-the-job training and the expansion of teacher-training facilities, in order to improve the quality of instruction and the provision of education, they are also proposing efforts to help teachers learn how to avoid AIDS and to communicate appropriate prevention message to school going and out of school children
- Action to provide education to those young people outside the formal school system is urgently need, as out of school youth particularly street children are generally at higher risk of vulnerabilities, protection issues and HIV/AIDS infection. Introduction specific measures such as subsidies, scholarships, and the provision of educational alternatives, including vocational training, may help street children and other young people to complete schooling.
- As we know that NFE centers will be established in rural and semi urban areas, considering street children issue which is for sure is an urban problem these centers are not available for them in urban localities especially in big urban cites where this problem is mainly exists. Taking this situation into account NFE centers should be established in big cites of Pakistan to cater the educational needs of this marginalized and vulnerable segment of children. In this regard different projects which are going on can be studied like ILO IPEC time bound project which is running different non formal education and technical centers for working children can be strengthened putting more focus on street children
- It also recommended that street children particularly street living children should be included in the NFE and National Plan of Action
- As health problem is identified one of the big problem, it also suggested to include health education in the plan
- Under EFA initiative, NFE centers are established in areas where government schools are not available or if available these are far away and covering vast areas, due to which it is not possible for parents to send their children in these schools especially for girls because of cultural and social norms. There for in lieu of said problem it is important to not take these centers as replacement of primary schools. NFE centers' main focus is out of schools children who are engaged in child labour whether it's in formal or informal sectors. Again street living children are ignored in the provision of the formal and informal educational services. As they don't have access to transport, have no proper funds to move to the remote places to attend the classes.
- Economic incentive should also be revised to enhance the efficiency and interest of teachers.
- According to policy each NGO/CBO is allotted 50 NFE or literacy centers in their respective areas for monitoring purposes. Practically it is very difficult to visit each center in a month period. For more efficient and agile monitoring, number of allotted centers should be readjusted according to the capacity and experience of selected NGOs/CBOs.
- Monitoring and evaluation system of NFE centers is heavily relying on literacy department though civil society organizations are part of it but their role need to be enhanced in order to share the responsibility and to increase reliability of the process.
- NGOs National consortium/network working on street children issues is strongly recommended, through them NFE can be implemented. The consortium/network first get sensitized on the NFE and then be responsible to implement this to provide formal and non formal educational opportunities to street living children

- With regard to the street children, it is needed to be added in EFA with a clearly defined term “street children”
- Direct resources toward the training of all teachers applicable in formal and non formal schools settings.
- Earmark aid for the training of teachers in non formal education and child friendly settings and on the rights of the child rights convention
- Earmark aid to improve conditions of schools, institutions and life styles of teachers to provide health, physical, educational, and recreational needs
- Use all available opportunities to press the government of Pakistan to hold educational reforms and implementation of International standard of education and setting up of non formal settings for out of school children particularly street living children
- Use all available opportunities to urge the government of Pakistan to adopt a Dakar Framework of Action
- For self and body protection, life skills are as important as information about education and diseases. As they enable street children and young people to act on that information, to increase their autonomy in sexual encounters, and to exercise good judgment and responsible behavior. Life skills are those skills that enhance psychosocial development. They include skills for effective decision making and problem solving , creative and critical thinking, strengthening communications and interpersonal relations, raising self awareness and coping with emotional and causes of stress
- It is recommended that specially designed non-formal educational program within/out of school should provide to street children. Studies have shown that skills based education can have a significant and sustainable impact.
- It is recommended to devise youth oriented information, education and communication campaign with measure able objective having key messages about education, available opportunities focusing on street children and illiterate population

Chapter 5 Best Practices Study

Introduction

Over the past ten years, there have been numerous efforts to involve children in a wide range of social and economic settings at the national and international level. However most of these efforts have resulted in bringing children forth in only event based activities. The UN agencies, governments and national and international NGOs have been exploring and debating for the promotion for all children in the world. Internationally, the United Nations has advocated and practically brought children together at “Special Session in 2002” and this led to the outcome of a document “A World Fit for Children” which obligates nations to fulfil commitments to build a world fit for children by upholding commitments to respect children’s rights to education to ensure children’s participation in all matters affecting them. South Asian countries are working on the decade campaign on Education for All through different initiatives for children to improve their local communities and challenge various inequalities hindering educational opportunities.

Likewise, Pakistan has also taken its first step at this by developing National Plan of Action on Education for All (EFA). The organizations working with children are still exploring the practical application of EFA in their projects. Case Studies on Best Practices on Basic NFE for Children Living and/or Working on the Streets in Pakistan” after carrying out a detailed mapping²⁶ of the good practices and assessing them based on an established criteria, selected four best practices on NFE for street living and/or working children.

The selected four good practices are: *Sudhaar*, *Khoj*, *AMAL-YES! Youth Empowerment Skills* and *Sind Education Foundation*

The study has carried out an in-depth investigation of the selected examples based on a defined framework and standards. Participatory approaches such as PRA were used to assess and analyze the strategies and activities that have proven effective and factors which led to the success of the initiatives.

II. Methodology

In order to learn in detail how the selected good NFE initiatives for street living and/or working children operate, field visits of the project sites were conducted. The main objective of the field visits was to learn the initiatives:

- History and how it was established
- Brief profile of the initiative
- Methodology
- Range of activities
- Number of children involved and their ages
- Views of all stakeholders through interviews

The stakeholders are identified as the following:

- Children

²⁶ Annexure 1,2

- Non-participating children
- Supporting adults (facilitators)
- Supporting agency
- Parents
- Community members

Research team was sensitized to carry out the organizational and field visits. Each team consisted of one male and one female. The field sites that the teams visited were:

| Project | Location | City | Province |
|-------------------------------|--|-------------|-----------------|
| Youth Empowerment Skills-YES! | Quetta City | Quetta | Balochistan |
| Sudhaar | Kasur, Sialkot, Gujranwla, Sheikhpura and Toba Tek Singh | Lahore | Punjab |
| Khoj | Lahore, Sheikhpura | Lahore | Punjab |
| Sind Education Society | Karachi and remote areas of Sind | Karachi | Sind |

The research teams spent approximately three days at each site. They gathered information about the project in terms of NFE for street living and or working children through interviews, material collection, open discussions and by observing the activities and discussions of the participants of the projects. The number of interviews conducted varied with each project and its location. Sudhaar is working in the cities of Kasur, Sialkot, Gujranwla, Sheikhpura and Toba Tek Singh and is supporting educational models running while AMAL-YES! (Youth Empowerment Skills) is working in Quetta, Khoj is working in Lahore and Sheikhpura locations out of which four provinces were chosen and at each province the team tried to visit both urban and rural project sites to gain better understanding of the project's operation in terms of NFE for street living or working children. Due to the variation of the number of sites of each project, the number of interviews also varied. The interviews conducted with the supporting agency and supporting adults took approximately two long while the interviews with participating children took approximately thirty minutes and interviews with community members took approximately twenty minutes.

The interviews collected were then analyzed according to the format provided by UNESCO Bangkok under set criteria of best practices

(Annexure 4)

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- Other relevant National, Regional and International Commitments, Instruments and Conventions that impact the child labor situation generally and the situation of the Worst Forms of Child Labor in particular. This included researches on hazardous and exploitative forms of child labor.

ANNEXURES

Annexure A

- Household servants (usually called child domestic workers)
- Mobile vendors (selling coconuts, towels, flowers and newspapers etc)
- Serving water to car/bus drivers
- Mobile pan vendors
- Bus conductors, truck cleaners and car washers
- Garbage collectors (Afghan children specially) and recycle trash pickers
- Temporary/daily wage workers at farms, as butchers, at puncture shops
- Newspaper hawkers
- Shoe polishers, carpet weavers
- Mechanics or working at rental shops as “chootas”
- Fruit/toy/clothes/oil sellers
- Singers/dancers
- Carpenters
- Cart drivers
- Trader of currency change persons

Annexure B

- Parents
- Elders, friends/peers and colleagues in groups
- Police (particularly traffic police)
- Journalists
- Local development authorities and local mobile municipal vans
- Owners of shops/workshop, vehicles, market contractors and elders of the community
- Passersby and rich people of the area
- Lawyers, watchmen and Badmash (Corrupt people) of the area
- Owners of the house/shed/shelter where street children live
- Community members
- Government servants (lawyers, sweepers, watchmen etc)

Annexure C

- No formal/non formal educational facilities (we want to read but we don't have facilities and cannot afford it)
- All types of violence (physical, sexual and economical particularly)
- Poverty (have no job, no earning opportunity)
- Health Problems (there is no facility of nutrition, clean water and cleanliness for us at general places, jails and in government hospitals)
- Drug trafficking (people enforce them for drug trafficking)
- Lack of safety net/support system/state welfare function
- No connection with family
- Lack of rights, legal and social support structure
- National and international wars/conflicts among countries and inside the groups
- Malnourishment

- Have no circle of friends
- Accommodation
- Shortage of money
- When we sleep people and police physically torture us and we cannot sleep
- After completion of our work e.g. washing cars, hotel garbage and other stuff people did not pay our wages
- Security Problem (passersby, friends, elders, watchmen and police beat us and snatches our money and all other related stuff)
- Kid napping of children
- Drug addiction

Annexure D

- Caught them without any reason and demanded for money
- Snatches their money and said we are addicts and involved in crimes
- Blamed us that we are commercial sex workers and earn money by illegal sexual activities and demanded their share
- Harassment/Torture physically, mentally and emotionally (kicking, beating with leather shoes, stick, slapping and verbal abuses)
- Keeps us in lock ups for days/weeks or even months for nothing/for internal inspections and force to accept the crimes which we did not commit
- Keeps us with adults in jails and force to do their personal work
- Abuse sexually in jail “I was abused by a group of 8 policemen in jail”²⁷
- Forces us to steal things and to do their own personal jobs and threatened to bring our family members in case of refusal
- Kept our relatives inside the jail and demanded for money
- They have no proper place for us, most of the time “**I slept in standing position and there were 8 individuals in a small lock up room**”²⁸
- Don’t provide beds/matrices, have to sleep on the floor
- Provide poor, low standard and unhygienic food and nutrition inside the jails
- There are no medical facility inside the jails
- Demanded bribery most of the time for our work at our places
- Consider as drug addicts, always kept in lock ups and used as drug traffickers
- Took “white and beautiful” children with them, kept them inside jail, have group sex and left in the morning. Beat badly in case of refusal and kept in locks on account of drugs and theft
- While sleeping on foot path, they come there, beat with stick and kicked
- They never want to appear us in front of the judges and lawyers and did not register cases and don’t register FIR
- Kept three times as many children as it designed for

Use different cruel style of punishment as being beaten, hung upside down, whipped with a rubber strap or leather slipper

Annexure E

- The hotel owners kept money with them provided by rich people for our food, shelter and sleep and spend half of the money provided by the rich

²⁷ Quote of a Child in Focus Group Discussion

²⁸ Quote of a Child in Focus Group Discussion

- We mostly eat left over of the people in the hotels and have no clothes
- At the occasion of marriages, if something got lost, we are suspected and beaten by any one
- We cannot eat or enter in hotel comfortably although we pay for our food and people consider us thieves
- Snatches our selling goods and instruments
- They don't become our guardian or guarantors for jobs seeking and demanded extra rent and bills if we want to hire our own place to stay
- People consider us habitual drug addicts and thieves
- Elder addict group members beat us and demanded for drugs and sexual relations
- No love and legal support for us in this society
- People wanted us to traffic drugs for them
- Car owners did not pay for our car washing
- The elder one with whom we have fought, came at night, tore our trouser and have sex forcefully

Annexure F

Details description of the causes

Some of the major issues connected with street children are outlined briefly below. All of these issues impinge upon the lives of street children as a whole, as the result of children being on the street. Each street child has personal experiences that contribute to his or her current circumstances, but which are likely to include some, if not many, of the following issues or problems. Similar experiences may not lead to the same outcome. Some trafficked children end up on the street, others in brothels. Whether children can be reintegrated into their families and communities depends upon their reasons for initially separating from home as well as their

Unemployment and Poverty

Poverty is perceived often as a major reason for children coming onto the street. Poverty may in turn have been caused by many factors, such as flood, drought, earthquake, or lack of state or other support in recovery efforts and extended families having too many children and too many mouths to feed. More widespread is families' need to send children to work, either to supplement family income or to reduce family size. Families in urban locations may live in squatter camps, shanty towns, stay with friends or relatives, or "sleep rough," that is, the entire family may be homeless and live on the street. Children from such families may go to work locally on the street, with parents or separately, in various occupations.

Domestic violence and abuse

The reasons for children's self-migration, leaving home, or running away, often revolve around parents, family, or other members of the community. Domestic violence, physical abuse, sexual abuse and exploitation, all create conditions whereby children decide to leave home. Domestic violence is not limited to poor families; the children of better-off families also sometimes choose to escape and leave home.

Religious and School Teacher's attitude

Pressure and violence at mosques and school also cause children to run away. Children can be subject to bullying or violence from Moulvi (religious leaders) teachers or other children. Children may face enormous school pressures, including both the quantity of schoolwork and anxieties about doing well, particularly in cultures where a high premium is placed on educational achievement. In some countries, tuition is not free, while in many other places, although public school tuition is free, other school fees are levied or children are required to buy uniforms and school materials. Poorer families cannot afford these costs and their children

are, thus, unable to attend school. In addition to being denied an education, this increases their vulnerability to be used as cheap labor, or to be sent away from the family to work.

Movement

An important element in the lives of many street children is movement: from home to street, rural area to city, rural area to border, across borders and so on. Such movements can result from kidnapping or trafficking, parents’ migration, abandonment, flight from civil conflict, self-migration, running away, or being sent away to work. In addition, the actions of parents, family, or school or problems in the local community also are major causes of movement and separation from family.

Survival

In many circumstances, children are adept at analyzing their situation and making decisions for their own benefit. These include daily decisions on coping or survival techniques, as well as general assessments of their own best interests to earn money, eat reasonably well, and do things children usually are not allowed to do at home. Children may be living in abusive or otherwise unsuitable residential homes/shelters but find some aspects beneficial and on that basis may choose not to move onto, or back to, the street. Some children prefer their independence, including the freedom to make their own decisions and have control over their lives. The problem for these children is connected with the deprived and transitory nature of much of their life on the street and their inability to gain an education or other work skills or qualifications that will take them off the streets.

Rural Situations

While street children are generally seen as an urban phenomenon, there are also rural “street children”—children who are unaccompanied and living and working outside cities but not in agriculture-related activities. Such work includes the transport of goods, particularly across borders. Also, as HIV/AIDS spreads in rural locations, increasing numbers of children whose parents have died become destitute, especially when family land or other possessions have been sold for medical care or seized by adult extended family members or other adults. Such children are left with no means of support and may not know how to, or completely lack the means to, migrate to urban centers

Stigma and Discrimination

Discrimination also can force children onto the streets. In many places, communities have shunned the children of parents who have been taken to prison, for example for the murder of a spouse. This stigmatization of parents causes problems for their children, particularly when their parents got died. Discrimination against girls and young women in all situations is an important factor in the lives of female street children

Drugs

The increased availability of a variety of drugs, particularly amphetamine-type substances, is resulting in new categories of street children in parts of Asia. Drug use and dependence, and theft or other criminal activities to support such dependence, are causing some children from better-off families to be thrown out of home. Glue or solvent sniffing, which causes permanent brain damage, also is common in some countries as a cheap and readily available means to escape personal problems or to diminish hunger. Drug use by parents is also a cause of children coming onto the street.

Millennium Development Goals and Targets

| Millennium Development Goals | Targets |
|---|--|
| 1. Eradicate extreme poverty and hunger | Halve the proportion of people living on less than a dollar a day and those who suffer from hunger |

| | |
|---|--|
| 2. Achieve universal primary education | Ensure that all boys and girls complete primary school |
| 3. Promote gender equality and empower women | Eliminate gender disparities in primary and secondary education preferably by 2005, and at all levels by 2015 |
| 4. Reduce child mortality | Reduce by two thirds, the mortality rate among children under five |
| 5. Improve maternal health | Reduce by three-quarters the ratio of women dying in childbirth |
| 6. Combat HIV/AIDS, malaria and other diseases | Halt and begin to reverse the spread of HIV/AIDS and the incidence of malaria and other major diseases |
| 7. Ensure environmental sustainability | <ul style="list-style-type: none"> • Integrate the principles of sustainable development into country policies and programs and reverse the loss of environmental resources. • By 2015, reduce by half the proportion of people without access to safe drinking water. • By 2020 achieve significant improvement in the lives of at least 100 million slum dwellers. |
| 8. Develop a global partnership for development | <ul style="list-style-type: none"> • Develop further an open trading and financial system that includes a commitment to good governance, development and poverty reduction – nationally and internationally. • Address the least developed countries' special needs & the special needs of landlocked & small island developing states. • Deal comprehensively with developing countries' debt problems. • Develop decent and productive work for youth. • In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries. • In cooperation with the private sector, make available the benefits of new technologies – especially information and communications technologies. |

Annexure 1

Organizations visited and contacted

| | | |
|-----|---|------------------------|
| 1) | Sudhaar | Mr. Fuad Usman Khan |
| 2) | Khoj | Ms Nasira Habeeb |
| 3) | Godh | Mr. Rashid Ahmad Ghazi |
| 4) | AGHS | Mr. Uzair |
| 5) | Bunyard Literacy Commission | |
| 6) | SVERA | Ms. Uzma Pir Zada |
| 7) | MESSAGE | Dr. Akhtar Ali |
| 8) | AMAL-YES! | Mr. Rana Gulzar Ahmad |
| 9) | Sahil | Ms. Humaira |
| 10) | World Vision Pakistn | Mr. Fayyaz Gil |
| 11) | NCCWD | Mr. Hasan Mangi |
| 12) | Ministry of Education EFA Wing | Dr. Muhammad Saleem |
| 13) | Save the Cchildrne UK | Mr. Jiwan Das |
| 14) | Dept. of Anthropology QAU | Dr. Hafeez-ur-Rehman |
| 15) | Literacy andNFBE Dept.Punjab Government | Dr. Muhammad Arshad |
| 16) | SAHE | Mr. Abbas Rashid |
| 17) | DEE LASS GUL | Ms Fatima |
| 18) | ILO | Mr. Atif Ikarm |
| 19) | AZAD Foundation | Mr. Wahid |
| 20) | Sindh Education Foundation | |
| 21) | AMAL Human Development Network-Quetta | Mr. Rana Gulzar Ahmad |
| 22) | SPARC-Society for the Protection of the Rights of the Child | |
| 23) | Pakistan Institute of Labor and Economic Research [PILER] | |
| 24) | Child Care Foundation [CCF] | |
| 25) | Dosti Foundation | |
| 26) | Insan Foundation | |
| 27) | Sach | Ms. Bushra |
| 28) | Sachet | Ms. Amna |
| 29) | PIDE | Mr. Zulfiqar |
| 30) | Dost Foundation | Mr. Zakir Shoaib |

Annexure 2

MAPPING EXERCISE

List of the NGOs Working on the Issue of Street and Living/Working Children

AMAL Human Development Network

H-7, St-62, G-6/4

Islamabad

Tel: 051-2824930-2827774

Fax: 051-2272491

Email: amal@isb.compol.com

Website: <http://amal-hdn.org>

Area of operation: Nationwide specifically, Islamabad, Rawalpindi, Karachi and Quetta

Lawyers for Human Rights & Legal Aid (LHRLA)

D – I First Floor, Court View Apartment,

Court Road Karachi

Tel: 021-111-911-922

Fax: 021-5685938

Email: lhrla@fascom.com

Azad Foundation

E-135/2.D, Gulshan-e-Iqbal

Block 7, Karachi-75300

Karachi

Tel: 021-4802194

Fax: 021-4994680

Email: azadfoundation@hotmail.com

Children's Resources International (CRC)

H-66, St-89, Embassy Road,

G-6/3, Islamabad

Tel: 051-2877941-2

Fax: 051-2274140

Email: info@crck.com

Pakistan Law & Justice Commission

Supreme Court Building Islamabad

Tel: 051-9209412

Fax:

Email:

Godh

H-4, St-27, Canal Park Gulberg

Lahore, P.O.Box 3023

Tel: 042-58791747 - 5879158

Fax:

Email: godhf@hotmail.com

MESSAGE (Movement for Sustainable Social Autonomy & Gender Equity)

39-H, Johar Town, Lahore

Tel: 042-5300297

Fax:

Email: message@wol.net.pk

Bunad Literacy Community Council

E-105/A-9, New Super Town, Near Adil Hospital

Defence Housing Society

Lahore Canntt

Tel: 042-6670887

Fax: 042-6661817

Email:

Youth Empowerment Summit (YES)

84 Chauburjee Park

Lahore

Tel: 042-7469691

Fax:

Email: aliaccessed@hotmail.com

Sudhar

56 Arya Nagar Scheme, Poonch Road

Samanabad, Lahore

Tel: 042-7531615

Fax: 7588561

Email: sudhaar@hotmail.com

Sharp

4 Rawal Arcade, F-8 Markaz

Tel: 051-2250640

Fax: 051-2251318

Email:

Organization for Social Development

G-221, Liaqat Road

Rawalpindi

Tel: 5558178

Fax:

Email:

Mohib-e-Watan Welfare Organization of Pakistan

H# SA-917, Rajput Street

Service Road, Sadiqabad, Rawalpindi-Pakistan

Tel: 051) 4845031, 4843061

Fax: 051) 4845031, 4843061

Email:

Dost Foundation

8/B-2, Phase V, Hayatabad Peshawar
Tel: 091-812218
Fax: 091-814181
Email:

Concern Pakistan

H-54, St-3, E/7,
Islamabad
Tel: 051-2825615 – 2827169
Fax: 051-2820723
Email:

UNHCR

Diplomatic Enclave 2, Quaid-e-Azam University Road
G-4 Islamabad
Tel: 051-2829502-506
Fax:
Email:

Unicef Pakistan

6-7 Floors
Saudi Pak Towers
61-A, Jinnah Avenue
P O Box: 1063, Islamabad
Tel: 2800133-42

Pakistan Lion Youth Council

II-Civil Lines Khanewal
Tel: 0692-55665
Fax: 0692-55665
Email:

Ministry of Minorities, Culture, Sports, Tourism & Youth Affairs

Green Tower Town, Blue Area,
Islamabad
Tel: 051-9217188
Fax:
Email:

ROZAN

House #4-A, St.34, F-8/1
Islamabad
Tel: 2851886-7, 2252100
Fax: 2851887
Email:

AAHUNG

F32/1, Block 8, Clifton,
Karachi

Tel:021-5871403 , 5870244
Fax:021-5870244
Email:aahung@cyber.net.pk

Plan International

H-64, Street-96, I-8/4
Islamabad
Tel: 051-4437507 – 4437506
Fax: 051-4437507
Email:

Sahil

No-13, Al Babar Center, F-8 Markaz
Islamabad
Tel: 2252524 - 2260636
Fax: 051-2254678
Email: info@sahil.org

World. Population Foundation (WPF)

15, St # 7, F-8/3 Islamabad
Tel: 92-51-2262358
Fax: 92-51-2256973
Email:

Al-Khair Welfare Society

Karachi
Tel:
Fax:
Email:
Source: SDPI

Centre for Street Children & Women

Peshawar
Tel:
Fax:
Email:
Source: Internet

De Las Gul

Peshawar
Address
Tel:
Fax:
Email:
Source: NGO Resource Centre, Karachi

SACH

H#27 Main Road, Khayaban Stop
I-8/3 Islamabad
Tel: 051-4430142
Fax: 051-4447400
Email:

SPARC

No14, Fourth Floor,
109-West, Sardar Begum Plaza
Blue Area, P.O.Box 301, Islamabad
Tel: 051-2279255 – 2279504
Fax: 051-2279254
E-mail: isb@sparc.org

Area of operation: Peshawar, Rawalpindi, Lahore, Multan, Bahawalpur, Bajaur Agency

HRMDC (Human Resource Management & Development Center)

Address:

Tel:

Fax:

Email:

Area of operation: Peshawar

WESS (Water Environment & Sanitation Society)

11-A, Chamen Housing Scheme, Airport Road
P.O.Box 391, Quetta
Tel: 081-844598
Fax: 081-831299
Email: wess@qta.paknet.com.pk

Save The Children U.S.A (Islamabad)

Pakistan/Afghanistan Field Office
H# 7-A, St 58, F-7/4,
P.O.Box 1952,
Islamabad
Tel: 051- 2279211-2, 2872686
Fax: 051- 2279210
Email:

Save The Children U.K (Islamabad)

Save the Children Fund UK Pakistan Field Office
H# 8, St 30, F-8/1
Islamabad
Tel: 051- 2 256923-5, 2256924-2256976-2256914
Fax: 2254367
Email:

Save the children (UK) (Peshawar)

H-60-C (5), University Town
Peshawar
Tel: 091-841839
Fax:
Email:

Save the children-Sweden

Peshawar

Address:

Tel:

Fax:

Email:

International Labour Organization (ILO)

UN International Labour Organization (ILO)

Area Office for Pakistan & Liaison office for Afghanistan

ILO Building, G-5/2,

(Near State Bank of Pakistan), P.O.Box 1047

Islamabad

Tel: 051-2273368 / 2276456 – 8

Fax:051-2279181-2

Email

United Nations Educational, Scientific and Cultural Organization (UNESCO)

United Nations Educational, Scientific and Cultural Organization (UNESCO)

1st Floor, Saudi Pak Tower, P.O.Box 2034

Islamabad

Tel: 051-2800080-83-84

Fax: 051-2800056

Email: i.breines@unesco.org

Ministry of Education, Government of Pakistan

Ministry of Education

D-Block

Islamabad.

Tel: 9212020,9201392

Fax: 9202851

Email: minedu.pak@hotmail.com

United Nations Children's Fund (UNICEF)

6th Floor, 61-A Jinnah Avenue

P.O. Box 1063, Islamabad

Pakistan

Phone: (92-51) 2800133-42

Fax: 051-2800129

Canadian International Development Agency CIDA

CIDA Program Support Unit (PSU)

NO18 Bazar Road, G-6/4,P.O.Box 2934,

Islamabad

Tel: 051- 2279138

Fax: 051- 2279137

Email:

Family Planning Association of Pakistan (FPAP)

Family Planning Association of Pakistan
St. 30, I-10/4
Islamabad
Tel: 051-4446840, 4447291
Fax: 051-4447275
Email: fpap@isb.comsats.net.pk

The Embassy of Finland

The Embassy of Finland
H # 11, St.88, G-6/3
Islamabad
Tel: 051-2828426
Mob: 0300-9552481
Email: kkandolin@hotmail.com

Plan Pakistan*

Plan Pakistan
H-64, Street-96, I-8/4
Islamabad
Tel: 051-4437506
Fax: 051-4437507
Email: plan_co@plan-international.org

Pakistan Institute of Development Economics (PIDE)

Pakistan Institute of Development Economics (PIDE)
P.O.Box-1091, Quaid-e-Azam University Campus
Islamabad
Tel: 051-9206610-20
Fax: 051-9210886
E-mail: zulfi04@hotmail.com

National Institute of Psychology

National Institute of Psychology
Quaid-e-Azam University (New Campus)
Shahdra Road, Main Murree Road
Islamabad
Tel: 051-2230703 – 2231685 – 2230894
Fax: 051-2230704
Email: nip@nip.edu.pk

Ministry of Minorities, Culture, Sports, Tourism & Youth Affairs

Ministry of Minorities, Culture, Sports,
Tourism & Youth Affairs
Room No 111, Block – D, Pak Secretariat
Islamabad
Tel: 051-9205946
Fax:
Email:

Lead Pakistan

Lead Pakistan
F-7 Markaz
Islamabad
Tel: 051-2651511
Fax: 051-2651512
Email: asifsaeedpk@yahoo.com
asaheed@lead.org.pk

Islamabad Rozgar Markaz (IRM)

Islamabad Rozgar Markaz (IRM)
H-1107, St-67, G-9/4
P.O.Box No 1304
Islamabad
Tel: 051-2254064
Fax:051-2254064
Email: irm2@isb.sdnpk.org
sajidishaq@yahoo.com

HUNERKADA

HUNERKADA
College of Visual and Performing Arts
House-17, Street-83, G-6/4,
Embassy Road, Islamabad
Tel: 051-2275432
Mobile:0300-8540384
Fax: 051-2201114
Email: hunrkada@isb.comsats.net.pk

Human Right Commission of Pakistan (HRCP)

Human Right Commission of Pakistan
House-56, Street-35, F-6/1
Islamabad

Tel: 051-2827147-2824205
Fax: 051-2827147-2824205
E-mail: hrcp@is.comsats.net.pk

Human Development Centre

Human Development Centre
42 Embassies Road, G-6/3
Islamabad
Tel: 2271228
Fax: 2822794
E-mail: kh@hdc.isb.sdnpk.org

Community Uplift Program (CUP)

Community Uplift Program (CUP)
12-A, St-28, F-8/1
Islamabad
Tel: 051-2256043
Fax: 051-2856293
Email:

Cavish Development Foundation

House#193A,
Street No 36,F10/1
Islamabad.
Tel: 92 51 2212434
Fax: 92 51 2100954
Email: Cavishdf@hotmail.com

Catholic Relief Services (CRS)

Catholic Relief Services –USCC (CRS)
Pakistan Program
H# 9, St# 18, F-8/2
Islamabad
Tel: 2254336
Fax: 051-2262507
E-mail: crspak@isb.compol.com

DEWS Educational & Welfare Society

DEWS Educational & Welfare Society
DEWS Academy, Faisal Colony,
Tench Bhatta, Rawalpindi
Tel: 051-5527515
Fax:
Email: dews123@hotmail.com

Society for the Advancement of Community, Health, Education & Training (SACHET)

Society for the Advancement of Community, Health,
Education & Training (SACHET)
Promoting Human Development
Agehi Resource Center
(Advocates of Gender, Education & Health Information)
Al- Babar Center, Park Road, F-8 Markaz,
Islamabad
Tel: (92-51) 2851605 – 2851605 – 22550853 - 2254933
Fax: 2851608

Email: agehi@isb.pol.com.pk
www.sachet.org.pk

Unique Education & Promotion Society

Unique Education & Promotion Society
1st Floor Landom Plaza,
Dhamial Road, Quaid-e-Azam Colony,
Rawalpindi
Tel: 051-5552379
Mobile: 0320-4923479
Email: unique_ngo2003@yahoo.com

ARC International

ARC International
House – 22 D, Street 22, F-6/2
Islamabad
Tel: 051-2870264 – 2876456- 2872616
Fax: 051-2876107
Email:

APPNE Sehat

Dr. Shafiq Ur Rehman
Chief Executive Officer
Appna Sehat
H-1002 B, St 66, G-9/4
Islamabad
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Ministry of Youth Affairs

Mr. Ahmad Ali Turi
Senior Officer
Youth & Minorities Affairs
Government of Pakistan
Islamabad
Tel: 051-9204536
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Aga Khan Foundation*

Aga Khan Foundation Pakistan
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Islamabad
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Fax: (92-51) 2276815
E-mail: akf.mail@akfp.org

Annexure 3

Table 1a: Distribution of Street Children by Their Background profile and Province

| Background profile | | Punjab | Sindh | NWFP | Balochistan | Total | |
|--------------------|-----------|--------------|--------------|--------------|--------------|--------------|------------|
| | | | | | | Percent | Number |
| Age | < 12 | 4.8 | 1.3 | 20.0 | 3.3 | 6.0 | 15 |
| | 12 – 14 | 49.5 | 46.7 | 50.0 | 50.0 | 48.8 | 122 |
| | 15 – 17 | 45.7 | 52.0 | 30.0 | 46.7 | 45.2 | 113 |
| Gender | Male | 96.2 | 100.0 | 97.5 | 100.0 | 98.0 | 245 |
| | Female | 3.8 | | 2.5 | | 2.0 | 5 |
| Mother tongue | Punjabi | 78.1 | 22.7 | 2.5 | 40.0 | 44.8 | 112 |
| | Pushto | 6.7 | 10.7 | 92.5 | 23.3 | 23.6 | 59 |
| | Urdu | 4.8 | 21.3 | | 6.7 | 9.2 | 23 |
| | Bangali | | 10.7 | | 6.7 | 4.0 | 10 |
| | Balochi | 1.0 | 6.7 | | 3.3 | 2.8 | 7 |
| | Saraikee | 2.9 | 2.7 | 2.5 | 16.7 | 4.4 | 11 |
| | Sindhi | 6.7 | 24.0 | | 3.3 | 10.4 | 26 |
| | Hindko | | | 2.5 | | 0.4 | 1 |
| | Persian | | 1.3 | | | 0.4 | 1 |
| Nationality | Pakistani | 100.0 | 96.0 | 92.5 | 96.7 | 97.2 | 243 |
| | Afghani | | 1.3 | 7.5 | | 1.6 | 4 |
| | Bangali | | 2.7 | | 3.3 | 1.2 | 3 |
| Live with family | Yes | 11.4 | 13.3 | 47.5 | 16.7 | 18.4 | 46 |
| | No | 88.6 | 86.7 | 52.5 | 83.3 | 81.6 | 204 |
| Part of a group | Yes | 58.1 | 73.3 | 40.0 | 56.7 | 59.6 | 149 |
| | No | 41.9 | 26.7 | 60.0 | 43.3 | 40.4 | 101 |
| Total | | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 250 |

Table 1b: Distribution of Street Children by Their Background profile and Cities

| Background profile | | Peshawar | Multan | Hyderabad | Lahore | Karachi | Rawalpindi | Quetta | Total | |
|--------------------|-----------|----------|--------|-----------|--------|---------|------------|--------|---------|--------|
| | | | | | | | | | Percent | Number |
| Age | < 12 | 20.0 | 6.7 | 3.3 | 4.4 | | 3.3 | 3.3 | 6 | 15 |
| | 12 - 14 | 50.0 | 66.7 | 53.3 | 37.8 | 42.2 | 50.0 | 50.0 | 48.8 | 122 |
| | 15 - 17 | 30.0 | 26.7 | 43.3 | 57.8 | 57.8 | 46.7 | 46.7 | 45.2 | 113 |
| Gender | Male | 97.5 | 100.0 | 100.0 | 91.1 | 100.0 | 100.0 | 100.0 | 98 | 245 |
| | Female | 2.5 | | | 8.9 | | | | 2 | 5 |
| Mother tongue | Punjabi | 2.5 | 76.7 | 6.7 | 86.7 | 33.3 | 66.7 | 40.0 | 44.8 | 112 |
| | Pushto | 92.5 | | 6.7 | 4.4 | 13.3 | 16.7 | 23.3 | 23.6 | 59 |
| | Urdu | | | 6.7 | 2.2 | 31.1 | 13.3 | 6.7 | 9.2 | 23 |
| | Bangali | | | 6.7 | | 13.3 | | 6.7 | 4 | 10 |
| | Balochi | | 3.3 | 16.7 | | | | 3.3 | 2.8 | 7 |
| | Saraikee | 2.5 | 3.3 | 6.7 | 4.4 | | | 16.7 | 4.4 | 11 |
| | Sindhi | | 16.7 | 50.0 | 2.2 | 6.7 | 3.3 | 3.3 | 10.4 | 26 |
| | Hindko | 2.5 | | | | | | | 0.4 | 1 |
| | Persian | | | | | 2.2 | | 0.4 | 1 | |
| Nationality | Pakistani | 92.5 | 100.0 | 93.3 | 100.0 | 97.8 | 100.0 | 96.7 | 97.2 | 243 |
| | Afghani | 7.5 | | | | 2.2 | | | 1.6 | 4 |

| | | | | | | | | | | |
|------------------|---------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|------------|
| | Bangali | | | 6.7 | | | 3.3 | 1.2 | 3 | |
| Live with family | Yes | 47.5 | | 10.0 | 17.8 | 15.6 | 13.3 | 16.7 | 18.4 | 46 |
| | No | 52.5 | 100.0 | 90.0 | 82.2 | 84.4 | 86.7 | 83.3 | 81.6 | 204 |
| Part of a group | Yes | 40.0 | 40.0 | 76.7 | 46.7 | 71.1 | 93.3 | 56.7 | 59.6 | 149 |
| | No | 60.0 | 60.0 | 23.3 | 53.3 | 28.9 | 6.7 | 43.3 | 40.4 | 101 |
| Total | | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100 | 250 |

Table 2a: Distribution of Street Children by Their Background profile and Province

| Family Background | | Punjab | Sindh | NWFP | Balochistan | Total | |
|---------------------------------------|-------------------|--------|-------|------|-------------|---------|--------|
| | | | | | | Percent | Number |
| Place where family live | Home | | 2.7 | 2.5 | | 1.2 | 3 |
| | Streets | 98.1 | 90.7 | 95.0 | 96.7 | 95.2 | 238 |
| | Don't know | 1.9 | 6.7 | 2.5 | 3.3 | 3.6 | 9 |
| Number of siblings | 0 | 1.0 | | | 3.3 | 0.8 | 2 |
| | 1 | 1.0 | 2.7 | | | 1.2 | 3 |
| | 2 | 1.0 | | | | 0.4 | 1 |
| | 3 | 7.6 | 8.0 | 5.0 | 3.3 | 6.8 | 17 |
| | 4 | 7.6 | 12.0 | 5.0 | 10.0 | 8.8 | 22 |
| | 5 | 19.0 | 18.7 | 22.5 | 13.3 | 18.8 | 47 |
| | 6 | 21.0 | 13.3 | 22.5 | 23.3 | 19.2 | 48 |
| | 7 | 14.3 | 20.0 | 17.5 | 16.7 | 16.8 | 42 |
| | 8 | 9.5 | 9.3 | 7.5 | 16.7 | 10.0 | 25 |
| | 9 + | 15.2 | 9.3 | 17.5 | 10.0 | 13.2 | 33 |
| | Not mentioned | 2.9 | 6.7 | 2.5 | 3.3 | 4.0 | 10 |
| Parents alive | Yes | 70.5 | 70.7 | 62.5 | 66.7 | 68.8 | 172 |
| | No | 27.6 | 22.7 | 35.0 | 30.0 | 27.6 | 69 |
| | Not mentioned | 1.9 | 6.7 | 2.5 | 3.3 | 3.6 | 9 |
| Father can read/write a simple letter | Yes | 33.3 | 30.7 | 45.0 | 23.3 | 33.2 | 83 |
| | No | 64.8 | 62.7 | 52.5 | 73.3 | 63.2 | 158 |
| | Not mentioned | 1.9 | 6.7 | 2.5 | 3.3 | 3.6 | 9 |
| Mother can read/write a simple letter | Yes | 14.3 | 9.3 | 15.0 | 6.7 | 12.0 | 30 |
| | No | 83.8 | 84.0 | 82.5 | 90.0 | 84.4 | 211 |
| | Not mentioned | 1.9 | 6.7 | 2.5 | 3.3 | 3.6 | 9 |
| Father's occupation | Labor work | 15.4 | 22.7 | 27.5 | 34.5 | 21.8 | 54 |
| | Shopkeeper | 4.8 | 8.0 | 10.0 | 6.9 | 6.9 | 17 |
| | Selling vegetable | 5.8 | 5.3 | 20.0 | 10.3 | 8.5 | 21 |
| | Driver | 3.8 | 4.0 | 7.5 | 6.9 | 4.8 | 12 |
| | Watch-man | 1.0 | 4.0 | 2.5 | | 2.0 | 5 |
| | Imam-e-Masjid | 1.0 | | 2.5 | | 0.8 | 2 |
| | School teacher | 1.9 | 1.3 | 5.0 | | 2.0 | 5 |
| | Work in a Hotel | 2.9 | 1.3 | 7.5 | | 2.8 | 7 |
| | Rag picking | 1.0 | 2.7 | 2.5 | 10.3 | 2.8 | 7 |
| | Contractor | 1.9 | 1.3 | 2.5 | | 1.6 | 4 |
| | Mechanic | 2.9 | 1.3 | 5.0 | 3.4 | 2.8 | 7 |
| | Don't know | 4.8 | 2.7 | 2.5 | | 3.2 | 8 |
| | Work on field | 11.5 | 9.3 | | 10.3 | 8.9 | 22 |
| | Dispenser | 1.0 | | | 3.4 | 0.8 | 2 |
| | Doing nothing | 4.8 | 4.0 | | 3.4 | 3.6 | 9 |
| | Clerk | 2.9 | 1.3 | | | 1.6 | 4 |
| | Work in factory | 8.7 | 9.3 | | | 6.5 | 16 |

| Family Background | Punjab | Sindh | NWFP | Balochistan | Total | |
|---------------------|--------------|--------------|--------------|--------------|--------------|------------|
| | | | | | Percent | Number |
| Plumber | 1.0 | | | | 0.4 | 1 |
| Cobbler | 1.9 | 1.3 | | | 1.2 | 3 |
| Fishing | 1.0 | 1.3 | | | 0.8 | 2 |
| Begging | 1.0 | | | | 0.4 | 1 |
| Barber | 1.0 | 2.7 | | | 1.2 | 3 |
| Carpenter | 1.9 | 1.3 | | 3.4 | 1.6 | 4 |
| Wandering | 1.9 | 1.3 | | | 1.2 | 3 |
| Sweeper | 1.9 | 1.3 | | | 1.2 | 3 |
| Black smith | 1.0 | 1.3 | | | 0.8 | 2 |
| Milk supply | 1.0 | | | | 0.4 | 1 |
| Army or Defense | 1.0 | | | | 0.4 | 1 |
| Drycleaner | 3.8 | 1.3 | | | 2.0 | 5 |
| Tailor master | 1.0 | 1.3 | | | 0.8 | 2 |
| Not mentioned | 4.8 | 8.0 | 5.0 | 6.9 | 6.0 | 15 |
| Mother's occupation | | | | | | |
| Housewife | 62.9 | 61.3 | 82.5 | 60.0 | 65.2 | 163 |
| Teaching | 6.7 | 1.3 | 7.5 | 6.7 | 5.2 | 13 |
| Embroidery/Sewing | 17.1 | 10.7 | 7.5 | 13.3 | 13.2 | 33 |
| Housemaid | 6.7 | 12.0 | | 16.7 | 8.4 | 21 |
| Nurse | 1.0 | 1.3 | | | 0.8 | 2 |
| Packing | 1.9 | 1.3 | | | 1.2 | 3 |
| Selling bangles | | 1.3 | | | 0.4 | 1 |
| Begging | 1.0 | 2.7 | | | 1.2 | 3 |
| Labor work | 1.0 | | | | 0.4 | 1 |
| Work in factory | | 1.3 | | | 0.4 | 1 |
| Not mentioned | 1.9 | 6.7 | 2.5 | 3.3 | 3.6 | 9 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 250 |

Table 2b: Distribution of Street Children by Their Family Background and Cities

| Family Background | Peshawar | Multan | Hyderabad | Lahore | Karachi | Rawalpindi | Quetta | Total | |
|-------------------------|----------|--------|-----------|--------|---------|------------|--------|---------|--------|
| | | | | | | | | Percent | Number |
| Place where family live | | | | | | | | | |
| Home | 2.5 | | 6.7 | | | | | 1.2 | 3 |
| Streets | 95.0 | 100.0 | 76.7 | 95.6 | 100.0 | 100.0 | 96.7 | 95.2 | 238 |
| Don't know | 2.5 | | 16.7 | 4.4 | | | 3.3 | 3.6 | 9 |
| Number of siblings | | | | | | | | | |
| 0 | | | | 2.2 | | | 3.3 | 0.8 | 2 |
| 1 | | | | 2.2 | 4.4 | | | 1.2 | 3 |
| 2 | | | | | | 3.3 | | 0.4 | 1 |
| 3 | 5.0 | | 6.7 | 13.3 | 8.9 | 6.7 | 3.3 | 6.8 | 17 |
| 4 | 5.0 | 6.7 | 3.3 | 4.4 | 17.8 | 13.3 | 10.0 | 8.8 | 22 |
| 5 | 22.5 | 13.3 | 13.3 | 15.6 | 22.2 | 30.0 | 13.3 | 18.8 | 47 |
| 6 | 22.5 | 33.3 | 10.0 | 15.6 | 15.6 | 16.7 | 23.3 | 19.2 | 48 |
| 7 | 17.5 | 13.3 | 23.3 | 17.8 | 17.8 | 10.0 | 16.7 | 16.8 | 42 |
| 8 | 7.5 | 16.7 | 13.3 | 4.4 | 6.7 | 10.0 | 16.7 | 10.0 | 25 |
| 9 + | 17.5 | 16.7 | 13.3 | 17.8 | 6.7 | 10.0 | 10.0 | 13.2 | 33 |
| Not mentioned | 2.5 | | 16.7 | 6.7 | | | 3.3 | 4.0 | 10 |
| Parents alive | | | | | | | | | |
| Yes | 62.5 | 80.0 | 76.7 | 53.3 | 66.7 | 86.7 | 66.7 | 68.8 | 172 |
| No | 35.0 | 20.0 | 6.7 | 42.2 | 33.3 | 13.3 | 30.0 | 27.6 | 69 |
| Not mentioned | 2.5 | | 16.7 | 4.4 | | | 3.3 | 3.6 | 9 |

| Family Background | | Peshawar | Multan | Hyderabad | Lahore | Karachi | Rawalpindi | Quetta | Total | |
|---------------------------------------|-------------------|----------|--------|-----------|--------|---------|------------|--------|---------|--------|
| | | | | | | | | | Percent | Number |
| Father can read/write a simple letter | Yes | 45.0 | 43.3 | 30.0 | 26.7 | 31.1 | 33.3 | 23.3 | 33.2 | 83 |
| | No | 52.5 | 56.7 | 53.3 | 68.9 | 68.9 | 66.7 | 73.3 | 63.2 | 158 |
| | Not mentioned | 2.5 | | 16.7 | 4.4 | | | 3.3 | 3.6 | 9 |
| Mother can read/write a simple letter | Yes | 15.0 | 23.3 | 10.0 | 11.1 | 8.9 | 10.0 | 6.7 | 12.0 | 30 |
| | No | 82.5 | 76.7 | 73.3 | 84.4 | 91.1 | 90.0 | 90.0 | 84.4 | 211 |
| | Not mentioned | 2.5 | | 16.7 | 4.4 | | | 3.3 | 3.6 | 9 |
| Father's occupation | Labor work | 27.5 | 13.8 | 13.3 | 13.3 | 28.9 | 20.0 | 34.5 | 21.8 | 54 |
| | Shopkeeper | 10.0 | 3.4 | 10.0 | 4.4 | 6.7 | 6.7 | 6.9 | 6.9 | 17 |
| | Selling vegetable | 20.0 | 10.3 | 6.7 | 2.2 | 4.4 | 6.7 | 10.3 | 8.5 | 21 |
| | Driver | 7.5 | | 3.3 | | 4.4 | 13.3 | 6.9 | 4.8 | 12 |
| | Watch-man | 2.5 | | 10.0 | 2.2 | | | | 2.0 | 5 |
| | Imam-e-Masjid | 2.5 | 3.4 | | | | | | 0.8 | 2 |
| | School teacher | 5.0 | 3.4 | 3.3 | | | | 3.3 | 2.0 | 5 |
| | Work in a Hotel | 7.5 | 3.4 | | | 2.2 | 6.7 | | 2.8 | 7 |
| | Rag picking | 2.5 | | 3.3 | 2.2 | 2.2 | | 10.3 | 2.8 | 7 |
| | Contractor | 2.5 | | | 2.2 | 2.2 | 3.3 | | 1.6 | 4 |
| | Mechanic | 5.0 | 10.3 | 3.3 | | | | 3.4 | 2.8 | 7 |
| | Don't know | 2.5 | 6.9 | | 6.7 | 4.4 | | | 3.2 | 8 |
| | Work on field | | 17.2 | 10.0 | 13.3 | 8.9 | 3.3 | 10.3 | 8.9 | 22 |
| | Dispenser | | 3.4 | | | | | 3.4 | 0.8 | 2 |
| | Doing nothing | | 3.4 | 3.3 | 6.7 | 4.4 | 3.3 | 3.4 | 3.6 | 9 |
| | Clerk | | 3.4 | 3.3 | 4.4 | | | | 1.6 | 4 |
| | Work in factory | | 3.4 | 10.0 | 13.3 | 8.9 | 6.7 | | 6.5 | 16 |
| | Plumber | | 3.4 | | | | | | 0.4 | 1 |
| | Cobbler | | 3.4 | | 2.2 | 2.2 | | | 1.2 | 3 |
| | Fishing | | 3.4 | | | | 2.2 | | 0.8 | 2 |
| | Begging | | 3.4 | | | | | | 0.4 | 1 |
| | Barber | | | 3.3 | 2.2 | 2.2 | | | 1.2 | 3 |
| | Carpenter | | | | 2.2 | 2.2 | 3.3 | 3.4 | 1.6 | 4 |
| | Wandering | | | | 2.2 | 2.2 | 3.3 | | 1.2 | 3 |
| | Sweeper | | | | 4.4 | 2.2 | | | 1.2 | 3 |
| | Black smith | | | | 2.2 | 2.2 | | | 0.8 | 2 |
| | Milk supply | | | | 2.2 | | | | 0.4 | 1 |
| | Army or Defense | | | | 2.2 | | | | 0.4 | 1 |
| | Drycleaner | | | | 4.4 | 2.2 | 6.7 | | 2.0 | 5 |
| | Tailor master | | | | | 2.2 | 3.3 | | 0.8 | 2 |
| | Not mentioned | 5.0 | | 16.7 | 4.4 | 2.2 | 10.0 | 6.9 | 6.0 | 15 |
| Mother's occupation | Housewife | 82.5 | 70.0 | 56.7 | 55.6 | 64.4 | 66.7 | 60.0 | 65.2 | 163 |
| | Teaching | 7.5 | 13.3 | | 4.4 | 2.2 | 3.3 | 6.7 | 5.2 | 13 |
| | Embroidery/Sewing | 7.5 | 13.3 | 10.0 | 15.6 | 11.1 | 23.3 | 13.3 | 13.2 | 33 |
| | Housemaid | | 3.3 | 3.3 | 11.1 | 17.8 | 3.3 | 16.7 | 8.4 | 21 |
| | Nurse | | | 3.3 | 2.2 | | | | 0.8 | 2 |
| | Packing | | | 3.3 | 2.2 | | 3.3 | | 1.2 | 3 |
| | Selling bangles | | | 3.3 | | | | | 0.4 | 1 |
| | Begging | | | 3.3 | 2.2 | 2.2 | | | 1.2 | 3 |
| | Labor work | | | | 2.2 | | | | 0.4 | 1 |
| | Work in factory | | | | | 2.2 | | | 0.4 | 1 |
| | Not mentioned | 2.5 | | 16.7 | 4.4 | | | 3.3 | 3.6 | 9 |

| Family Background | Peshawar | Multan | Hyderabad | Lahore | Karachi | Rawalpindi | Quetta | Total | |
|-------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|
| | | | | | | | | Percent | Number |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 250 |

Table 3a: Distribution of Street Children by Their Educational Performance and Province

| Educational performance | | Punjab | Sindh | NWFP | Balochistan | Total | |
|-----------------------------------|-----------------------------|--------------|--------------|--------------|--------------|--------------|------------|
| | | | | | | Percent | Number |
| Can read or write a simple letter | Yes | 32.4 | 18.7 | 32.5 | 20.0 | 26.8 | 67 |
| | No | 67.6 | 81.3 | 67.5 | 80.0 | 73.2 | 183 |
| Ever go to school | Yes | 41.0 | 40.0 | 32.5 | 30.0 | 38.0 | 95 |
| | No | 59.0 | 60.0 | 67.5 | 70.0 | 62.0 | 155 |
| Reasons for leaving school | Don't like it | 10.5 | 9.3 | 5.0 | | 8.0 | 20 |
| | Financial problems | 21.0 | 18.7 | 12.5 | 20.0 | 18.8 | 47 |
| | Violence by teachers | 7.6 | 5.3 | 12.5 | 6.7 | 7.6 | 19 |
| | Death/separation of parents | 1.0 | 4.0 | 2.5 | | 2.0 | 5 |
| | Due to friends | 1.0 | 1.3 | | 3.3 | 1.2 | 3 |
| | Due to use of drugs | | 1.3 | | | 0.4 | 1 |
| | Not attended | 59.0 | 60.0 | 67.5 | 70.0 | 62.0 | 155 |
| Preference of going to school | Formal | 17.1 | 10.8 | 7.5 | 3.3 | 12.0 | 30 |
| | Non-formal | 46.7 | 58.1 | 52.5 | 53.3 | 51.8 | 129 |
| | Not willing to go | 36.2 | 31.1 | 40.0 | 43.3 | 36.1 | 90 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 249 |

Table 3b: Distribution of Street Children by Their Educational performance and Cities

| Educational performance | | Peshawar | Multan | Hyderabad | Lahore | Karachi | Rawalpindi | Quetta | Total | |
|-----------------------------------|-----------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|
| | | | | | | | | | Percent | Number |
| Can read or write a simple letter | Yes | 32.5 | 26.7 | 33.3 | 26.7 | 8.9 | 46.7 | 20.0 | 26.8 | 67 |
| | No | 67.5 | 73.3 | 66.7 | 73.3 | 91.1 | 53.3 | 80.0 | 73.2 | 183 |
| Ever go to school | Yes | 32.5 | 43.3 | 40.0 | 31.1 | 40.0 | 53.3 | 30.0 | 38.0 | 95 |
| | No | 67.5 | 56.7 | 60.0 | 68.9 | 60.0 | 46.7 | 70.0 | 62.0 | 155 |
| Reasons for leaving school | Don't like it | 5.0 | 16.7 | 10.0 | 4.4 | 8.9 | 13.3 | | 8.0 | 20 |
| | Financial problems | 12.5 | 20.0 | 16.7 | 20.0 | 20.0 | 23.3 | 20.0 | 18.8 | 47 |
| | Violence by teachers | 12.5 | 6.7 | 6.7 | 6.7 | 4.4 | 10.0 | 6.7 | 7.6 | 19 |
| | Death/separation of parents | 2.5 | | 6.7 | | 2.2 | 3.3 | | 2.0 | 5 |
| | Due to friends | | | | | 2.2 | 3.3 | 3.3 | 1.2 | 3 |
| | Due to use of drugs | | | | | 2.2 | | | 0.4 | 1 |
| | Not attended | 67.5 | 56.7 | 60.0 | 68.9 | 60.0 | 46.7 | 70.0 | 62.0 | 155 |
| Preference of going to school | Formal | 7.5 | 23.3 | 10.0 | 15.6 | 11.4 | 13.3 | 3.3 | 12.0 | 30 |
| | Non-formal | 52.5 | 40.0 | 53.3 | 53.3 | 61.4 | 43.3 | 53.3 | 51.8 | 129 |
| | Not willing to go | 40.0 | 36.7 | 36.7 | 31.1 | 27.3 | 43.3 | 43.3 | 36.1 | 90 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 249 |

Table 4a: Distribution of Street Children by Their Attitude/Practice of Non-formal Basic Education Program and Province

| NFBE | Punjab | Sindh | NWFP | Balochistan | Total | |
|------|--------|-------|------|-------------|---------|--------|
| | | | | | Percent | Number |

| | | | | | | | |
|---|-------------------------------------|--------------|--------------|--------------|--------------|--------------|------------|
| Perception about program | Friend don't go | 1.9 | 1.3 | 7.5 | | 2.4 | 6 |
| | Far away from living place | 2.9 | 1.3 | 5.0 | 6.7 | 3.2 | 8 |
| | Did not have proper information | 4.8 | 10.7 | 7.5 | 6.7 | 7.2 | 18 |
| | Shortage of time | 6.7 | 4.0 | 5.0 | 6.7 | 5.6 | 14 |
| | No response | 1.9 | 4.0 | | | 2.0 | 5 |
| | When heard, I was already in school | 1.0 | 1.3 | | | 0.8 | 2 |
| | Don't like study | 5.7 | 1.3 | | | 2.8 | 7 |
| | Behaviour of staff | | 1.3 | | | 0.4 | 1 |
| | Attended | 2.9 | 1.3 | 5.0 | 3.3 | 2.8 | 7 |
| | Never heard/no response | 71.4 | 73.3 | 70.0 | 76.7 | 72.4 | 181 |
| Not mentioned | 1.0 | | | | 0.4 | 1 | |
| W48 | Unsatisfactory | 1.0 | 1.3 | 2.5 | 3.3 | 1.6 | 4 |
| | Satisfactory | | | 2.5 | | 0.4 | 1 |
| | Others | 1.9 | | | | 0.8 | 2 |
| | Not attended | 25.7 | 25.3 | 25.0 | 20.0 | 24.8 | 62 |
| | Never heard/no response | 71.4 | 73.3 | 70.0 | 76.7 | 72.4 | 181 |
| Would like to attend Basic education program, if started nearby place | Yes | 68.6 | 72.0 | 62.5 | 66.7 | 68.4 | 171 |
| | No | 31.4 | 28.0 | 37.5 | 33.3 | 31.6 | 79 |
| Total | | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 250 |

Table 4b: Distribution of Street Children by Their Attitude/Practice of Non-formal Basic Education and Cities

| NFBE | | Peshawar | Multan | Hyderabad | Lahore | Karachi | Rawalpindi | Quetta | Total | |
|---|-------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|
| | | | | | | | | | Percent | Number |
| Perception about program | Friend don't go | 7.5 | | | 2.2 | 2.2 | 3.3 | | 2.4 | 6 |
| | Far away from living place | 5.0 | | | | 2.2 | 10.0 | 6.7 | 3.2 | 8 |
| | Did not have proper information | 7.5 | | 3.3 | 6.7 | 15.6 | 6.7 | 6.7 | 7.2 | 18 |
| | Shortage of time | 5.0 | | | 8.9 | 6.7 | 10.0 | 6.7 | 5.6 | 14 |
| | No response | | | 3.3 | 4.4 | 4.4 | | | 2.0 | 5 |
| | When heard, I was already in school | | | 3.3 | 2.2 | | | | 0.8 | 2 |
| | Don't like study | | | | 6.7 | 2.2 | 10.0 | | 2.8 | 7 |
| | Behaviour of staff | | | | | | 2.2 | | 0.4 | 1 |
| | Attended | 5.0 | | | 2.2 | 2.2 | 6.7 | 3.3 | 2.8 | 7 |
| | Never heard/no response | 70.0 | 96.7 | 90.0 | 66.7 | 62.2 | 53.3 | 76.7 | 72.4 | 181 |
| Not mentioned | | 3.3 | | | | | | 0.4 | 1 | |
| W48 | Unsatisfactory | 2.5 | | | | 2.2 | 3.3 | 3.3 | 1.6 | 4 |
| | Satisfactory | 2.5 | | | | | | | 0.4 | 1 |
| | Others | | | | 2.2 | | 3.3 | | 0.8 | 2 |
| | Not attended | 25.0 | 3.3 | 10.0 | 31.1 | 35.6 | 40.0 | 20.0 | 24.8 | 62 |
| | Never heard/no response | 70.0 | 96.7 | 90.0 | 66.7 | 62.2 | 53.3 | 76.7 | 72.4 | 181 |
| Would like to attend Basic education program, if started nearby place | Yes | 62.5 | 73.3 | 66.7 | 68.9 | 75.6 | 63.3 | 66.7 | 68.4 | 171 |
| | No | 37.5 | 26.7 | 33.3 | 31.1 | 24.4 | 36.7 | 33.3 | 31.6 | 79 |
| Total | | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 250 |

Table 5: Distribution of Street Children by Their Reasons to Leave Home and Province

| Reasons | Punjab | Sindh | NWFP | Balochistan | Total | |
|-----------------------------|--------------|--------------|--------------|--------------|--------------|------------|
| | | | | | Percent | Number |
| Parents behaviour | 19.4 | 13.8 | 4.8 | 12.0 | 15.2 | 31 |
| Poverty | 26.9 | 24.6 | 19.0 | 36.0 | 26.5 | 54 |
| Violence | 29.0 | 15.4 | 28.6 | 20.0 | 23.5 | 48 |
| Independence | 7.5 | 4.6 | 9.5 | | 5.9 | 12 |
| Due to friends | 7.5 | 7.7 | 9.5 | 8.0 | 7.8 | 16 |
| Force to go to School | 2.2 | 15.4 | 28.6 | 8.0 | 9.8 | 20 |
| Wanted to earn money | 2.2 | 4.6 | | 4.0 | 2.9 | 6 |
| Death/separation of parents | 3.2 | 6.2 | | 8.0 | 4.4 | 9 |
| Due to use of drug | 2.2 | | | 4.0 | 1.5 | 3 |
| Not mentioned | | 7.7 | | | 2.5 | 5 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 204 |

Table 6a: Distribution of Street Children who Suffered by Source of Treatment and Province

| Source | Punjab | Sindh | NWFP | Balochistan | Total | |
|-----------------------|--------------|--------------|--------------|--------------|--------------|------------|
| | | | | | Percent | Number |
| Govt/Private hospital | 32.4 | 28.0 | 50.0 | 36.7 | 34.4 | 86 |
| Hakim | 1.0 | | | | 0.4 | 1 |
| Private doctor | 7.6 | 6.7 | | 6.7 | 6.0 | 15 |
| Dispensary | 1.0 | 1.3 | | | 0.8 | 2 |
| Self medication | 8.6 | 4.0 | | | 4.8 | 12 |
| None | 9.5 | 10.7 | | 6.7 | 8.0 | 20 |
| Not ever suffered | 40.0 | 49.3 | 47.5 | 50.0 | 45.2 | 113 |
| Not mentioned | | | 2.5 | | 0.4 | 1 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 250 |

Table 6b: Distribution of Street Children who Suffered by Source of Treatment and Cities

| Source | Peshawar | Multan | Hyderabad | Lahore | Karachi | Rawalpindi | Quetta | Total | |
|-----------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|
| | | | | | | | | Percent | Number |
| Govt/Private hospital | 50.0 | 13.3 | 30.0 | 35.6 | 26.7 | 46.7 | 36.7 | 34.4 | 86 |
| Hakim | | | | 2.2 | | | | 0.4 | 1 |
| Private doctor | | | 3.3 | 15.6 | 8.9 | 3.3 | 6.7 | 6.0 | 15 |
| Dispensary | | | 3.3 | 2.2 | | | | 0.8 | 2 |
| Self medication | | | 10.0 | 20.0 | | | | 4.8 | 12 |
| None | | 20.0 | 16.7 | | 6.7 | 13.3 | 6.7 | 8.0 | 20 |
| Not ever suffered | 47.5 | 66.7 | 36.7 | 24.4 | 57.8 | 36.7 | 50.0 | 45.2 | 113 |
| Not mentioned | 2.5 | | | | | | | 0.4 | 1 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 250 |

Table 7a: Distribution of Street children Ever Abused by Type of Substance, Amount Spent and Province

| Substances | Province | | | | Total | |
|---------------------------|--------------|--------------|--------------|-------------|-------------|------------|
| | Punjab | Sindh | NWFP | Balochistan | Percent | Number |
| Ever abused | | | | | | |
| Glue | 71.4 | 96.0 | 57.5 | 83.3 | 78.0 | 195 |
| Petrol | 6.7 | 9.3 | 40.0 | 13.3 | 13.6 | 34 |
| Thinner | 1.0 | | 2.5 | | 0.8 | 2 |
| Tincture | | 1.3 | | 3.3 | 0.8 | 2 |
| Nail polish removers | 1.9 | | | 3.3 | 1.2 | 3 |
| Insect sprays | | | | | | |
| Industry solvents | | | | | | |
| Charas | 41.9 | 42.7 | 32.5 | 46.7 | 41.2 | 103 |
| Sleeping pills | 1.9 | | 12.5 | 6.7 | 3.6 | 9 |
| Cigarette | 27.6 | 18.7 | 12.5 | 23.3 | 22.0 | 55 |
| Alcohol | 1.0 | | | | 0.4 | 1 |
| Heroin | 1.9 | 1.3 | | | 1.2 | 3 |
| Amount spent on substance | | | | | | |
| Upto 20 | 14.3 | 8.0 | 27.5 | 13.3 | 14.4 | 36 |
| 21 - 30 | 24.8 | 40.0 | 57.5 | 30.0 | 35.2 | 88 |
| 31 - 40 | 33.3 | 22.7 | 15.0 | 40.0 | 28.0 | 70 |
| 41 - 60 | 17.1 | 22.7 | | 10.0 | 15.2 | 38 |
| 61 + | 9.5 | 6.7 | | 3.3 | 6.4 | 16 |
| Total | 100.0 | 100.0 | 100.0 | 96.7 | 99.2 | 248 |

Table 7b: Distribution of Street children Ever Abused by Type of Substance, Amount Spent and Cities

| Substances | City | | | | | | | Total | |
|---------------------------|--------------|--------------|--------------|--------------|--------------|-------------|-------------|-------------|------------|
| | Peshawar | Multan | Hyderabad | Lahore | Karachi | Rawalpindi | Quetta | Percent | Number |
| Ever abused | | | | | | | | | |
| Glue (Samad bond) | 57.5 | 10.0 | 93.3 | 97.8 | 97.8 | 93.3 | 83.3 | 78 | 195 |
| Petrol | 40.0 | 6.7 | 3.3 | 4.4 | 13.3 | 10.0 | 13.3 | 13.6 | 34 |
| Thinner | 2.5 | | | 2.2 | | | | 0.8 | 2 |
| Tincture | | | | | 2.2 | | 3.3 | 0.8 | 2 |
| Nail polish removers | | 3.3 | | | | 3.3 | 3.3 | 1.2 | 3 |
| Insect sprays | | | | | | | | | |
| Industry solvents | | | | | | | | | |
| Charas | 32.5 | 43.3 | 33.3 | 24.4 | 48.9 | 66.7 | 46.7 | 41.2 | 103 |
| Sleeping pills | 12.5 | | | | | | 6.7 | 6.7 | 9 |
| Cigarette | 12.5 | 56.7 | 30.0 | 22.2 | 11.1 | 6.7 | 23.3 | 22 | 55 |
| Alcohol | | 3.3 | | | | | | 0.4 | 1 |
| Heroin | | | | | 2.2 | 6.7 | | 1.2 | 3 |
| Amount spent on substance | | | | | | | | | |
| Upto 20 | 27.5 | 40.0 | 6.7 | | 8.9 | 10.0 | 13.3 | 14.4 | 36 |
| 21 - 30 | 57.5 | 33.3 | 56.7 | 24.4 | 28.9 | 16.7 | 30.0 | 35.2 | 88 |
| 31 - 40 | 15.0 | 10.0 | 23.3 | 46.7 | 22.2 | 36.7 | 40.0 | 28 | 70 |
| 41 - 60 | | 3.3 | 13.3 | 24.4 | 28.9 | 20.0 | 10.0 | 15.2 | 38 |
| 61 + | | 13.3 | | 4.4 | 11.1 | 13.3 | 3.3 | 6.4 | 16 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 96.7 | 96.7 | 99.2 | 248 |

Annexure 4

Best Practices Study

The Four Good Practices of Child Participation:

1. SUDHAAR-an introduction

Sudhaar is a non governmental organization formed in 1994 and registered in 1995 with the vision “to make quality education accessible to all children in Pakistan and bring the child labour growth to zero” and is focusing on the improvement of quality education in formal and non formal sectors. Sudhaar is working in the cities of Kasur, Sialkot, Gujranwala, Sheikhpura and Toba Tek Singh and is supporting educational models that include working with the rural and urban schools in government and municipal sectors, private schools and non formal education system. Sudhaar is supporting local initiatives including activists, CBOs and NGOs in its operational areas.

Methodology and Approach

Sudhaar believes that child labor is not an isolated problem. It is an outcome of social, economic and traditional factors. People’s loss of faith in education as a viable economic alternative is reinforced by the growing number of unemployed educated youth. Sudhaar’s primary focus is on finding ways and means of checking the growth of child labor by learning about its caused and introducing interventions to address the problems identified by the people. The most important task is to complement and strengthen the educational system to restore the people’s faith in its credibility. Sudhaar has experienced that prevention of child labor is an economical way of dealing with the issue rather than rehabilitation that is costly and therefore difficult to upscale. At the same time, some rehabilitation has to be done to make it possible for working children to have access to situation. Eventually the NFE system must act like a bridge and linked with the government education system.

Many working and out of school children are enrolled in NFE centers, there are two major groups based on the age range starting from five to twelve year old children comes in group one and 12 plus come in second group. Children study within their peers who are similar in age. The main focus has been to main stream these children into government primary schools while these centers are providing education up to primary level. Therefore, sudhaar is also working with government schools with the objectives to develop a friendly and activity based classroom environment, enhancement of motivation of children for joyful learning, improvement of physical condition, social and emotional behavior of children and to increase community and parental involvement in schools. According to sudhaar these objectives would contribute to the goal of improving student attendance, retention and primary completion with a special focus on the At Risk Children like working and street children.

Target Population

Sudhaar is working with 485 Non formal and 3450 government primary schools in above mentioned districts. In two districts of Punjab Kasur and Sheikhpura there are 3136 boys and 4935 girls up to age of 12 enrolled in NFE centers under ACL-QEFA program. These working children are involved in a variety of trades like Agriculture, Brick Klin , carpet weaving, factories, fire work, needle work, production, services like cart driver, cobbler, dish washing etc, shops, tailoring , tannery, unskilled labor, vendors etc.

There are total 846 working children above 12 years of age are enrolled in NFE centers out of this 151 are boys and 846 are girls. These children work in various trades including non formal sector like agriculture, brick klin, carpet weaving, needle work, production, service, shop , tailoring , unskilled work, vendor and in workshops etc. these children belong to poor socio economic class.

Educational Model followed

Sudhaar is using government syllabus for their non formal education system, but their approach is very innovative as they engage the whole community and main stakeholders before setting up non formal education center. Sudhaar does not have a proper database for street children getting benefit of its NFE programs and are unaware of how many street living children were enrolled in their centers in previous years. They are now establishing their data for new enrollments of street living children in their non formal educational classes. The classes are open and there is no prohibition for street living children to get admitted in any center in their nearest locality.

They work closely with government non formal education and literacy departments. They use government resources as well as community resources for the sustainability of their programs. They are providing training opportunities not only to government school teacher but also to different civil society organization for their capacity enhancement. One of their program is providing training to teachers of non formal education centers content of training program includes role of teacher, child psychology, basic concepts of child labor and child work, classroom decoration, teaching aids, formal and non formal educations systems, classroom management, lesson planning, syllabub division, reading and writing skills, record keeping etc., this program is generally comprised of seven days.

Currently they have funding of 5 million US dollars form US department of labor for Accessing Child Labour through Quality Education for All (ACL-QEFA) program for the period of 2002 to 2006. The aims of this project are the implementation of ESR and National Plan of Action on child labor leading to quality education for all children.

Innovative initiative

Sudhaar with the collaboration of an other ngo Idara-e-Taleem-o-Aagahi (ITA) have formed an alliance to implement the project of US Department of Labor “Addressing Child Labor through Quality Education for All (ACL-QEFA). Program interventions include awareness and advocacy, private sector resources mobilization, Non Formal Education and formal education systems, vocational trainings and institutional capacity building at district level, decentralization in education, public private partnership, community involvement and attempt to build alliances with private sector, Civil Society Organization and elected representatives. Close coordination will be sought with provincial/federal governments (education nd labor ministries, federal bureau of statistics, National Steering Committee on Child Labor, and UN organizations like UNICEF, UNESCO and ILO. The alliance in collaboration with DOL USA has proposed to establish an Education Fund with Pak Rs. 1.5 million, to provide grants and vouchers for eligible children for attaining quality education and training in target districts. Where children’s income is affected by joining schools, the project will provide support to them in the form of vouchers/grants, through an Education Fund to compensate for any loss of family’s income

Recommendations and challenges faced

NFE centers are operational up to grade 5 only, but the children need to be linked to an appropriate system to continue their education. How will these links be identified?

Teacher's competency in NFE centers is generally limited to educating children up to grade 3. Only a few teachers are capable of teaching grade 4-5 children. Children in higher grades therefore have to be content with inferior teaching and their performance level tends to fall.

The NFE centers support a finite number of children at a relatively higher cost. Mainstreaming will increase the number of children through an expanded outreach, the cost of education per child will drop and also children will enter the formal education system which is supposed to provide them adequate schooling anyways.

NFE centers are not registered. Therefore getting into mainstream formal schools will help children in obtaining an authorized school certificate.

In many of the villages where NFE centers are established, government schools exist some of which are functioning and some are non functional. Contacts with these schools could be initiated and collaborative support be extended to them for eventual main streaming of NFE children.

2. KHOJ-an introduction

Khoj has been working on alternative education in the field of adult and primary education with a clear focus on gender since 1990 and 1995 respectively.

Khoj research and publication center was established in January 1990 with a mandate to conduct action research fundamentally in the sectors of education and agriculture with a focus on women's issues and gender equity. The first five years were devoted to development of an alternative methodology, curriculum, contents and techniques of education for the oppressed women of the economically disadvantaged class. Khoj society for people's education branched out of the research and publication center in 1995. the society takes care of the women and children's education and development work with the communities while research and publication center keeps on working on action research and development of teaching methodologies, curricula, reading materials and teaching aids.

Khoj is the first organization in the country where literacy is based on phonics in the true sense. The reason why Khoj opted for the phonetic method was to take women away from the self alienating method of rote learning and to teach them literacy skills in the minimum possible time as it was not possible for them to spare a long period of time out of their busy lives. The mother features of the program are that it is need' problem based, action oriented and highly gender focused. Khoj has experimented thoroughly with the concept of participation. Relevance to life situations is one of the key factors; Oxfam supported the idea right from the beginning with Oxfam support they have been running a field program in Lahore.

At present Khoj has been working with 10 groups of children in different villages of Lahore and Sheikupura districts since 1990 and 2001 respectively. The project sees children at the centre stage using different participatory techniques. Project sees the children at the centre stage using different participatory techniques.

Presently Khoj is providing education in the form of non formal education to more than 3000 children in district Lahore and Skeikhupura. Most of these children are form low socio economic family backgrounds. In rural areas, children especially girls working in non formals sector are target population.

Approach-a success story

Khoj closely works with target community and believes in participatory approach involving all community stakeholders including children and females of the locality for designing, implementing and monitoring the quality of education. The schedule, class timing and curricula is developed with the consultation of the

community especially children. One of the success indicators is that currently some of the old working children who graduated from these centers are working as teacher in the same project. This provides the effectiveness of the intervention on the lives of working children especially working girls. One of the brilliant teachers of Khoj was working as child labourer in the community village few years back but now she is not only pursuing her education but also working as teacher in the same community NFE center. This is a success story of change coming in the lives of females which comprise their ultimate objective of gender equity and empowerment of female working children.

Methodology and Syllabus

Khoj developed its own syllabus for their Alternative Elementary Educations System and uses innovative, unique and self developed empowering methodologies to provide quality and effective elementary education to out of school street living and working children. This approach is problem oriented and needs based approach based on its work with out of school male and female children. The methods used are in direct contrasts to those are used in government schools where “conformist attitudes” are breed while Khoj’s approach builds children’s capacity to think critically by developing “out of box” thinking. The organization uses “indoor and outdoor school approach” with flexible timing. According to Khoj, “4 to 5 years of study in their NFE centers is equivalent to 10th grade of government educational system as many of their students passed 10th grade exams under government system easily”. The courses used is divided in to two phases; phase one is for younger children called “basic/elementary phase and phase two is for adults called advanced phase.

Following self developed educational materials is being used as a syllabus during their course time as for basic/elementary phase they use:

- A teacher’s manual called Rahbar
- A flipbook containing codes
- Urdu alphabet flash cards
- Pictures-word cards
- Playing cards
- Workbook to improve handwriting
- Posters highlighting importance of education
- A post literacy reader on CRC

The second and advanced phase of children’s education program includes

- Learning computer applications
- Health education
- Nutrition
- Nature agriculture
- Pakistan Studies that includes history of Pakistan
- Civic education and
- Environment

Class schedule and student categories

There are different groups of student enjoying the benefits of the course free of cost based on their age. In early classes, the co-education system is followed but being a tabooed and patriarchic society and avoiding any problematic situation, with the variation of growing ages, there is a separate set up for girls to take

classes for higher education separately. There are three major categories of students. **Girls and boys** aging 6 to 14 falls in first category and are considered as children and are taken in non formal education centers while boys above this age range are not taken in non formal education centers. **The boys** above 14 years of age are taken as “senior boys” and have separate centers. Khoj has recently started classes with senior boys and older men after having strong demand and keen interest showed by the target community in Lahore.

Adolescent girls are divided in to two groups first one’s age range is 13 to 19 years and for women 19 years and plus. Normally classes start at 8.30 and ended up at 1:30 for boys. The schedule and syllabus is informal and flexible. The schedule is different for male and female children. Girls/females timing is different starting at 11 and ending at 1:00 so that they can easily manage their domestic work, and for senior boys timing is from 12:00 2:00 as most of the girls are child domestic workers or working in fields as laborers especially during sowing and harvesting season and supporting their families. These timings are flexible and not set by the organization. Boys, girls, women, students and community set this according to their need and convenience.

Main target group is out of school street living and working children for these non formal education centers with a special emphasis on girl child although majority are those children working in formal or non formal sector in these centers.

As there is no specific date available on street children even there is no clarity of the definition of street children so nobody knows how many children are actually street children.

Their approach of alternative elementary education system is appreciated not only at national level but also at international level. Khoj is providing training and material development support to different local and national NGOs and CBOs which are working on non formal education in Pakistan. Khoj has initiated a pilot project in collaboration with Sudhaar, a national ngo, in Punjab province and with IRC in Sindh province. Khoj’s innovative and unique methods are being adopted and used by different non governmental organization in India.

3. AMAL-YES! (Youth Empowerment Skills)

Background

AMAL Human Development Network is an organization working on HIV/AIDS, gender, violence against women, child rights and non formal education through out Pakistan. AMAL’s launched a pilot initiative Youth Empowerment Skills (YES!) in 2001 in Gawalmandi Rawalpindi. Under YES! project, AMAL provided a series of result oriented activities like non-formal education and vocational training, , rights based training, life skills training, HIV/AIDS awareness and sensitization, basic health and hygiene classes, monthly social and cultural activities, and development of community organization. The target population was street living and working male children aging 7-17 working. This project was declared as a model project by UNFPA and was presented in a regional best practice model in Nepal in 2002. YES! was also selected as Best Practice with reference to child participation in Pakistan by Unicef Pakistan in 2003. After a successful piloting YES! was replicated in Quetta city by targeting male and female street living children 2003 with the financial support from Finland Embassy. The project will complete its duration in 2005

Methodology

YES is closely working with Non-Formal Basic Education Department Government of Balochistan. NFBE department provided educational material, its space for educational sessions and some financial support for exposure visits for children. The project uses participatory approach focusing on Life Skills based Peer Education Training to children by involving them in conceptualization, designing and implementing the

educational design, syllabus, duration of the classes, monitoring and evaluation system and project activities. YES! provides children with space in its four established DIC (Drop in Centres), functioning as non formal educational spots in its working areas along with financial, technical, formal and non formal teachers and educational material support. YES! first established its Drop in Center/non formal education facility in 2003 in order to provide an accessible non formal educational facility catering to the needs of street living children. These DICs are open 24 hours daily for seven days a week and there are no tuition fees. The admission process is motivational based. DIC divides street living children in three categories: visiting children (comes once), short term students (on and off visiting children) and regular students (get them enrolled in regular non formal class sessions). The children are labeled as regular students if they visit regularly for a month. Any boy or girl between the ages of 7 and 17 is eligible for admission.

DICs under YES! project focus on non-formal education in three basic subjects: developing reading and writing skills of English, Urdu, and Mathematics focusing on Urdu and English alphabets. Life Skills Training comprises basic health education along with the provision of basic health facilities like toilet, soap, bathing facilities and basic refreshments at the centers. Flexible timing often supports children to come and visit DIC before, during and after their work time.

YES! trains street living children as master peer educators called “change agents”. The peer educators used peer education technique by not only imparting further peer training but also conducting non formal education sessions with their fellow peers. YES! is currently working in four clusters of Quetta City and has four teams of master peer educators/change agents and providing financial support to them. These change agents have their own children community organizations with an organogram. They select their own president and other CO members by having regular elections. These children have established four non formal education centres by themselves in their respective street or a slum locality without considering any ethnic, religious or cultural affiliation. YES! provides them financial and technical assistance and non formal educational material along with a small money as an honorarium to run peer education sessions. YES! also provides the children refreshers and follow up training financial and technical support wherever needed. YES! Project is designed, planned and implemented by the children. These non formal education centers are run and managed by children. **Initially four teams of “change agents”** having 15 children in each were identified and trained. Roles were assigned according to age of the child. The level of participation was varying; a child aged between 7 to 10 was involved in drawings and life skills non formal sessions, 10-13 age group in formal and non-formal educational sessions, awareness of right and comprehensive life skills trainings and the 13-18 age group got holistic training and involvement in all the above areas. All these children have especially designed life skills and joyful learning material and basic numeric and literacy classes are mandatory for them to attend. These 50 change agents further imparting their learning to their peers. Street living children are the primary target of YES! because of their invisibility, vulnerability and deprivation from basic health and educational facilities. YES! has been successfully providing life skills based non formal education to 4126 out of school street living and working children, which includes 3850 boys with age range 6 to 18 years, and 276 girls with same age range. Majority of these children are street living children involved in various daily wage works belonging to various ethnic, religious, cultural backgrounds and are homeless, underprivileged poor street families as mentioned below

| | Attended 1-3 years of school | Attended 4 or more years of school | Never attended school | Total number of out of school served |
|-------------------|------------------------------|------------------------------------|-----------------------|--------------------------------------|
| Total boys | 2000 | 1000 | 850 | 3850 |
| Below 6 years old | 993 | 687 | 497 | 2177 |
| 6-12 years old | 716 | 221 | 233 | 1170 |
| 13-17 years old | 291 | 92 | 120 | 503 |

| | | | | |
|-------------------|-------------|-------------|-------------|-------------|
| Total girls | 44 | 75 | 157 | 276 |
| Below 6 years old | 9 | 23 | 63 | 95 |
| 6-12 years old | 24 | 33 | 37 | 94 |
| 13-17 years old | 11 | 19 | 57 | 87 |
| Overall total | 2044 | 1075 | 1007 | 4126 |

Since last two years, it was found that there is a little difference in effects of YES! educational program on girl and boys. It was observed that girls take keen interest in education, more punctual and serious in learning than boys. Girls wanted to continue study and majority of them left their domestic work to attend classes. Boys seemed more interested in their earnings to support to their own for survival. It was also observed that girls easily follow the teacher and the boys listen and forget. Girls are more punctual in the classes and they accept the change easily. Girls complete their class and homework always on time but the boys don't care.

Street living children (particularly change agents and CO members) come to YES! Team with new ideas, initiatives and give strong feedback on ongoing educational activities. Children under 13 easily attracted to restart education but for senior children it is very difficult to get adjusted with some NFE set up. Young children are always helpful in the classes and daily bring new visions about Dramas and skits. It's because of that they have passed less time in the street and can be change easily. So it's very easy to bring them towards education and make them aware of their rights and education. Street living children and independent and always seem busy in their efforts for survival having less interest in educational activities. The attendance rate of street living children involved in newspaper selling, garbage collection and is almost 50% while children aging 12-17 years working in carpet weaving industry are regular. 20 % (8-13 years, garbage collectors/ children working in automobile workshops, boys) are irregular and drop out rate is 30% (7-14 years, garbage collectors, children working in automobile workshops).

Impact of the program

More than 300 children have been mainstreamed into formal education as a result of their participation in YES! non formal education programs. The best example is newspaper seller street living children, who started again to attend their classes. Some of the children started self-help program to help street children to cope with life on the streets. The best example is Children of Community Organization "ASODGI" raised some funds and provided to a working child in order to starts his own business. Life style of few beggars' children changed and they left begging and started to work in auto mobile workshops in order to learn technical skills. They are also attending classes in one of our NFE center. YES! NFE system mainly focuses on the life skill non formal educational training because street living children are vulnerable and isolated part of the society. Their educational needs are different from school going children. YES! provides them opportunities to get education in a set up where they feel comfortable.

The most interesting feature of this initiative is to provide telephonic help line service to the children in general and to street working/living children in particular for their problem sharing and psychological support they can contact and ask for the help from the organization.

Peer Education Program found to be the most effective, easily adoptable and cost effective for further imparting education to the peers in a non formal education system. It does not need any proper system, infrastructure and syllabus.

Recommendations

It was found that the literacy level of street living children is very low. They can't understand technical language and knowledge hence the awareness raising language needs to be kept simple and effective with the support of audio and visuals

Life skill and need based problem solving syllabus must be developed with public private collaboration for street living children because their needs are different from other out of school children categories.

Drug trafficking is a trend amongst street living children and needs to be reflected in peer education training programs

Life Skills Rights Based awareness and training program must be a part of non formal education syllabus especially for street children

The children expressed interest in non-formal education, children rights, health education (STIs/AIDS) and the need for some community based action and exposure visits etc

A sensitization and awareness raising campaign for all police officers and law enforcing agencies not only to violence against street children but also to the basic principles of human rights

Attitudinal change campaign is recommended at larger level to change the society and its ways of thinking about street living children as an integral part of the society

A drop in center was also recommended by the stakeholders and street living children where these children can place their luggage, tools and other earning stuff and can enjoy basic health facility

We must bring the children towards schools and involve them in process of community development and decisions making about the development of the community.

Fixation of minimum wages for working children as per their nature of job, right to avail weekly off, public holidays and medical leave, registration of these workers at labor department or police department, social security coverage to domestic workers, setting up a welfare fund for them, shelter homes for street living children, facility to contact with their families, legal protection of their rights, basic health and hygienic facilities at their living/working places and awareness raising/capacity building about the rights and other life skills.

The street living children are suffering from skin and other diseases and their condition is miserable. It is recommended to provide free medical check up and treatment services. Mobile dispensary is also recommended

Stakeholder especially parents; Ustaads, local authorities and social workers should be taken in confidence because they are the ones who will bridge the gap between the community, the target group, and the trainers

Alliance between political, religious parties and the law enforcement agencies which are involved in an attempt to benefit both these children and the society

Existing laws are needed to be implemented because without proper implementation there is no change in the lives of street living/working children. A large number of children are self-employed and there is need to have proper planning about them as, the existing laws are silent about the self-employed children.

4. Sind Education Foundation (SEF)

Introduction

Sindh Education Foundation was established in 1992 as a semi-autonomous organization to undertake educational initiatives in the disadvantaged areas of Sindh. The SEF's initial activities began with the provision of grants and loans to educational institutes and organizations and SEF now providing communities with direct access to educational facilities by opening schools/centers through its various endeavors. The current projects not only provide education to school going/out of school target population but also mobilize communities to meet their educational and developmental needs. Furthermore the Foundation also undertakes research initiatives, both qualitative and quantitative, to study the impact of its programs and identify improved systems for community enhancement.

The SEF's objectives can be principally delineated as follows:

- Evolve programs for raising the standard of education.
- Conduct researches or surveys or hold workshops, conferences, to symposiums, to study educational system, to identify the shortfalls and weaknesses and make suggestions or measures for its improvement.
- Provide financial help or grant under soft terms and conditions.
- Establish educational institution especially in less developed or less privileged areas

There are different educational programs running under the umbrella of SEC with multi sectoral approach and multi stakeholder collaboration in different districts of Sindh province. Short detail of Foundation's programs is as bellow:

Adopt a school program

The Sindh Education Foundation strives to establish sustainable public private partnership for government formal and non formal school improvement. Sindh Education Foundation encourages individuals/organizations to adopt formal and non formal government schools and guides them to ensure government. school revival.

Community supported program

The Foundation believes that active community participation can help communities to address their development and educational needs in an indigenous and sustainable manner. The Community Supported Schools Program mobilizes communities to establish schools for female education and facilitate a participatory development process in these areas. These primary schools mainly cater to the girl child and are **opened in non-operational school buildings or straw huts** arranged by the communities. The CSS schools are managed by the community members with SEF providing formal and non formal educational material and technical support.

Sindh Education Foundation is now operating these community supported schools with its own resources. Currently, 92 CSS schools are providing quality formal and non formal educational services to approximately 3524 children in remote areas of Sindh. These schools have one or two rooms, provided by

the community having 25 to 35 street living and working male, females, children and adults as students. Local teachers have been hired to teach them at the schools.

Fellowship School Program

To introduce low cost education for girls through community involvement, the Fellowship Model was adapted from Balochistan. The Sindh Education Foundation provides technical and subsidized financial support for the management and operation of the schools for a period of four years. The support mechanism is based on initiating a gradual increase in parental and community participation and a gradual decrease in SEF's involvement so that final ownership of the schools rests with the communities.

Home School and Women Literacy Empowerment Program

SEF aspires to promote quality education for the girl child in far flung areas of Sindh through its core programs. The Home Schools Program is one such initiative which provides primary education to girls in areas where even boys' schools do not exist. These schools are established with collateral support from the community, which includes the infrastructure (building, furniture etc) as well as participation in the management process. Currently 35 schools are operating in 5 districts of Sindh providing quality formal and non formal education to approximately 1400 street living/working male, female, girls and boys Children.

Child Labour Education Program (CLEP)

Child Labor is a major global concern as children in developing countries continue to be exploited for their economic value. Providing educational and recreational opportunities is widely recognized as a key factor in preventing and improving the status of child labor. Millions of children, in Pakistan alone, are deprived of the opportunity to engage in activities which foster self-development. This is largely attributable to the general lack of educational facilities that are accessible to working and street children. Accessibility, in this context, refers to the feasibility of financing such activities and the demand on time of laboring children. The Sindh Education Foundation (SEF) seeks to address both these constraints by providing free and flexible facilities through the Child Labour Education Program (CLEP). Furthermore, the SEF approach to the development of such children includes nurturing confidence and liberty of thought through the education process.

CLEP fills a void on the educational development scene. Providing non-formal educational opportunities for street living and working children is essential to the development of education in Pakistan.

Achievement and surpassing of targeted enrolment rates at CDCs demonstrate a strong demand for the CLEP. Furthermore, the effectiveness of the CLEP's strategy is evident in the successful transition of 80 children from informal to formal educational facilities. CLEP has also received support from parents and employers of participating children and has in fact successfully mobilized the community for this initiative.

Success of current projects calls for expansion of the program into other territories. Potential areas for future expansion include:

- Landhi/Korangi Industrial Area
- Hyderabad/Kotri (SITE Areas)
- District of Tharparker

- District of Sehwan
- District of Larkana
- District of Khairpur

First established in Sher Shah in January 2000, the Child Development Centre (CDC) is the primary operating unit of CLEP. In order to provide an accessible educational facility catered to the unique needs of working children, the CDC is open 12 hours daily for seven days a week and there are no tuition fees. The admission process to a CDC is fairly simple. Essentially, any boy or girl between the ages of 6 and 15 who expresses an interest in the program and visits the centre for more than 15 days is eligible for admission.

The Centre enables our target beneficiaries to engage in self-development through several activities and services, including:

- *Behavioral analysis and counseling facilities*
- *Educational activities*
- *Recreational and co-curricular activities*
- *Collaboration with the social sector support service*
- *Health and hygiene services*

Participants in the CLEP largely attain non-formal education in three basic subjects: English, Urdu, and Mathematics. However, additional training is provided in various vocations alongside safety training. Health education is also an important part of the CDC experience. Children are taught basic hygiene and are encouraged to make use of the showers and toiletries available at the CDC.

The CDC is open 12 hours a day, 7 days a week. Children often come to the CDC before or after their work day or on their days off. Thus, flexibility in time enables children at the CDC to continue education and work simultaneously.

Parents are encouraged to take an interest in their children's education. Follow-up parent-teacher meetings are arranged on a monthly basis to discuss the progress of the children. Progress cards are distributed monthly. In addition, Community development workers make regular household visits to meet with parents and family, which also benefits their own understanding of the children's home environment. Employers are also communicated progress of children working under their supervision to enable a more accommodating relationship between the employer and the child.

The target group of the CLEP includes working and street children. As of May 2004, enrolment figures show a larger number of street children than working children. Notably, these figures correspond with overall demographics of the area. Although there are some studying children at the CDC, working and street children are prioritized due to the project mandate. Furthermore, there is a perceivable difference in the mentalities of working children. Overall, working children demonstrate a more responsible and mature attitude than street children, which is largely attributable to their interactions with adults in their workplaces.

CLEP not only provides educational incentives to working or street children but also carries out different recreational activities, celebrate national holidays and conduct regular meetings with parents and guardians.

Improving Learning for out of school Street children Selected cities of Pakistan QUESTIONNAIRE

Interview Date: -- -- 2 0 0 4

Reg. No. -- --

For office use only

Name of the Respondent: _____

Name of the site _____

Site Code

Respondent Code

Before starting the interview, ascertain the age and confirm the eligibility criteria:

The Respondent should be ...

- 1) 7 – 17 years of age***
- 2) Either of the 2 sexes i.e., could be a male or a female.***
- 3) has spent a minimum of three months on the street***

If the child is eligible proceed by saying :

Dear Respondent :

We are conducting a survey related to education of children. This would be helpful to identify the core factors related to discontinuation of education. Collected informative data will be utilized to develop projects related to education. We need your help in this regard, and require approximately 20 minutes of your time. We would be asking you a few questions, and assure you that all information will be kept in extreme confidentiality. Do not answer a question, if you feel uncomfortable answering it. You also have the option to quit, if you don't feel like completing the interview.

If you agree to participating in this interview should we start

| | |
|---|---|
| <p><i>Interviewed by :</i></p> <p>Name : _____</p> | <p><i>Checked by :</i></p> <p>Name : _____</p> |
|---|---|

Sig: _____ Sig: _____

Section A - GENERAL DEMOGRAPHIC/Group Dynamics INFORMATION

| S. N | QUESTION | CODES & INSTRUCTION | EDITING |
|------|--|---|---------|
| 1. | What is your name? (optional) | | |
| 2. | What is your Father's name? (optional) | | |
| 3. | What is the gender of respondent? | 1)Male 2)Female | |
| 4. | What is your age? | | |
| 5. | What is your mother tongue? | 1- Punjabi 2- pashtoon 3- urdu 4- bangali 5- balochi others | |
| 6. | What is your Nationality? | 1- Pakistani 2- Afghani 3- Bangali others | |
| 7. | Were You born in this city? | 1) Yes 2) No | |
| 8. | Which place do you come from? | | |
| 9. | Do you live with your family? | 1) Yes go to Q 12 2) No | |
| 10. | Why did you leave your home/family? | | |
| 11. | Where have you been sleeping at night? | 1) streets/footpath 2) Mazar 3) work place 4) others | |
| 12. | How long have you been working on the streets? | | |
| 13. | Are you a part of group? | 1) Yes 2) No go to Q 16 | |
| 14. | How many children are there in your group? | | |
| 15. | Does your group have any leader? | 1) Yes 2) No | |

Section B - FAMILY INFORMATION

| S. N | QUESTION | CODES & INSTRUCTION | EDITING |
|------|---|-------------------------------------|---------|
| 16. | Where does your family live? | 1)Streets 2)Home 3)Others | |
| 17. | How many siblings do you have? | | |
| 18. | Are your parents alive? | 1)Yes 2)No | |
| 19. | What is the current marital status of your parents? | 1)Still live together 2)divorced | |

| | | | |
|--|--|---|----------------|
| | | 3)separated | |
| 20. | Can your father read or write? | 1)Yes 2)No | |
| 21. | Can your mother read or write? | 1)Yes 2)No | |
| 22. | What is/was your father occupation (specify) | | |
| 23. | What is/was your mother occupation (specify) | | |
| Section C - SCHOOL & EDUCATIONAL PERFORMANCE | | | |
| S. N | QUESTION | CODES & INSTRUCTION | EDITING |
| 24. | Can you read or write? | 1) Yes 2) No | |
| 25. | Did you ever go to school? | 1) Yes 2) No go to Q 22 | |
| 26. | What is the number of classes that you completed.(highest class) | | |
| 27. | Why did you leave school? | 1)don't like study 2)financial reasons 3) Violence by teachers 4)other | |
| 28. | Did you ever fail while you were in school? | 1)Yes 2)No go to Q 22 | |
| 29. | How many years did you fail in school, | | |
| 30. | If given a chance, would you like to go to school again | 1. Yes 2. No | |
| 31. | What sort of school you prefer to go? | 3. Formal 4. Non Formal 5. Morning 6. Evening | |
| Section D - SOCIO - ECONOMIC & OCCUPATIONAL CONDITION | | | |
| S. N | QUESTION | CODES & INSTRUCTION | EDITING |
| 32. | What is the usual type of work that you do to earn your living | | |
| 33. | What are your other sources of income (<i>all possible sources of income</i>) | | |
| 34. | What is your average daily income (<i>in Pak Rs.</i>) | | |
| 35. | How you save your money? | | |
| 36. | How many hours do you spend working in a day (<i>average number of hours</i>) | | |
| 37. | Do you ever give any money to your family | 1. Yes 2. No. → go to Q.55 | |
| 38. | How do you typically spend your money usually (<i>multiple responses can be given</i>) | | |
| Section E - MEDICAL & HEALTH RELATED ISSUES | | | |
| S. N | QUESTION | CODES & INSTRUCTION | EDITING |
| 39. | Have you ever suffered from a major illness in the past 1 year | 1. Yes 2. No → go to Q.62 | |
| 40. | How did you treat your disease | 1. Govt Hospital/Private hospital 2. Hakim 3. Private Doctor 4. Homeo 5. Dispensary 6. Self medication | |

| | | | |
|---|--|---|----------------|
| | | 7. None Others _____ | |
| 41. | Have you ever abused any of the substances | 1. Glue (Samad Bond) 2. Petrol 3. Thinner 4. Tincture 5. Nail Polish removers 6. Insect Sprays 7. Industry solvents Others _____ | |
| 42. | How much amount do you spend on it everyday (Pak Rs.) | | |
| 43. | Are you physically disable | 1. Yes 2. No → go to next section | |
| 44. | If yes then what kind of disability | | |
| Section F – Non-formal Basic education | | | |
| S. N | QUESTION | CODES & INSTRUCTION | EDITING |
| 45. | Have you ever heard about Non-formal Basic education Program? | 1)Yes 2) No | |
| 46. | Did you attend this type of any education program? | 1)Yes 2)No | |
| 47. | If no, why did not you attend that program? | | |
| 48. | If yes, then how did you find this program? | 1) unsatisfactory 2) satisfactory 3) good other | |
| 49. | Why did not you carrying your learning with that program? | 1)don't like teaching style 2)far away from work/living place 3)don't like study 4)others | |
| 50. | What design/ method of teaching did you like most? | | |
| 51. | Did that program help you out to cope with the life on street? | 1)Yes 2)No | |
| 52. | How that program helped you? | | |
| 53. | Did you rejoin the formal school after attainment of Basic education program? | 1)Yes 2)No | |
| 54. | If yes, then what problems did you face in going back to school? | | |
| 55. | Would you like to attend Basic education program, if started nearest to your working/living place? | 1)yes 2)no | |
| 56. | Have you ever heard about Non-formal Basic education Program? | 1)Yes (REPEATED QUEATION) 2) No | |

**A Study of Policies and Programmes
in the Philippines Addressing the
Right of Street Children to Education**

**Henry R. Ruiz
National Research Coordinator
Childhope Asia Philippines**

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Executive Summary

This study aims to document policies and programs addressing the right of street children in the Philippines to education in order to advocate for improved learning opportunities for them at the national level. The study covered five schools providing basic education to street children delivered in a non-formal mode.

The term ‘street child’ is used in this study to describe children and youth who live and/or work on the streets and a range of other urban spaces, including empty buildings and wasteland. It has also been defined to cover disadvantaged children who may not be on the streets but are in the same economic, social and environmental situation as the street children.

One of the key problems confronting these children is poor access to education. Street children generally are excluded from schools for several reasons. Generally, street children are unable to go to school because of their need to work, inability to pay schools fees including costs of making projects, skyrocketing cost of basic needs and distance of schools from their houses.

In the context of the Philippine EFA Plan, the country is implementing an alternative learning system (ALS) which makes it possible for out-of-school youth, including street children as defined, to be integrated into the learning system. ALS encompasses non-formal and informal education.

However, the government efforts are not enough to accommodate the 2.4 million Filipinos who need literacy education in school or through alternative educational system. Some NGOs and private institutions have taken it upon themselves to initiate programmes and services that will address the education rights of out-of-school children particularly those from disadvantaged and under-resourced families.

All the three island groupings in the Philippines are represented in the study. Of the five schools, three are from Luzon (Pasay City’s East High School, Quezon City’s Angelicum College, City of Manila’s CENTEX School), one in the Visayas (Cebu City’s Mobile School), and one in Mindanao (Davao City’s PACAF School).

The schools represent institutions managed by the government (Pasay City East High School), private religious (Angelicum College), corporate foundation (CENTEX School), and NGO (PACAF School and Cebu City Mobile School).

The learners from the five schools are generally children of urban poor families. Many of them are working children, school drop-outs and Muslim boys and girls. As defined in this study, these are children, while they are not actually in the streets, are likely to be children-of-the-streets if not given appropriate service assistance and guidance.

The research made use of the principle of triangulation in data-gathering in terms of methodologies used and sources of information. The techniques used in data gathering were documents review, key informants interview, and focused group discussion. The respondents were teachers, learners, parents, and principals.

All the schools studied, certainly, address the EFA goals as they provide opportunities for out-of- school-children (OSC) to get access to non-formal basic education and get a chance to enter primary school (PACAF and Cebu City Mobile School) or re-integrate back to regular school (Pasay City East High and Angelicum Schools).

The case studies yielded findings and conclusions articulating some of the good practices in planning and implementing non-formal education program. They revealed some of the practices that need to be reviewed and changed to make the schools more effectively inclusive, rights-based, gender-responsive, culture-sensitive, participatory, relevant to the needs of disadvantaged learners and sustainable.

The recommendation revolved around challenging the Government of the Philippines (GOP), particularly the Department of Education (DepEd) to seriously pin down the social and economic barriers to education and come up with concrete programs to address these barriers. Particular focus must be given to “un-reached children” or children in need of special protection (CNSP).

There is need for the Department of Education to ensure that the principles of “*Inclusive Education*” are interwoven into the draft *Philippine EFA Plan of Action* to effectively and efficiently reach the EFA goals particularly in terms of mainstreaming CNSP and accommodating all children who need to be in school.

I. Background of the Study

Rationale

Despite global advancement in communication and information technology, and remarkable education-related initiatives to ensure access to basic education for all, more than 100 million children, including at least 60 million girls, have no access to primary schooling. The significant number of out-of-school children is one of the major obstacles for achieving *Education for All* by 2015. Many of these children are from disadvantaged families who have no legal status or identity because they are often mobile. These are children who live on the streets, including those dwelling on the streets, living in slums or in ethnic minority villages.

The *World Education Forum* held in Dakar, Senegal, April 2000 reaffirmed the world's commitment to achieving Education for All by the year 2015 and entrusted UNESCO with the overall responsibility of coordinating all international players and sustaining the global momentum.

The *Dakar Framework for Action* is a re-affirmation of the vision set out in the World Declaration on Education for All in Jomtien a decade ago. It expresses the international community's collective commitment to pursue a broad-based strategy for ensuring that the basic learning needs of every child, youth and adult are met within a generation and sustained thereafter.¹

Within this context, UNESCO Bangkok, jointly with the Jakarta and Beijing offices, has initiated a capacity building and information exchange project to strengthen the expertise of practitioners concerned with out-of-school children, mainly from NGOs in selected countries in the Asian region. It aims to compile best practices on basic Non-formal Education for children living and/or working on the street, for sharing with national networks serving street children in 4 countries and international development agencies concerned with Education for All

Child Hope Asia Philippines (CHAP), in partnership with the Consortium on Street Children (CSC), is currently doing this study to document policies and programs addressing the right of street children to education in the Philippines, Nepal, Pakistan and Indonesia. This undertaking has been initiated in support of the above plan.

¹ *Expanded Commentary on the Dakar Framework for Action*. Text adopted by the World Education Forum Dakar, Senegal, 26-28 April 2000

Objectives

The study aims to document policies and programs addressing the right of street children to education in the Philippines in order to advocate for improved learning opportunities for them at the national level.

Specifically, the study hopes to achieve the following objectives:

1. To describe the situation of street children in the Philippines in terms of basic education;
2. To analyze the government policies on basic education and the implementing mechanisms for national EFA, particularly for out-of-school children;
3. To document best practices on basic education that promote social inclusion of street children; and
4. To identify challenges and gaps related to EFA, particularly for out-of-school children, and to recommend policies, program, and strategies to address these.

The Process of Data Gathering and Analysis

Based on the objectives and scope of the research, the study was guided by the principles of participation and inter-active processes. To ensure the validity and integrity of the data and information gathered, the researcher employed the principle of triangulation in research by using a mix of the following fundamental ways of obtaining information:

- documents review (DR),
- key informants interview (KII), and
- focus group discussion (FGD).

In the process of data gathering, a combination of qualitative and quantitative techniques was used. The key research questions were addressed using primary sources (key informant interview and focus group discussion) and secondary sources of data (project inception document, annual reports, mid-term evaluation reports, relevant policy papers and publications).

For the situation of street children, existing research studies or reports on out-of-school children, with particular reference to street children, were used. There have been a lot of researches conducted in the Philippines on this subject by different academic and research institutions. The subject has also become a favorite research agendum for many thesis and dissertation writers. The situation analysis focused on literacy and educational access of the street children and potential street children to education.

The analysis of government policy on basic education and the implementing mechanisms for national EFA, particularly for out-of-school children, was based mainly on the following:

- Philippine Education for All National Action Plan, 2004-2015 and other policy documents concerning basic education for out-of-school children, with particular focus on street children.
- Present programmes and delivery mechanisms of basic education for out-of-school children with particular focus on disadvantaged groups.

Field visits were conducted to each of the selected agencies listed below for the documentation of best practices using the mix of methodologies enumerated above. The documentation focused on the following general themes:

- Main mission and activities of the organization concerning the disadvantaged children including their existing networks and partners.
- Innovative experiences on basic education for out-of-school children with particular reference to street children as defined by this research.

In consultation and agreement with Child Hope Asia Philippines the following agencies, with the respective contact persons, have been selected as part of the study:

1. Angelicum College's REAP (Re-entry Education Alternative for the Poor)
2. CENTEX (Center of Excellence) School of Ayala Foundation
3. Mobile School of Cebu City Task Force on Street Children
4. PACAF (Philippine Agency for Community and Family) Foundation
5. Pasay City East High School NFE Programme.

The above schools were selected based on the following major considerations:

- a. The project is implementing organized basic education delivered in a non-formal fashion
- b. The project is serving street children or potential street children as defined by this study.

The above list of agencies also represents the government, non-governmental organizations (NGOs) or private voluntary organizations (PVOs), and the religious sector. Two agencies are based in Mindanao, Two are in Luzon and one in the Visayas. The selection basically represents the three main island-groups on the country.

Schedule of Activities

The study was conducted based on the following schedule:

1st Week

- Development and Submission of Research Design
- Finalization and validation of agencies selected for the case study

- Finalization of data gathering tools

2nd week

- Writing and Submission of the Profile of Street Children and the Philippine Situation on Basic Education

3rd to 4th week

- Data gathering
 - Field Visits
 - Observation
 - Questionnaire
 - Conduct of focus group discussion
 - Key informant interview

5th week

- Data Analysis and Submission of First Draft

6th week

- Validation, consultation and submission of Final Draft Report

The National Research Partner

The national research partner is a graduate of BS Education and has a Master's Degree in Sociology from the Asian Social Institute in Manila. He is a former UNICEF Programme Officer who now works as an independent consultant engaged in preparing project proposals, designing and conducting researches (focused on qualitative and participatory, inter-active approaches), developing monitoring and evaluation systems and designing and facilitating inter-active seminar-workshops.

Behind him is a total of twenty years of productive experience in providing leadership and direction in conceptualizing, managing, monitoring and evaluating child-focused programmes and projects in both rural and urban contexts.

The first eight years of his career was spent in Olongapo City managing one of the first few agencies which recognized the emerging phenomenon on street children in the Philippines in the early eighties. He was a member of a research team that conducted the first comprehensive situation study on street children in the Philippines. He was also one of those who pioneered the street-based and community-based approaches in addressing the problems and issues affecting street children.

II. General Profile of Street Children

Young people below 18 years of age constitute almost half of the total populace of the Philippines. Based on the 2000 Census on Population and Housing, there are 33,172,000 children aged 0 –17, representing 43.4 percent of the Philippine population. Of these, 51 percent are males and 49 percent are females.

Unfortunately, many of these children belong to poor families who are unable to provide for their basic needs. High rate of unemployment, increasing prices of basic commodities and lack of access to basic services worsen the situation where many Filipino boys and girls live. At an early age, children learn to make a living not only for themselves but also to augment the income of the family. Many of them are forced to make the streets their home, their workplace and their playground. These kids are popularly known as street children.



Who are the street children?

The term 'street child' is used-often very loosely- to describe children and youth who live and/or work (which in this context includes activities such as stealing, rag picking and begging) on the streets and a range of other urban spaces, including empty buildings and wasteland.²

The term “street children” in the Philippines has been used to describe young boys and girls (under 18 years of age) who consider the streets their home and source of livelihood. For these children, the streets are both their playground and their workplace. Street children may or may not be living with or supervised by adults. They may or may not return to some sort of home or family. Some of them maintain regular ties with their families while others have been living alone or with groups of children who like them have been neglected by or have abandoned their own families. There are street boys and girls whose whole family also lives on the streets. The majority of children visible on the streets are boys.

² Definition by Consortium For Street Children agreed to be adopted by the participants of the “Regional Orientation Planning/Meeting”, May 12-14 2004, Manila Philippines.

Some development agencies have realized it was not easy to categorize street children as this runs counter to a holistic view of children in terms of their rights and in terms of intervention. However, NGOs and GOs working in the Philippines have managed to agree that there are three categories of street children:

- *Children on the street*, are children who work on the streets but still have regular connections with their families. They comprise 70% of the entire street children population. Most of them still attend school and return home at the end of each working day.
- *Children of the street*, who comprise about 20% of the street children population, see the streets as their home and the other street children as their family. They visit their original families on an irregular basis.
- *Abandoned and neglected children*, are those who have completely severed all ties with their biological families and are therefore entirely independent in terms of meeting their various needs. They are said to be the true children of the streets.
- *Children of street families*, are children of families who have considered the streets as their “home”. Many of them live in wooden carts moving from place to place around the city and parking in less crowded locations at night to retire.



How many are they?

It has always been difficult to establish the correct number of street children in the Philippines especially because of their constant mobility and vacillating nature. Street children are not usually counted, nor subject to census, so their numbers are not usually known. Some of them are highly visible. Some of them work on the streets under cover of darkness. Moreover, their experiences overlap with other categories of children, such as those who are trafficked and those engaged in exploitative work. This reality further complicates the problem of counting them.

Research efforts in the past have come up only with estimates and with some variations. In 1998, the Department of Social Welfare and Development (DSWD), through its “Ahon sa Lansangan” (Rescue Operation/Program of DSWD) document, reported an estimate of 222,417 street children in 65 major cities in the country. Action International Ministries approximates that there are 50,000 to 70,000 street children in Manila.

A recent study commissioned by UNICEF recorded an estimated number of *45,000 to 50,000*³ “highly visible children on the streets” in 22 major cities of the country. The study was conducted by Dr. Exaltacion E. Lamberte of the Social Development Research Center of De la Salle University. These street children are considered to be those that are in need of priority action.

Children who are living or working visibly on the streets are the tip of an iceberg of an unknown part of a bigger social problem. Children of poor families are vulnerable to poverty, abuse in the home and influences of peers that may attract them into street life.

What do most of them do?

Most of the street children are engaged in the following activities:

- a) income-generating such as vending, wash/watch cars, buses, market stalls;
- b) resting and interacting with peers such as playing with other kids, sleeping, and
- c) engaging in high risk behaviors such as sniffing rugby and gambling⁴



Some street children are employed by others while others work on their own. They are often employed by somebody they know or neighbors in the communities of residence and usually work with friends and/or siblings. Supervision from parents over children's work activities is not a usual practice. Many street children work on the streets to augment household income.

Where are they found?

In the study of Lamberte, majority of the children covered were located in barangays/areas outside of their place of residence. About 25% were residing in cities outside or different from the city where they were located, implying the importance of a Metropolitan approach in addressing the problem on street children. Children staked out in different locations, and the predominant ones were streets (36.5%), market (8%) and worship/recreation areas (12.4%). Children from Metro Manila and Visayas areas have been seen daily on the streets, markets, worship/recreation areas and business

³ Lamberte Exaltacion E. Ph.D. 2002. “Ours to Protect and Nurture, The Case of Children Needing Special Attention”. De la Salle University, Manila.

⁴ Ibid. 55

establishments. In Luzon and Mindanao, the children were predominantly seen in markets, streets and terminal stations for buses and jeepneys.⁵

Generally, street kids could be found in entertainment and commercial areas, bus terminals, ports, parks and virtually everywhere where they can both engage in work activities and play.

What are the problems they face?

Because of the circumstances they are in, street children are faced with quite a number of problems such as homelessness, undernourishment, different illnesses, lack of education, lack of identification papers, substance and alcohol abuse, smoking, gambling, sexual abuse and exploitation, the worst forms of labor, sexually transmitted diseases including HIV/AIDS, physical injuries due to vehicular accidents, street fights, and harassment by the police and extortionists.

In order to survive these situations, they form groups or going with gangs to survive. However, it is the gangs that expose and influence them to commit petty crimes, and maybe later, eventually lead them to do bigger crimes.⁶



Why are the children working on the streets?

One of the major reasons why boys and girls stay or live on the streets is scarcity of basic needs or poverty in the family. Poverty is the same reason that children experience physical or sexual abuse by parents or siblings. Peer influence is another reason. Poverty and peer influence when compounded with problems and stresses in family life such as family break-up, child abuse and neglect, domestic violence by stepparents, under-employed parents, etc., altogether create undue pressure on the child to leave home and find solace, protection, and support from his peers on the street, eventually becoming susceptible to their influence and lifestyle.⁷

In Metro Manila, population growth, urbanization, and migration have increased through the years. Children are often forced by circumstances to help their family eke out a living or fend for themselves on the streets. Most of them are the children of poor parents who migrated from rural areas in the hope of finding better job opportunities in the city but whose lack of education rendered them ill-equipped to struggle for survival in the urban jungle and are thus confined to a life of abject poverty.⁸

⁵ Ibid 72

⁶ Council for the Welfare of Children, Website.

⁷ Silva 2

⁸ Silva, 1.

The proliferation of street children is, therefore, related to the issues of urbanization and urban poverty. Uncontrolled population growth and centralized economic investments and policies result in unemployment that pushes poor families to migrate to urban centers. Most of the poor migrant families live in slums and shanties that cause higher demand for basic services in the face of rising unemployment.

Causes of the street children phenomenon can be categorized as follows:⁹

Immediate Causes (Factors which have to do with the children and family):

- ⊙ Poor and large families
- ⊙ Unemployed/underemployed parents/children
- ⊙ Irresponsible parents
- ⊙ Family values which are materialistic/consumerist
- ⊙ Family conflict
- ⊙ Family environment
- ⊙ Vices of parents
- ⊙ Child himself
- ⊙ Degradation of morals, violent upbringing by parents
- ⊙ Traditional family values which dictate that girls should merely stay at home
- ⊙ Lack of knowledge and parenting skills
- ⊙ Emerging social values conflict with traditional values

Underlying Causes (Factors which have to do with the community):

- ⊙ Ineffective access to basic services
- ⊙ Non-availability of adequate employment opportunities
- ⊙ Inequitable distribution of resources and opportunities in the community (e.g. land ownership)
- ⊙ Nature and conditions of work/employment: formal and informal sectors
- ⊙ Congestion in slum areas
- ⊙ Inadequate housing/poor housing facilities
- ⊙ Poor law enforcement/exploitation by law enforcers
- ⊙ Only one style of delivery of education exists
- ⊙ Deterioration of values
- ⊙ Central body provides no/few activities for children

Root Causes (Factors which have to do with society):

- ⊙ Economic, political and ideological superstructure
- ⊙ Structural roots of poverty and underdevelopment
- ⊙ The unequal world order and the debt burden

⁹ Silva, 2-3.

Who are helping the street children?¹⁰

In 2000, about 350 government and non-government organizations worked with street children and their families. Through the National Project on Street Children (NPSC), seven urban municipalities and 25 cities were covered to address the needs of street children nationwide. The NPSC, lodged at the Department of Social Welfare and development, covers the cities of Caloocan, Manila, Pasay, Quezon, Lapu-Lapu, Bacolod, Cebu, Baguio, Iloilo, Angeles, Olongapo, Naga, Legaspi and Davao. This program coordinates with national government agencies, NGOs and especially Local Government Units, which play the most significant part in effectively implementing development programs for street children. These cities have served an estimated 22,564 street children since 2001.

Other major networks or coalitions that are actively responding to street children and their needs are:

- *National Council of Social Development (NCSD)*;
- *End Child Prostitution in Asian Tourism (ECPAT)*;
- *Philippine Action for Youth Offenders (PAYO)*;
- *Philippine Inter-city Alliance for Children*, the members of which are *Task Forces on Street Children* in 22 cities in the Philippines;
- *KABIBA Alliance for Children's Concerns in Mindanao*, involved in addressing children's issues in general through advocacy, research, and lobbying (Davao City-based); and
- The *Kabataan Consortium, Inc.* composed of 9 child-focused organizations and organizations with programs for children which focus on organizing a federation of child and youth organizations at the city-level (Davao-based).

At the local level, there are *Barangay Councils for the Protection of Children (BCPCs)*, mandated by the Department of Interior and Local Government (DILG) since August 2002. BCPCs are organized with the following committees: health, education, livelihood, advocacy and protection, youth, and early childhood development committees.

To date, a total of 26,002 BCPCs of the 42,000 barangays have been organized although only 17,465 or 67 percent are active and functional. In some areas, BCPCs are actively working but they are ill-equipped to discharge their functions especially in handling cases of child abuse. BCPCs take the lead in making their Barangays child-friendly by ensuring that the children's rights and needs are realized. The organization of BCPCs is in support of a broad-based *Child Friendly Movement* towards the realization of child rights in the Philippines.

¹⁰ Situation Analysis of Filipino Children 2003, UNICEF Manila

Program Categories

Current efforts in helping street children can be grouped into three development approaches based on the three broad categories of street children.¹¹

1. **Community-based Programs.** Programs of this type address the needs of street children within the family and community context and from the perspective of the residents. Preventive in approach, community-based program help communities identify their problems, mobilize their internal, as well as external resources, and involve themselves in the solutions.
2. **Street-based Programs.** Street-based programs are focused on children who are abandoned or have irregular contacts with their families. Agencies implementing this approach reach out to children right on the street where they live and work. This strategy recognizes the child's need for survival, protection, and income, but ultimately, it aims to motivate and assist the child to go back to his family or to enter a temporary shelter.
3. **Center-based Programs.** Center-based programs are generally institution-based. The strategy aims to reach out to children who have run away from home, are totally orphaned or abandoned, or have severed ties with their families. This program involves setting up a "home" where children can find support and help. Drop-in centers usually provide children with hot meals, a space for the night, clothing, first aid/health examination, counseling, case work, work with families where possible, and a supportive and caring environment.

An alternative to residential care is the foster family care and adoption program for street children. It is a novel concept in the Philippines and has not been tried by many street children programs. Childhope Asia and Norfil Foundation, with support from Stichting Kinderpostzegels Nederland (SKN), started a foster care program for street children in 1995. Its purpose is not only to find foster homes for street children but also to train foster parents and strengthen the skills of social workers in foster care. Foster care is claimed to be an alternative to the overburdened residential centers and group homes.



¹¹ Descriptions from ChildHope Asia Philippines' paper entitled "A Situationer of Street Children in the Philippines (Presented at the Civil Society Forum on Promoting and Protecting the Rights of Street Children in Southeast Asia) Bangkok, Thailand, March 12 - 14, 2003

III. Philippine Situation of Basic Education

Formal Basic Education in the Philippines

Formal basic education in the Philippines covers six years of elementary education and four years of secondary education. Elementary level is from Grades one to six, normally covering children ages 6 to 11, while secondary level is from first year to fourth year, ideally including children ages 12 to 16. The entry age for elementary schooling used to be 7 years until school year 1995-96 when this was lowered to 6 years.

There were 240,284 elementary schools all over the country in 2000. Of these, 89% were public and 11% were private. Meanwhile, the private sector accounted for 42% of the secondary schools in the country, while the government controlled 58% of the total. The above facts make elementary and high school education largely public in character.¹²

The Department of Education (DepEd) is mandated to provide and maintain public education in the country. This was firmly established through the Basic Education Act of 2002. DepEd, therefore, has authority over technical, financial, physical, personnel and tactical and strategic matters. DepEd mandates the technical standards on curriculum, organization of classes, textbooks, building designs, teachers' items and many other concerns.¹³

DepEd manages a system of more than 40 thousand schools, over 15 million pupils and students, and close to half a million teaching and administrative personnel through the regional, divisional (province and city) offices, district offices and principals or school heads.

The fiscal year 2000 DepEd was 12.7 percent of the national budget. At that time, the DepEd budget amounted to PhP 84.7 billion. The 12.7 figure represented a decrease from the 1998 percentage of 15.2 percent. The latest budget data (2003) reveals that there has been a



¹² The Philippine's draft Education for All National Action Plan, 2004-2015, p44.

¹³ Development Academy of the Philippines, "Policies, Trends and Issues in Philippine Education," A case study commissioned by UNESCO-Bangkok, Manila 1997.

significant rebound. For the current year, the DepEd budget now accounts for 16.1 percent of the total national government budget.¹⁴

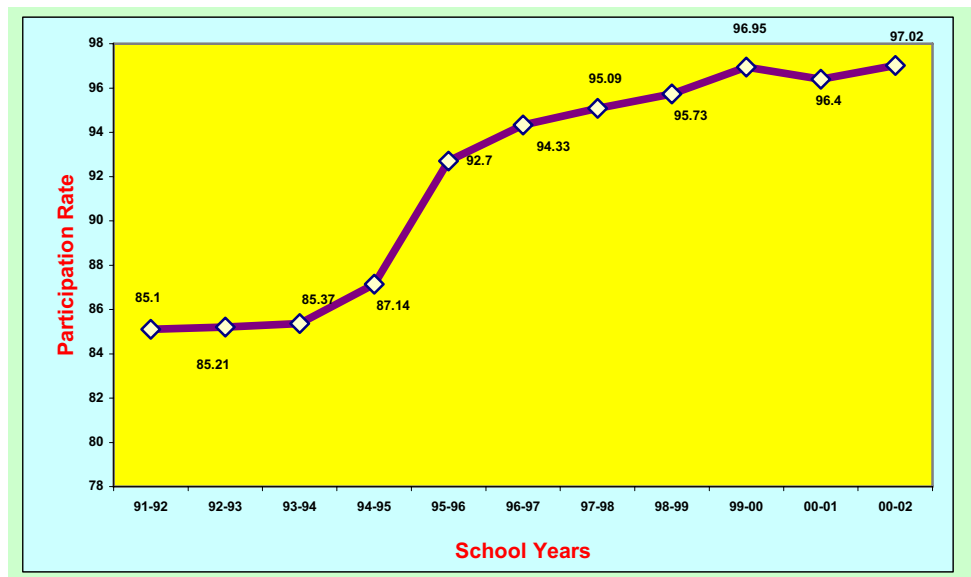
The Philippine Constitution guarantees mandatory and free elementary and high school education. Private schools collect fees and cater to children of the more affluent families. As such, the facilities in private schools are better and the learning is most likely of better quality than what one would obtain from public schools.

Access to basic education

The Department of Education (DepEd) has recorded approximately 13 million elementary school children in school year (SY) 2002-2003. This is about 24 percent increase from the 10.4 million elementary enrollees in SY 1990-1991. Of the 13 million elementary school children recently enrolled, 93 percent (or nine out of ten elementary children) are in public schools while the remaining 7 percent are in private schools. There is almost an equal representation from both male and female school children.

Elementary participation rate¹⁵ for the year 2001-2002 had an outstanding national average rate of 97.02, almost reaching the 100 percent universal goal. This rate marks a significant percent increase from the 1995-1996 elementary participation rate, which was recorded at 92.70 percent. From the figure 1 below, it is apparent that access to schools is not a big problem at the primary level.

Figure 1. Participation Rate in Public and Private Elementary Schools SY 1991-1992 to SY 2001-2002



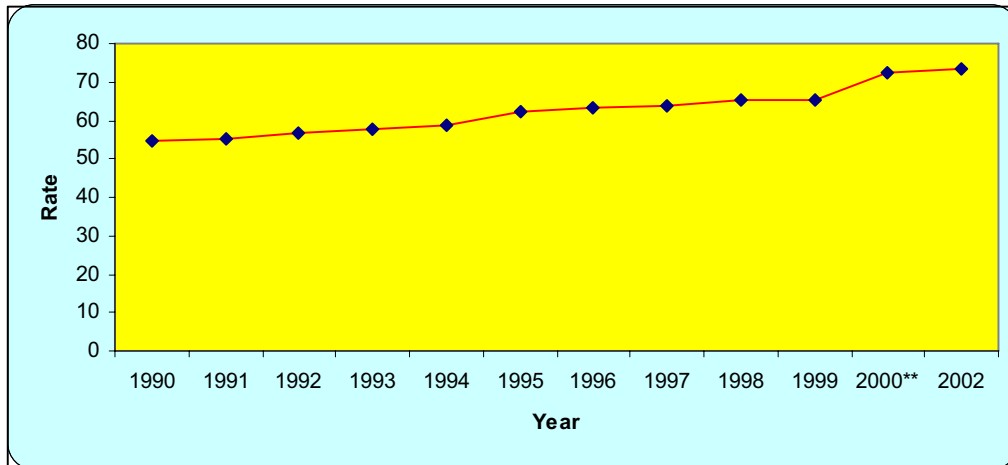
Source: DepEd Research and Statistics Division, Office of the Planning Service, 2003 NSCB Statistical Yearbook, 2002

¹⁴ The Philippine's draft Education for All National Action Plan, 2004-2015, p44.

¹⁵ Participation rate is defined by the DepEd as the ratio between the enrolment in the school-age range to the total population of that age range.

The trend in secondary level participation rate shows a gradual but steady increase over the ten-year period. The relatively low rate of 54.7 percent in 1990 may be attributable to the then recent adoption of free secondary education but the policy appears to have had some impact as evidenced by the percent change in the participation rate over ten years. In 2002, the high school participation rate reached 73.4 percent. Figure 2 shows the trend in participation rate in the secondary level from 1990 to 2002 for the total school age population.¹⁶

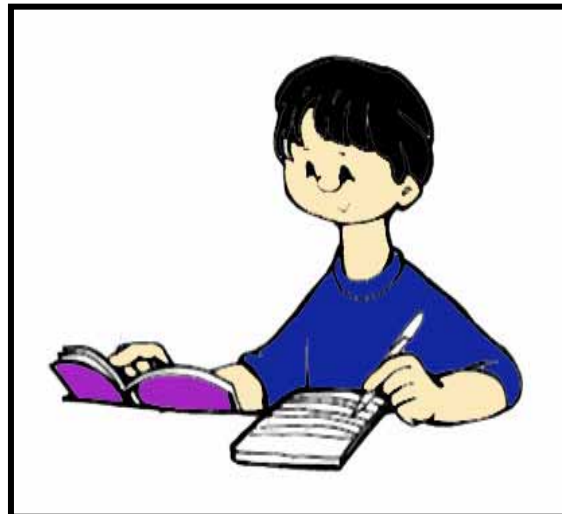
Figure 2. Participation Rate in the Secondary Level, SY 1990-1991 to SY 2001-2002



Source: DepEd Research and Statistics Division, Office of the Planning Service, 2003
NSCB Statistical Yearbook, 2002

Cohort Survival Rate

While participation rate at the elementary level shows a steady increase, the ability of the schools to retain students in this level has been very poor. DepEd statistics reveal that elementary cohort survival rate (CSR)¹⁷ has remained almost stagnant for the past ten years. The country's latest (2001-2002) CSR at the elementary level shows a low 67.13 percent, (a three-percentage point decline from the average CSRs recorded in 1991-1992). This means that of the 100 pupils who enter the first grade, 30 do not reach grade VI. Figure 3 reflects the DepEd's dilemma in addressing cohort survival rate.¹⁸

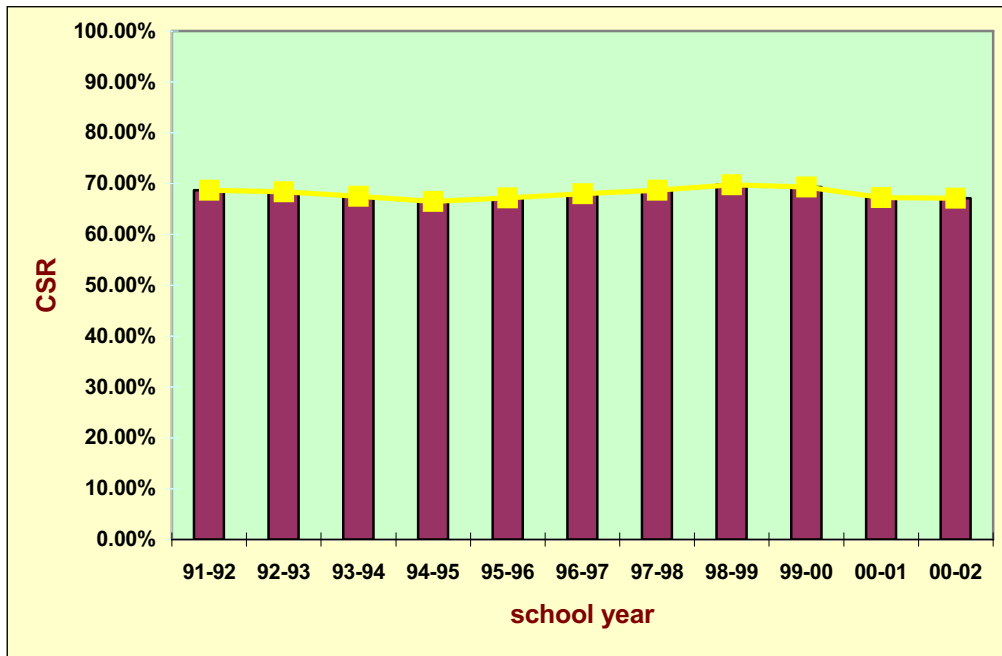


¹⁶ Ibid.

¹⁷ DepEd defines cohort survival rate as the proportion of enrollees at the beginning grade or year who reach the final grade or year at the end of the required number of years of study.

¹⁸ The Philippine's draft Education for All National Action Plan, 2004-2015

Figure 3. Cohort Survival Rate in Public and Private Elementary Schools from SY 1991-1992 to SY 2001-2002



Source: DepEd Research and Statistics Division, Office of the Planning Service and BEIS, 2003, NSCB Statistical Yearbook, 2002

Quality of Education

Statistics above show that there is a need to keep school age children and youth in school. The other problem is how to ensure quality education in terms of experience and output. Prior to a shift in policy in 2001, the DepEd conducted the National Secondary Achievement Test (NSAT) to gauge the levels of acquired skills and knowledge in the key areas of Mathematics, Science and English among high school seniors.

The results of the NSAT for three consecutive years indicated that the overall achievement levels appear unacceptably low which means there is a gap in the delivery of knowledge and skills in schools.

In general, among first year high school students in the public school system, the levels of competency in English, Math and Science are only 30 percent, 27 percent, and 28 percent respectively of what they should have acquired in the elementary school. The ideal, of course, is 100 percent.

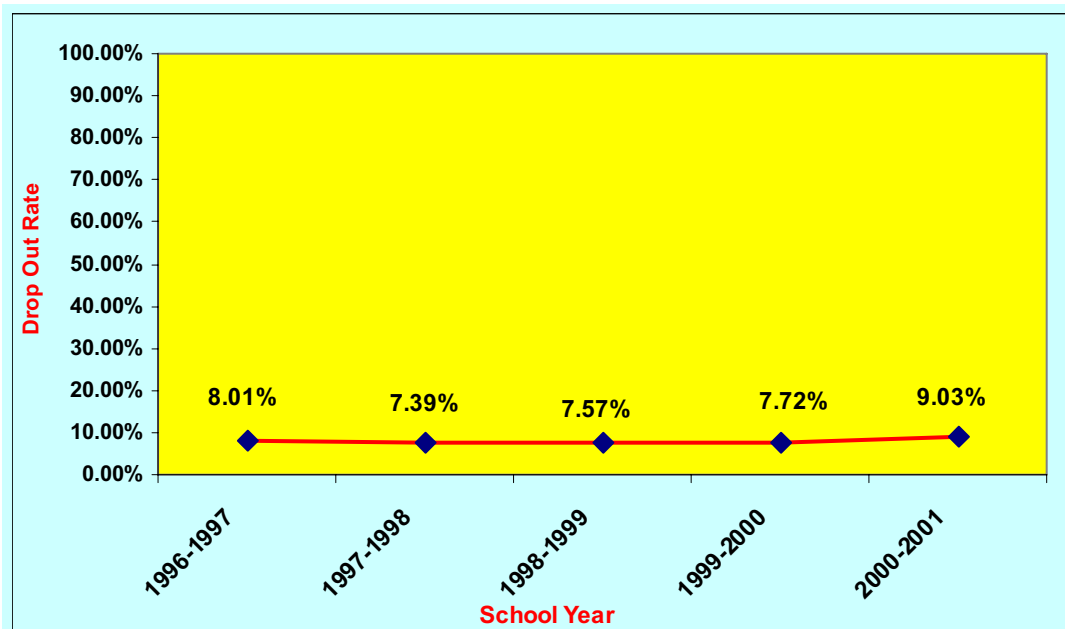
It is not easy to assume the level of competency of students in private schools due to the absence of data from private school first year high school students. Generally, parents who can afford to pay high tuition fees, choose to send their child to a private school because there is a prevalent perception that private schools are better.

Drop-Out Rates (DOR)

The average elementary drop-out rates¹⁹ in the country rose from 8.01 percent in 1996-1997 to 9.03 percent in SY 2000-2001 (DepEd Fact Sheet, 2003) as shown in Figure 4. While the overall drop-out rate appears to be insignificant, the DOR for the first two grades of elementary schooling appeared to be alarming. During the SY 1998-1999 and 1999-2000, dropout cases were highest among the first graders posting a 15.76 percent and 15.97 percent DOR, respectively. Second and fifth graders also showed cases of dropouts during the periods, though not as alarming as in the case of grade one pupils.

The elementary level is also burdened by a low rate of survival to grade six. In a given cohort of 100 students, only 64 are able to reach the last grade in six years time. The other six either take long to reach grade six or drop out immediately out of schooling. Given these, the performance of the system in terms of the period needed to produce 6-year elementary school graduates averages to 7.5 years, taking up pupil spaces and engendering wastage of funding. The survival rate is the result of the confluence of the repetition and drop-out rates and other measures of internal efficiency.²⁰

Figure 4. Elementary dropout rates SY 1996-1997 to SY 2000-2001



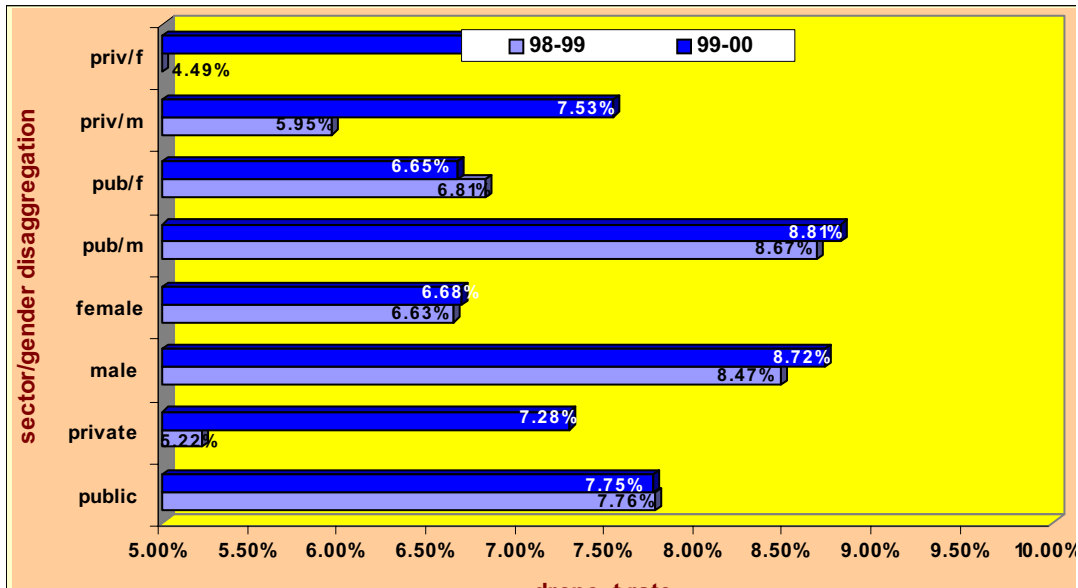
Source: DepEd Research and Statistics Division, Office of the Planning Service and BEIS, 2003, NSCB Statistical Yearbook, 2002

¹⁹ DepEd defines dropout rate as the proportion of pupils/students who leave school during the year as well as those who complete the grade/year level but fail to enroll in the next grade/year level the following school year to the total number of pupils/students enrolled during the previous school year.

²⁰ The Philippine's draft Education For All National Action Plan, 2004-2015, p.54.

While, generally, private schools performed better than public schools in managing the lesser dropout incidents, male children manifested weaker survival when compared to female children. In SY 1998-1999 and SY 1999-2000, elementary girls performed better in attaining lesser dropout cases with 6.63 percent and 6.68 percent DOR compared to elementary boys with 8.47 percent and 8.72 percent, respectively. Thus, these figures suggest that female elementary children have performed better than male elementary children regardless of school type, i.e., public or private elementary schools. See Figure 5 below.

Figure 5. Elementary dropout rates, SY 1998-1999 and SY 1999-2000, by sector, by gender

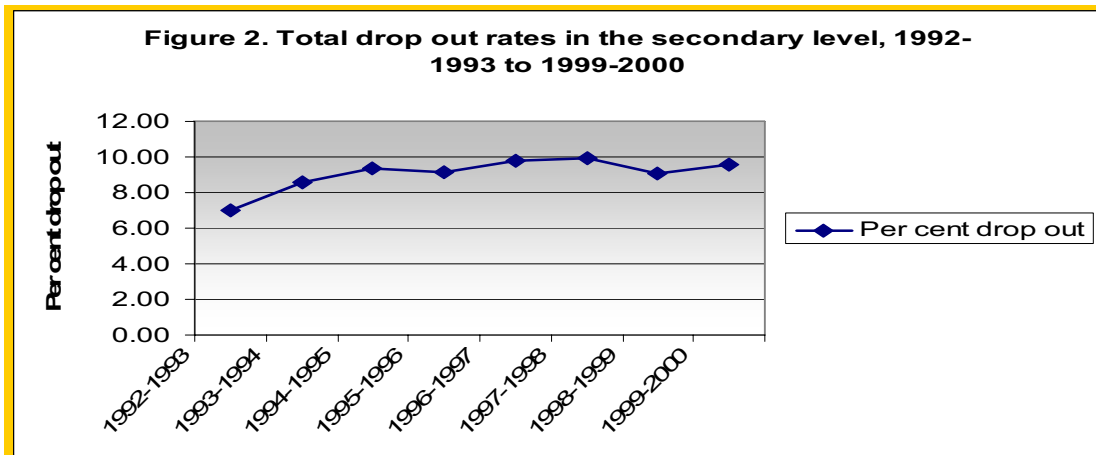


Source: NSCB Statistical Yearbook, 2002, BEIS 2003

However, not all who enroll in any given year complete the school year. Figure 6 shows the trend in the drop-out rate from secondary school for the period 1992-2000. As a whole, the drop-out rate appears to be increasing although the over-all levels are rather low. From a low 7 percent drop-out rate in school year 1992-1993, this rose to 9.6 percent in 1999-2000.



Figure 6. Total drop out rate in the secondary level, 1992-1993 to 1999- 2000



Source: DepEd, 2000

What the two measures, participation rate and drop-out rates jointly indicate is that, in general, while participation in the secondary level seems to be on the increase, a certain proportion of those who enroll drop-out. If the goal is for universal education up to secondary level the current figures need to be improved some more. It is not enough for youth in the secondary school age bracket to participate by enrolling, it is also crucial to prevent them from dropping out. Any more losses due to dropping out further deplete the numbers of those who will stay to complete their secondary education.

Gender Analysis

There is almost an equal representation from both male and female school children in terms of access to and participation in pre-schooling. Gender parity in formal basic education and literacy programs is not as bothersome, as well, compared with other Asian countries. In both the 1990 EFA planning baselines and 1999 Assessment Summative Data, almost near-parity between genders was found to have existed in most of the core education indicators. Similarly, there was gender parity in the high simple literacy levels among 15-24 year-olds for both measurement periods.²¹

In fact, girls even performed better than boys, as borne out by the female bias in learning achievement and by the male bias in repetition rates. Boys are disadvantaged in terms of retention and achievement levels.

Non-Formal Basic Education in the Philippines

Despite efforts of the government to provide free education to all Filipino children, there are pockets of disadvantaged boys and girls who are unable to exercise their right to free education in a formal setting for various reasons.

²¹ The Philippine's draft Education for All National Action Plan, 2004-2015, p..5.

The Bureau of Non-Formal Education (BNFE) is a part of DepEd's strategy to address the problem of street children and other groups of young boys and girls deprived of education. It provides remedial instruction for working children through home study program. In 1999, the BNFE began the non-formal education accreditation and equivalency system (NFE A&E) to help children over the age of 15 to gain school certification so that they could enter post-secondary levels of education. The government also supports distance learning program and mobile tent schools. The National Project on Street Children provides educational assistance to street children through a network of government, non-government and community organizations..

Non-formal education may be described as any organized and systematic learning conducted largely outside the formal educational subsystem that may or may not provide certification. Definitions aside, the characteristics of non-formal education make it quite different from the formal subsystem in a number of ways. First, non-formal education addresses the needs of those who were not able to participate in the formal subsystem. In this regard, the clientele are quite different. A substantial number dropped out of the formal subsystem, the reasons for this being numerous though mostly centered on poverty. The specific activities and delivery methods associated with non-formal education are designed to meet the expressed needs of the distinct clientele. At present, non-formal education in the Philippines has four thrusts:

- family life skills, including health, nutrition, childcare, household management, and family planning;
- vocational skills;
- functional literacy;
- livelihood skills.

Non-formal education is provided separately and apart from the formal school subsystem and does not serve as an entry point to a higher level of formal education. In this regard the two subsystems are separate, and little room for movement between the two is currently available. Non-formal education concentrates on the acquisition of skills necessary for employability and competitiveness in the labor market. The availability of non-formal education expands educational access to more citizens representing a variety of demographic characteristics, socioeconomic origins, and general interests. In effect, the non-formal subsystem makes education available to a very large number of Filipinos who would otherwise not have an opportunity to participate in any educational opportunities.²²

Situation of Street Children in Terms of Access / Barriers to Education

Street children generally lack access to public school services. In particular, street children who have been in conflict with the law are excluded from schools because they are seen as bad influence on their peers. Other children are unable to go to school because of their need to work. Others prefer a combination of work and school.

²² Bureau of Non-formal Education and Asia Pacific Economic Co-operation.

Other boys and girls are unable to go to school because of the costs. While school tuition is supposedly free as guaranteed by the Philippine Constitution, other fees or charges exist in many public schools. Children also drop out of school because of skyrocketing cost and basic needs. Teachers, being underpaid, get extra income by requiring exorbitant projects and donations.

A further problem is the traditional method of teaching that often does not encourage children and lessons are not seen to be practically useful in daily life. Many children say they would rather stay on the street where there is freedom rather than stay in school where one's every move is limited by several school regulations.

While other children are eager to go to school, they refused to remain in school because of discrimination, teachers using corporal punishment and bullying.

Other children, particularly those in fishing and agricultural villages, suspend their schooling temporarily and return after harvest or planting season for agricultural areas or after fish catching season for fishing villages.

IV. Government Policies on Basic NFE and Implementing Mechanisms for the National Programme on EFA

The Philippine EFA Plan of Action

The Philippines was a signatory to the World Conference on Education For All (EFA), held in Jomtien, Thailand, in 1990. This global plan aimed to give every child in the world quality basic education by the year 2000. The Philippines' EFA commitment was translated into a 10-year EFA Philippine Plan of Action (PPA) covering 1991-2001.

The Philippine Plan of Action specifies the country's national goals, objectives, policies and strategies, as well as regional programs for implementation. It also serves as the guide of the education sector and its partners in attaining the EFA goals and targets. EFA's basic thrusts consist of early childhood development, universalization of quality primary education, adult literacy, and continuing education. EFA's implementation stretched from 10 to 15 years and became a mainstream program.

A review of the 1999 EFA Country Assessment Report revealed that after 10 years of implementing EFA the elementary education system of the country still reflected the same situation that obtained during the start of the EFA decade.²³

²³ Philippine EFA National Assessment Task Force, Report on the EFA Philippine Country Assessment (Manila:October 1999)

A new development in the Philippine EFA Plan for 2004-2015 is the inclusion of the secondary education level as an equal concern. The secondary level happens to present a more challenging scenario because apart from the same weakness (internal efficiency and quality of learning outcomes), in the elementary school level, there are apparently low gross and enrolment rates in the high school level.

Philippine EFA goals for 2015

Within the Dakar Framework, the Philippines has committed to achieve the following goals:

1. Expanding and improving comprehensive childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015, all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to complete, free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills program.

One of the initiatives under the Philippine EFA Plan is the establishment of alternative learning systems encompassing non-formal and informal education. This has been partially fulfilled through validating the feasibility and viability of non-school-based learning channels which DECS is currently pursuing.

The alternative learning system (ALS) makes it possible for out-of-school youth including street children to be integrated into the learning system. ALS encompasses both the non-formal and informal sources of knowledge and skills such as those acquired in the church, at home, media and the environment. ALS is focused on all Filipino children, youth and adults who are out of school, particularly those who are illiterates, disadvantaged, and living in far-flung areas. ALS ensures that more Filipino illiterates learn to read, write and develop basic life skill.

Some of the difficulties and challenges in the implementation of ALS are:²⁴

1. Difficulty in reaching some sectors such as the indigenous peoples, migrant persons, and children in need of special protection including street children;
2. Weak management and coordination among government agencies, LGUs and the private sector; municipal inter-agency committees for ALS remained inactive.
3. Inefficient service delivery system due to insufficient number of mobile teachers in far-flung areas and fast turn-over of NFE coordinators brought about by low pay.

²⁴ Ibid.

4. Inadequate supply of appropriate resources to facilitate learning.

The new Philippine EFA plan aims to decrease the current level of functional illiteracy by 50 percent at the end of the plan period for the 15-24 age group (from the current 4.9 percent to 2.5 percent by 2015);²⁵

IV. Implications for EFA Policy and NFE Programmes

The following are some specific policy-related and programmatic interventions to push the goals for ALS in the Philippines. These are apart from the recommendations drawn from the five case studies that are spelled out in chapter VII.

1. Inclusion of ALS/NFE in the legislative agenda which cover the provision of ALS/NFE guidelines for responsive implementation of RA 9155 (The Governance of Basic Education Act of 2001), specifically Rule XII which relates to Alternative Learning Systems. It also covers establishment of career paths for ALS/NFE implementers. The ALS rule in RA 9155 must be sufficiently strengthened by specifying quality administrative and managerial systems for the ALS.
2. Development and Implementation of a Program for Lifelong Learning. The new ALS curriculum will focus on the five learning strands for quality lifelong learning. This is the translation of the Four Pillars of Learning and the definition of functional literacy in its expanded meaning and approved for national implementation.
3. Revitalization of ALS Program Review and Development. BNFE will refocus its program review and development functions towards the attainment of quality ALS through a scientific orientation in the application of quality assurance concepts and techniques.
4. Intensifying Advocacy and Social Mobilization to reach the “hardcore illiterates” and other hold-outs to progress. This will involve development of appropriate information education and communication materials, community organization, capacity building network and alliance building, monitoring and evaluation.
5. Enhancing the Capability of ALS implementers by establishing a core of trainers who will train trainers and mentors on appropriate knowledge, skills and attitude.

²⁵ Ibid.

6. Develop a career path for mobile teachers to counteract the fast turn-over among them. ALS teachers do not have to return to formal education to get promoted.
7. Provide incentives for ALS workers in addition to career path through a system of recognition and incentive awards.
8. Develop an ALS Master Plan to improve functional literacy. Since the change in the focus of ALS from simple to functional literacy has just recently evolved, a major redirection of the BNFE's philosophy, thrusts and strategies, and more importantly its priorities, require a significant overhaul.

VI. The Five Case Studies

Agency Profile

Name of Agency: Angelicum College

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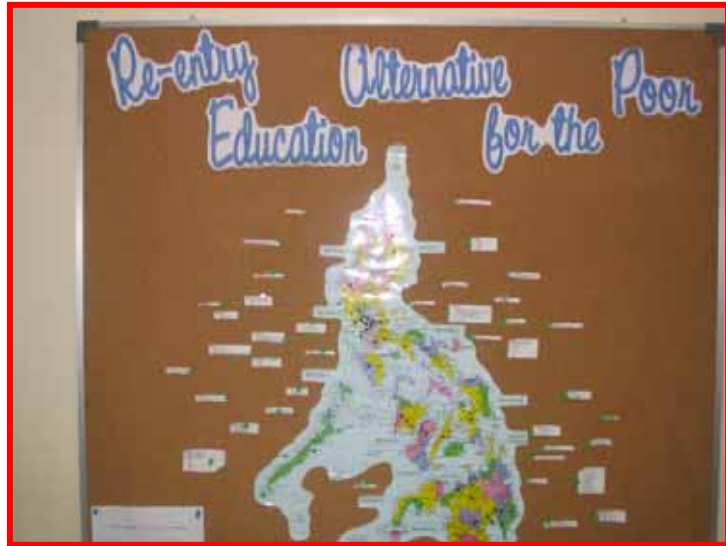
- Free primary and secondary education for poor students
- Learning Modules on loan
- Individualized academic consultation
- Regular Testing for mastery of modules
- Medical Assistance when needed
- Guidance Counseling when needed
- Technical and supervisory assistance to other REAP

Project Title: Re-Entry Education Agenda for the Poor (REAP)

Implementing Agency: Angelicum College of Quezon City

Background/Overview

The Angelicum College, Quezon City (ACQC) is a Filipino Dominican Institution known in the Philippine Academe for its successful formulation and implementation of a “Non-Graded System of Education” which started in 1972. Its basic education program has been accredited by the Philippine Association of Accredited Schools, Colleges and Universities (PAASCU) to level II.



The basic elementary and secondary education offered by Angelicum College is non-graded and self-paced. Sets of knowledge and skills are learned without the usual time frame utilized in regular schools in the Philippines. The learner’s progress is determined by his/her performance outcome as a result of the efforts exerted and the learner’s personal capacity to learn.

The *Home Study Program* (HSP) of Angelicum College started with students who have been “kicked out” of exclusive Catholic schools and could not be accepted by other schools. Most of these children were expelled from schools because of academic or behavioral reasons. The program was initiated by Fr. Rogelio Alarcon, a Dominican priest and former Rector of Angelicum College who also served as Presidential Consultant on Education Reform for the former President Joseph Estrada.

In the Home Study Program, there are students who pay tuition fees. There are also students from poor families who are allowed to enroll for free. These students are under the program called “Re-Entry Education Agenda for the Poor (REAP).”

The “*Re-Entry Education Agenda for the Poor*” (REAP) is a formal education program for the poor which is handled by schools but which is also community-based. It is formal because it follows a regular curriculum and uses the same approved learning modules but is delivered in a non-formal setting. It is home-based because the learning happens at home with volunteers (usually a household member or a community resident) and the students report to the schools only twice a week for consultation with the teachers and for

testing. It, therefore, dispenses with the requirements of formal classroom attendance. In a regular school, once a pupil misses 20% of the required class days, he/she is automatically dropped from the class. REAP combines the Angelicum System of Education and the Home Study Program.

This is exactly the problem in the Philippines- number of absences from class forces many boys and girls to drop out of school, thus swelling the ranks of out-of-school children and youth.

The founder, Fr. Rogelio Alarcon, realized in his ministry that there were many children and youth who were eager to learn and that there were also good-hearted people wanting to help. Both do not know how



A student of REAP consulting a teacher to discuss her difficulty with a specific subject matter.

to do it. Fr. Alarcon's role was to connect the two related poles. Fr. Alarcon was an awardee of the Ten Outstanding Young Men of the Philippines (TOYM) in education. He has always been in the center of innovative education in the country.

The program was initially funded by the former President Joseph Estrada who personally launched the program in Angelicum on January 28, 1999.

Objectives

The Angelicum College's Home Study Program (HSP) was designed generally to serve the needs of out of school Filipino children, youth and even adults who wish to finish their basic education but cannot, due to various reasons such as:

1. poor health
2. inability to learn in school
3. behavioral problem
4. financial problem
5. early marriage
6. pregnancy
7. working and therefore cannot be present in school regularly

The "Re-Entry Education Agenda for the Poor" (REAP) under the Home Study Program specifically aims to provide opportunities for out-of-school children and youth from poor families to finish elementary and secondary education while working. The program allows them to study at home at their own time and pace.

The REAP Program follows the no-grading system of Angelicum College where learners do not receive the conventional grades and ratings and are classified according to the continuous 11 years of schooling. Emphasis is placed on mastery of subject matter and not on ability to get passing grades.

Project Partners/Beneficiaries

The Home Study Program is being implemented in 198 learning sites established in various communities, jails, parishes, and schools all over the country. There is no selection process. The desire, willingness and commitment to adopt the program to benefit poor students constitute the main requirements. They can adopt the program as their own. Funding is not a problem because only human resources are needed.

As of April 2004, there are an estimated 10,000 learners enrolled in learning sites located in Luzon, Visayas, and Mindanao. Most of the students are out-of-school working children and youths, adults, indigenous peoples, household helpers, jail inmates, etc. For School year 2004-2005, there are 390 students enrolled in the Home Study Program of Angelicum College. Forty-five (11.5%) are non-paying students coming from poor families. Thirty-five (78%) are girls and ten (22%) are boys.

The table below shows that of 45 students under the REAP program of Angelicum College, only 16 are under 18 years of age or are considered children. Of these, only two (12.5%) are boys.

| Age Group/ Gender | Attended 1-3 years of school | Attended 4 or more years of school | Never attended school | Total number of out-of-school children served |
|------------------------------|---|---|--------------------------------------|--|
| Total, BOYS | 0 | 2 | 0 | 2 |
| Below 6 yrs old | 0 | 0 | 0 | 0 |
| 6 – 12 years old | 0 | 0 | 0 | 0 |
| 13 – 17 years old | 0 | 2 | 0 | 2 |
| TOTAL, Girls | 0 | 14 | 0 | 14 |
| Below 6 years old | 0 | 0 | 0 | 0 |
| 6 – 12 years old | 0 | 0 | 0 | 0 |
| 13 – 17 years old | 0 | 14 | 0 | 14 |
| Overall TOTAL | 0 | 16 | 0 | 16 |

A majority of the students under the REAP program are working students. The table below shows that 14 (87.5%) of the 16 under-eighteen year old students of REAP are working.

Out of eight REAP students interviewed in the focused group discussion (FGD), five were working as household helpers. One of them stopped schooling at fifth grade. The rest were either drop-outs from first to third year high school levels.

The parents of the children participants in the FGD were either self-employed, construction worker, farmer, or household helper.

| Age/Gender Grouping | Presently Working | Not working | Total no of out-of-school children served |
|----------------------|-------------------|-------------|---|
| Total, Boys | 1 | 1 | 2 |
| Below 6 years old | 0 | 0 | 0 |
| 6 – 12 years old | 0 | 0 | 0 |
| 13 – 17 years old | 1 | 1 | 2 |
| TOTAL, Girls | 13 | 1 | 14 |
| Below 6 years old | 0 | 0 | 0 |
| 6 – 12 years old | 0 | 0 | 0 |
| 13 – 17 years old | 13 | 1 | 14 |
| Overall TOTAL | 14 | 2 | 16 |

Description of the Agency’s Basic Education Program

*(This section describes the basic education system of the **Home Study Program of Angelicum College** in terms of requirements for enrollment, accessibility, content, methodology, educational materials, teaching staff, size of class, schedules, venue, duration of the program, other stakeholders, accreditation/equivalency, and financing)*

Requirements for enrollment

The REAP programme offers education to young Filipinos from poor families who cannot be physically present in learning institutions or those who are prevented from class attendance due to chronic illness, employment, or early marriage. It is also open to those who have exceeded the normal school age but are determined to complete the basic education curriculum.

There are no other requirements and conditions except the learner’s desire to learn through the non-graded system of Angelicum College.

Accessibility (distance from the community)

The school is located within Quezon City and is easily accessible from anywhere in Metro Manila through public transportation. Students who participated in the FGD were from Quezon City, Caloocan, Cainta, Novaliches and Antipolo. Even if the students report to school only for two days within a week, they are encouraged to come early on their “school days”.

Content

The curriculum being followed by the REAP program is similar to both the Home Study Program as well as the regular primary and secondary levels of Angelicum College. The course content of regular academic subjects is printed in booklets for the home study process. These subjects are

Mathematics, Science, English, Social Studies, Filipino, Christian Living Education, Computer, and Physical Education/Health/Music.

Hands-on classes are held for MSEPP or *Musika, Sining, Edukasyong Pangkatawan, at Pampalakasan* (Music, Arts, Health Education, and Physical Education), HELE (Home Economics and Livelihood Education), TLE (Technology and Livelihood Education) and Computer classes. These classes are held once a week.

Methodology

Upon enrolment, a Placement Level Test is given to each learner to determine the level of the modules to be given to him/her. The learners are classified according to the continuous 11 years of schooling. In the process, they do not receive the conventional grades and ratings. Appropriate academic modules for each of the required academic subjects are then loaned to learners on a scheduled date.

Learners are not required to come to school every school day. The learner is expected to study the modules, which include practice examinations, at home. Answers to the questions are written in separate notebooks as the modules are only borrowed from school. She/He is expected to master the subject matter at home. Some household helpers are assisted by their employers or by their older children who study in regular schools.

Learners are required to come to school only for two days within a week for consultations and examinations. Individual consultations provide learners the opportunity to discuss with the learning managers (teachers) specific areas of difficulties that need to be clarified. Consultation normally lasts for 5 to 15 minutes per student. Learners sign up to schedule their respective consultation. There are teachers available even at lunchtime because teachers eat lunch at different times.



When ready, learners proceed to a separate room called “testing center” for mastery tests and retests. Teachers serving as proctors make sure learners meet the following requirements before taking the tests:

1. Complete uniform with ID card
2. Activities in the module have been signed by the learning facilitators
3. The learner uses a paper with the signature of the moderator affixed on it. A paper without the teacher’s signature invalidates the test results

The learner moves up to the next level if she/he passes all the required tests for the required subjects. In case the learner finishes all the required subjects for a year level ahead of the ten-month period, the learner may enroll for the next level and begin another curriculum year.

To avoid discrimination, learners enrolled in the Home Study Program, both paying and non-paying, are required to wear the same uniform as the regular students of Angelicum College. They also attend “Recollection Sessions” for 8th and 9th grade as well as “Spiritual Retreats” for 10th and 11th grade level. Moreover, interested learners can join the sports club or contribute to the school paper. Medical assistance and guidance counseling services are also offered to all learners.

Parents of the learners are required to attend the Student-Parent-Teacher Conference (SPTC) and encouraged to communicate with their child’s moderator especially if he/she is lagging behind.

Schedules

Curriculum year in the Home Study Program starts upon enrolment and ends ten months thereafter. The learner may enroll more than once within a school-year period if she/he is fast and diligent enough to finish the required subjects for a year level ahead of the ten-month period.

Learners like athletes, dancers, and those undergoing medical operation, who cannot report to school for a month or more may file for a leave of absence along with a certification from appropriate authorities (coaches, employers, doctors, etc).

Learners are given modules to study at home but are required to report to school for at least two days in a week for consultations and examinations. She/He may choose from the following schedules:

- Session A- 7:30 am to 3:30 pm
- Session B- 9:30 am to 5:30 pm

In addition to the required two-day consultation and examination sessions, learners report to school for other subjects requiring hands-on sessions which are held once a week. Everybody is encouraged to come to school on time even if there is no scheduled class.



Students of REAP get to choose two days within a week to report for consultation with teachers and to take the examinations.

Educational Materials Used

There are only two major educational materials used in the HSP. These are the modules used for study, and the testing materials used to pass the requirements of each of the modules. The modules were developed by the HSP teachers under the leadership of Fr. Hilario Singian. The modules are the same ones used for the regular classes of Angelicum College. Slight modifications were made for subject areas requiring oral examination like poetry reading. For this example, learners are instead required to write poetry.



These modules are lent to learners until they finish the requirements. Some students have them photocopied for future use while some learners, particularly those of poor families, are contented with using them during the required period and returning them to school after use.

Since there is no actual interaction similar to a classroom setting between teachers and students, there is, therefore, no need for other instructional aids apart from the learning modules distributed to students.

The testing materials used to gauge the knowledge acquisition level of learners play an important part of the system. Learners move from module to module by passing the required tests. The testing materials are directly linked to the modules the learners use.

Teaching staff



Teacher showing a sample student's diary



Consultation between teacher and learner

There are eighteen teachers in the Home Study Program. Almost all of the teachers are female (17) and only one is male. The five female teachers who participated in the FGD are all graduates

of Bachelor of Science in Education. To qualify as learning managers, these teachers all underwent written examinations, psychological tests and interviews, and were asked to conduct classroom demonstrations.

They were trained through orientation sessions and faculty development activities. During summer, they also volunteer in different learning sites assisted by Angelicum College. As incentive, they get free transportation, board and lodging, and the chance to tour Luzon, Visayas and Mindanao.

Size of class

The subject of class size becomes irrelevant in the Home Study Program because there is virtually no “class” to speak of. However, in terms of teacher-student ratio, given the total number of students and teachers, there is a teacher for every 22 students.

Venue

A sizeable room in the college called “learning station” is used for individual consultation, oral testing, and for borrowing of books. Learners are required to log in and log out as they enter and leave the station. There are about 10 teachers seated at separate tables around the spacious room at any given time conducting individual consultations. There is a separate “testing center” for examinations which is spacious enough to accommodate fifty students at one time. The chairs are so arranged as to prevent possible cheating.



Duration of the program

The program started in 1999 and continues to operate up to the present time. The HSP of Angelicum College, therefore, has been in existence for five years now. The program is likely to continue as this has become a commitment of the college to serve disadvantaged children in the country.

Accreditation / Equivalency

The Home Study Program is similar in terms of curriculum to the regular program of Angelicum College. Passing the required tests is enough for a learner to move from one grade level or high school level to another.



Learners take the exams weekly to qualify to move from one module to another until he/she finishes all the required modules.

Financing, i.e. budget/costs, donor/s, etc.

Two girls taking the qualifying tests for the next level.

There are two groups of learners under the Home Study Program, the paying and non-paying students. The REAP program is basically subsidized by the tuition fees paid by the paying sector of the program. The estimated tuition fee per paying student is P 26,000 to P 30,000 a school year. Angelicum College has no fixed budget for REAP. Annual program budget depends on the number of enrollees in a year for both paying and non-paying sectors.

Successful and challenging features of the program

The implementers think that the program has been so tested that there is little that they need to change except for the “requirements for enrollment” which they think is a little stringent and may tend to discriminate against other deserving poor students.

| Features of the Program | Successes | | Challenges | |
|-----------------------------|-----------|---|------------|--------------------|
| | √ | Remarks | √ | Remarks |
| Requirements for enrollment | | | √ | A little stringent |
| Accessibility | √ | Centrally located | | |
| Content | √ | Comprehensive | | |
| Methodology | √ | Learner-centered | | |
| Educational materials | √ | Each student has set of learning modules | | |
| Teaching staff | √ | Professional and dedicated | | |
| Size of class | √ | individualized | | |
| Schedules | √ | Flexible enough to accommodate student’s availability | | |
| Venue | √ | Spacious | | |
| Duration of the program | √ | Institutionalized | | |
| Other stakeholders | | | | |
| Accreditation/ Equivalency | √ | Government-recognized | | |

Attendance

The concept of classroom attendance is different in the Home Study Programme of Angelicum College. Learners come to school only twice a week for consultation and take the tests to qualify to move from one learning module to another. However, each learner

also maintains a diary to ensure that he/she studies the assigned module everyday. The diary is signed by the parent or guardian or by the household head in case of learners who work as housemaids.

Children's Participation

Learners in the program are generally treated as subjects of the educational service. There is no organized structure for children's involvement either in the curriculum development, subject content analysis, nor methodology. However, during monitoring activities in other learning sites, learners are asked information regarding their learning status, the difficulties that they encounter in their studies, and the different ways these difficulties are given solutions.

Impacts of basic education on the quality of life of out-of-school children:

The learners who participated in the FGD expressed sincere appreciation of the HSP of Angelicum College. They cited the following as the positive changes in their life:

- Developed self-esteem and self-confidence
- Learned discipline and time management
- Experienced feeling "normal" just like regular students
- Felt happy to have a chance to finish high school and go to college
- Became optimistic regarding possibility of getting a more decent job

Program contents that help children to cope with life while they are working?

The program is focused on preparing the learners to study the modules, pass the examinations, and accelerate to another grade or year level. There is no special theme addressing life skills or improving one's capacity to cope with the hazards of work.

Difference in the effects of the programme on girls compared to boys:

Girls are said to be more patient and determined to learn and finish their studies.

Difference in the effect of the programme on working students and those who are not working:

The pace of students who work is generally slower compared to those who are not working. The five household helpers interviewed in the FGD expressed difficulty in finding time to concentrate on studying the modules. Most of them get to really have time

after 9 pm; by this time, they are almost exhausted. Some of them get a chance to study during mid-morning or mid-afternoon. Still, they end up slower than learners who have all the time to master the modules.

Linkage with the government:

Sadly enough, the program has no linkage with any Government Agency much less with the Bureaus of Non-Formal, Elementary Education or Secondary Education of the Department of Education except for the usual permits required from private schools. It is therefore irrelevant to talk about assistance to the program from the government.

Basic Education Program Design:

The program was designed primarily by the former Rector of the school with assistance from selected staff. No child or youth was involved in the design of the program. There has not been any revision of the program design since the start of the project.

Agency Profile

Name of Agency: Cebu City Task Force on Street Children (CCTFSC)

Address: Drop-In Center for Street Children
Sikatuna, St. Parian, Cebu City

Contact Person: Mrs. Margot V. Osmena

Position: Chairperson

Contact Nos.: Tel. No.: 032-4149004
032-2557937

Programs and Services:

1. Education for street children such as:
 - Functional/basic literacy
 - Values clarification
 - Drug abuse prevention
2. Health Services
 - Health education
 - Medical/Dental check up
 - Assistance in hospitalization
 - Laboratory testing
3. Psycho-Social Intervention
 - Appropriate psycho-social service to children in distress
 - Individual/group counseling
 - Referrals
4. Legal Protection and Assistance to Street Children in Conflict with the Law
 - Referral to child rights legal desks
 - Advocacy on CRC and laws for children
5. Leadership and Organizational Capabilities among Street Children
 - Street children organizing
 - Training of street children leaders

Project Title: Mobile School Program

Implementing Agency: Mobile School Sub-Committee
of the Programme Committee
of the Cebu City Task Force on Street Children

Background/Overview

Since August 1994, the Cebu City Government and the Cebu City Task Force on Street Children have been implementing a Mobile School Project that provides children of urban poor families with opportunities to experience schooling. The program caters to 4-8 years old disadvantaged children from squatter areas of Cebu City. The program is said to be mobile because it uses government-owned buses to pick up children from their



urban poor communities to be brought to an open space provided by Philippine Port Authority where the teaching-learning sessions are held.

The Cebu City Task Force on Street Children (CCTFSC) is an inter-agency coalition of GOs, NGOs, and private individuals concerned about the plight of street children in Cebu City. It was organized in 1986 through the efforts of the National Project on Street Children under the Department of Social Welfare and Development (DSWD) and supported by the UNICEF Manila Office. It is headed by Mrs. Margot Osmena, wife of the present City Mayor, and gets support from the Local Government of Cebu City, civic organizations, and private individuals. It used to get direct assistance from UNICEF under its Country Programme for Children. The membership of CCTFSC has grown from 9 institutions to 22 active member agencies at present. The CCTFSC coordinates projects and services intended for street children and facilitates exchange of information, resources and technical expertise among its members.

The Task Force supports a mix of street-based, community-based and institution-based strategies to address the rights and needs of Cebuano street boys and girls. Members of the Task Force are grouped into different service committees. The Mobile School is coordinated by the “Mobile School Committee”.

Goals and Objectives

Inspired by the Convention on the Rights of the Child, the Cebu City Task Force on Street Children defines its vision as:

“A just and humane society where every child is recognized and valued, protected, respected and given the opportunity to develop his/her fullest potentials in a safe and supportive environment.”

The Mobile School Project aims primarily to prevent children of urban poor families of Cebu City from roaming the streets which could later on turn them into street children. Specifically, the project aims to prepare children for integration in the formal education at the appropriate school level.



As a sub-project of Cebu City Task Force on Street Children, the project is intended to contribute to the achievement of the overall project goals of improving the quality of life of families and children living below the poverty line by providing services and opportunities to meet their basic needs and by reducing the incidence of child labor, child exploitation and child abuse.

Specifically, the mobile school project aims to:

1. Provide street children and out-of-school children with opportunities for functional literacy, guidance and counseling, recreation, medical services, spiritual and moral formation.
2. Provide them with information on the rights of children based on the Convention on the Rights of the Child.
3. Strengthen parent-child relationship and family solidarity.
4. Assist children of working age to access agencies with a skills training program setting.
5. Provide supplemental feeding to children.

Project Partners/Beneficiaries



The project is serving a total of 307 children of urban poor families from depressed districts of Cebu City. There are more boys (167) than girls (140). About 70 percent of the children are under 6 years old.

| Age Grouping/Gender | Total Number of Children Served |
|----------------------|---------------------------------|
| Total boys | 167 |
| Under 6 | 113 |
| 6-12 years old | 54 |
| 13-17 years old | 0 |
| Total girls | 140 |
| Under 6 | 108 |
| 6-12 years old | 32 |
| 13-17 years old | 0 |
| Overall Total | 307 |

Only five of the children beneficiaries of the project are actually street children. However, the teachers believe that without the Mobile School Project, many of the children would be roaming around the streets of Cebu City.

| Age Grouping /Gender | Living on the street by themselves/w other street children | Living on the street with one or both parents | Working on the street, but go home to families |
|----------------------|--|---|--|
| Total, Boys | 0 | 1 | 0 |
| Below 6 years old | 0 | 1 | 0 |
| 6 – 12 years old | 0 | 0 | 0 |
| 13 – 17 years old | 0 | 0 | 0 |
| Total, Girls | 2 | 2 | 0 |
| Below 6 years old | 2 | 2 | 0 |
| 6 – 12 years old | 0 | 0 | 0 |
| 13 – 17 years old | 0 | 0 | 0 |
| Overall TOTAL | 2 | 3 | 0 |

Parents of the children attending the Mobile School Project also benefit from the project in terms of parenting skills seminars which are given every summer. They also get to receive updates on the progress of their children during occasional home visitations done by the teachers. During the focused group discussion among parents, they mentioned that the project allows them to do what they need to do at home without worrying about their younger boys and girls.

Description of Project Activities/Strategies:

*(This section describes the basic education system of the **Mobile School of Cebu City Task Force on Street Children** in terms of requirements for enrollment, accessibility, content, methodology, educational materials, teaching staff, size of class, schedules, venue, duration of the program, other stakeholders, accreditation/equivalency, and financing)*

Requirements for enrollment

The Mobile School teaching staff conducts house-to-house visits every summer to interview parents and list down the names of children ages 4 up to 8 years and who do not attend day care service. These children come from the depressed areas of Cebu City such as MJ Cuenco, Ponce Cathedral, Imos, T. Villa, Back Pepsi, Mc Arthur Boulevard, Reclamation Area, Pier 3, 4, 5 and 6, Urduyeta, and William Lines.

The children are selected based on their ages (must be between 4 to 8 years), and their parent's inability to enroll them in any pre-school or government day care center. Most of the parents are engaged in buying and selling, scavenging, laundering, driving and other low-paying service jobs.

Accessibility (distance from the community)

The Mobile School Project maintains no permanent "classroom". Classes were initially held at the center of the City Plaza with all the distractions and noise around it. It was later on moved to its present location at a vacant lot within the compound of the Philippine Ports Authority in Cebu City where there is a little bit of privacy.



Content (subject matter / topics covered)

Since the school caters to pre-school age children, the contents of the curriculum are geared towards preparing the kids for formal school. These are:

1. Developing skill in writing different strokes;
2. Recognizing different shapes and colors;
3. Developing skill in writing the letters of the alphabet;
4. Developing skill in speaking;
5. Developing skill in listening;
6. Learning basic numeracy and writing numbers ;
7. Developing skill in reading;
8. Awareness of hygiene and nutrition;
9. Team building;
10. Values and spiritual formation; and
11. Enhancing children talents in arts, and singing.



Methodology

Children attending the Cebu City Mobile School are selected from blighted areas in the city that have been previously visited by the teaching staff. Every year they conduct house-to-house visitations and list the names of children 4 up to 8 years old who are not in school. These are the children who are considered to be potential street children. The

parents are informed of the program and their responsibility to prepare their sons and daughters.

The children are picked up from certain locations based on their schedules (group 1 - Monday, Wednesday and Friday; group 2 – Tuesday and Thursday). In “school”, the teachers employ a lot of interactive teaching-learning methodologies such as games, songs, demonstrations, and story telling. The children also do a lot of writing, drawing, reciting, and interacting with their classmates. A variety of methodologies is used because of the shorter attention span of the small children compared with older ones.

Nutritious lunch is served to all the children every day for free. Here, they get to have nutritious food and at the same time they are taught how to properly wash their hands before eating.

House-to-house visits are conducted to follow up the parents of the children or when the need arises. At the time of the interview, a house-to-house visit was to be conducted because the number of children attending class was dwindling.

After the program, the teachers assist the children to enroll in public schools as Grade I pupils.

Schedules

Classes in the Mobile School are held from 10 am to 3 pm and runs from Monday to Friday. The children are picked up by two buses from designated pick-up points starting at 9 am. They are then sent back at 3 in the afternoon right after classes. Due to the big number of children, they are grouped into two teams. One team reports on Mondays, Wednesdays and Fridays. Another team attends school every Tuesdays and Thursdays

Educational materials used

The teachers of the Mobile School use a variety of learning materials donated by private individuals or purchased through the regular project budget. These materials are mostly meant for pre-school children. The other learning materials are prepared by the teachers themselves. Most of them have to be colorful and interesting to get the attention of young learners.



School supplies like workbooks, pencils and papers are provided free for all learners but they are not allowed to bring them home. Teachers said that based on their experience, if they allowed the kids to bring the school supplies home, most of them would not be able to bring these back to school.

Teaching staff

There are eight full-time staff members hired to manage the Mobile School of Cebu City. Five of them are so-called “street educators” who manage the learning sessions with the children of the Mobile School.

The “mobile school bus” is driven by a full-time driver, while the nutrition component is managed by a nutritionist. A professional social worker supervises the whole team.



When asked what they like most about their work, the one reason they had in common is that they are happy helping the children, and happier still to know that some of them are on the honor roll.

Venue and size of class

Classes are held in a vacant lot loaned for free by the Philippine Ports Authority. The children are grouped together by age levels around small plastic mono-block tables with mono-block chairs. Teachers manage an average of 30 to 50 children per day.

Duration of the program

The Mobile school has been in operation for ten years now and has no specific date of termination.

Accreditation / Equivalency

The Cebu City Task Force on Street Children itself is officially recognized by the city government. However, the Mobile School Program has not been officially endorsed by the Department of Education even if the system is doing a great service of preparing disadvantaged children for formal school and preventing these kids from becoming street children.

Parents swore that Grade 1 teachers in public schools are amazed at the graduates of the Mobile School because they already know how to read and write at the start of the classes in Grade 1.

Financing

The salaries of the staff members (5 street educators, nutritionist/cook, driver, and social worker) as well as the operating expenses (daily lunches and school supplies and materials) are paid by the local government of Cebu City and have been integrated into the city government budget.

Successful and challenging features of the program

| Features of the Program | Successes | | Challenges | |
|-----------------------------|-----------|---|------------|--|
| | √ | Remarks | √ | Remarks |
| Requirements for enrollment | √ | | | |
| Accessibility | | | √ | A more permanent place closer to where the children live will save time and money |
| Content | √ | Appropriate and relevant | | |
| Methodology | √ | Appropriate for children ages 4-8 years | | |
| Educational materials | | | √ | Mothers want to teach their children at home but they are not allowed to bring their supplies at home. |
| Teaching staff | √ | Very dedicated | | |
| Size of class | √ | Just enough | | |
| Schedules | | | √ | Mothers prefer their children to be in school everyday instead of twice or thrice a week. |
| Venue | | | √ | A more permanent place with less pollution is desirable |
| Duration of the programme | √ | Sustainable because of government support | | |
| Other stakeholders | | | √ | Need to bring in DepEd and DSWD |
| Accreditation/Equivalency | | | √ | Program needs to be accredited by the Department of Education. |

Attendance

Parents interviewed in the focus group discussion eagerly shared that their children are very enthusiastic to go to school. However, they are a little bit frustrated that their children get to attend school only two or three times a week depending on the group to which they are assigned. However, at the time of the interview, the teachers observed the number of attendees to be decreasing. The reasons have yet to be revealed.

Children's participation

Teachers think the kids are too small to participate in aspects of the school program other than attendance in class.

Impacts of basic education on the quality of life of out-of-school children

The teachers observed that after attending classes in the Mobile School, the kids demonstrated the following changes:

- They come to the school cleaner/tidier.
- They seldom curse.
- They are more considerate of others.
- They know how to read and write.
- They appear to be happy in the class.

Meanwhile, the parents observed the following transformation among their children:

- They wake up early.
- They cry when the bus leaves them behind.
- They pray before they eat.
- They wash their hands before eating.

Program content that help children to cope with life

The basic skills in writing and reading the alphabet and simple words are generally appreciated by the children. When asked what they liked in the mobile school, the children who participated in the focus group discussion said they were partial to:



- Magsulat (writing)
- Maglaro (playing)
- Matuto magbasa (learning to read)

The observable behavior mentioned above, such as washing hands, avoiding cursing, observing hygiene are small learnings that children get from school that could be considered important subjects that help them cope with life in general.

Difference in the effects of the program on girls compared to boys:

There was no striking difference between the effects of the program on girls compared with boys.

Basic Education Programme Design:

The programme was designed primarily by the teachers who are involved in the project with the members of the Cebu City Task Force on Street Children. The program has not been evaluated since it started ten years ago. It would be a good idea to have this program reviewed in terms of its coverage, responsiveness and relevance.



Agency Profile

| | |
|------------------------|---|
| Name of Agency: | Center of Excellence (CENTEX) for Public Elementary Education |
| Address: | Jose Abad Santos corner C.M. Recto City of Manila |
| Contact Person: | Director Carol E. Atacador Executive Director Centex Foundation Fe Duldulao Principal |
| Contact Nos.: | Tel. No.: 255-68-11 Fax No.: same Email Address: atacador.ce@ayala.com.ph |

Programs and Services:

1. Offers an integrated, holistic basic education program from Kinder to Gr. 6 inclusive of subjects not offered in other public schools like self-esteem, computer language arts and religion classes
2. Provides transportation allowances for students to and from their homes
3. Gives one hot meal to all the students from Kinder to Grade 6
4. Issues uniforms, inclusive of socks and shoes, to all students
5. Requires parents to render 30-hour service to the school

Project Title: Center of Excellence (Centex) for Public Elementary School

Implementing Agency: Centex Foundation

Background/Overview

The goal of CENTEX is to empower the Filipino child to develop into a total human being dedicated to the service of the country, to caring for others, and to nurturing the environment. CENTEX hopes to develop critical thinkers, servant leaders, and moral and ethical persons who nurture the environment and are proud to be Filipinos. CENTEX hopes to graduate lifelong learners able to connect with the rest of the world through the use of technology.



Primary funding for CENTEX School in Tondo comes from an endowment fund set up by corporate champion AYALA Land Inc. and managed by AYALA Foundation Incorporated. The arrangement is within the purview of the Department of Education and the City Government of Manila.

In October 2000, GLOBE Telecom Incorporated funded a second CENTEX School located in Batangas with the help of Pure Foods Corporation and the Provincial Government of Batangas.

Objectives

Specifically, the CENTEX project aims to:

1. Raise the standard of education of ordinary elementary public schools by developing a curriculum that is relevant and integrated in order to graduate students of poor families who are academically and technologically prepared to face the challenges of the new millennium.
2. Enhance the facilities and equipment of existing public schools to complement the improved curriculum.
3. Provide support programs for the CENTEX students and their families like nutrition and educational assistance for the students and livelihood skills training and seminars for the parents.

4. Help upgrade other public schools by sharing new knowledge and information regarding elementary school practices with the public school teachers not involved in the CENTEX project through seminars and symposia in coordination with the Department of Education.
5. Open a CENTEX school in every province, city or highly urbanized municipality, each sponsored and named after a generous corporate champion.

Project Components

The CENTEX Project applies a holistic approach in educating a child. Apart from enhancing the basic curriculum, it works to build a supportive and nurturing environment for its students through its different project components.

1. *Curriculum Development* – The curriculum of the regular public elementary schools is reviewed, revised and improved on in order to include such innovations as computer-aided learning, new researches in education, as well as exposure to the arts, sports and other co-curricular and extra-curricular activities. Unique to the curriculum of Centex is the integration of the Self-Esteem Program into the regular curriculum. This program focuses on identifying feelings, dealing with these feelings in a developmentally appropriate manner, conflict resolution techniques, self-awareness and self-worth, all of which preventives are ensuring the child's dignity as a person. Prominent in this program is the fusion of values in all content areas. Teachers also undergo intensive training to equip them with the necessary skills to implement the CENTEX academic program.
2. *Facilities Improvement* – The facilities of the school are enhanced to provide the proper learning environment for the children. Classrooms are redesigned and provisions are made for facilities such as computer laboratories and audio-visual rooms.
3. *Family Support and Counseling* – Realizing fully well the importance of a nurturing family environment, the families of the students are assisted through counseling in the form of parenting seminars and livelihood skills training.
4. *Supplemental Feeding* – To help improve the nutrition of the students, supplemental feeding is given to the students in the primary levels. Specifically, the school provides lunch to all the students from Kindergarten to Grade 6 levels.
5. *Educational Assistance* – Recognizing the problems faced by economically disadvantaged families, CENTEX assists parents financially by subsidizing expenses like school supplies, books, uniforms, and the transportation costs of the students to and from school.

CENTEX Schools have always been labeled as haven for the elite among the poor because they have too much to offer the pupils compared with those in public or even private schools. The teacher-student ratio has been maintained at 1:25 whereas classrooms in many public or even private schools have, at the least, 50 students to one teacher. CENTEX schools teach global English rather than regional English. However, CENTEX Management claims theirs are students with a heart for the poor. A recent survey among fifth graders revealed that many of them identify their intelligence as a tool they must use to better the lives of the community.

CENTEX is founded on the belief that education can be a great democratizing factor in opening up the opportunities of the new millennium to all Filipinos. If the CENTEX concept is put into operation and replicated in other parts of the country, more children from marginalized families will be ready to take on the challenge of a higher education. In about 15 years, the country will harvest the first CENTEX college graduates ready to take a lead role in bringing the development of the country down to the urban and rural communities from where they come.

The scope of CENTEX is to prepare a graduate who will be equipped with the learning and study skills and who, being intellectually confident, will have the ability to confront the moral and social challenges of the Philippines and also the complex global society. CENTEX offers educational growth



in the spiritual, psychological, intellectual, social and physical realms to safeguard the dignity of the whole child, thus enabling this child to be a fearless servant leader.

Project Partners/Beneficiaries

CENTEX Schools cater to a select group of children in the Philippines. Children from under-resourced families, who demonstrate high potential for academic success, are chosen for placement in this model public school learning environment.

The CENTEX School of Tondo has a total of 521 pupils. The table below shows there are more boys (53%) than girls (47%). Ninety-one percent of the pupils belong to the 6-12 age group. Only nine percent are below 6 years old.

| Age Group/Gender | Total number of children served |
|-------------------|---------------------------------|
| TOTAL, Boys | 274 |
| Below 6 years old | 26 |
| 6 – 12 years old | 248 |
| 13 – 17 years old | 0 |
| TOTAL, Girls | 247 |
| Below 6 years old | 20 |
| 6 – 12 years old | 227 |
| 13 – 17 years old | 0 |
| Overall TOTAL | 521 |

CENTEX extends its program benefits to the parents as well. Workshops, parenting, and livelihood training seminars are offered in an effort to enrich and advance the quality of life within the broader school-community.

Description of the Agency’s Basic Education Program

This section describes the basic education system of CENTEX of Manila in terms of requirements for enrollment, accessibility, content, methodology, educational materials, teaching staff, size of class, schedules, venue, duration of the program, other stakeholders, accreditation/equivalency, and financing.

Requirements for enrollment

CENTEX provides free education to deserving pupils of poor families from Tondo, Manila. Although, as many parents want their children to enroll at CENTEX Schools, the requirements tend to be a little stringent.

- Family income should not be more than P10,000.00 per month – this may be adjusted depending on the number of children in the family.

- Entry level to CENTEX is only at the Kindergarten level.
- Barangay confirmation that family lives in Tondo area.
- Home visitation from social workers to ascertain income level.
- Superior or above average IQ as determined by test given to all student-applicants.

Accessibility (distance from the community)

The first CENTEX School is located within but separate from the Gregorio del Pilar school compound in Tondo, Manila. Since all the pupils are residents of Tondo, pupils were never late or absent because of traffic. Transportation allowances for all pupils to and from school are provided by the school.

Content (subject matter / topics covered)

CENTEX believes that life is not fragmented into one-hour slots of mathematics, science, social studies, and language arts. It believes that life is a highly integrated application of all disciplines.

Language Arts summarizes all content areas through literature. Stories from around the world create a global awareness as well as build a global community among the CENTEX students. Mathematics, science, social studies, music, and art are integral to these stories. These disciplines are then connected through the life skills taught making learning relevant to the children’s lives. Through these stories, the CENTEX child is able to see his or her worth in the global as well as Philippine community. The Philippine culture and tradition are seen from a global perspective, which will ultimately make the CENTEX child globally competitive.

CENTEX has a 5-year technology plan steered by technology guidelines and supported by a computer curriculum. Mathematics and science perceived as difficult and dreaded by students come alive and become highly interesting with the help of technology. The program management of CENTEX commits to a cutting edge technology in the educational process of the CENTEX child. Periodic evaluation of the technology plan is undertaken to ensure that the latest technology is available and accessible to the CENTEX children as well as their teachers.

Finally, CENTEX believes that the human brain has an inexhaustible capacity to recognize patterns and has a natural predisposition for learning, critical thinking, and problem solving. Core to the CENTEX curriculum is the basic understanding of the human brain validated by the latest research on brain-based education. CENTEX believes in the human potential. CENTEX takes responsibility for this human potential in the educational adventure of the CENTEX children.

In summary, CENTEX Schools cover the following content areas:

- Communication Arts in English
- Communication Arts in Pilipino
- Reading and Literature
- Social Science
- Mathematics
- Science and Technology
- Physical Education, Health and Music
- Fine Arts
- Enhancement Program Using Technology
- Industrial Arts/Home Economics for Grades 5-6
- Self-esteem
- Religion

The curriculum is organized around thematic units using broad themes that relate to the lives of the students, thus allowing them to explore the integrated content and to develop strategies about learning.

Methodology

Using English as the medium of instruction, except in Pilipino and HEKASI, CENTEX teachers employ a variety of inter-active and self-discovery methodologies. Teachers serve as facilitators of learning in contrast to the traditional way of learning which is teacher-centered.

The pupils have a full day program from Mondays to Fridays. In order to support the *Integrated Approach*, big blocks of time are allotted to Language Arts and Mathematics. Nap time is provided to younger children at the Kindergarten.

Every effort is made to protect instructional time and minimize distractions. Preparation of instructional materials and other classroom needs are anticipated and prepared before hand to ensure smooth flow of instruction.



Meaningful and relevant homework assignments are given to the pupils to develop work and study habits and to practice skills learned during the school day. For middle and upper grades, homework means students work on carefully executed assignments that will prepare them for work demanded in high school.

Field trips are conducted to complement knowledge directly related to the curriculum. Field trips are therefore not just focused on educational and cultural values but also have direct meaning and are relevant to lessons learned in the classrooms.

Students take four different tests during the year:

1. trimester tests,
2. unit tests and quizzes,
3. mid-year and end of the year achievement tests, and
4. assessment tests.

Teachers prepare weekly lesson plans stating the objectives, learning content, learning activities and evaluation for each day of the week. Lesson plans are prepared one week in advance and submitted to the Principal on Mondays.

CENTEX believes that technology enhances, but cannot replace, the importance of teacher instruction. The Computer Language Arts Program fulfills this belief by equipping the school with a computer laboratory. Students work on inter-active programs which allow them to apply what they learn in different subject areas.

Educational materials

Textbooks for the Integrated Language Arts curriculum are published by Silver Burdett-Ginn, while the Math textbooks are published by Scott-Foreman-Addison Wesley. Other textbooks are published locally and are provided by the Department of Education.

Teachers in the same grade level discuss among themselves the supplies needed for the trimester. These supplies are then requisitioned and are supplied by the Foundation. Teachers are required to maximize the resources through careful and responsible consumption. Audio-visual materials are also available. There is a property custodian who facilitates and monitors educational supplies and materials.

Teaching staff

There are currently 33 teachers in CENTEX School in Tondo dominated by the female sector (94%); only 2 are male teachers (6%). All of them are graduates of Bachelor of Science in Education and have passed the Board of Examination for Teachers.



Size of class

There are 25 students per class with more or less 4 teachers per grade level. Aside from them, there are teachers hired by the Ayala Foundation, Inc. who shuttle between CENTEX schools in Tondo and in Batangas.

Professional teachers facilitate a first-class learning experience designed to be relevant to the lives of these budding scholars. Since July of 1998, CENTEX students have competed with, and continued to surpass, their counterparts in other public and private schools.

Schedules

Classes in CENTEX start at 8 in the morning and end at 3 in the afternoon from Monday to Thursday. Classes are dismissed at 12 noon on Fridays. A warning bell rings daily at 7:45 to allow pupils and teachers to prepare for their first period classes. A flag ceremony is held every Monday and morning assembly from Tuesday to Friday. Recess and lunch time depend on the availability of the cafeteria space.

Venue

CENTEX School in Tondo occupies a part of the Gregorio del Pilar School. The holistic curricular program of CENTEX necessitated a redesign of existing facilities to include large classrooms, a motor-skills room, a computer lab, a multi-media room, learning centers, and lunchroom. Pupils need not have to go out of the school premises during lunch time because lunches are served free by the school.

Duration of the program

CENTEX School in Tondo has been in existence for 7 years now. It will be producing its first set of elementary graduates this school year. The sustainability of the program is assured given the assistance provided by Ayala Foundation.

Other stakeholders

Consistent with its philosophy, CENTEX School considers the parents as their major partners. Parents render 30 hours of work in school per month. They report to school to help in preparing food for the pupils during lunch time and cleaning up after the meals. On Friday afternoons and Saturdays, fathers and mothers clean the rooms and do repair work.



Parents help keep the school clean.



Fathers do their share of work in school

Other important stakeholders are the Department of Education, the City Government of Manila and Ayala Foundation Incorporated.

Accreditation / Equivalency

The Elementary School Curriculum of CENTEX School is recognized by the Department of Education and, therefore, its graduates can automatically apply for entrance to any high school in the Philippines. Pupils do not have to take special examinations in most public schools to be admitted.

Financing

The operations of CENTEX School are financed from the interests of an endowment fund amounting to 70 million pesos put up by Ayala Land, Inc. The salaries of the DepEd teachers are paid by the city government.

Management of yearly expenses is kept within the interests of the endowment fund as well as from additional funds sourced from other institutional and private donors. An annual budget is prepared by the CENTEX Project Director of the Ayala Foundation, Inc. along with an End of the Year Financial Report of actual income and expenses incurred for accountability.

Successful and challenging features of the program

| Features | Successes | | Challenges | |
|-----------------------------|-----------|---|------------|--|
| | √ | Remarks | √ | Remarks |
| Requirements for enrollment | √ | Return service of parents | √ | Not all do it |
| Accessibility | √ | Limited slots only (75 per grade level) | √ | To open more CENTEX schools |
| Content | √ | Track record of our students | √ | Maintaining the quality of teachers |
| Methodology | √ | Continuous in-service training for teachers | √ | Financial constraints; availability of modules |
| Educational materials | √ | Books are not locally made | √ | Financial considerations |
| Teaching staff | √ | Screening criteria/panel interview | √ | Quality of teachers sent to us from DepEd |
| Size of class | √ | 25 per class | √ | Lack of space and classrooms |
| Schedules | √ | 7:30 a.m. to 3:30 p.m. | √ | Quality control |
| Venue | √ | Good classrooms | √ | Lack of space |
| Duration of the program | √ | M-F, varying length of time per class | √ | Comparison with other public schools |
| Other stakeholders | √ | Involvement of private corporations | √ | Inconsistent support from government agencies |

Attendance rate of children involved in this program

Pupils of CENTEX School in Tondo are seldom absent from school. Some of them miss school only because of sickness, which seldom happens. All the ten children interviewed during the focus group discussion were hardly ever absent for fear of missing important lessons. They were also afraid of getting grades lower than above average.

Children's Participation

In each class, there are class moderators tasked to make incident /anecdotal reports in cases of misbehavior among classmates.

Impacts of basic education on the quality of life of children

All the pupils of CENTEX School in Tondo are coming from very poor families. For instance, the occupations of the parents of the ten pupils interviewed are:

- Security Guard (2)
- Driver (4)

- Vegetable Vendor
- Electronics
- Seaman
- Employee

With a family income of less than P 10,000 and living in a place like Tondo, the pupils of CENTEX are potential street children if not given a chance to study in this school. For this reason, the pupils interviewed said they appreciated the following from this school:

- Clean classrooms.
- Children are learning because of well decorated rooms.
- Music is played while doing school work.
- There's knowledge box and entertainment.
- Learning about our environment.
- A lot of books from the US.
- Teachers make students understand the lessons.
- Teachers are friendly.
- Teachers are playful and comforting when pupils have problems.
- There's free lunch.



When asked what made them different from other pupils of other schools, they said:

- Some children live on the streets.
- Some children have bad attitudes.
- Some children do less study and more talk.
- Some children have no discipline.
- Our knowledge is increased but attitude does not change.

Meanwhile, parents interviewed during the FGD noticed their children to be different from other children in the neighborhood in terms of knowledge and behavior demonstrated. Their children have more disciplined study habits, rationale time management and are keen on hygiene and order. However, their children go home from school tired because they spend 7 hours in school.



There was no stark difference observed between girls and boys in school.

Linkage with the government

The City Government of Manila pays the salaries and benefits of the teachers and Principal of CENTEX Tondo. The school building, as well as its maintenance, is another counterpart from the city government. CENTEX expects the government to expand its assistance to include other basic services each as feeding and medical check up.

CENTEX's Basic Education Program Design

Centex uses a curriculum patterned after *California, USA*. CENTEX's mission, vision and goals are the bases and frameworks for its unique and finely crafted curriculum. The Project Director, with representatives from the Division of City Schools—Manila, and a team of volunteer educators from *Assumption College* and the *International School*, continually updates and refines this curriculum to incorporate the latest educational trends and researches. Adaptations are dependent on student responses.

To further enhance the children's educational experience, CENTEX believes there is need to reinforce other interventions such as providing more feeding and health services for the pupils and livelihood assistance for the parents.

Agency Profile

Name of Agency: Philippine Agency for Community & Family (PACAF)
Mindanao Chapter, Inc.

Address: Km. 17 National Highway (PACAF Knoll behind the
Barangay Hall) Ilang, Davao City

Contact Person: Sister Virgeen Healey, M.M.

Position: PACAF-Mindanao Program Coordinator

Contact Nos.: Tel. No: (082) 238-0230
Fax No: 238-0230
Email Address: pacafdav@mozcom.com

Programs and Services:

1. Community profiling/community organizing
2. Leadership training and organizational formation (Committees: Health and Environment, Education, Economic Development, Youth, Family Life and Spiritual Development)
3. Assistance to low-income communities to develop Community Organizations with vision-mission-goals, Constitution and By-Laws, and Legal Personality, as well as the capacity to plan, implement and evaluate projects and programs that call for community involvement to address the community needs and lead towards sustainable development.
4. Early Childhood Care and Development for 0-6 years and Holistic Health Program
5. Skills training, Business Management, etc. for the economic development.
6. Family life and spiritual development
7. Non-formal Education for elementary and high school drop-outs (Acceleration and Equivalency System, Short Vocational Courses, PACAF Technical Training Program)
8. Income-generating opportunities for the youth.

Project Title: Non-Formal Education for Elementary and High School Dropouts in Purok 1 & 2, Barangay Sasa, Davao City

Implementing Agency: Philippine Agency for Community & Family (PACAF)

Background/Overview:

The Philippine Agency for Community and Family, Mindanao Chapter, Inc. (PACAF) is a non-profit, non-government organization, dedicated to human development in low-income communities. Its motto is *Philippines: Strong and Free*. Believing that the family is the very foundation of the nation, the “*family in community*” is the focus of its concern. It recognizes that every Filipino is called to participate in his own personal development, as well as the development of the nation.



PACAF began at Maryknoll College, Manila, in 1963. The agency started its work in Davao City in October 1994. It is registered with the Securities and Exchange Commission, licensed and accredited by the Department of Social Welfare and Development, an accredited partner of the Department of Labor and Employment and an accredited NFE service provider of the Department of Education.

PACAF’s program is designed to focus on Non-Formal Education within its Community Building Program to address the limiting effects of poverty as shown by a low literacy and education level. PACAF believes that an organized community will continue to address its educational needs even after PACAF leaves the Community.

One of the areas served by PACAF is a coastal community in Purok 2, Km 11 of Barangay Sasa in Davao City. Majority of its 2,000 population are Muslims, mainly Samals, Calagans, Jolos and Taosugs. Majority of the men earn a living by simple fishing using low powered motorboats or bancas run by paddles. Women generally stay home to take care of small children and do household work.



Coastal Community of Purok 2, Km 11, Sasa, Davao City

Some of the relevant characteristics of this community are:

1. There are many young Muslim children “in-and-out” of school. The most common reasons are: sickness, inability to pay school fees, tiredness due to malnutrition, and sometimes just lack of interest. Those who went to school hardly participated in school activities and frequently got very low grades. Some have been forced to help out with the household chores while the parents are working, while some were forced to augment family income by vending in the wet market. A great number of these children did not finish elementary school.
2. There is also an alarming number of out-of-school youth in the community. Some are into gangs, prohibited drugs and vices. Many are engaged in “odd jobs” that help contribute to the family’s basic needs. Due to the fact that most have not finished high school and have no technical skills at all, finding a job, even part-time, is difficult.
3. Also prevalent in the communities are parents who are unemployed or underemployed and receiving very low wages. Since majority of them are illiterate, there is little opportunity for them to earn adequate wages.

Realizing that most of the poor’s problems are interconnected to education, resulting in low income and inability to provide opportunities for young family members, PACAF has placed its focus on education.



Goals and Objectives

PACAF's goal is to participate in the building of a strong and free Philippines through the formation of small human communities with social, economic, cultural, political structure that advance a better quality of life for all.

Its objectives are:

- To conduct integrated and holistic programs designed to promote full human development, stable family relations and meaningful social involvement;
- To pursue sustainable development in the spirit of true stewardship of God's manifold gifts

Flowing from this vision, the agency developed its holistic plan that contributes to total human development at the community level, with the family as a special focus and with non-formal education as basic intervention.

Under its non-formal education program, PACAF aims to provide:

- Free pre-school service to underprivileged children in preparation for primary school;
- Livelihood skills for young people that will help them gain employment; and
- Non-formal training for out-of-school youth to re-enter formal schooling.

PACAF started its NFE program in *Purok 2*, Barangay Sasa in 2002, using the Home Study Learning Modules of Angelicum College. After finding it not suitable to Muslim learners, PACAF switched to using the NFE A&E Learning Modules of the Department of Education.

In 2003, PACAF signed a Memorandum of Agreement with the City Division Office of Davao City as service provider of Non-Formal Education under the Basic Literacy Service Contracting Scheme. Service providers are institutions accredited by DepEd to bring the program down to Barangay level.

As a partner of the Department of Education in the implementation of NFE in Davao City, PACAF has adopted the objectives of the NFE A&E of the government.

Project Partners/Beneficiaries

There are currently 35 Muslim students enrolled in the non-formal education program of PACAF in Barangay Sasa, Davao City. Twenty-two (63%) of them are girls and 13 (37%) are boys. Ten of the out-of-school youth are under 18 years of age while the rest are above 18 years of age.



All the students of this project go home to their respective family everyday. The boys go fishing with their fathers or act as porters in the pier. The girls mostly stay at home just like their mothers. Some of them work as household helpers in well-to-do Muslim families.

| Age group/ Gender | Attended 1–3 years of school | Attended 4 or more years of school | Never attended school | Total number of out-of-school children served |
|----------------------|------------------------------------|---|-----------------------------|---|
| TOTAL, Boys | 1 | 12 | 0 | 13 |
| Below 6 years old | 0 | 0 | 0 | 0 |
| 6 – 12 years old | 0 | 0 | 0 | 0 |
| 13 – 17 years old | 0 | 2 | 0 | 2 |
| 18 and above | 1 | 10 | 0 | 11 |
| TOTAL, Girls | 6 | 16 | 0 | 22 |
| Below 6 years old | 0 | 0 | 0 | 0 |
| 6 – 12 years old | 1 | 7 | 0 | 8 |
| 13 – 17 years old | 0 | 0 | 0 | 0 |
| 18 and above | 5 | 9 | 0 | 14 |
| Overall TOTAL | 7 | 28 | 0 | 35 |

Description of the Agency’s Basic Education Program

*This section describes the basic education system of the **Non-Formal Education for Elementary and High School of PACAF** in terms of requirements for enrollment, accessibility, content, methodology, educational materials, teaching staff, size of class, schedules, venue, duration of the program, other stakeholders, accreditation/equivalency, and financing.*

Requirements for enrollment

PACAF's Non-Formal Education Program was set up with the belief that each child of the Philippines needs basic education, elementary, and high school or their equivalent. The project, therefore, is open to everyone who needs basic education. This program specifically caters to Muslim boys and girls because of its location but it is open to non-Muslims as well.

Accessibility and Venue

The learning school, a temporary structure set up by a civic organization, is located right within the community where the out-of-school children and youth live. It is made up of *sawali* out of local bamboo slots and has the ground as its floor. The young adults use small mono-block chairs and tables used by pre-school children on weekdays.



Content (subject matter/topics covered)

PACAF's Non-Formal Education initially used the Home Study Program modules from Angelicum College but later found them inappropriate for Muslim students. They tried the Department of Education's program modules and found these suitable.

As a service provider under the Basic Literacy Service Contracting Scheme of DepEd, PACAF utilizes the NFE system of the Department of Education. Its program contents revolve around the same five (5) integrated curriculum learning strands of BLSCS:

- *Communication Skills* – listening, speaking, reading, and writing for print or electronic media
- *Problem-solving and critical thinking* – numeracy and scientific thinking
- *Sustainable use of resources and productivity* – integrated into the first two strands
- *Development of self and a sense of community* – self-development, a sense of personal and national history and identity, cultural pride and recognition, and understanding of civil and political rights.

- *Expanding one's world vision* – knowledge, respect for and appreciation of diversity, peace and non-violent resolution of conflicts, and solidarity.

It also incorporates the following Four Pillars of Learning:

- Learning to know,
- Learning to do,
- Learning to be, and
- Learning to live together.

The competencies and levels contained in the NFE A&E curriculum are comparable in a general way to the formal school system but not parallel in terms of specific content. The non-formal curriculum was designed to make it responsive to the needs and goals of the out-of school youth. It emphasizes “functionality” and does not conform to the subject approach of the formal school system. The emphasis of the curriculum and learning materials is on providing learners opportunities for practical application of new knowledge and skills gained in order to facilitate improvements in the quality of their lives.

As an NGO implementing a government non-formal education system, PACAF incorporates awareness raising, values formation and community orientation into its program.

Methodology

Learners of Barangay Sasa report to “school” every Saturday with a Muslim Learning Facilitator. Using instructional materials from the Department of Education’s A&E Program, the learners take one module at a time. Teachers from other schools are sometimes invited to handle specific modules as part of their school’s community extension program. The Learning Facilitator arranges the schedules for the volunteer tutors and the learners in the area. In most cases, she handles the sessions herself.



The Education Facilitator has been trained to use the A&E modules through the assistance of the NFE Supervisor of the Division of City Schools of Davao City. The Learning Facilitator, as well as the volunteer teachers, use a variety of methodologies such as face to face, learning instruction, peer learning, and individual coaching. Self-learning methodology is not used due to lack of copies of self-instructional modules. PACAF has only one set of modules which is being used by the teacher as her guide. The program initially received assistance from the Department of Education to cover the salaries of the Learning Facilitator and for learning materials but later on stopped for some reason. The Department of Education assists in facilitating the registration of the learners to take the accreditation and equivalency test.

Once a learner successfully completes the NFE A&E, he/she will receive a certificate, elementary or secondary, signed by the Secretary of the Department of Education

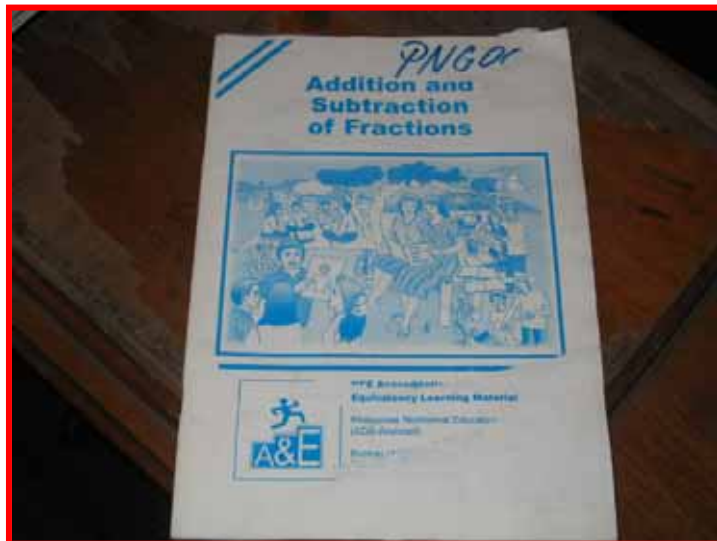
Schedules

Classes in this project are held on Saturdays only. Learning sessions start at nine and end at eleven -thirty in the morning. Sessions begin again at one up to four in the afternoon.

Educational materials used

The instructional materials from the Department of Education's A&E Program are used in this program. Some of the appropriate modules from the Home Study Program of Angelicum College are also being utilized.

Because the NFE package is not meant for general use all over the country, the learning facilitator innovates learning materials suitable to Muslim youth.



Teaching staff

There are two Education Facilitators assigned in Barangay Sasa. One the Child Development Workers (CDW) is assigned to take care of 63 day care boys and girls (not reflected in the table). Another teacher is assigned to teach out-of-school children and youth. She has been trained to use the DepEd NFE A&E modules. She is a graduate of Bachelor of Science in Education and has passed the Board Examination for Teachers.

Size of class

There is only one class for the elementary and high school levels. The number of learners ranges from 20 to 35 depending on the number of absentees. Learners usually come in the morning but their number dwindles in the afternoon session, as most of the boys have to join their fathers at sea to do fishing.

Duration of the programme

The program started in 2002 using resources from PACAF. Some support from the Department of Education arrived through the Basic Literacy Service Contracting Scheme. PACAF provides for a modest honorarium for the Learning Facilitator and some amount for learning materials. The program will likely continue as this is part of the commitment and objectives of PACAF as a development NGO.

Other stakeholders

The community where the learners live remains to be the major stakeholder of this programme. The support of the parents in Barangay Sasa will determine the lifespan of the program. PACAF plays a crucial role in mobilizing support for the sustainability of this project, particularly in sustaining the interest of the volunteer tutors and their schools. The School Board of the City Government of Davao, in partnership with the City Division of Schools, if effectively mobilized, should be able to institutionalize an alternative learning system for Muslim children and youth.

Accreditation / Equivalency

The learners of PACAF School take the NFE A&E test when they are ready.

Financing

The program was initially supported by the Department of Education under the Basic Literacy Service Contracting Scheme. The amount of P29,000 was released to cover the honoraria of the learning facilitator and some school supplies. This year, the support was discontinued because assistance had to be shared with other NGOs implementing the same program.

The NFE A&E learning modules used for the school were actually photocopies of original learning materials borrowed from the Division Office of DepEd. Expenses for reproduction were taken from the PACAF budget.

Successful and challenging features of the program

PACAF's NFE programme from the very outset was a challenge, considering PACAF's meager resources to sustain it. The following table shows the other specific challenges of the programme in certain aspects.

| Features of the Program | Successes | | Challenges | |
|-----------------------------|-----------|---|------------|--|
| | √ | Remarks | √ | Remarks |
| Requirements for enrollment | √ | All out-of school Muslim youth are welcome with no strict requirement | | |
| Accessibility | √ | School is right within the community | | |
| Content | √ | Program contents are modified to suit the Muslim culture | | |
| Methodology | | | √ | Need to use a variety of methodologies consistently |
| Educational materials | | | √ | Outside assistance to reproduce learning modules is needed |
| Teaching staff | | | √ | Incentive & sustainable honoraria for learning facilitator is needed |
| Size of class | | | √ | Additional learning facilitator to provide individualized coaching |
| Schedules | | | √ | Need some rethinking to adjust to learners' schedule |
| Venue | | | √ | A spacious room is needed with chairs and tables suited to the age of the NFE learners |
| Duration of the programme | | | √ | Need assistance to prolong the life of the program |
| Other stakeholders | | | √ | Need to bring in civic groups and other donors to support NFE |
| Accreditation/ Equivalency | | | √ | Learners need more quality coaching to pass A & E tests. |

Attendance

The attendance of the learners is not always consistent. The number of students dwindles in the afternoon because boys have to join their fathers to fish in the sea.

Impact of basic education on the quality of life of children

Through NFE A&E, most learners and even parents now value the importance of education. Parents are now more supportive of their children than before. According to PACAF, almost 20% of the Muslim youth enrolled in the NFE have rejoined the formal school. This was remarkable, considering that Muslim children and youth are extremely shy. The community organizer related how difficult it was to “penetrate” the community because she is a Christian and people are generally suspicious of non-Muslims. In addition, some of the Muslim youth were initially embarrassed because of their being over-aged.

Government support

PACAF expects the government to provide regular financial support to pay for the honoraria of learning facilitators and to purchase learning materials for classroom instruction. The Regional Office of the Department of Education has a regular allocation from the national government for NFE A&E but the budget is so small that the amount is shared among NGO service providers on staggered basis. No single NGO service provider receives regular assistance from the Regional Office

| Type of Government Support | General Comments / Specific Experiences |
|-----------------------------------|--|
| Teachers | Provided training and orientation to the learning facilitator |
| Educational materials | Very few learning materials provided. NFE A&E modules were lent for photocopying |
| Financial support | Small amount for honoraria of learning facilitator for a very limited time only |

PACAF's Basic Education Program Design

PACAF's curriculum is basically patterned after the NFE A&E program with additional dimension integrated by the agency as a developmental and faith-based NGO. The learning facilitator, in consultation with the community organizers, formulates and revises the curriculum content. Learners' needs are considered but they are not consulted technically on the matter.

PACAF is a case of a Government NFE A&E program implemented by an NGO as a service provider through the *Basic Literacy Service Contracting Scheme*.

Agency Profile

Name of Agency: Pasay City East High School

Address: E. Rodriguez Street
Malibay, Pasay City

Contact Person: Ms. Edna Madrid
NFE District Supervisor

Mrs. Lourdes Monje
School Principal

Contact Nos.: Tel. No.: 0632-8510153
0632-8338118

Programs and Services:

1. Literacy – Accreditation and Equivalency (A&E)/*Tuloy Aral*/Philippine Educational Placement Test (PEPT) Review/Functional Literacy
2. Livelihood Skills Development (Special Vocational Courses)
 - Baking/Cooking
 - Handicraft
 - Candle making
 - Sewing
 - Curtain making
 - Bag making
 - Arts and crafts
 - Soap making
 - Computer/Automotive
 - Electricity
 - Welding
 - Electronics
 - Carpentry
 - Masonry
 - Hotel and Restaurant Services
 - Cosmetology and Hair Science

Project Title: Non-Formal Education, Accreditation and Equivalency (NFE A&E) System

Implementing Agency: Pasay City East High School

Background/Overview

The Non-Formal Education, Accreditation and Equivalency (NFE A&E) is a program of the Department of Education of the Philippine Government that offers non-formal alternative learning system to out of school Filipino youth and adults who are unable to avail of educational opportunities in the formal elementary and secondary schools system. It provides an option for them to avail of certification of learning necessary to be employed.

It is a system that certifies learning outcomes of individuals and accredits training programs. It assesses the levels of literacy and achievement of individuals and accredits NFE A&E-related training programs, experiences and standards.



The NFE A&E is a realization of a vision expressed in Article XIV, Section 2 of the 1987 Philippine Constitution which states that “the State shall encourage non-formal, informal and indigenous learning systems, as well as self-learning independent and out-of-school study programs particularly those that respond to community needs.” This is also articulated in the Education For All Plan of Action that emphasizes the need to develop a non-formal literacy and continuing education programs especially to meet the educational needs of the poor and underserved communities.



The Division of City Schools of Pasay operates a total of 36 NFE A&E Learning Centers within the vicinity. Twenty-six of these are school-based, while 10 are community-based. There are a total of 56 facilitators/teachers, 10 para-teachers and a mobile teacher teaching a total of 2,839 based on January to June 2004 report of the NFE Division Coordinator. Nine hundred and sixty eight of the total learners are availing of the NFE A&E service.

Pasay City East High School started its Non-Formal Education, Accreditation and Equivalency program in 1999, with 131 students and 6 teachers headed by Ms. Edna Madrid. The program was initially funded by the Local Government of Pasay City.

Objectives

The Philippine government's commitment to break the cycle between literacy and poverty has been the driving force behind the development of the Filipino alternative learning system. The system provides opportunities to the economically depressed and disadvantaged youth and adults to upgrade their skills, knowledge and competencies and gain elementary and secondary certificates in order to improve their lives and the lives of their families.

Specifically, NFE A&E aims to achieve the following objectives:

1. To provide a system for assessing levels of literacy and other non-formal learning achievement covering basic and functional education skills and competencies designed to be comparable to that of the formal school system;
2. To offer an alternative pathway by which out-of-school youth and adults earn an educational qualification comparable to the elementary and secondary school system; and
3. To enable the out-of-school youth and adults to gain reading, writing and numeracy skills to meet their learning goals as they define them in order to gain the skills they need to improve their economic status and function more effectively in society.

Project Partners/Beneficiaries



The project is open to elementary and high school drop-outs, 15 years old and above and are either functional illiterates or unemployed. These are the target learners who generally live below the poverty line and come from depressed, disadvantaged, underdeveloped and underserved communities.

There are 131 learners enrolled in Pasay City East NFE A&E program. Ninety-two (70%) of them are youth

15 to 17 years of age while thirty-nine (30%) are learners over 18 years of age. Of the total number of learners, eighty-six (66%) are boys and forty-five (34%) are girls.

The school also manages community-based learning centers held in the Community Hall of four depressed Barangays of the city. A mobile teacher moves from one Barangay to

another within a week to meet the learners.

Two of six students interviewed during the focus group discussion were maids while two were engaged in fetching water and driving a pedicab (a bicycle with a small side car). According to teachers interviewed, some of the learners work as GROs (guest relations officer, a euphemism for hospitality girls) or salesladies in small stores.

Some students are *repeaters* who wish to accelerate to the next level through the Philippine Educational Placement Tests (PEPT). PEPT testing is given to students to assess the level of achievement of learners which would allow him or her to accelerate to the next ladder of the grade level or year level he/she has been able to pass in the test.

| Age Group/ Gender | Attended 1–3 years of school | Attended 4 or more years of school | Never attended school | Total number of out-of-school children served |
|----------------------|------------------------------------|--|-----------------------------|---|
| TOTAL, Boys | | 86 | | 86 |
| Below 6 yrs old | 0 | 0 | 0 | 0 |
| 6 – 12 years old | 0 | 0 | 0 | 0 |
| 13 – 17 years old | 0 | 61 | 0 | 61 |
| Above 18 years old | 0 | 25 | 0 | 25 |
| TOTAL, Girls | 0 | 45 | 0 | 45 |
| Below 6 years old | 0 | 0 | 0 | 0 |
| 6 – 12 years old | 0 | 0 | 0 | 0 |
| 13 – 17 years old | 0 | 31 | 0 | 31 |
| Above 18 years old | 0 | 14 | 0 | 14 |
| Overall TOTAL | 0 | 131 | 0 | 131 |

Description of the Agency’s Basic Education Program

This section describes the Non-Formal Education, Accreditation and Equivalency of Pasay City East High School in terms of requirements for enrollment, accessibility, content, methodology, educational materials, teaching staff, size of class, schedules, venue, duration of the program, other stakeholders, accreditation/equivalency, and financing.

Requirements for enrollment

Prospective learners are required to present a birth or baptismal certificate, a report card and a Barangay clearance to establish the residence of the learners. They are also asked to fill up a demographic information sheet that assesses the students’ level.

Accessibility

Pasay City East High School is located within Pasay City. The project is basically funded by Pasay City Local Government. Therefore, the students are generally from

Pasay City and can easily access the school. Students either walk or take a *pedicab* to go to school.

Content

The program is basically geared towards preparing the students to progress along the learning continuum from functional literacy to mastery of skills and competencies to take the Philippine Educational Placement Tests (PEPT) and the Non-Formal Education Accreditation and Equivalency (NFE A&E) examinations.



The school generally covers the five (5) integrated curriculum learning strands:

- *Communication Skills* – listening, speaking, reading and writing for print or electronic media
- *Proble- solving and critical thinking* – numeracy and scientific thinking
- *Sustainable use of resources and productivity* – integrated into the first two strands
- *Development of self and a sense of community* – self development, a sense of personal and national history and identity, cultural pride, and recognition and understanding of civil and political rights.
- *Expanding one's world vision* – knowledge, respect for and appreciation of diversity, peace and non-violent resolution of conflicts, and solidarity.

It emphasizes functionality, competency-based learning and incorporates the Four Pillars of Learning:

- Learning to know,
- Learning to do,
- Learning to be, and
- Learning to live together

Methodology

The NFE A&E system is built around non-formal curriculum and utilizes a range of innovative strategies designed to break down the traditional barriers of time, accessibility and resources. It allows flexible entry and exit points and aims to maximize learner's control of the learning process.

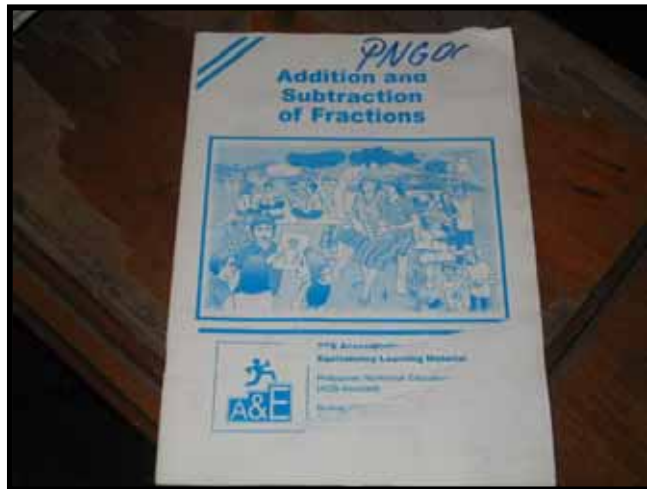
The learning strategies are meant to prepare the learners to take the NFE A&E tests. In Pasay City East High School, there are instructional managers who facilitate the face to face learning sessions during weekdays and during Saturdays. The students also learn through learning one-on-one tutorials, study circles, peer learning sessions, audio-based instruction and learning centers.

There are three learning levels: Basic literacy, elementary, and secondary levels. Competencies at the basic literacy and elementary levels are needed if a learner chooses to obtain an elementary level certificate. Secondary education level competencies are needed to obtain the secondary certificate.

Filipino is the language of instruction at the elementary level, except for English Language Skills. At the secondary level, the medium of instruction is also Filipino, except for English Communication Skills, science and mathematics-related skills. "*Problem Solving and Critical Thinking*" subject is taught either in English or Filipino, depending on the choice of the learners.

Educational materials

The learning materials used in Pasay City East High School are based on the NFE A&E Curriculum Framework designed to provide learning support to the learners. A total of 535 learning modules for elementary and high school levels have been developed to cover the competencies of the five learning strands. The modules include 84 lessons for elementary level with 22 Facilitator's Guide, 68 lessons for secondary level, and



10 audio tapes. These modules were meant to provide learning support for out-of-school youth and adults in preparation for certification of learning achievement through successful accomplishment of a National NFE Accreditation and Equivalency Test.

Teaching staff

There are two teachers assigned to conduct NFE A&E classes during the weekdays. One is handling the morning class while the other teacher handles the afternoon class. There are four teachers handling one class each on Saturdays. One teacher manages NFE classes in four depressed Barangays around the school. All the seven teachers handling NFE A&E classes are regular teachers of the school. They are all graduates of Bachelor of Science in Education and are passers of the Board F\for Teachers. In addition, a mobile teacher handles classes at the Barangay learning centers covering the adult illiterates.

Size of class

The ideal size of classes is 25 learners per instructional manager. However, some classes can swell into 47 students per class or even more. This is not good because the program requires individual attention to students who have varying levels of need.

Schedules

On weekdays, classes are held from Monday to Friday, ten to eleven-thirty for the morning session and one to three-thirty for the afternoon session. On Saturdays, classes are held from eight to twelve noon and from one to four in the afternoon.

Venue

On weekends, classes are held at the Guidance Center probably because the instructional manager is the Guidance Counselor herself. In the afternoon, students report to the NFE A&E room that is big enough to accommodate 45 students. On Saturdays, teachers conduct their sessions right where they hold their regular classes.



Duration of the programme

The NFE A&E in Pasay City started in 1999. It is therefore now on its 5th year of operation. The program will likely sustain because it has been institutionalized in the Bureau of Non-Formal Education of the Department of Education of the Philippines.

Other stakeholders

The program operates with the close coordination of the City Government of Pasay City, the administration and faculty of Pasay City East High School, and the Barangay Councils of Pasay.

Accreditation / Equivalency

When ready, learners take the NFE A&E tests which are based on the curriculum framework and contents of the learning materials. The tests are designed to provide two levels of certification of learning achievements comparable to the formal elementary and secondary system. Once a learner successfully completes the tests, he/she will receive a certificate, elementary or secondary, signed by the Secretary of the Department of Education.

The tests are paper and pencil-based and use predominantly multi-choice type of questions. Examinees are advised to select the appropriate level of the test using the last level attended (elementary or high school) in the formal school as a guide. Examinees who do not hold elementary level certificate may opt to take the secondary level but if they fail to successfully complete the secondary level test, they will not receive any certificate. After successfully passing the tests, the learners go through the graduation or completion ceremony and receive counseling and referral.

Financing

The program is financed by the Local Government of Pasay City in terms of honoraria for the teachers, learning materials and other supplies needed for the classes. The Pasay City East High School along with other schools in the City implementing the project receive a total of P2 million pesos from the City Government of Pasay. Students do not pay tuition fee or any other miscellaneous expense.

Successful and challenging features of the program

| | Successes | | Challenges | |
|-----------------------------|-----------|---|------------|---|
| Features | √ | Remarks | √ | Remarks |
| Requirements for enrollment | √ | Open to all kids. Not strict. | | |
| Accessibility | √ | Good location. | | |
| Content | √ | | | Almost comprehensive but lacks life skills education |
| Methodology | | | √ | There is need to employ a variety of methodologies as the program dictates. |
| Educational materials | √ | Learning materials and other supplies may be requested from the local government. | | |

| | | | |
|---------------------------|---|---|--|
| Teaching staff | √ | The teachers receive honoraria from the Local Government. | |
| Size of class | | | √ Classes tend to be a little big sometimes. The ideal size is 25 students per class |
| Schedules | √ | Learners have the option to go to school daily or during Saturdays. | |
| Venue | √ | The school will continue to house the program. | |
| Duration of the programme | √ | Has been institutionalized in the BNFE of DepED | |

Attendance rate of children involved in this program

Since majority of the students are working, some of them are not able to have complete attendance. Some of them even come to school still sleepy, particularly the “Guest Relation Officers.”

Children’s participation

The school teachers are not aware of the concept of children’s participation. They consider students as learners who need to acquire skills and knowledge to pass the Philippine Educational Placement Test and the NFE A&E.

Impacts of basic education on the quality of life of children

Although the NFE A&E curriculum is comparable in a general way to formal school, there are some opportunities and services that learners of the former are not able to enjoy. The NFE A&E is so focused on content and competencies that it has somehow overlooked the need of the learners for psycho-social assistance, guidance and health aid.

In Pasay City East High School, learners of the NFE A&E are treated differently from the regular students. Apart from the fact that they are not allowed to



use the school uniform, they are escorted by the school security guards from the gate to their classrooms and back. Boys and girls are advised to empty their bladders so they won't have to use the school toilets. The purpose is to prevent them from mixing with the regular students as there has been an instance where near-violence ensued between learners of NFE A&E and the regular high school boys. From then on, they have been prevented from close encounter within the campus.

The instructional managers observed the girls to be more conscientious and hardworking than boys in terms of studying. Boys also tend to be less disciplined.

The instructional managers were aware of learners who have been through the NFE classes and have passed the A&E test but the school does not have a system of following up the students after their stay in the program. They, therefore, have no way of describing the experience of those who have been re-integrated back to school.

Government support

The successful implementation of NFE A&E is a result of collaboration among the different levels of the government, i.e., national, local and Barangay. It is basically a national government program implemented by a public school under the supervision of the Department of Education, with assistance from a local government unit and support from the lowest political unit called Barangay.

The Bureau of Non-Formal Education of the Department of Education developed the system and provides technical assistance, the school provides the venue and the services of the teachers, the local government provides monetary assistance, and the Barangays assist in the identification and mobilization of learners. The Barangays also provide the venues for the community-based learning sessions.

Basic Education Program Design

The non-formal education program of Pasay City East High School is an example of a government institution implementing its own NFE A&E curriculum. As a result, Pasay City, which includes this school, won 3rd price last year in the search for the school with the best NFE service and one of the five national finalists for this year. Also last year, Pasay City bagged the first place in the Search for the Best Basic Literacy Mobile Teacher.

VII. Findings and Analysis of the Five Case Studies

The case studies yielded the following conclusions which articulate some of the good practices in planning and implementing non-formal education program and practices that need to be adjusted or reviewed:

1. All the schools studied, certainly, address the EFA goals as they provide opportunities for out-of- school-children (OSC) to get access to non-formal basic education and get a chance to enter primary school (PACAF and Cebu City Mobile School) or re-integrate back to regular school (Pasay City East High and Angelicum Schools).
2. All the three island groupings in the Philippines are represented in the study. Of the five schools, three are from Luzon (Pasay City's East High School, Quezon City's Angelicum College, City of Manila's CENTEX School), one in the Visayas (Cebu City's Mobile School), and one in Mindanao (Davao City's PACAF School).
3. The schools represent institutions managed by the government (Pasay City East High School), private religious (Angelicum College), corporate foundation (CENTEX School), and NGO (PACAF School and Cebu City Mobile School).
4. The schools reviewed serve the following categories and number of learners/beneficiaries (with gender disaggregation as shown in the following table):

| Name of Schools | Project Participants/ Beneficiaries | Total Number of Learners Served |
|-------------------------------------|---|--|
| 1. Pasay City East High Sch. | Working students, HH help, trisikad drivers, GROs, | 131 (86 boys, 45 girls) |
| 2. Angelicum College | Working students, maids, drop-outs (due poor health, pregnancy, entertainers) | 390 (86 boys, 304 girls) |
| 3. CENTEX School | Children of poor families from Tondo w/ high potential for academic success | 521 (274 Boys, 247 girls) |

| | | |
|-------------------------|--|------------------------------|
| 4. Mobile School | Children of urban poor families from depressed districts of Cebu City. | 307 (167 Boys, 140 girls) |
| 5. PACAF School | Muslim boys and girls from Barangay Sasa in Davao City | 35 (13 Boys, 22 Girls) |

- The learners from the five schools are generally children of urban poor families. Many of them are working children (maids, drivers, entertainers, and guest-relations officer), school drop-outs (due to poor health, early pregnancy, poor grades) and Muslim boys and girls. As defined in this study, these are children, while they are not actually in the streets, are likely to be children-of-the-streets if not given appropriate service assistance and guidance.
- There are more girls than boys in the schools reviewed. The five case studies serve a total of 1,384 children where 45.3 percent (626) are boys and 54.7 percent (758) are girls.

| Project Participants/ Beneficiaries | Total Number of Learners Served = 1,384 | |
|---|--|-----------------------|
| | Boys | Girls |
| <ul style="list-style-type: none"> • Children of urban poor families, • Working children (maids, drivers, GROs, entertainers, etc), • Drop-outs (poor health, teen pregnancy, poor grades), and • Muslim boys & girls | <p>626 45.3 %</p> | <p>758 54.7 %</p> |

- Three schools employ a system of scanning the community to identify the children who may participate in their program.. The learning facilitators of Cebu City Mobile School do house-to-house surveys to seek out the families in urban poor areas who could not afford to send their under six children to pre-school. PACAF School conducts community profiling Pasay City High School conducts “literacy mapping” to come up with a “literacy profile” that locates specifically the houses of illiterates in the community. Literacy Mapping of DepEd may be re-designed and re-developed to accommodate children 5-17 year old children. This practice of pro-actively seeking out the children who need to be in school addresses the principle of “inclusivity”.
- In the Philippines, there are two modes by which out-of-school children can integrate back to the mainstream school system. One is the Philippine Educational Placement Test (PEPT) which assesses the level of knowledge of the learners. An OSC may re-

enter the formal school at a grade level higher than the last time he/she left school. The Accreditation and Equivalency (A&E) Test allows an examinee to acquire a certificate of graduation from high school. The certificate may also be used as a legal document to employment.

9. Angelicum College's flexible teaching/learning methodology is considered exemplary among the five case studies because it allows the learners to move at his/her own capacity and pace and in his/her own schedule. This is important because as working students, NFE learners cannot afford to be in school based on the usual standard school schedule.
10. Another good practice in Angelicum College is the non-grading system of assessing learners. In this system, students move up the ladder by finishing a required set of learning competencies at his/her own pace. Students are assessed based on modular examinations which they need to complete before moving up to the next step of learning. This should challenge formal schools to adjust its system to cater to children who have irregular schedules and learning capacities.
11. The curriculum for Non-Formal Education tends to be too academic (CENTEX School and Angelicum College). Schools offering NFE tend to focus on subject matters that will prepare learners to take the qualifying examinations such as the Philippine Educational Placement Test and the Accreditation and Equivalency. There is need to integrate life-skills education relevant to street children and other children in need of special protection (CNSP).
12. It is important for NFE facilitators to have full understanding of the plight of underprivileged children to have better assessment of their needs & address diversity effectively (Cebu City Mobile School, Angelicum).
13. NFE learners of the Home Study Program of Angelicum College go to school twice a week wearing regular uniforms and are treated the same way as regular students. This is in contrast with the NFE learners in Pasay City High School who are treated differently.
14. The NFE learners of Pasay City East High School, who are escorted from the school gates to the classrooms, deserve to be treated the same way as the regular students? They are advised to empty their urinary bladders before they enter their classrooms as they are not allowed to use the toilet to prevent them from inter-acting with regular students. The school authorities explained that there had been violent encounters in the past between NFE learners and regular students inside the campus.
15. The Department of Education's program of contracting the private sector in delivering NFE/ALS to disadvantaged children demonstrates the government's openness to and trust on the private sector. However, political will is needed, translated into adequate and regular funds, to ensure sustainability of the scheme

16. Addressing the children's right to education is more effective when it is converged with other services addressing the other rights of children such as the right to health, nutrition, protection, participation, etc. (PACAF, Cebu Mobile, CENTEX)
17. While the Cebu City Mobile School is doing a great job of providing ECCD service to urban poor children of City, the children are exposed to air and noise pollution while learning activities are going on. The Cebu City Task Force on Street Children managing the project has complete access to the Local Chief Executive who happens to be the husband of the Chair of the Task Force. There must be extra government-owned spaces that can be donated to the Task Force where the ECCD classes could take place.
18. When people talk about NFE, they think about providing elementary and high school level type of assistance. This study shows that NFE assistance for CNSP (street children included) should also cover pre-schooling as in Cebu City Mobile School and PACAF School n Davao City.
19. In all the five case studies, there was no attempt to involve children and teachers in the development, review and revision of the curriculum. Angelicum College's Curriculum was solely developed by its founder. Cebu City Mobile School has been using a curriculum developed from the beginning of the school ten years ago
20. CENTEX School, while doing a good service to families in Tondo, Manila and Batangas City where their schools are located, tends to be "exclusive" as it deliberately selects only disadvantaged children with high IQ.
21. It's a good practice for CENTEX School to involve parents in the improvement and maintenance of classrooms and school premises. But certainly, parents can be mobilized to perform more meaningful participation than cleaning.
22. While birth and baptismal certificates, report cards and Barangay clearances are important documents, they should not be made compulsory to enter school (Pasay City). Securing birth certificates, though, should be encouraged for all students.
23. It is important for schools for disadvantaged children to be located in places near children's houses (PACAF, Pasay City High, CENTEX). Cebu City Mobile School is quite far from where the children reside but the School has a school bus where the kids are picked up from specified pick-up points near their houses. Distance to school has been one of the major reasons for non-participation in school and of drop-out.

24. The table below shows the summary of good practices observed from the five schools studied.

| School | Good Practice |
|---|--|
| 1. Angelicum College's Home-Based Study Programme | <ul style="list-style-type: none"> • No-grade system, • Flexible schedule • Self-paced modular curriculum • Organized system of consultation between learners and learning facilitators • Complete facilities for learning |
| 2. Cebu City's Mobile School | <ul style="list-style-type: none"> • Transportation system to fetch the children from their communities • Integration of health and nutrition service in education • |
| 3. Manila's CENTEX School | <ul style="list-style-type: none"> • Excellent partnership with the LGU • Pro-active resource mobilization • Excellent learning facilitators |
| 4. Pasay City High School's NFE | <ul style="list-style-type: none"> • Literacy mapping that pro-actively seeks out-the-youth in the community • Good NFE curriculum • Integration of livelihood skills training • Use of the school facilities as venue for the learning activity |
| 5. Davao City's PACAF | <ul style="list-style-type: none"> • A learning center located established in the community • Integration of livelihood skills training |

VIII. Recommendations

1. It is important for the Government of the Philippines (GOP) to seriously pin down the social and economic barriers to education and come up with concrete programmes to address these barriers. Particular focus must be given to “un-reached children” or children in need of special protection (CNSP).
2. There is need for the Department of Education to ensure that the principles of “*Inclusive Education*” are interwoven into the draft *Philippine EFA Plan of Action* to effectively and efficiently reach the EFA goals particularly in terms of mainstreaming CNSP and accommodating all children (including street-living and street-working children) who need to be in school.
3. To be truly “inclusive”, schools need to develop and implement an instrument that will pro-actively seek out those who need to be in school. The challenge is to develop DepEd’s “literacy mapping” to cover children under 15 years old. The other strategy is to support existing community-based information systems that identify families in need in the communities.
4. NFE learners deserve the same quality of education as their counterparts in regular schools. This means they get access to quality education in terms of the curriculum content, learning facilitators, delivery, learning materials, teaching aids, books, facilities and other elements that will make learning happen.
5. Non-formal education services must also include pre-school education. The challenge is to explore the possibility of addressing education needs of children from 0 to 3 years of age.
6. For genuine learning to take place, it is not enough that pupils get exposed to knowledge on various subject matters. It is important that “life skills education” is integrated into the school curriculum to ensure that knowledge are translated and effectively utilized in actual life situations
7. To effectively address the children’s right to education, it must be converged with other rights of children such as the right to health, nutrition, protection, participation, etc. The principles of *Child-Friendly School System* (CFSS) must also be applied in the non-formal education system.

8. To be truly child-rights based, the school system is challenged to consider children's participation in the development of curriculum. Other students may also be tapped to help their classmates who have different learning pace or levels of capacities.
9. For schools to be relevant and effective, it must develop a meaningful partnership with its milieu-of-insertion, the community. The parents' involvement in school can go beyond improvement of school facilities. The Parents-Teachers-Community Association may be tapped in addressing other school issues such as tracking students with special needs, addressing health-related problems facing the pupils, preparing learning materials, assessing the curriculum, assisting pupils with learning difficulties, etc.
10. There should be no requirement that will prevent pupils from entering schools. Basic education, whether formal or non-formal, must be free because it is a basic right. However, it is not enough that children are given access to alternative learning systems. Every child/youth has a right to quality education – formal or non-formal.
11. Because education is a basic right of all children, students must be treated the same way whether in a formal or non-formal environment.
12. The right to education must be linked up with the other rights of children. The school must therefore ensure that its educational system is child-friendly in all aspects. That means: school canteen must provide nutrition food; a clinic with health personnel is available; toilets with clean water for boys and girls are existent; corporal punishment is banned; children with problems have access to psycho-social counseling, etc.
13. Teaching-learning methodologies that work best are those that address diversity in the classrooms in terms of learning capacities, pace and styles of students. In this model, a creative system of assessing the students' development is needed. The traditional grading system will not work in this order. However, this would require a lot of patience and creativity on the part of the learning facilitators. A lot of support and encouragement is needed from the school principals.
14. It is a huge challenge to both formal and non-formal schools to adjust its educational system to cater to children who have irregular schedules and learning capacities and to put facilities closer to where disadvantaged children reside or work.

ACRONYMS

| | | |
|----------|---|---|
| ALS | - | Alternative Learning System |
| BCPC | - | Barangay Council for the Protection of Children |
| BNFE | - | Bureau of Non-Formal Education |
| CENTEX | - | Center of Excellence |
| CHAP | - | ChildHope Asia Philippines |
| CSC | - | Consortium on Street Children |
| CNSP | - | Children in Need of Special Protection |
| DepEd | - | Department of Education |
| DILG | - | Department of Interior and Local Government |
| DSWD | - | Department of Social Welfare and Development |
| EFA | - | Education For All |
| FGD | - | Focus Group Discussion |
| GOP | - | Government of the Philippines |
| HIV/AIDS | - | Human Immuno Deficiency Virus/Acquired Immune Deficiency Syndrome |
| KII | - | Key Informant Interview |
| LGU | - | Local Government Unit |
| NFE | - | Non-Formal Education |
| NGO | - | Non-Government Organization |
| NSAT | - | National Secondary Achievement Test |
| OSC | - | Out of School Children |
| OSY | - | Out of School Youth |
| PACAF | - | Philippine Agency for Community and Family |
| PPA | - | Philippine Plan of Action |
| PVOs | - | Private Voluntary Organizations |
| REAP | - | Re-entry Education Alternative for the Poor |
| UNESCO | - | United Nations Educational Scientific and Cultural Organization |
| UNICEF | - | United Nations Children's Fund |

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GUIDE FOR the Agency Profile

Agency Profile

| |
|--|
| <p>Name of Agency:</p> <p>Address:</p> <p>Contact Person: Position :</p> <p>Contact Nos.: Tel. No.: Fax No.: Email Address:</p> <p><i>Programs and Services</i></p> |
|--|

GUIDE QUESTIONS FOR AGENCIES

1. Can you give us an idea of the number of children with whom your agency is working?

(number of boys / girls, age group; number of years of schooling)

| | Total number of children served |
|-------------------|---------------------------------|
| Total, BOYS | |
| Below 6 years old | |
| 6 – 12 years old | |
| 13 – 17 years old | |
| TOTAL, Girls | |
| Below 6 years old | |
| 6 – 12 years old | |
| 13 – 17 years old | |
| Overall TOTAL | |

2. Please describe your agency's basic education programme, in terms of the following:

- Requirements for enrollment
- Accessibility (distance from the community)
- Content (subject matter / topics covered)
- Methodology (general; per major topic)
- Educational materials used
- Teaching staff (number of males/females, age group; background, both academic and experience)
- Size of class; ratio of teaching staff to children
- Schedules
- Venue
- Duration of the programme
- Other stakeholders
- Accreditation / Equivalency
- Financing, i.e. budget/costs, donor/s, etc.

a. Which of the features of your agency's basic education programme are proving effective or successful? Which ones remains a challenge?

| | Successes | | Challenges | |
|----------------------------------|------------------|----------------|-------------------|----------------|
| Features | √ | Remarks | √ | Remarks |
| Requirements for enrollment | | | | |
| Accessibility | | | | |
| Content | | | | |
| Methodology | | | | |
| Educational materials | | | | |
| Teaching staff | | | | |
| Size of class | | | | |
| Schedules | | | | |
| Venue | | | | |
| Duration of the programme | | | | |
| <i>Other stakeholders</i> | | | | |
| Accreditation/ Equivalency | | | | |
| Other features (specify) | | | | |

b. What is the cost of the program? What is the annual budget? Who is/are providing the funds? What is the counterpart of your agency and of the beneficiary? What is the provision for sustainability? What are the challenges and constraints, budget-wise?

- c. What is the attendance rate of children involved in this program (disaggregate data according to age, sex, and category of street children)?
- d. How do the children involved in this program participate, i.e. in providing feedback, in facilitating, etc.?

4. Impacts of basic education on the quality of life of children

- a. How does your agency's education program help street children to cope with life? Please describe specific examples.
- b. How many of your children (number/percent) have rejoined formal school as a result of their participation in your agency's basic education program? Can you describe their experience in going (back) to school, including the barriers / obstacles that they face, if any?

c. Have you observed any difference in the effects of your basic education program on girls compared to boys?

d. Have you observed any difference in the effects of your basic education program on the children in various age groupings--below 6 years; age 6 to 12 years; age 13 to 17 years?

5. Do you have any contact / linkage with the government bureau on NFE / Basic Education?

- a. What kind of support does your agency get from this government bureau, in terms of the following:
 - Teachers
 - Educational materials
 - Financial support
 - Other types of support (pls. specify)
 - None

b. Please comment on your experience with government support related to your agency’s basic education program for out-of-school street children.

| Type of Government Support | General Comments / Specific Experiences (Positive or negative) |
|----------------------------|--|
| Teachers | |
| Educational materials | |
| Financial support | |
| Other types of support | |

c. What other expectations regarding basic education for disadvantaged children and youth should be met by government, in terms of policy, support to NGOS, dissemination of information, etc.?

6. Basic Education Programme Design:

- a. Is your agency programme designed by your staff? Or is it adapted from some other basic education programme (Note which “model” and agency sources.)
- b. To what extent are children involved in the design of the program?
- c. What modifications or additional features would you suggest to further enhance the children’s educational experience?
- d. What modifications or additional features would you suggest to further improve the community’s acceptance of the children?

**Guide for Key Informant Interview
(Executive Director, Principal, Supervisor)**

1. How did the project start? When? Who were involved? Why?
2. What is a _____ School?
3. What is your selection process?
4. What are your inputs?
5. Who are your partners?
6. What is innovative and creative about the project? What makes it different from the others?
7. How replicable is the project. What would it take to implement the same project in other communities?
8. How cost-effective is the project. Has a cost-effective analysis been done?
9. Have you conducted an evaluation?
10. What sustainability measures have you established to ensure the continuity of the project?
11. How participatory is your approach? Do parents and children play a role in the management of the school?
12. Do you have preference in terms of gender? How gender-sensitive?
13. What makes you happy about the project?
14. What makes you sad about it?
15. What relevant policies are needed to be able to provide education for all Filipino children particularly in support of initiatives like yours?
16. Have been able to attain the goals you set for his project?
17. What else do you have to do to attain your goals and create an impact in the society?

GUIDE FOR FGD AMONG CHILDREN

Part 1. Introduction

1. Greetings (kamustahan, do action song if needed)
2. Self Introduction
3. Purpose of the FGD.

Part 2. Questions

1. Paano kayo napunta dito? Bakit kayo nag-enrol dito?
2. Anu-ano ang pinaka-gusto nyo dito?
3. Ano sa palagay nyo ang kaibahan dito kumpara sa regular na school?
 - Ano ang mayroon dito na wala sa regular school?
 - Ano naman ang meron sa regular school na wala dito?
4. Anu-ano ang mga problemang nakakaharap ninyo dito kung mayroon man? Paano nyo ito binibigyan ng solusyon?
5. Paano kayo lumalahok upang mapaunlad ang programang ito?
6. Ano sa palagay nyo ang pwedeng baguhin para mapaunlad ang serbisyo sa inyo dito?
7. Kung bibigyan kayo ng pagkakataon ng mag-imbata ng iba pang bata dito, iimbitahan nyo ba at bakit?

Part 3. Closing

Timing : One Hour

GUIDE FOR FGD AMONG TEACHERS

Part 1. Introduction

4. Greetings
5. Self Introduction
6. Purpose of the group interview

Part 2. Questions

8. How were you assigned here? Did you have to apply? What was your previous assignment?
9. What extra benefits do you get from this school, i.e., monetary or otherwise that you don't get from other schools?
10. What makes CENTEX different from other schools?
 - What do you have (not just physical) here that other regular schools don't have?
 - What do regular schools have that you don't have?
11. What are the problems you face in this school? How do you address these problems?
12. What are the common complaints or problems of the students? How are these problems addressed?
13. How do you participate in curriculum development here in terms of contents, methodologies and teaching materials?
14. If given a chance, what kind of changes would you initiate here?

Part 3. Closing

Timing : One Hour

GUIDE FOR FGD AMONG PARENTS

Part 1. Introduction

7. Greetings (kamustahan, do action song if needed)
8. Self Introduction
9. Purpose of the FGD.

Part 2. Questions

15. Anu-ano po ba ang problemang kinakaharap ng inyong anak tungkol sa pag-aaral?
16. Paano napunta ang anak nyo dito? Bakit siya nag-enrol dito?
17. Ano ang gusto nyo dito? Ano sa palagay nyo ang nagpapasaya sa kanila dito?
18. Ano sa palagay nyo ang kaibahan dito kumpara sa regular na school?
 - Ano ang mayroon dito na wala sa regular school?
 - Ano naman ang meron sa regular school na wala dito?
19. Anu-ano ang mga problemang nakakaharap ninyo dito kung mayroon man?
20. Paano nyo ito binibigyan ng solusyon?
21. Paano kayo lumalahok upang mapaunlad ang programang ito?
22. Ano sa palagay nyo ang pwedeng baguhin para mapaunlad ang serbisyo sa dito?
23. Kung bibigyan kayo ng pagkakataon ng mag-imbata ng iba pang bata dito, iimbitahan nyo ba at bakit?

Part 3. Closing

Timing : One Hour



NATIONAL POLICY FORUM
**Promotion of Improved Learning Opportunities
for Street Children in Indonesia**



Organized by : DITJEN PLSP - DEPDIKNAS and UNESCO

Jakarta, 29 - 30 January 2005

Atlet Century Park Hotel

In partnership with:

**Directorate of Community Education
Directorate General Out-of-School Education and Youth
Ministry of National Education**

and

UNESCO

Jakarta – Indonesia, 2005

PREFACE

BACKGROUND

The economic and monetary crisis of the mid 1990s, has led to negative impacts on all development sectors, including social, political and cultural development. One of the key impacts on the social sector has been in the area of education. There is a low level of education within the country, especially in the rural areas. The education service which has not been evenly distributed, especially for secondary school and up and the country's budget for education development has not been sufficiently provided.

Poverty has grown by threefold, which has meant that much of the Population cannot afford to fulfill their basic needs, such as food, clothes, education and health services. This economic crisis has resulted in the increase of social problems and this has manifested itself in the growing numbers of street children found in the cities and urban areas within the country. Based on the national Survey and Mapping of street children conducted in 1999 by the Ministry of Social Affairs and Universitas Atmajaya Research Center, the population of street children in 12 big cities was reported as 39,861 children. The 48% of these children had taken to street life after the economic crisis since 1998. This survey revealed that the reason the children were taking to the street was to either help their parents economically by working on the streets (35%) or paying tuition fees (27%). It was also reported that almost half of the street children (44%) still study at school and most of (83%) still live with their parents and 13% of the street children had dropped out of school.

As an effort to overcome this problem, the government of Indonesia with the support of an ADB loan has created the **Jaring Pengaman Sosial** (JPS programme). The programme covers Social Protection, Health and Nutrition. One of the key programme objectives of these programmes is to include street children into all poverty alleviation initiatives in this field. These programmes are carried out in 12 big cities in Indonesia: Medan, Padang, Palembang, Lampung, Jakarta, Bandung, Semarang, Yogyakarta, Surabaya, Malang, Mataram and Makasar (Ujung Pandang). Within the framework of the *Social Protection Sector Development Program*

(SPSDP), street children are given services through the **Rumah Singgah** in the form of scholarship, training, skills and extra food.

The **JPS Program** has been completed in 2001, whereas there is still a large number of street children who need assistance. That is why, it is necessary to think about the sustainability of this programme. The number of street children in the country is still high, around 50.000 (Pusdatin Kesos, Ministry of Social Affairs, 2000). The *“Promotion of Improved Opportunities for out-of-School Children”* Project is based on the agreement of Asia-Pacific Conference concerning EFA (Education For All) in 2000, which was held in Bangkok, Thailand, 17 – 20 July, 2000. As a follow on process, UNESCO has collaborated with Child hope Asia and the Consortium of Street Children in facilitating EFA for out of school children, with a key focus on street-living and street-working children.

This study aims to examine the policies issued by the government in response to EFA and their impacts specifically on street children within the context of their access to education.

The policies will be examined in the light of services and needs of children:

- To improve the quality of children’s life by fulfilling their basic rights as stipulated by the CRC.
- To empower the family by developing their capacity to take full responsibility of maintaining their children.
- To empower local communities in providing infrastructure of fulfilling children’s needs, protection and safety.
- To strengthen children’s participation in decision making which will influence their lives.
- To review the impact of each programme that targets children, especially those who are marginalised and vulnerable.

The Indonesian development strategy (2004-2009) is aimed at two main objectives, namely fulfillment of people’s fundamental rights and to create a firm base for

economic and social development. The Constitution confirms people's fundamental rights which covers:

- (1) People's rights to obtain proper work for humanity;
- (2) People's rights to obtain legal protection;
- (3) People's rights to obtain security;
- (4) People's right to obtain an access to the life needs (food, clothes and housing) which are achievable;
- (5) People's right to obtain an access to the need of education;
- (6) People's right to obtain an access to the need of health;
- (7) People's right to obtain social justice.
- (8) People's right to participate in politic and changes
- (9) People's right to create innovation;
- (10) People's right to embrace and perform a religious service according to their religion and believe.

However, there are still many problems facing the country in fulfilling the above rights for the people. The quality of human resources is still low. The development of education has not fully been able to fulfill the fundamental rights of the people. In 2003, the children and youth aged 15 years and up have just studied at school on the average for 7.1 years and those aged 10 years and up who had studied in Junior High School were only 36,2%. The illiteracy rate of 15 years and up is still 10,12 % and School Participation Rate of children aged 7-12 years old has reached 96.4%. However, School Participation Rate of teenagers aged 13-15 years is still 81,0% and School Participation Rate of children aged 16-18 years old has just reached 50,97%. This challenge is getting harder as the disparity of the education level within communities is high especially between the rich and the poor, male and female and the people living in cities and villages and inter-areas.

The quality of education is also still low and has not been able to fulfill the competency needs of the learning participants. Learning facilities are not provided well and there are still many learners who do not have books. The implementation of decentralization at the central government level and education autonomy at local government has not been fully implemented for various reasons. The delegation of roles and responsibilities at the different levels with the government, from central to

district levels, (including allocation of budget education) has not yet been implemented. Moreover, the role and function of the education board and school committee/ Islamic school is not very effective.

With regards to improving the economic and social welfare of the people, the following key policy objectives are recommended: Create sufficient work in order to reduce unemployment; Reduce the gap between the rich and the poor (especially the development gap inter areas) by accelerating the development of remote underdeveloped areas (rural areas in particular) that have limited resources; Improving the quality of life of the people (improvement of community access to quality education, increase the number of teachers in formal/non-formal schools, better access to community health services etc); Improving the environment and the management of natural resources and finally improving infrastructure within the country.

A LEGAL PERSPECTIVE

Education For All (EFA)

The EFA 2000 Assessment demonstrates that there has been significant progress in many countries. But it is unacceptable that in the year 2000 more than 113 million children have no access to primary education. 880 million adults are illiterate, gender discrimination continues to permeate education systems and the quality of learning and the acquitting of human values and skills fall far short of the aspirations and needs of individuals and societies. Youth and adults are denied access to skills and knowledge necessary for gainful employment and full participation in their societies. Without accelerated progress towards education for all, nationally and internationally agreed targets for poverty reduction will be missed, and inequalities between countries and within societies will widen.

Education is a fundamental human right. It is the key to sustainable development and peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the twenty-first century, which are effected by rapid globalization. Achieving EFA goals should be postponed no longer. The basic learning needs of all can and must be met as a matter of urgency.

The Education For All (EFA) goals are:

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality;
- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs;
- Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- Eliminating gender disparities in primary and secondary education by 2005, and achieving equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
- Improving all aspects of the quality of education and ensuring excellence in literacy, numeric and essential life skills.

Political will and stronger national leadership are needed for the effective and successful implementation of national plans in each of the countries concerned. However, political will must be underpinned by resources. The international community acknowledges that many countries currently lack the resources to achieve education for all within an acceptable time-frame.

Indonesian Constitution 1945

The preamble of the Indonesian Constitution of 1945 entrusted the government of Indonesia to protect all the nation and fatherland of Indonesia and to improve the public welfare of its people. With regards to education, the Indonesian Constitution of 1945, article 31 and 28b states: "Everyone is entitled to develop themselves by fulfilling their basic needs, entitled to obtain education, knowledge and technology, art and culture in order to improve the quality of their life. Article 31, verse 1 further states that "every citizen is entitled to obtain education".

Based on this mandate, there have been a lot of efforts on the part of the government, especially in the implementation of the Nine-Year Compulsory Education that started in 1994.

Children's Rights

Violence against children is increasing in Indonesia and is one of the forms of human rights violations. To secure and protect children's rights, the government has policy regulation No.23, Year 2002, concerning children's protection. In addition, the government has special programmes for 2004-2009 within the framework of improving the children's welfare and protection from violence, exploitation and discrimination. This programme has the following agenda:

- a. To Develop various kinds of policies and laws, within the framework of fulfilling children's rights, especially in education, health, law and work force at the local and national level.
- b. To Conduct communication, information and education (CIE) in the context of improving children's welfare and protection.
- c. To create and implement policies and regulations to secure and protect children's right.
- d. To Improve the social welfare of marginalized children by for example, providing birth certificates for all children, providing safe playing areas etc.
- e. To develop special protection mechanisms for children in special circumstances condition, such as children effected by social conflict.

Regulation No 20 Year 2003 concerning the National Education System

Regulation number 20 of the National Education system of 2003, aims to secure the equality of access to education for all, improve the quality of education and improve the management of education systems. In Chapter IV article 5, the Regulation concerning the National Education System, verse (1) stated that every citizen is entitled to have equal opportunity to education, verse (2) stated that people who are disabled physically, emotionally, mentally, intellectually, and/or socially are entitled to obtain special education. Besides that in verse 5, it is stated that every citizen is entitled to obtain an opportunity to improve their learning for life.

The handling of street children education problems is done through Non formal Education as stated in Regulation No 20/2003, article 26 and Special service Education (article 32).

Article 26 stated among others:

- a) Non formal education is carried out for the community who need education service that is functioned as substitution, addition and/or complementary of the non formal education within the framework of education for life.
- b) Non formal education is functioned to develop the potential of learning participants by emphasizing the mastering knowledge and functional skill and professional personality development.
- c) Non formal education covers life skills education, early child education, education for youth, education for women, literacy education, vocational skill education, equivalency education and other education which is aimed at developing the ability of the learning participants.
- d) Non formal education unit consists of: courses or training center, study group, Community Learning Center, Islamic center, and other similar education unit.
- e) Courses and training are to be carried out for a community that needs knowledge, skills, life skills and personal development, professional development, employment, entrepreneurship and /or continue their study to higher education.
- f) The non formal education output can be appreciated equally with the formal education programme after passing the equivalency scoring process by the institution appointed by government or local government which refers to national education standard.

Article 32 stated among others:

- a) Special education serves as education for the learning participant who has problems in following the teaching and learning process because of their physical, emotional, mental state.
- b) Special service education serves as education for the learning participants who live in remote or underdeveloped areas, isolated community and /or natural disaster victims, social problems and economically unable people.

5. Government Law and Ministerial Decree

- a) Government Law No 73 Year 1991 concerning *Non formal* education.
- b) Ministry of Education and Culture Decree No 0131/U/1991 concerning *Package A* and *Package B*.
- c) Ministry of National Education Decree No 0132/U/2004 concerning *Package C*.

SUMMARISED REPORT OF THE NATIONAL POLICY FORUM WORKSHOP

A. Objectives:

- Improving the access of education for street children
- Mapping and identifying problems and its root causes
- Identifying the efforts that have been done for street children
- Deciding on issues concerning policy and strategy
- Planning the education programme action for street children.

B. Expected Results

A situation analysis of street children which would include:

Category of street children
Characteristics of street children;
Problems of street children;
Solutions for street children;

An Action Plan concerning street children, which would include :

Policies that would be implemented at present and future;
Strategies to implement the policies;
Implementation of programmes.

C. Workshop Implementation Process

Workshop program was held on:

- Day/Date : Friday evening/28 January 2005 (Opening)
- Time : 8 pm
- Venue : Meeting Room of Director General of *Non formal*
Education, Ministry of National Education

Agenda:

- Opening and briefing from **Dr. Fasli Jalal, Ph.D.** (Director General of *Non formal* Education, DEPDIKNAS)

Briefing from Director General in the opening ceremony was as follows:

Director General began his speech by saying that from 1993-1996, when he was still working for Bappenas, he had a portfolio from the Ministry of Health affairs and Ministry of Social Welfare that included street children. He explained that it was a very complicated problem and hard to overcome. Up to the present time, there has not been a successful strategy to overcome the issue of street children and that is why it is important for us not to repeat the same mistakes from the past in handling street children.

He noted that there are a lot of organizations that work with street children. However, now many of these are redundant or have closed office. He also added that there are many transit houses also closed now because they do not work with street children anymore. However, he recognised the fact that there are still many organizations in Indonesia who work seriously with street children.

Economic deprivation amongst families, violence and abuse at home, lack of access to education are some of the reasons that cause children to take to the streets. Those matters are getting worse by the existing pull factor, which attract children to be in streets.

Programmes for street children a few years ago were based on providing basic welfare (accommodation, shelter, food etc), however, more recently, programmes are more into providing street children with their basic rights, such as a place at a local school, access to NFE etc. In this context, all of us (NGO, CLC and Government) have to keep mind the factors that cause child to take to the streets and provide communities with Social Safeguards such as providing poor rural families with capital, skills etc so that they can be self-sufficient and independent. Special programmes for street children need to be implemented as *Package A, B and C* still can not handle key issues concerning street children. Equivalency programmes need to be started for street children, based around the national curriculum.

In conclusion, the Director General expressed that it is important that such a meeting is held at least once a year. The government is expected to give facilities to any NGO, which handles street children in order that they can cooperate well with the government (Education Office in districts or provinces).

◇ **Speech of Mr. Alisher Umarov (Education Officer in UNESCO-JAKARTA):**

Mr. Umarov thanked all participants for their attendance to the Policy Forum. Also, he thanked the Ministry of Education for opening the Policy Forum. He noted that in January 2005, UNESCO and Yayasan Bina Mandiri organised the National Networking Workshop for Street Children and that this Policy Forum was the next step of the project.

Mr. Umarov expressed that Children have the right to education that is part of EFA (Education for All) objectives. He explained that the objective of the Policy Forum was to discuss education policy with regards to street children. He emphasised the fact that government, UN and NGOs had to work together to develop and implement strategic programmes with regards to street children and education. He also emphasised the fact that the National Networking of Organisations Working With Street Children, is a sustainable and participatory mechanism for joint collaboration on issues concerning street children. In his final closing remarks, Mr. Alisher commented that: *“we have to be more active and constructive in order to achieve the rights of the street children”*.

Workshop Agenda (Jakarta):

Day I:

- Presentation I:

“Rancangan Kebijakan dan Program Pendidikan Anak Jalanan”

by Dr. Mashari Sujono (Consultant of Dikmas).

Problems Stated:

- (1) Education level of the people is relatively very low.
- (2) Gap of education level is still found among the community group, between Head Office and local government, between the rich and the poor, between people in cities and villagers, etc. This matter will cause social impact on the society.
- (3) Facilities of education service have not been evenly distributed, especially for junior High School and up. In a small district, there is only one Senior High School whereas in Jakarta there are so many. This case can make the school participation rate very low. The isolated areas do not have proper school facilities. They have to go out of their areas if they want to continue and get higher education.

(4) The quality of education is still low and cannot fulfill the competency needs of the learning participants. Education in Indonesia has not been considered as an advantage for society. That means, education in Indonesia has not been able to provide skills to the graduates.

That is why, there are many people who will not go to school, or not continue to higher education.

(6) Education development has not fully been able to improve the entrepreneurship of the graduates.

(7) Tertiary Education still faces a lot of problems in developing and creating knowledge and technology.

University has not been able to produce sophisticated technology, and education management in Indonesia do not run effectively and efficiently.

(8) Education management doesn't run effectively and efficiently.

Since The Regulation concerning Local Government Autonomy was established, the implementation of autonomy on education has not run well, as a result the role of each government either at Head Office or province/District/City is not clear enough. It needs a long process.

(9) The budget of education development has not been provided properly.

The objectives of education development policy

1. Improving the education level of people
2. Improving the quality of education
3. Improving the relevance of education with the needs of development.
4. Improving the affectivity and efficiency of education service management.

Improving the education level of people:

1. Increasing the number of people who can complete the Nine Year Compulsory Education.
2. Increasing the number of people who participate in secondary school.
3. Increasing the number of people who study in higher education (university/Academy)
4. Increasing the number of children who obtain Early Child Education.
5. Decreasing the number of illiterate people.
6. Increasing the access of adult to life skills programs.

7. Improving the education equivalency.

Improving the quality of education:

1. Providing the minimum and national service standard for district level.
2. Increasing the number of qualified teachers with the teaching authority career.
3. Improving the well accredited education unit.
4. Increasing the number of learning participants who can complete their study
5. Improving the reading interest of the society.

Improving the education relevance:

1. Improving the affectivity of life skills education in all fields and education levels.
2. Improving the research output, development, and knowledge creation and technology and its dissemination.

Improving affectivity and efficiency:

1. Effectively of school based management implementation.
2. Improving the education budget
3. Improving the community participation
4. Improving the effectively of education, decentralization and autonomy

Main Policy Guidelines:

1. To carry out Nine Year Compulsory Education for even distribution.
2. To carry out qualified *non formal* education.
3. To reduce the education gap among the community.
4. To broaden the Early Child Education Service.
5. To decrease the illiteracy rate.
6. To improve the distribution of secondary school.
7. To improve the quality of higher education.

Other Policy Guidelines:

- To carry out alternative education in conflict or natural disaster areas.
- To carry out special education.

- To socialize the importance of education for all.
- To develop up to date curriculum.
- To develop civics education.
- To stabilize moral education.
- To provide up to date education materials and equipment .
- To improve the quantity and quality of the teachers.

Development Programs:

1. Early Child Education Program
2. Nine Year Compulsory Education
3. Secondary School
4. Higher Education
5. *Non formal* Education
6. Improving the quality of teachers and administration staff.
7. Education Services
8. Developing culture of reading
9. Research and development
10. Education Implementation Management

- Presentation II:
 ”Report of Research Output concerning Education for Street Children”
 By Mr. Yohanes(YBMI /Universitas Atmajaya).

Materials reported by Mr. Yohanes among others are as follows:

The objectives of the research are:

1. Giving an illustration of the profile of street children.
2. Giving an illustration of the status of street children’s education
3. Giving an illustration of the condition of street children in terms of access to education.
4. Illustration of government policy in basic education and mechanism of implementation for national program of Education For All (EFA)
5. Illustration of direct intervention to the education of street children.

6. Case study on the best practice for children who live or work in the streets.

The Research Methodology used:

1. Study on literature
2. Survey on street children in Jakarta
3. Discussion in Networking Workshop

According to the Ministry of Social Welfare, it is estimated that approximately 50.000 street children live and work in the streets of big cities. The social mapping output in 1999 was estimated that the number of street children in 12 big cities in Indonesia was 39.861. Of that number, it is estimated that 1.322 places in 12 big cities where street children can be found working and playing. There are 6 cities which are reported having spots > 100, Jakarta 312, Bandung 120, Semarang 163, Padang 125 dan Palembang 101.

Why they live and work in streets?

There are 5 reasons, namely:

- (1) Macro economic social factor,
- (2) Reduction of social capital in community,
- (3) Domestic violence,
- (4) Traumatic occurrence at home/school
- (5) Existence of street -subculture

Problems in accessing education:

- (1) Psychology,
- (2) Economy,
- (3) Communication,
- (4) Limited information that is owned by street children
- (5) Structural.

Society often thinks badly of street children, that they are criminals and lazy for loitering on the streets. Society also often thinks that street children are only boys, but in fact there are many girls on the streets too.

Government, Ministry of National Education and Ministry of Manpower have programmes for street children within the framework of the literacy programme and basic education programme for skills development.

Whereas the NGO have special programmes targeting street children, such as:

- (1) To adopt all programmes from The Ministry of National Education,
- (2) To implement the *Package A* and *B* programmes,
- (3) To adopt all programmes of The Ministry of manpower,
- (4) To implement training programmes
- (5) Survival skill programmes.

However, there are some problems faced by NGOs:

- (1) NGO staff or volunteers have various education levels.
- (2) Salaries of NGO staff are low.
- (3) Limited support from the government,
- (4) Lack of support from informal leader and
- (5) Lack of support from the private sector.

Whereas the challenges faced by NGO in the teaching and learning process are:

- 1) Modification of the module by tutor sometimes cannot be applied in accordance with the children's needs.
- 2) Lack of supporting materials, which are used in accordance with the capability of the children.

Challenges faced by NGO in vocational programs:

- 1) What kind of vocational programme is suitable for street children?
- 2) Where will street children who have graduated from college be channeled?
- 3) NGOs doesn't have professional trainers and often use their own staff.
- 4) Limited amount of fund to procurement of materials and tool s.
- 5) Street children sometimes consider vocational programmes as a part of recreation than productive activity.

○ **Presentation III:**

”Review of Street Children Education Programme and Policy ”

By Mr. Makmur Sunusi (Director of Bina Pelayanan Anak, DEPSOS).

Mr. Sunusi explained that the Ministry of Social Welfare is handling street children in the context of welfare. The key objective for the Ministry is to put street children ”back to school” (education service). Having carried out a mapping of street children, Mr Sunusi, stated that street and working children are continuously moving to and fro from their home to the streets/work and that they preferred the concept of Rumah Singgah (study –house). Rumah Singgah can act a meeting point for street children. Mr Sunusi also noted that special scholarships needed to be prepared fro street children, in order that they can obtain an education service. A Study house or ‘rumah singgah’ can become a place to motivate children to go back to school and return to their homes.

○ **Presentation IV:**

”Report of National Networking Output

By Franky (YBMI).

Materials presented consist of:

Reasons for children go down to the streets:

- (1) Orphans,
- (2) Flee from their house,
- (3) Just follow their friends,
- (4) Help their parents,
- (5) Victim of violence in family
- (6) To earn some money in order to pay their school fee.

Street children usually have strong characters and generally are creative, enjoy freedom and independence and do not like rules and regulations.

Background of the National Network for Street Children:

- 1) To bring NGOs together to share experiences and collaborate in their work for street children

- 2) To coordinate with the government.
- 3) To avoid the duplication in service for street children,
- 4) To improve efficiency
- 5) To improve the quality as individual and organization.
- 6) To increase the quantity of service.
- 7) To improve the impact of service.

Based on this background, the network has been declared as the REAL Network (Realize Education for All Network). Realizing that children, especially dropout students are the subject and not the object of programmes, the Network commits to collaborate in the following context:

- 1) No discrimination,
- 2) Do not bring personal or group interest.
- 3) To hold high the belief in equality.
- 4) To hold high the fundamental belief in the state.
- 5) Share experiences.
- 6) Collaborate without interfering in other agencies' internal affairs.

The objective of the REAL *Network for Street Children*:

- 1) To be willing and ready to struggle for children's rights.
- 2) To help the government and NGO in implementing the EFA for street children.
- 3) To maximize and accelerate the achievement of EFA Goal

Action Plan:

- 1) To form a local network.
- 2) To decide on the local facilitator.
- 3) To build up a relationship with the government.
- 4) To make a database.
- 5) To form a media strategy.
- 6) To implement national network workshops/meetings.

Day II

- Group discussion to make action plan of national education for street children by emphasising the following:
 - a. Developing the legal base that supports the improvement of education for street children
 - b. Strategy of socialization concerning the children's rights especially in terms of education.
 - c. Designing the approach patterns and education menus for street children
 - d. Planning of programme implementation in a concrete form.

III. RESULTS OF THE NATIONAL POLICY FORUM

STREET CHILDREN OF INDONESIA

1. Categories of Street Children in Indonesia

According to Jefri Anwar, there are two categories of street children in Indonesia:

1. Children who waste most of their lifetime in street and or public places and spend only little time for work.
2. Children who spend most of their lifetime in street for working and earn some money for their family.

Meanwhile, according to Hadi Utomo there are four categories, mainly:

- a) Children who live and work in street and have no contact with their family.
- b) Children who work in street, but they have family and still have contact with them.
- c) Children who work in street and stay everyday with their family.
- d) Children in conflict with the Law.

Ministry of Social Welfare in Indonesia defines street children as:

- a) Children of the street; children who live in street, they are drop-out of school, and have no contact anymore with their family.
- b) Children on the street; children who work in street, they are drop-out of school children but they still have contact even though not regularly with their family.
- c) Vulnerable to be street children; they are school children and drop-out children who spend their time in street but they still have contact regularly with their family.

2. Number and Places of Street Children

Research conducted by Ministry of Social Welfare in 1999, indicates that there are 50.000 street children who live and work in the streets of 12 big cities of Indonesia. They are centered in 1.322 places. Six cities out of the 12 cities have more than 100 places, they are; Jakarta with 312 spots, Bandung with 120 spots, Semarang with 163 spots, Padang with 125 spots, and Palembang with 101 spots.

3. Street Children's Profile

The street children profile is based on data gathered from street children through the following:

- Survey and mapping of street children (Ministry of social and university at Atmajaya, 1999)
- Evaluation of the impact of JPS (Jaring Pengaman Sosial – Social Safety Net) Through the Rumah Singgah (temporary shelters) for the well being of street children (Yashinta, 2001)

Although a direct comparison on those data could not be made, since mapping data were obtained through surveys, while the evaluation data of JPS and non-JPS study were obtained through surveys on NFGs targets' street children.

Table 1: Sample distribution based on gender and city

| City | Male | Female | Total |
|----------|------|--------|-------|
| Jakarta | 38 | 14 | 52 |
| Surabaya | 26 | 5 | 31 |
| Makasar | 20 | 10 | 30 |
| Bandung | 42 | 6 | 48 |
| Total | 126 | 35 | 161 |

Sources Yashinta, 2002.

Based on the collected data on the study, there were 78.3% male street children and 21.7% female street children assisted by the NGOs who did not receive any

JPS (HNSDP/SPSDP). The majorities of them (95.8%) were between the ages 7 to 18 years and were group-based school ages (primary and secondary school).

However, based on their duration in the street, those non-JPS receiving NGOs were generally dealing with street children who have been on the street for a longer period of time. This is also backed by the fact that the children supervised by the non-JPS NGOs were younger when they first entered the street than those who were handled by the JPS receiving NGOs. Further data indicated that those street children under the non JPS NGOs were school dropouts. Thus, they were more difficult to be handled by the Non-JPS NGOs.

Several factors could be attributed to such phenomena, as the handling of vulnerable street children was permissible under the HNSDP/SPDSP schemes. On the other hand, a concern that the project might miss its targets had led the NGOs to search for much easier street children to be handled.

In terms of child protection, the existence of NGOs without any access to the HNSDP/SPSDP were in fact, allowed street children to keep receiving their basic social services. On the other hand, a more lenient administrative service system had given the opportunity to the social workers to reach out to those who were considered as children of the street.

The majority of the children (60%) had experienced living in the streets for 2.5 years, 17.4% of them had lived in the streets less than 2 years, 6.8% of them have spent in the streets for duration of 6-9 years, and the other 6.8% had lived in the streets for more than 10 years.

According to NGO officials and social workers, the longer children live in the streets the more difficult it is to pull them out of the streets. When they have been living for more than 2 consecutive years in the street, usually they are adapted to street life including changes in their attitudes and behaviors to deal with harsh environment in the streets, exploitation, and cope with perils. Nonetheless, aside from bad conditions surrounding them, eventually they are used to having more fun with their life in the street. Generally, they are enjoying the freedom of street

life, easy money, using their earning at their own will, and having fun with their daily-to-day life.

The main activities of street children are as street singers (52.8%), while the remaining are as street vendors (19.3%), scavengers (8.7%), carriers (3.1%), shoes polishers (3.1%) anything (3.1%), beggars (2.5%), parking warden and others (1.9%), brokers (1.2%), umbrella renters (1.2%), car washes (0.6%), and “jockeys” (a three-in-one street zoning at certain hours to reduce traffic congestion (0.6%).

4. Street Children’s Family Profile

Children enter the streets for several reasons. One of the main factors pushing children to hit the street is their immediate families. This study revealed that generally street children come from poverty-stricken families.

In general, street children families have to support more than two children (75%). A study involving 128 families revealed that the number of members in the family ranged from 2 to 13 persons. On the average, there were 5.91 dependent members in street children families, which is exceeding the national average of 4.2 members in a family (Susenas 2001).

The most common numbers were families of husband, wife, and children (90%), while the remaining have incomplete parents (either husbands or wives due to divorce or death). Some of the families live with their parent-in-laws (3%), grandchildren (2%), sons-or-daughters-in-laws (4%), and extended families.

Some respondents live in their own houses (51.6%), rented houses (39.1%), other persons houses temporally (8.6%), and others (0.8%). Houses are commonly built either semi-permanently (41.4%) or non-permanently (35.2%), and only (22.7%) of them were permanently built.

Houses size ranges between 4 m² to 160 m², with the majority of them are 5 m² (12.5%) and 12 m² (7.8%). There were 2 respondents occupying houses larger

than 100 m², both of them are from Makassar. Apparently, these houses are meant to hold the whole families together living in the same house. (Yashinta, 2002)

Small houses and crowded inhabitants had led to a high house occupancy, which in turn drove the children away and hit the streets, some of them even felt more comfortable living on sidewalk, markets, city parks, or under the bridge. Since *Rumah Singgah* and the like (*pondokan* – shelter/ *rumah belajar* – study house/ *Sanggar* – studio) were made available, street children found new “home” for them to live in. They prefer living outside their own house rather than living in cramped places together with their parent and siblings.

There is a tendency that the place of origins of street children families, particularly in Surabaya and Makassar, were from the neighboring cities or district around the capital city of the provinces. Street children’s families in Jakarta are originated from cities or districts in the northern coastal zone of West Java. Street children’s families in Bandung are mostly from within the city itself. It is necessary to plan sound strategies to handle poverty-stricken families in their places of origin, thus discouraging them from migrating to big cities in the same province.

GOVERNMENT POLICIES, STRATEGIES AND PROGRAMMES FOR STREET CHILDREN

A. IN EDUCATION

1. Pertinent Laws and Policies Bearing On the Non-Formal Education

Before 1999, Indonesian education was a highly centralized system. The structure consisted of national, regional or provincial, district and sub-district levels that constituted an extended hierarchical form of managerial system. The central government decided policies of non-formal education program, curriculum, textbook, education personnel recruitment and promotion, and technical operation and management of non-formal education. Provincial level implemented these policies almost without much adaptation to any local condition. District and sub district levels

were then implemented both national and provincial policies into school practices. In this situation the tutor and educational facilitators at the foot of the hierarchy had almost no power to adjust their programme to their own needs and capacity.

However, the Law 22/1999 abolishes any hierarchical relationship between districts/municipals, Province and Central administration with regards to decentralized Authorities. The Law 22/1999 broadly outlines powers and responsibilities of each government level. Thus a kind of the new relations between the district governments and central government are established. This Regional Autonomy initiative is accompanied by decentralization of expenditure responsibilities, finances, assets and personnel. In education, the authority held by central government includes: developing minimum service standard for education, developing minimum competency standard for teachers, determine minimum teachers' qualification for each education level, as well as managing accreditation and certification.

In line with the implementation of the Law No 22, 1999, and its Government Regulation No 25, 2000, the legal products are being improved resulted in the amendment of 1945 Constitution and Education Law No 20, 2003.

2. The important of education

The preamble of the amendment of 1945 directs all attempt to nation building that is “to advance general prosperity, to develop the nation’s intellectual life, and to contribute to the implementation of a world order based on freedom, lasting peace and social justice” which based on *Pancasila* the five principles of the nation consisted of: “the belief in the One and Only God, on just and civilized humanity, on the unity of Indonesia and on democratic rule that is guided by the strength of wisdom resulting from deliberation/representation, so as to realize social justice for all the people of Indonesia.”

Therefore, education according to the preamble of the Constitution plays an important role especially for developing the *nation’s intellectual life*. This amendment resulted in recognition that education is a prime social institution that has to be supported by other social institutions includes law, social-culture, economics, and

politics as the collective awareness. Education should also be responsive to the unbalance population structure, socio-economic gap, digital divide, and self-adjustment to the new values in the globalization era; and it should be directed to the nation character building.

3. The rights to education

The important of education is further elaborated in the Constitution, which explains the right to education as stated in the Article 28C, verse (1): “Every person has the right to self-realization through the fulfillment of his basic needs, the right to education and to partake in the benefits of science and technology, art and culture, so as to improve the quality of his life and the well-being of mankind.” The right to education is stated in article 31, (1) “Each citizen has the right to an education” and (2) “Each citizen is obliged to follow basic education and the government has the duty to fund this.” In terms of budget system the Constitution strongly regulates that “the state shall give priority to the education budget by allocating at least twenty percent of the state’s as well as of the regional budgets to meet the requirements of implementing national education” (Article, 31, verse (4)).

The rights to education are further articulated in the Education Law, No 20, 2003, article 5:

- (1) Every citizen has equal rights to receive a good quality education
- (2) Citizens with physical, emotional, mental, intellectual, and/or social deficiencies shall have the right to receive special education.
- (3) Citizens in the remote or less-developed areas and isolated areas have the right to receive education with special services.
- (4) Citizens who are proven intelligent and especially gifted have the right to receive special education.
- (5) Every citizen shall have the right to enhance his/her educational ability in the process of life-long education.

In order to fulfill citizens’ rights to education, non-formal education should provide more access for children in less-developed areas, remote areas, children with social problem, child trafficking, and children in conflict areas.

The Education Law, 20, 2003, article 40, verse (1) and (2) regulates rights and responsibilities of education personnel that they are entitled to:

- a. Have respectable professional salary and adequate social welfare provision;
- b. Obtain recognition based on their duties and performance;
- c. Have opportunities to develop their career in accordance with the requirement for quality improvement;
- d. Have legal protection in carrying out their duties and the rights to intellectual property;
- e. Have access to educational facilities, equipment and resources to enhance the effectiveness and efficiency of their work.

Educators and education personnel have the responsibilities to:

- a. Create meaningful, joyful, creative, dynamic, and mutually interactive education environment;
- b. Demonstrate professional commitment to the improvement of the quality education;
- c. Be the role model and uphold the reputation of their institution, profession, and position in accordance with the trust deposited in them.

Based on these legal basis, it is expected that both central and district administrators are capable to achieve better management of non-formal education in order to develop *nation's intellectual life* as required by the Constitution and realize the right to of the citizens to enhance their skills in process of life-long education.

4. Non-formal education

According to Education Law, No 20, 2003, Article 26:

- (1) Non-formal education is provided for community members who need education services which function as a replacement, complement, and/or supplement to formal education in the frame of supporting life-long education.
- (2) Non-formal education is aimed at developing learners' potentials with emphasis on the acquisition of knowledge and functional skills and developing personality and professional attitudes.
- (3) NFE comprises life skills education, early childhood education, youth education, women empowerment education, literacy education, vocational training

and internship, equivalency program, and other kinds of education aiming at developing learners' ability.

- (4) A non-formal education unit consists of training centers and colleges, study groups, community learning centers, *majelis taklim*, and other education units of the similar type.
- (5) Training centers and colleges are provided for community members who are in need of knowledge, competencies, life skills, and attitudes to develop personality, professionalism, working ethics, entrepreneurship, and/or further education.
- (6) The outcomes of the non-formal education shall be recognized as being equal to the outcomes of formal education program after undergoing a process of assessment by an agency appointed by the Government or Local Government based on national education standards.

In order to realize the Education Law, the equivalency programme has to be redesigned in terms of meeting the needs of the target learners and achieving the national education standards. Thus, the activities mainly include: improvement of curriculum and its guideline, and national examination, as well as professional development for tutors and implementers. Cooperation, collaboration and involvement of community are encouraged in non-formal education. The partner includes non-government organization (NGO), social-community organization (orsosmas), rural development specialists, and government institutions. Ministry of Home Affairs, Ministry of Agriculture, Ministry of Forestry, and Ministry of Marine and Fishery, Ministry of Religion Affair, and universities and also private sectors such as NIKE shoes, Beauty and parlor agency i.e. cosmetics, herbal medicine, and SPA involved in the life skills programmes.

5. Local context of the disadvantaged group

At the macro level, the basic education policy has resulted in a progress of the primary school enrolment rate from 94.8% in 1999/2000 to 99,63% in 2003/2004, and junior secondary school enrolment rate increase from 73.02% in 1999/2000 to 80.49% in 2003/2004 (ORD, MONE, 2004). However, there are number of children who drop-out, cannot go to further education, and children who have no schooling experiences at all. In 2003/2004 there are

2.42% of dropout from primary schools; 2.74% from junior secondary schools, and 3.02 percent from senior secondary schools. The numbers of dropout children are usually higher in rural, where most of them are children of poor communities who live in agriculture and coastal areas, and those who have personal, social, physiological, and law problems. Furthermore, although the quantitative progress on education access has been achieved, equal access for quality remains problematic for them.

The Education Act, No 20, 2003, has clearly stated the importance of special services for disadvantaged groups including rural areas:

“Education with special services is provided for learners in the remote and less developed areas, and/or for learners who are victims of natural disasters, suffers from social deficiencies, and those who are economically disadvantaged” (Education Act, No 20, 2003, article 32, verse 2).

This article 32 implies that special attention should be given for disadvantaged groups including those who are economically disadvantaged (drop outs, no further education, child workers, **street children**), poor agriculture communities and fishermen, and those who suffer from social deficiencies (children trafficking), victim of natural disaster, and those who live in remote areas, including ethnic minorities.

If we look at Table 2, it can be seen that enrollment rate of the rural is 57.5% for Junior Secondary School which is much smaller than urban (72.7). This is worsening in Senior Secondary School (rural: 28.7 and urban: 56.1), and the worst at university levels (rural: 2.1 and urban: 15.4).

Table 2 shows the difference in school enrollment rate for 9 years basic education especially of the children aged 13-15 in the Junior Secondary School.

Table 2 School Enrollment

| School levels | | | |
|---------------|------------------|------------------|------------|
| Primary | Junior Secondary | Senior Secondary | University |

| | School | School | School | |
|---------------|--------|--------|--------|------|
| Urban | | | | |
| Male | 92.3 | 72.5 | 56.9 | 16.0 |
| Female | 92.0 | 73.0 | 55.2 | 14.9 |
| M + F | 92.2 | 72.7 | 56.1 | 15.4 |
| Rural | | | | |
| Male | 92.6 | 56.2 | 28.5 | 2.1 |
| Female | 93.0 | 58.8 | 29.0 | 2.1 |
| M + F | 92.8 | 57.5 | 28.7 | 2.1 |
| Urban + Rural | | | | |
| Male | 92.5 | 62.6 | 40.5 | 8.8 |
| Female | 92.6 | 64.5 | 40.6 | 8.3 |
| M + F | 92.6 | 63.5 | 40.6 | 8.8 |

Source: Susenas, BPS (2003)

In terms of the illiteracy rate, Table 3 shows that illiteracy rate of the rural female of all population age group is the highest one (15-24 years is rural is 2.44%, 25-44 years is 10.29%, 45 years and over is 42.90%) Although the urban female has better illiteracy rate than the female in rural areas, its achievement is much lower in compare to the urban male. The worst condition is coming from 45 and over years of age of the female in the rural area. Table 3 also indicates that the illiteracy rate is much higher in rural area for both female and male, and it is more than doubling number (12.16%) in comparison to urban area (4.91%). The Table shows a similar pattern for male and female in each group of ages. Female illiteracy rate in both rural and urban areas (12.28%) is two times more than that male (5.84).

Table 3 Illiteracy Rate

| | Age (years) | | | | |
|-------|-------------|--------|-------|------|-----|
| | 10 – 14 | 15 –24 | 25-44 | > 44 | 10+ |
| Urban | | | | | |

| | | | | | |
|---------------|------|------|-------|-------|-------|
| Male | 0.55 | 0.54 | 1.24 | 8.53 | 2.76 |
| Female | 0.42 | 0.58 | 3.41 | 23.33 | 7.04 |
| M + F | 0.49 | 0.56 | 2.35 | 15.84 | 4.91 |
| Rural | | | | | |
| Male | 1.90 | 1.96 | 4.95 | 20.73 | 8.12 |
| Female | 1.50 | 2.44 | 10.29 | 42.90 | 16.21 |
| M + F | 1.71 | 2.20 | 7.67 | 31.75 | 12.16 |
| Urban + Rural | | | | | |
| Male | 1.38 | 1.32 | 3.29 | 15.86 | 5.84 |
| Female | 1.08 | 1.58 | 7.26 | 35.15 | 12.28 |
| M + F | 1.24 | 1.45 | 5.32 | 25.43 | 9.07 |

Source: Susenas, BPS (2003)

It can be understood from the disaggregated data shown by Table 2 and Table 3 that the disadvantaged people need certain special services for education, which can be benefited by them. The rural area suffers for less infrastructure, in-adequate clean water, health services, as well as insufficient electricity, transportation and communication system. *Bahasa Indonesia* is also a problem for rural area. Insufficient communication skills in *Bahasa Indonesia* are one contributing factor to education development in rural area. Often less-educated people from the rural migrate to and work in urban. Most of them remain poor in the urban because of competition and insufficient skills to work in the urban. Therefore the urban poor also need special attention and actually have similar limitation to those in the rural areas in terms of clean water, sanitation, health and communication services.

6. Government policies in education:

- a) Widening education access for citizens.
- b) Improving quality of education.

- c) Improving the relevance of education with the need and demand of development.
- d) Improving the efficiency and professionalism of management of education.

7. Government strategies in education for street children:

- Empowering and facilitating NGOs to work, in education, for street children and other disadvantaged groups.
- Improving participation of communities and private sectors in education
- Capacity building of human resources
- Improving cooperation with training units and institutions
- Improving quality of management of education
- Providing education and life skills based on street children's talent and interest.
- Building street children's character.
- Utilizing the network between the government and NGOs
- Strengthening cooperation and network between the government and community.

8. Government Educational Programs

- 1) Widening education access for citizens through:
 - a) Equivalency education (Package A, B, C programs)
 - b) Literacy Education / Functional literacy
 - c) Open Junior Secondary School and regular Junior Secondary School and Senior Secondary School.
 - d) Family education and gender education
 - e) Scholarship
 - f) Financial capital
 - g) Life Skill programs
 - h) Courses
 - i) Community Reading Resource
 - j) Apprenticeship
 - k) Publication
 - l) Supervision

m) Socialization of the importance of education for all.

2) Improving quality of education through:

- a) Training and capacity building for education personnel
- b) Coordination with other institutions
- c) Implementing community based management
- d) Providing modules and reading books

3) Improving the relevance of education with the need and demand of development through:

- a) Providing training and life skills workshop relevant to the need and interest of the street children.
- b) Building their character and moral.
- c) Helping the street children to get job.
- d) Providing training in management and entrepreneurship supervision.

4) Improving the efficiency and professionalism of management of education through the followings:

- a) Making use and developing the network
- b) Empowering the existing resources (from both the government and community)
- c) Other programs that can bring the street children back to school.

9. Equivalency education Package A, B and C: the best alternative for Street children

Equivalency education is part of the non-formal education system in Indonesia and consists of Package A, Package B, and Package C Programmes. Package A is equivalent to Primary School, Package B is equivalent to Junior Secondary School, and Package C is equivalent to Senior Secondary School. The programme caters to the education needs of those community members who have no access to education due to poverty, those who are school drop outs, those of productive age who wish to improve their knowledge and skills, those who require particular educational services

in order to be able to cope with improvement in welfare and changes brought about by science and technology.

a. Package A

Package A is a non-formal education programme. It is designed for those community members who cannot attend Primary School and its equivalence because of social, cultural, psychological, economic, time and geographical factors. The outcome of the program has right to get a certificate that is equivalent to the Primary School certificate.

b. Package B

Package B is non-formal education programme. It is designed for those community members who cannot attend Junior Secondary School and its equivalence because of social, cultural, psychological, economic, time and geographical factors. The outcome of the program has right to get a certificate that is equivalent to the Junior Secondary School certificate.

c. Package C

Package C is a non-formal education programme. It is designed for those community members who cannot attend Senior Secondary School and its equivalence because of social, cultural, psychological, economic, time and geographical factors. The outcome of the program has right to get a certificate that is equivalent to the Senior Secondary School certificate.

d. Equivalency Education Curriculum: meeting the needs of street children

The diversity of backgrounds; economic, social, psychological, and different competencies and ages require contextualized, customized, academic and skill oriented curriculums. Thus, the Directorate has been designing new academic curriculums, updating the existing curriculums and making them relevant to the non-formal education, and formulating competency standard of Package A, B, and C programs. The Directorate also has been designing new life skill curriculums: livelihood, home management, local economics, and work ethics. The updated and

new curriculums realized different ages and diverse backgrounds and urgent need of learners.

The curriculum is designed based on the local conditions and potentials and relevant to the needs of the target learners and groups. It includes 40 percent of life skills through work-oriented program consist of household and local economy, income generating skills, entrepreneurship, work ethics, and career guidance. The curriculum consists of the followings:

1. Moral building and academic oriented subjects that equivalent to minimal competency that has to be achieved by primary and secondary education that include: Religion, Citizenship and Social Sciences, Indonesian language and its literature, English, Mathematic, Science of Physic.
2. Life skill oriented subjects that stress on abilities to create one's own work or to develop business enterprise for oneself and for others. The subjects consist of: Work Ethics, Home Management, Local economics, Livelihood (optional, based on local potentials), Art, and Physic Education.

10. Out of School Education Institutions: Schools for street children

There are out of school education institutions that implement programmes and activities for out of school learners including the street children. Some of these institutions are belonging to the government, some are community-based institutions facilitated by the government and some are private. The institutions briefly are as follows:

a) PKBM (Pusat Kegiatan Belajar Masyarakat/Community Learning Centers)

PKBM is a place or center for community learning. It is non-formal educational institution belonging to and managed by social organizations, religious institutions and other community organizations. The role of the Directorate of Community Education is as facilitator. It is established for empowering community's potencies for economic, social and cultural development. PKBM as center for learning, which is from and for benefit of communities, is neutral and flexible in its nature. It is open for all kinds of communities to learn all their needs and demands

and under guidance of tutors they can, freely, set their learning subjects. PKBM serves many programs, among them are; early child education, functional illiteracy, equivalency education of Package A, B and C program, vocational courses, etc. Currently there are 3.064 PKBM scattered in cities and villages in all over 400 districts of the country, some are transmigration community based, agriculture community based, street children based, prisoners and ex prisoners based.

**b) BPPLSP (Balai Pengembangan Pendidikan Luar Sekolah dan Pemuda/
Center for developing of out of school education and youth)**

BPPLSP (Center for developing of out of school education and youth) is a unit of technical service owned and managed directly by the Directorate General of Out of School Education and Youth, Department of National Education. It is responsible to develop a model for implementation of non-formal education. Currently there are 5 BPPLSP, each in province level; Semarang (Central Java), Bandung (West Java), Surabaya (East Java), Medan (North Sumatra), and Makasar (South Sulawesi). The unit conducts research studies and non-formal education programs, including equivalency education of Package A, B, and C programme.

**c) BPKB (Balai Pengembangan Kegiatan Belajar/ Center for Learning
Activities Development)**

BPKB (Balai Pengembangan Kegiatan Belajar/ Center for Learning Activities Development) is a unit of technical service owned and managed by Department of Education in province level. Now, there are 23 BPKB in 23 different provinces in Indonesia. As BPLSP it develops a model for implementation of non-formal education by conducting research studies and programs on non-formal education activities, including Package A, B, and C programs.

d) SKB (Sanggar Kegiatan Belajar/ Center for Learning Activities)

SKB (Sanggar Kegiatan Belajar/ Center for Learning Activities) is a center for learning activities, owned and managed by Department of Education in district level. Now, there are and 277 SKB spread in 400 districts of the country. As a center of

learning activities, it provides different kinds of non-formal education programs for communities, including Package A, B, and C programmes.

e) Pondok Pesantren (Religious boarding schools)

Pondok pesantren is the earliest educational institution in Indonesia. It began together with the coming of Islam in the country 13 centuries ago. It has been playing very important role in spreading the religion of Islam and in the development of religious educational system in the country. Today there are 14.000 pondok pesantrens in Indonesia. Most of them are in villages and rural areas. Most of their learners are poor children of agriculture and coastal communities. Pondok pesantren, which are under supervision of the Ministry of Religious Affairs, provide formal and non-formal education. With the signing of MOU between Directorate General of Out of School Education and Youth Ministry of National Education and Directorate General of Islamic Education and Institution Ministry of Religious Affairs, many pondok pesantrens serve equivalency education of Package A, B and C program.

f) Religious and Social Organizations

Among the biggest religious organizations in Indonesia are Muhammadiyah and Nahdlatul Ulama. The two organizations possess thousands of education institutions, mosques and religious circles (Majlis Taklim) spread in all over the county. Some of these thousands of education institutions, mosques and religious circles provide equivalency education programs. Other than these two Islamic organizations there are also organizations belonged to the Christian, Catholic, Hindu and Buddha that serve the same programs.

g) Community Organizations

Community organizations (LSM) are encouraged to work for non-formal education programs. Many community organizations established PKBM then serve equivalency education, and some of them server the program without establishing PKBM.

B. SOCIAL WELFARE

1. Government policies in social welfare:

- a) Improving services for family, community and solving their problems
- b) Encouraging the role of family and community in all activities and programs.
- c) Improving network cooperation with the relevant sectors; with other government sectors, social organizations, NGOs and international institutions.
- d) Strengthening cooperation with high learning institutions, students' organizations, religious and traditional (*adat*) institutions, and private sectors.

2. Government Strategy in Social welfare:

- a) Empowering the environments by improving social care of the street children and providing facilities and resources needed for development of their skills.
- b) Helping street children to develop their role and right as children.
- c) Protecting street children from dehumanization
- d) Improving their social welfare

3. Government programme in social welfare:

- a) Empowering the laws among the government sectors in all levels; central, province and district levels, for the purpose of protecting the street children from any injustice act.
- b) Protection programs; including lifting poverty in villages and cities, providing assistance and jobs, social welfare programs, and financial capital programs.
- c) Rehabilitation and healing programs conducted by Ministry of health, Ministry of social, Ministry of Religious Affairs, NGOs, universities, and Ministry of National Education.
- d) Empowering programs through life skill trainings conducted by Ministry of social, Ministry of Man Power Affairs, Ministry of Industry and Trade, Ministry of National Education, and NGOs.
- e) Other support programs; mapping, identification of problems, preparation of human resources, providing facilities such as: house, boarding house, and orphanage.

4. Approaches to Street Children

- ***Street based***, is an approach to street children by making relation and communication with them, listening to their problems, solving their problems then, supervising and counseling them in the street. This approach for the purpose of preventing them from negative influences of the street and instilling in them good values, knowledge and vision. One of the models for this approach is Mobil Shabat Anak (Children's Friend Caravan)

- ***Center based***, is an approach where the street children as service recipients placed in a certain "center" or a center of activities or a house in a certain time. In that place the street children will get service. One of the models this approach is *Boarding house*.

- ***Family and Community based***, is an approach involving families and communities for the purpose of preventing their children to get in street and providing facilities needed by the children as substitutes. This approach aimed at developing awareness among family members and communities of their responsibilities in solving the problems of the street children. Rumah Singgah (Drop-in house) is a model of this service and as also a model for the above two approaches.

Models of service for the street children

There are three models of service for the street children developed by the Ministry Social Welfare. Briefly the models are as follows:

❖ Rumah Singgah (Drop-in house) for the street children

Rumah Singgah (Drop-in house) is an intermediary facilitate between street children and all parties that would like to help them. This Rumah Singgah plays very important

role in process of introducing and re-socialization of societies' and communities' normal norms and values to the street children. It is as the first stage for the street children to get later further services.

The objective of Rumah Singgah in general is to help the street children to solve their problems and to find out alternatives for fulfilling their needs.

In specific the objectives of Rumah Singgah are as follows:

- a) To rebuild characters and behaviors of the street children to meet with the common values and norm existed in the society.
- b) To find any possibilities to bring the street children back to their family or to any boarding house possible for them.
- c) To provide different kinds of services needed for the street children for their future betterment of life.



Mobil Sahabat Anak (Children's Friend Caravan)

Mobil Sahabat Anak (Children's Friend Caravan) is a unit of mobile caravan that is responsible to visit and to give services to the street children in their places or in the streets where they meet and gather.

In general the objective of this Mobil Sahabat Anak is to widen social services by visiting the street children in their own places for the purpose of giving supervision to them and finding alternative to get them back to the Drop-in house or to any government unit or to any NGOs.

While specifically this Mobil Sahabat Anak is designed for the following objectives:

- a) Providing direct and easy services to the street children
- b) Giving supervisions for the street children and supplying them different information and social services needed
- c) Providing service of reference for the street children for building their capacity and educating them to be productive community.



Boarding House

Boarding house is an extended service or further service for those street children who had been serviced in the Rumah Singgah.

The general objective of this Boarding House is to widen and extend services comprehensively and completely for the street children in order to educate them to be productive and independent society.

While the specific objectives of the Boarding House are:

- a) To maintain their positive conduct, then they can be a role model for other street children.
- b) To give opportunity for the street children to get an extended service in order to solve their problems.
- c) To teach strategy of independence for the street children by which they can get out from their problems.

THE ROLES OF NON GOVERNMENT ORGANIZATIONS

1. NGOs and Their Approach Models to Street Children

Basically, most NGOs have more than one target, they work mostly with children and families. This is in accordance with the views of most NGOs and the general public that the issue of street children is related to problems related to the families. Therefore family intervention is urgent in removing children from the streets. The UEP (Usaha Ekonomi Produksi – productive economic enterprise) approach is the most common one taken by the NGOs, followed by religious and social work.

A. Children's Based Approach Model

An approach model based on children is a strategy that focuses on providing service for the fulfillment of their basic needs. Based on field study, it was found that the approach focusing on children varied greatly on each organization. Generally, service

focused on 6 main groups those were: 1) Religion, 2) Education, 3) Social work, 4) UEP, 5) Socio-culture, and 6) Health.

▪ **An Approach Focusing on Religion:**

This approach is a sound strategy to put a religious way of life into reality. Children are expected to become acquainted with certain values in the society. Some of the NGOs that focus on religious approach are:

- Bintang Pancasila Foundation (Jakarta).
- Al-Mustadh Afin (Jakarta)
- Darut Tauhid (Bandung)
- Pondok Taubat (Surabaya).

▪ **An Approach Focusing on Education**

This approach proposed from the notion that poverty is the root of most social problems, while illiteracy plays a dominant role in the increase of poverty. There are 11 NGOs that focus on this approach, they are:

- Jakarta: Komunitas Aksi Kemanusiaan Indonesia (the Indonesian Community for Humanity), Bintang Pancasila Foundation, Kartini Foundation, Mustadh Afin, and Nanda Dian Foundation.
- Surabaya: Alit, Pondok Taubat, Bina Anak Bangsa
- Makasa: Yaptau, LPMI, and Madani.

▪ **An Approach Focusing on Social Work**

This social strategy is based on profession basic study of institutional development. The institutions/ NGOs focusing on this approach are:

- Bina Mandiri and Saudara Sejiwa, which are backed by the graduates of the Sekolah Tinggi Kesejahteraan Sosial (College of Social Welfare) (Bandung)
- Lembaga Pekerja Sosial (Social Worker Institute) backed by graduates of the Sekolah Tinggi Ilmu Kesejahteraan Sosial (College of Social Welfare Science) Makasar.

▪ **An Approach Focusing on Micro Economic Enterprise**

Several economically promising skills, such as manual printing, sewing, and car mechanics were offered to boost children's economic conditions. Among some of the NGOs that focus on this approach are the following listed below:

- Pelita Ilmu Foundation and Kartini (Jakarta)
- ALIT Foundation and YLWD (Surabaya)
- Jati Foundation (Makasar)

▪ **An Approach Focusing on Culture and Sports**

Some NGOs aim to enhance children's self-reliance through culture and sports. The NGOs taking this approach are:

- Bias Kriaya (Bandung)
- Bina Anak Bangsa (Surabaya)

▪ **An Approach Focusing on Health**

This approach is common amongst NGOs in Indonesia due to the increase in drugs related problems and their impacts, such as HIV/AIDS. The NGOs that give a special attention to these issues include Pelita Ilmu Foundation (YPI) in Jakarta. The YPI programmes include prevention, community support for HIV/ AID carriers, and HIV testing.

B. Family Based Approach Model

This model focuses on strengthening the family as a participatory partner in development. Activities based around this model includes, credit schemes, training and group discussions/mediation. Group strengthening is meant to motivate each member of the group and in turn build strong coherence and strong sense of togetherness among members of the group. This model is a participatory approach which requires the involvement of the community or target groups in planning and implementing phase of projects. In addition, members of the groups agree and decide on the frequency and time for group conferences/meetings. Reaching out to the family was aimed particularly at building family awareness and responsibility for the fulfillment of children's rights especially with regards to their rights to education. Outreach into families is undertaken through house visits by field workers/social worker or informal gatherings held by the NGOs.

The study conducted by Yashinta (2002) indicates that there is a connection between service programmes offered to families and programmes offered to street children. The service programmes greatly improved the ability of parents to conduct their roles as good parents. Parents realized their duties to protect their children's rights, especially in the case where their children were spending their days on the street. The following services are offered to parents:

- Counseling.
- Training on children's rights.
- Child protection issues.
- Discussions of ways to preventing children from spending their time on the streets.
- Dealing with the street children.

The study has indicated that programmes working with families of street children were received positively as they provided a network of support for parents of street children.

C. Community Based Model

This model is a comprehensive approach to community development. It aims to empower the urban poor through participatory approaches involving all components of a local community. It is aimed at uniting all segments in the community in dealing with social problems emerging around them, including the ones related with street children, poverty, and the environment.

The followings are some examples of the benefits received by poor urban communities through this approach:

- Environmental improvements such as drainage, public clothes-washing places, wells, and construction of roads.
- Health services such as the provision of a health fund for local communities and sanitation facilities.

- Guidance and assistance on community-social affairs

2. An Integrated Model in Dealing with Street Children

Based on the understanding of the models of services developed by NGOs, and taking into account the decentralization strategies of the government, services for street children should take the following points into consideration:

- The government strategy of providing basic social service for street children should reflect the current decentralization process and the various changes which are expected to take place at central, provincial, and local levels. Programmes for street children can not be undertaken partially or in one sector. It requires an integrated approach.
- Child rights protection has to be part of all parties' commitment and used as the normative and standard base.
- The attempts to provide protection for street children should be regarded as the role of the state (executives, legislative, and judicial body) in the implementation of international Child's Rights instrument, which has been ratified by the Indonesian government.
- Governments need to take up their responsibility in protecting street children from the dangers in the street such as exploitation, abuse, neglect and discriminative treatment.
- The system of social service for street children should neither be counter productive to the children's growth nor become the first opportunity to violate the basic principle of the protection of child rights.
- Local resources that belong to local government have to be optimized to support the implementation of social service systems, while central government provides resources in the form of "core services" like Special Allocated Funds.

IV. ACTION PLAN FOR WORKING WITH STREET CHILDREN

POLICIES

1. To increase the implementation of the 9 years Compulsory education (including for street children).
2. To increase extension and equal distribution of education (including for street children).
3. To provide greater access for community groups who cannot be reached by education services.
4. To increase the availability of life skills and entrepreneurship education and quality non-formal education.
5. To increase equal distribution and quality non-formal education services for communities who cannot be reached by formal education, including drop out, illiterate, or the people who wants to increase their life skill and knowledge.
6. To increase education infrastructure.
7. To increase Drop-in centers for street children.
 8. To reintegrate street children back into their family (where appropriate).
9. To reintegrate street children back into their communities (where appropriate).
10. To encourage street children to go back to school or study groups.
11. To continue and strengthen the previous policies on social welfare for street children.

STRATEGIES

1. To empower community institutions (NGO, Religious Institutions, Social Institutions);
2. To increase community and private sector participation;
3. To increase human resources quality of educator and education personnel;

4. To increase cooperation with the Human Resources Development Institution;
5. To empower qualified Skill Education Institution;
6. To encourage networking amongst the education sector
7. To develop various street children service models according to culture and background;
8. To develop patterns and menu for education and learning according to street children's interest, talent, and characteristics.

PROGRAMMES

1. To extend and increase Equivalency Program (Package A, B, and C);
2. To extend opportunity for street children who follow the Open Junior Secondary School programme and Regular Junior Secondary and Senior Secondary School (for age 13-15 years);
3. To extend training opportunities
4. To provide scholarships;
5. To extend Entrepreneurship Group services among street children;
6. To extend Peer Group services ;
7. To increase and extend literacy education services;
8. To extend courses/training services;
9. To carry out life skills activities;
10. To enrich drop-in centers, orphanages etc;

- | | |
|-----|---|
| 11. | To extend, enrich, and empower street children based CLCs; |
| 12. | To make Mobile Units for Training; |
| 13. | To campaign and advocate on the rights of street children; |
| 14. | To continue previous programmes on social welfare for street children. |

E. NATIONAL ACTION PLAN FOR STREET CHILDREN

A problem for implementing and designing street children's education programmes is that this involves two sectors of national development, which can prove to be difficult. The Ministry of National Education is responsible for education whereas the Ministry of Social Affairs is responsible for social affairs including street children. The two ministries therefore have to coordinate any programmes to do with street children and education. The Indonesian government's policy on education among others are: (a) to promote the accessibility of people to education services, (b) to increase the quality of education services, (c) to promote the relevance of education to meet the community life, and (d) to increase the efficiency and effectiveness of the education service. Meanwhile, the policy of Indonesian Government in social welfare of street children is: (a) to encourage street children to leave street life and go back to school, (b) to encourage street children to unify with their parents and (c) to raise the economic security of the parents' of street children so that those parents will not be lead to exploit their children by sending them to work on the streets.

Regarding policies in education and social welfare, it is advisable that the two concerned ministries combine and coordinate their policies and programmes so as to jointly take care of street children's education in Indonesia. Matrix presented below is describing the combined policies, i.e., policies in education and social welfare sectors. Based on the matrix, the national action plan for street children can be

broken down into detail, for instance, what activities should be planned to solve problems of parents of street children, its justification, objective, expected output etc.

1. DETAILED ACTIONS

| Policy In Education | Policy in Social Welfare | | |
|--|--------------------------|---------------------|---------|
| | Return to Schools | Reunify with Parent | Poverty |
| Increase the Coverage of services | A | B | C |
| Improve quality service | D | E | F |
| Enhance the relevance of service | G | H | I |
| Improve the effectiveness and Efficiency of services | J | K | L |

(A) Increasing the Coverage of the Education Service to Encourage Street Children to Go Back to School

(a) Social education and campaigns to teach street children the importance of staying at school

Objective and Justification. This campaign is aimed at teaching street children about the importance of keeping away from the street life and the immediate negative aspects of living on the street. Moreover, the campaign informs them about the further adverse impact on their lives, for example, that being street children will put them into a poor community, to be a beggar, and to be the lowest society member which means that they will not be able to make their dreams real. The key objective of this project is to persuade street children to return to formal school life.

(b)Time Scheduling

Justification and Objective. The majority of street children's time is spent on the street undertaking various activities hence very little time is allocated for education/study. This means that street children become more and more detached from school and any form of education. Therefore, street children need to be encouraged to get organized so that they can manage their time and allocate some of it to education. The objective of this activity is to encourage street children manage their time better and provide lessons on time management.

(c) Introductory Education: “*Taman Bacaan Masyarakat*” (library)

Justification and Objective. If not “impossible”, it is very difficult to ask street children to go back to formal school life, directly. Therefore, it is essential to have an introductory “education” for street children, i.e., to provide them with a “library”. The activity is an endeavor to give street children a preliminary activity to keep in touch with books, again. This activity is meant to familiarize street children with the world of education, so that they became interested in non-formal education gradually. Moreover, they may be encouraged to pursue formal education, in the near future.

(d) Contest

Justification and Objective: One of interesting activities and probably has a high effectiveness is conducting various contests (in the form of sports or play) that can stimulate street children's pride. It is anticipated that contest involved through non-formal education programmes will attract the interest of street children to join with endeavor of bringing them back to school. Contests are expected to be able to teach issues around achievement, appreciation, solidarity, sportsmanship, and other good manners. As a side outcome, the contests will also probably result in some talented athletes or artists.

(e) Scholarship Award

Justification and Objective: The scholarship award scheme for street children is a way of encouraging them to stay in school, and prevent them from becoming real street children. At the beginning, it is necessary to collect data on street children to identify which street children are still in formal school, and live in with their parents. After that, data should be presented in such a way that it can be used to identify who will support or sponsor the scholarships (Ministry of National Education, Ministry of Social Affairs, companies or foundations).

(f) Story Telling

Justification and Objective: This project involves a social worker who will conduct a small survey by interviewing targeted street children about their favorite books, favorite stories or topics. The social worker will then meet with the street children regularly (once a week, biweekly, or once a month) at a place where street children play together or in their “library”. In that place, a social worker will start to read books that street children find interesting. It is expected that reading books to street children will stimulate their intention to read books themselves. If they read a lot of books, it is anticipated through this project that street children may become interested in going back to school

(g) Entertainment

Justification and Objective. The key objective here is to entertain street children through stories, movies singing/karaoke, running competitions etc. the one that contains a lot of hidden messages about leaving the street life. These activities that street children enjoy are aimed at enhancing solidarity, increasing sportsmanship, encouraging faith in God/religion and return to more formal education

(B) Increasing the Coverage of Education Service to Invite Street Children to Unify with Their Parents

(a) Social education campaigns to encourage street children on the importance of parents' protection

Objective and Justification. This activity is aimed at teaching street children the importance of keeping away from the street life with all its negative aspects and the importance of parental guide and protection. This activity of socialization is often carried out by an ex street child with the use of educational aids (learning kits, books, or movies).

(b) Time Scheduling

Justification and Objective. The key objective of this activity is to teach street children basic time management to ensure that they make time for getting together with their parents.

(c) Religious Teaching

Justification and Objective. This activity endeavors to invite street children to go back to school through religious support and teaching. The religious teacher will act as a spiritual guide for street children and will have good relations with street children and know and understand them well.

(C) The Improvement of Education Service Scope to improve the financial ability of the street children parents.

1. Life Skills Education

Objectiv:. The Life skills programme is offered through non formal education and is aimed at responding to the challenges of poverty. The life skill program is carried out based on the assumption that promoting skill related to the adaptability, creativity, independency and the strength of survival would be more advantageous in comparison with the accumulation of knowledge. By following the life skills programme, street children obtain the skills that will be useful for them when they leave their street life to enter into the new life which has a better status.

Kelompok Usaha Bersama (KBU) /Group of Enterprises

Definition and Objective. The Group of Enterprises serve as a learning programme which provides and gives the opportunity to the learning participants to develop the knowledge and useful skill to increase their income by “working” or “running a business”. In the context of education for street children, the objective of KBU is to widen the study opportunity for street children and prepare them so that they can get fixed income from the skill which they perform. The KBU programme can be implemented in CLC, Islamic boarding school, a cooperative, NGOs and many others. The development of enterprise can be done together with stakeholders, related office, business enterprises, banking, skill and business center and so forth. The indicator of successful KBU project is if the learning participants can develop and market their products and can get fixed income from their acquired skills.

Apprentice

Apprenticeship is learning by doing, on the job training, built-in learning, or internship training. Having been selected based on a certain criteria, the street child who can fulfill the requirements should be given the chance of an apprenticeship. In the apprenticeship programme, the learning and working process is done at the same time. Through the apprenticeship process, the ex-street child can learn step by step, from the beginners until they become skilled workers. Apprenticeships can be translated as an institution or programme and learning strategy. Apprenticeship as an institution means a unit of out of school education which is formed as a place for showing, telling, learning, doing and checking within the framework of learning and earning at the same time. Apprenticeship as a unit of out of school education, consists of raw input (learning participants), tool input (curriculum, teachers, education facilities), and environment input (natural and social and culture environment).

(d)Education for Youth Employment

Description. This activity is aimed at street children aged 15 years and older. By following this activity, they will be given skilled training so that they are ready to work, and after that they are guided to obtain a job. The key objective of this activity is to shift street children from street life to the field of work. The target of this activity is street-working children. Having been recruited, they are given training by a highly competent training center which has links to the government and/or private sector.

(D) Improving the quality of education Service to attract street children to go back to school

- Preparing the extension materials to attract street children to go back to school.
- Preparing the proper extension facilities.
- Preparing the extension methods.
- Preparing the guidelines for teaching “Time Management” to the street children.
- Preparing the teaching method of time management for street children.
- Preparing the guidelines of library management.

- Increasing books periodically.
- Preparing the guidelines of implementing special Education Service for street children
- Preparing books and other learning facilities required in a sufficient number.
- Recruiting and training of tutors for street children
- Preparing the guidelines to implement some competitions or festival for street children.

(E) Improving the quality of Education Service to attract street children to return to their parents

- Preparing the extension material to attract street children to live together again with their parents
- Preparing the extension material
- Preparing the methods of extension to attract street children to go back to their parents
- Preparing the guidelines of teaching time management for street children
- Preparing the teaching methods of time management for street children
- Tutor Training

(F) Improving the quality of education Service to improve the financial ability of street children parents

- Preparing life skill materials
- Preparing the guidelines of group enterprise, apprenticeship and Education for Youth Employment
- Preparing the teaching methods of Life Skills Education
- Preparing the Guidelines of KBU, apprenticeship and Education for Youth Employment
- Tutor training

(G) Improving the relevance of Education Service to attract street children to go back to school

- Developing the curriculum of special education service for street children which is aimed at attracting them to school.
- Developing teaching methods for street children with the new curriculum
- Tutor Training
- Providing books and education facilities for street children
- Evaluation on Improving the relevance of Education Service for street children

(H) Improving the Relevance of Education Service to attract street children to go back to their families

- Developing the curriculum of special education service for street children which are aimed at attracting them to go back home to their parents
- Developing the teaching methods of street children
- Tutor training
- Providing books and education facilities for street children

(I) Improving the relevance of Education Service to increase the financial ability of street children's parents

- Developing the curriculum of special education service for street children which is aimed at attracting them to be able to work together with their parents to support the family income.
- Developing the teaching methods of street children with the new curriculum
- Tutor training

- Providing books and education service for street children, especially vocational training that can generate income.
- Evaluation on the effort of improving the relevance of special education service for street children.

(J) Improving the effectiveness and efficiency of Education Service to attract street children to go back to school

- Developing the database of street children
- Cross sector activities for street children
- Collecting sufficient operational fund
- Supporting programmes that are integrated, well-planned, systematic, and rights absed
- Evaluation of the affectiveness and efficiency of the activity

(K) Improving the efficiency and affectivity of Education Service to attract street children to go back to their parents

- Improving the participation of parents and community in handling the street children problems in order that they are ready to go back to their parents.
- Evaluation of the affectiveness and efficiency of this activity

(L) Improving the efficiency and affectiveness of Education Service to increase the financial ability of street children parents

- Developing the database concerning the economic and social condition of street children's parents
- Collective Education, street children and their parents
- Creating the learning materials for collective learning.
- Developing the teaching methods in collective learning class

- Providing the learning facilities for collective learning
- Recruiting and training for the tutor
- Developing the methods of assistance of street children and their parents
- Evaluating the affectivity and efficiency of this activity.

F. SUPPLEMENTARY ACTIONS

1. Seminar
2. Making agreement among the stakeholders
3. Developing database
4. Developing Network
5. Developing Partnership
6. Legal Reform
7. Research and evaluation
8. Publication and Dissemination
9. Field Trip, comparative study
10. Boarding House.

**G. MATRIX NATIONAL ACTION PLAN FOR STREET CHILDREN
EDUCATION 2005-2009**

| <i>Program</i> | <i>Year</i> | | | | | Cooperation Model |
|--|-------------|------|------|------|------|----------------------|
| | 2005 | 2006 | 2007 | 2008 | 2009 | |
| <i>1. Street Children Mapping</i> | | | | | | *) Below |
| a. 7 provinces | V | V | - | - | - | |
| b. 23 provinces | V | V | V | V | V | |
| <i>2. Socialization:</i> | | | | | | |
| a. Coordination among inter-sectors (institution, NGOs and Community) | V | V | V | V | V | |
| b. Socialization through CLC, Community Organization, and NGO activities | V | V | V | V | V | |
| c. Socialization through individual and group approaching | V | V | V | V | V | |
| d. Socialization through printed and electronic media | V | V | V | V | V | |
| e. To involve the child role into street children education | | | | | | |

| | | | | | | |
|--|---|---|---|---|---|--|
| | | | | | | |
| <i>3. The District Action Plan and National Action Plan</i> | V | V | V | V | V | |
| <i>4. Programme</i> | | | | | | |
| a. Strengthening and development of legal aspect | V | V | V | V | V | |
| b. Equivalency Education (Package A, Package B, and Package C); | V | V | V | V | V | |
| c. The Open Junior Secondary School and Regular Junior Secondary School and Senior Secondary School (for age 13-15 years); | V | V | V | V | V | |
| d. Apprentice/Job Training; | V | V | V | V | V | |
| e. Scholarship; | V | V | V | V | V | |
| f. Entrepreneurship Group; | V | V | V | V | V | |
| g. Peer Teenagers Group; | V | V | V | V | V | |
| h. Literacy Education; | V | V | V | V | V | |
| i. Library for Community; | V | V | V | V | V | |
| j. The Guidance study/ study group; | V | V | V | V | V | |
| k. Courses; | V | V | V | V | V | |
| l. Life Skills; | V | V | V | V | V | |
| m. Drop-in House; | V | V | V | V | V | |

| | | | | | | |
|---|---|---|---|---|---|--|
| n. Campaign and Publication; Additional Program. | V | V | V | V | V | |
| | V | V | V | V | V | |
| 5. <i>Publication Campaign / Coordination Meeting</i> | | | | | | |
| a. Evaluation | V | V | V | V | V | |
| b. Strengthening of Planning | V | V | V | V | V | |
| c. Proposal and Policy | V | V | V | V | V | |
| 6. <i>Monitoring and Evaluation Programme</i> | V | V | V | V | V | |
| 7. <i>Reporting</i> | | | | | | |
| a. Quarterly Report | V | V | V | V | V | |
| b. Mid Year Report | V | V | V | V | V | |
| c. Annual Report | V | V | V | V | V | |

Notification above:

Government: to facilitate such as policy, financial, manpower, development

NGO: working together to implement programme

V = the implementation activity in the year.

V. RECOMMENDATIONS

1. The legal aspects need to be developed (legislation, Government Regulation, District Regulation) which will provide protection for street children, especially with regards to education.
2. There is a need to develop cooperation among government institutions (especially the Ministry of National Education, the Ministry of Social, the Ministry of Manpower and Transmigration, police, *dinas tata tertib kota kota (law enforcement division of municipality office)*, community organizations, socialize community organization/ NGOs, and the private sector) in handling of street children, in the Central, Provincial and district level.
3. Institutions and organizations that have been successful in their work with street children need to be replicated.
4. To develop Integrated Services Models of street children programmes among the Ministry of National Education, the Ministry of Social, the Ministry of Manpower and Transmigration, police, *dinas tata tertib kota (law enforcement division of municipality office)*.
5. To empower and develop street children based CLC.
6. Cooperation needs to be developed among various street children service providers so as to avoid competition and replication.
7. To develop education programmes and menus that are relevant to street children's interests, talents, and characteristics.
8. Efforts to approach street children's parents needs to be carried out by street children themselves as well as through NGOs.
9. There is a need for further data and research on street children.
10. The Socialization on street children's right needs to be carried out among stakeholders, especially in education as well as protection aspects.
11. There is a need to sensitize community leaders on the rights of street children.
12. To make street children bulletin/magazine as a communication tool.
13. To increase cooperation among organizations and international institutions such as UNESCO and ILO so as to:

- a) To improve manager and street children tutor quality;
 - b) To increase street children management quality;
 - c) To research and run workshops on street children.
14. To continue building networks and cooperation between the government and NGOs especially in empowering street children
 15. To undertake a holistic study on the psycho-social culture of street children
 16. To have clear and divided tasks and responsibilities between the government and NGOs in dealing with street children
 17. To involve parents and other partners such as informal leaders in dealing with street children's programs.
 20. Protecting children's rights has to remain being the key commitment by all parties and be used as the normative and standard basis in providing services for children and their families. The efforts to protect children's rights should be viewed as the logical consequence of performing the duties of state/authorities (executive, legislative, and judicial bodies) in implementing the international instrument of Child's Right Convention that has been ratified by the Indonesia government.
 21. Since the problem of street children is the responsibility of their families, communities, and government, total firm commitment is necessary which is supported with serious political will in the framework of the implementation of the Child's Right Convention. Therefore, the involvement of all parties needs to be more developed.
 22. Several issues that will become a priority within 5 years:
 - a) Local government encourages central government to accelerate the production of Child's Protection Act, which up to now is still at the stage of discussion in the House.
 - b) Socialization of Child's Rights Convention among the related institutions and sectors is very important in networking. It is recommended that the socialization effort involves NGOs so that actual information on the number of street children who do not receive their rights can be acquired. Cooperation with Lembaga Perlindungan Anak (Institute for Children Protection) or any similar institutions is needed. International institutions like UNICEF, ILO, Save The Children, etc. will give support

or even technical assistance in information dissemination and in the efforts to implement Child's Rights Convention at regional levels.

- c) Problem of children has to be addressed in an integrated way or be incorporated into the poverty eradication programme. Thus, the focus of the programme is not only on the poor families, but also on the local community's welfare improvement (pockets of poverty). In addition, the appearance of children problems in a certain city or regency is also affected by the problem of poverty in other urban areas, especially the surrounding buffer zones.
- d) Integrity between street children and poor family programmes will be more effective when it is followed with the development of the strategy "surrounding the city. In order to optimize street children's programmes and community (of their region of origin) empowerment, there should be cooperation between the regional/local government where the street children come from and the regional/local government where the street children are found.
- e) There has to be integrated services provided for children which involve government and NGOs, central and local/regional governments, as well as between government and regional/Local House of Representatives. Therefore, the development mechanism that has been practiced, which uses the child's right protection as the underlying principle, needs to be oriented towards the best interest of children. So far, sector-based projects often facilitate various kinds of centralized meetings in Jakarta. In the era of local autonomy, such treatment should be avoided because the facts suggest that it brings negative impacts to the relationship among the related sectors.
- f) There should be clear division of roles between government and NGOs. The implementation of local autonomy does not implicate that the programmes of social services always have to be carried out by local government. A systematic effort needs to be formulated allowing local NGOs to play a greater role with technical assistance from government. Such a condition would allow the creation of partnership between government and NGOs leading to "critical collaboration" relationship.

- g) The concepts, methods, and programmes for coping with the problem of street children vary according to the local situations and conditions. These various conditions take different types of approaches and activities. All parties are required to understand and to be aware of the need for specific programmes suited with the conditions of respective regions.
19. Capacity Building for programme managers through workshops on issues such as case management and advocacy, Child Rights, participatory methods and techniques for family and community empowerment.
20. Development of Management Information Systems for Children's Welfare.
21. Foreign cooperation in funding, programme sharing, apprenticeship, workshop and international seminars.
22. Although community has already played the operational role, there are still some tasks and roles performed by government (central or local), which are related to core services. The roles and responsibilities of central and local governments include;
- a. Extended service for the provision of free basic education (elementary school to junior high school); scholarships or school fee dispensation (including BP3/education fund, school contribution fee at the beginning of their study, the costs of local and national examinations) given to all children, optimizing of mobile libraries, and the provision of free books for school.
 - b. Extension of free basic health services (Integrated Health Posts, Public Health Centers, Hospital, Mobile Health Service Units, Doctor's visits, etc).
 - c. Provision of story-houses with very low price
 - d. Provision of clean water in social service institutions.
 - e. Tax exemption for families
 - f. Tax exemption for institutions providing basic social services
 - g. Putting the social telephone tariffs into effect.
 - h. Environmental management of slum areas.

- i. Building facilities that allow the creation universal access for children and poor families, such as the constructions of Child Centre and Community Centre.

Therefore, a firm legislative foundation is necessary, which can be, for example, in the forms of local government regulations. Local government and local House of Representatives have equal position in struggling for the protection of children's rights (human right-based development).

POLICY FORUM REPORT

**EDUCATION FOR ALL: NON-FORMAL EDUCATION AMONG
STREET CHILDREN
IN NEPAL**



CHILD WELFARE SCHEME

**IN PARTNERSHIP WITH
MINISTRY OF EDUCATION AND SPORTS, MINISTRY OF
WOMEN, CHILDREN, AND SOCIAL WELFARE AND
CONSURTIIUM FOR STREET CHILDREN UK
WITH SUPPORT FROM**

UNESCO BANGKOK AND KATHMANDU



POLICY FORUM REPORT

**EDUCATION FOR ALL: NON-FORMAL EDUCATION AMONG
STREET CHILDREN IN NEPAL**

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Background Introduction

The project promotion of improved learning opportunity for out-of-school children particularly street children was conceived and designed to support the capacity building and information exchange project initiated by UNESCO Bangkok jointly to strengthen the expertise of practitioners concerned with out-of-school children in four countries in the Asian region. The overall objective of the project is to ensure quality basic education for out-of-school children with particular focus on street children within the framework of the National EFA Action Plans in the selected countries that is to provide free, compulsory, quality and effective basic primary education for ALL children, including those working and living on the streets. The specific objectives of the project are as follows: to conduct research study on out-of-school children regarding overcoming barriers to education, education for social inclusion and good practices; to carry out national activities to create a national network and/or to introduce new initiatives in existing programmes; to facilitate policy dialogues in countries on the right to education for out-of-school children; to strengthen national and regional networks among practitioners; and to enhance the capacity of key government and NGO personnel on rights-based approaches to education for excluded children.

The regional orientation and planning meeting was held in Manila, Philippines in May 2004 which was attended by the governmental and non-governmental organization representatives from **Nepal, Indonesia, Pakistan, and the Philippines**. The general objectives of the meeting was to come up with concrete regional plan to implement national level activities in the Promotion of Improved Learning opportunities for Out-of-School Children Project, particularly among street children in the four countries. The specific objectives of the planning meeting were the following: to present, discuss, and agree on the research design as well as the mechanics, instruments, and timetable of implementation of the research on the EFA Best practices in Nepal, Indonesia, Pakistan, and the Philippines; to discuss the Terms of Reference (TOR) for national level capacity-building programmes that will help facilitate the organization and/or strengthening of networks among NGOs, and for a regional policy forum on street education for street children; to expose the participants to some education programmes for urban poor and street children in Metro Manila; and to facilitate cooperative working relationships and partnerships among project participants. The followings were the key project components to be implemented in the selected countries respectively;

- Study on best practice non-formal education programmes for out of school children particularly street based children
- Street peer educators training
- Implementation of grassroots level activities
- Creation of a formal and proactive network of organizations working with/for street children
- Creation of a good interactive relationship policy forum with HMG/N

Rationale for the Project

The significant number of out-of-school children, approximately 120 million in the year 2002, is one of the major obstacles for achieving EFA by 2015. And although many governments in the region have ratified the UN Convention on the Rights of the Child and committed themselves to achieving the above EFA goal, many children from disadvantaged groups are often excluded from government basic education programmes. Many of them have no legal status or identity since they are often mobile and belong to ethnic or refugee communities. Consequently, education or any other social services to them are often provided by charitable organisations, NGOs and ad hoc government projects. In addition, social exclusion processes in place in many of the countries, especially for girls, are another major obstacle to the achievement of EFA.

It has now been accepted that more consolidated efforts and stronger commitments are needed to meet the goals and objectives of EFA. The World Education Forum held in Dakar, Senegal, in April 2000 formalised collective commitments to achieve six major EFA goals by 2015. Two of them became the Millennium Development Goals (MDGs) later, (*i.e.* to ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling and to eliminate gender disparity in primary and secondary education, preferably by 2005, and to all levels of education no later than 2015.) and recommended strategies to achieve these MDGs.

The Government of Nepal has been directing its efforts to achieve these goals and has once more affirmed its commitments. However, a lot still needs to be done especially to include out of school children particularly street children in the policy level. The increasing numbers of street children and youths have often been refused education, health, development, protection, and participation as their basic human rights. The achievements made by the government have still rather bleak for out-of-school children, particularly street children.

A study report on NFE best practices (carried out by CWSN) reveals that (1) street children are still to be clearly defined by the government, (2) they should be clearly addressed and included in the existing policies in terms of basic quality education for street children, (3) there is still lack of best practice NFE programmes for street children, (4) still need of access to effective, innovative, quality, practical life skill based NFE programmes, (5) still need to develop specific curriculum for street children with their participation, listening to their views and voices, (6) no clear equivalency, accreditation, and validation system in place, etc.

Therefore, there is an urgent need of advocacy and one voice in regard to **education for street children** by starting a joint new initiative between/among the government organizations, community based organizations, non-governmental organizations, international non-governmental organizations, and more importantly together with the target group themselves right from the grassroots to the policy level so as to contribute in achieving the EFA National Goals by 2015 in Nepal.

Policy Forum Component

The national Policy Forum initiative was started in the first week of April 2005 after the project proposal and detail plan of action was agreed and approved by UNESCO Kathmandu. In connection with the policy forum, three workshops took place - two at the district level and one at the national level. These were held in close cooperation with UNESCO Kathmandu, ministry of education and sports, and ministry of women, children and social welfare in the project plan of action to support the creation of a productive and effective interactive relationship with the line government agencies.

Objective

The objective of the policy forum was to ensure quality basic education for out-of-school children with particular focus on street children within the framework of the EFA National Plan of Action.

Specific Objectives

- To present the findings and recommendations of the research on NFE best practices for out-of-school children particularly for street children regarding: overcoming barriers to education, education for social inclusion and good practices.
- To review the existing policies and strategies in terms of education for out of school street children and provide recommendations.
- To encourage organizations to carry out national activities to introduce new initiatives in existing programmes, such as helpline, innovative NFE programme & outreach health, life skill training with credit schemes and awareness promotion, etc.
- To facilitate policy dialogues in the country on the right to education for out-of-school children in EFA National Plan execution.
- To work closely with the concerned Ministries of Education and Sports and Women, Children and Social Welfare to draft and submit new policies on the inclusion on out of school children education, and to encourage Her Majesty's Government of Nepal (HMGN) to add a budget quota for this purpose.

Conducting the Workshops

The three local workshops were held in April 2005 in Narayanghat, May 2005 in Pokhara, and May 2005 in Kathmandu. These workshops were attended by the representatives of government, non-government, and international non-governmental organizations. Key officials from UNESCO Kathmandu, Ministry of Education and Sports, and Ministry of Women, Children, and Social Welfare were requested to attend the workshop and deliver their key inputs in the workshop.

District education office personnel were further directly requested to present the paper covering issues on education for street children – policies and practices at the grassroots level. They were also requested to actively participate in the group work which mainly focused on reviewing the existing policies and concrete recommendations so as to amend

the policies ensuring the firm inclusion of basic quality education for street children. The workshop reports and the list of participants are attached as an annex in this document.

Major Outcomes

- There are still a large number of school age children out of the formal schooling system. The government data discloses nearly 20% of the children who have never been in the formal school. Independent study reports reveal the number of children who are out of formal school includes between 30 to 40% and 50% drop out of school without completing grade five. Of those who drop out, the majority are children from marginalized communities especially in the rural settlements.
- The phenomenon of street children is now universally recognized. However, street children have still to be clearly defined and addressed by the government in terms of their basic quality education as their primary human right. There is also a need for updating data on street children in Nepal. Usually, the census report do not cover children living and working on the streets due to their frequent mobility as well as lack of family legal documents as most of them usually do not have contact with their family members. It is estimated that there are about 5000 street children and the number is rapidly increasing due to the escalating political conflict in the country. The deepening political problem is not only increasing the number of children being uprooted from their settlements but also resulting in many schools being indiscriminately closed down. Therefore, the number of children could be more than the government official data who are out of formal school system in Nepal.
- The government has developed some educational packages for out of school children in general (no particular programme for street children) however the packages are still due to reach the actual target groups at the grassroots level. In fact, not enough has been done to address the problem of education for out of school children particularly street children. The provision of formal or non formal education for street children remains an ignored tragedy that is set to have a devastating impact on the development of the country in general and the achievement of EFA in particular. The response to the problem has at best been muted and remains ignored or sidelined by the government and the general public.
- Education for All National Plan of Action by 2015 and National Plan of Action for Children (2005-2015) are the key documents produced by the Ministry of Education and the Sports and Ministry of Women, Children, and Social Welfare. However, the term '**street children**' has still to be reflected in these policy documents that cover the overall development of children and their education.
- Decentralization, devolution, partnership, and participation are some of the strategies in delivering services including education in the country however when it comes into practices there are still many gaps and loop holes. The government's policies and strategies are still directed by a centralized development trend, weak implementation, monitoring, and evaluation, and lack of strong enforcement of existing acts, bylaws, and regulations etc.

- There is also lack of strong coordination, partnership, and networks between/amongst the target groups, GOs, NGOs, and INGOs from local to national level which has also been a clear obstacle in addressing the educational issues for street children and overcoming the problem. The general public also pretends not to notice the plight of an increasing number of destitute children on the streets. Clearly, there is at present no real alarm or outrage either from the general public or from the government even though these children are facing the problems of protection, participation, survival, and development.

Policy Recommendations

The government, non-government, international non-governmental organizations including the public in general need to put viable and just policies, programmes, and strategies in place that will ensure that the plight of street children is urgently addressed in terms of their basic education as a fundamental human right. The following are the major recommendations made by the workshops held in Narayanghat, Pokhara, and Kathmandu in April and May 2005 respectively;

- The government is still due to recognize and address the educational issue for street children from local to national level. There is still no clear definition of street children. They are not firmly included in the existing educational policies in terms of their basic quality education. By putting the terms and terminologies; i.e. ‘marginalized’, ‘backward’, ‘poor’, so-called ‘untouchable’, etc. simply do not touch and address the issues and concerns that affect street children which has been a universal phenomenon. Therefore - before it is too late - it is recommended that government in coordination with the NGOs and INGOs working with street children should clearly define street children and ensure their firm inclusion in the policy by amending the existing policies.
- Since the EFA National Plan of Action and the National Plan of Action for Children are the key national documents produced by the ministry of education and sports and ministry of women, children, and social welfare, it is strongly recommended that the educational issue for street children should be clearly addressed and included in these documents acted upon accordingly. The recommended policy should ensure in developing transparent programmes and strategies and implement them effectively so as to contribute to achieving the EFA National Goal by 2015.
- An increasing escalation of political insurgency has brought many consequences in the socio-economic landscape in the country. The number of people including children displaced from their villages has been increasing day by day. Children and women are the most vulnerable groups of people badly entrapped in this scenario. There is an immediate need of collecting/updating data of street children in Nepal. It is also recommended that the government should have a policy and strategy to collect and update data and information on street children.
- The government should also develop a policy that ensures the allocation of a yearly budget for street children’s education programming and implementation. There

should be a clear and transparent strategy in releasing the budget for implementing the programmes (these programmes should be **direct-street-children-focus** based upon one door system) that reach to the real target group - children on the streets. Since there is lack of resources in the country, commitment and support for technical and financial resources from donor agencies should be based on long term perspective which largely affect in developing and implementing the policy.

- There is still a lack of coordination and networking between/amongst the GOs, NGOs, and INGOs. Furthermore, there is a trend of pointing fingers towards each other rather than joining hands together, it is therefore recommended that the policy should be developed and implemented in the way that will ensure in creating a harmonious coordination and networking between/among the key stakeholders. Ownership and responsibility should be taken by all involved, i.e. top to bottom - prime minister to teacher.
- From a programme point of view, there is still a lack of specific curriculum developed and applied for street children. There are no innovative, quality, and effective NFE programmes, no clear equivalency and accreditation system, and no best practices NFE programmes (for street children). It is therefore strongly recommended that the policy should clearly cover these vital issues and act upon them accordingly.
- There is also a strong need of developing **Street Children's Protection Policy** which should be implemented immediately so as to ensure the protection of street children throughout the country. This policy should further be strongly followed-up by all organizations working with street children as well as by involved personnel ensuring that there is no abuse of street children. One also needs to ensure that there is no misuse and misconduct of programmes being implemented for street children which should be closely monitored by the line government agencies.

Annex One: Policy Forum Workshop Report – Narayanghat (Thursday, April 27, 2005)

This workshop was jointly held by Child Welfare Scheme Nepal and Diyalo Pariwar, a local and partner NGO based in Narayanghat in close cooperation with UNESCO Kathmandu, Ministry of Education and Sports, and Ministry of Women, Children, and Social Welfare.

Workshop Report

The workshop was chaired by Badri Adhikari, executive director, Diyalo Pariwar, Narayanghat, Chitwan.

Workshop Commencement by Badri Adhikari

Badri Adhikari, Executive Director, Diyalo Pariwar addressed all the participants at the workshop on behalf of the organizers. He mentioned that the workshop provides an opportunity to develop Policy Level Dialogues and appropriate recommendations to the concerned agencies of the HMG/Nepal.

Welcome Remarks

Bina Silwal from Child Welfare Scheme Nepal, Pokhara welcomed all the participants representing government, non-government, and international non-government organizations. She stressed that this workshop would facilitate those organizations who are directly working with street children to make the existing efforts more fruitful and result-oriented with more innovative and dynamic ways.

Participants' Introduction

Badri Adhikari requested all participants to introduce themselves with their name and respective organization.

Introduction to Workshop

Hitman Gurung from CWS presented the workshop's objectives as well as study findings.

Objective

This workshop will aim to come up with concrete policy recommendations & clear commitments to ensure basic quality education for out of school children focusing on street children

Specific Objectives were:

- To review existing policies, programmes, and strategies
- To present the findings of the study report on NFE best practices

- To encourage organizations to introduce new initiatives in existing programmes
- To facilitate policy dialogues on the right to education for street children in EFA National Plan execution
- To work closely with the concerned Ministries of HMGN

Results of the National Research Study

Mr. Gurung also briefly shared the study findings at the workshop;

- Street children are not clearly defined and covered by the government existing policies, programmes, and strategies in terms of basic education for street children
- It is estimated between 30 to 40% of school aged children are still out of formal school system
- Nearly 50% drop out of school before they complete grade five
- Of those majority are girls and disadvantaged children
- Rapid increase of street children in the urban areas due to the deepening political conflict
- No best practices NFE programmes for out of school (street) children
- No learner generated NFE materials, no street child friendly teaching/learning approach & methodology
- NFE programmes are limited within the 3Rs practice, need of innovative & quality NFE programmes
- No strong co-operation, co-ordination, & network between/among the organizations in terms of sharing information, services, resources, knowledge, etc.
- Street children voices is hardly listened to from planning to implementation of projects & programmes (no participation)
- No accreditation & validation system in place in terms of NFE programmes for street children
- Weak implementation, monitoring and evaluation of the government commitments into practice in the grassroots level

Notes from Binod Prakash Singh Local Development Officer

Binod Prakash Singh, Local Development Officer (LDO) from Chitwan District expressed his views in regard to the workshop saying this is very timely organized workshop. Out of the barriers presented by Hitman Gurung, LDO shared that mobility of street children could also be a barrier for street children in terms of their basic education. He also praised the programme activities being undertaken by NGOs in Chitwan district for example World Education and Diyalo's activities etc. Mr. Singh also focused on concrete networking amongst organisations working with street children.

Mr. Singh stressed that the current national and local situation is also fertile to implement the rights of street children. NGOs and concerned offices need to undertake the mapping of street children and collate updated data. Similarly, he also expressed that more than 95 percent of current intervention activities are software activities only but there is need for

hardware activities to be implemented by NGOs i.e. rehabilitation and reintegration in society by providing them necessary practical life skills.

Mr. Singh further mentioned that Narayanghat is the hub for the national transportation. Narayanghat will therefore have to be more actively involved in issues concerning street children. More strategic and logically viable programmes are needed for street children.

Finally, Mr. Singh expressed his good hope for the future of CWSN and other NGOs which are working in the sector of vocational training for street children. Chitwan District Development Committee will show its interest in every step and will offer its cooperation and support.

Shyamji Athity
District Education Office, Chitwan

Shyamji Athity, District Education Officer, presented the policies and efforts formulated by the government in terms of education for out of school children. According to him, HMG/Nepal has the policy of integrated approach even though there is lack of the particularization in terms of street children. Mr. Athity briefly explained about the HMG/N's programmes as stated in the Non-Formal Education National Strategic Document.

Non-Formal Education

School Outreach Programme

This programme aims to cover children between 6 to 8 years including street children. The completion of the course is equivalent to grade 1 to 3. Stationary, books, logistics, facilitator's fee (per month 2000.00) up to 3 years in one place etc. are the basic provisions provided by the SOP. Once children complete the termed period they can be admitted in grade four. NRs. 5000.00 is allocated for logistics support to run the programme in agreed place and later it can be shifted to another place.

Flexible Schooling Programme

This programme aims to cover children who are out of formal school between 8-14 years. The programme provides an opportunity to the children to complete the five years primary education programme within the timeframe of 3 years then they can be admitted in grade 6. NRs. 6000.00 logistic support to manage and run the classes, NRs. 3000 for miscellaneous expenses and NRs. 200 per month as an incentive to the facilitators are the financial provision made by the government under this programme.

This programme is not integrated in community schools thus it must be run by the community level organizations and NGOs. The Curriculum is provided by the Ministry of Education and Sports. 14 days Training for Trainers (ToT) to all facilitators is provided by the District Education Office. After the facilitators receive ToT, they should have to facilitate and run the classes for the period of up to three years.

Facilitators must have obtained school leaving certificate (SLC) as their basic criteria and they should probably be the married women. They should be getting refresher training on regular basis with the interval of 6 months duration. Furthermore, the provision of exams, monitoring and evaluation in the classroom are an extra provision in this regard. Key personnel from the resource center visit and support the programme on regular basis and reports to the District Education Officer in the concerned districts.

However, street children have not been covered by the programmes as a specific target group. There is no clear definition regarding street children in the existing government non-formal education policies. Therefore, DEO agrees that there is strong need of revision of existing policies, programmes and strategies so that street children are covered by the mainstream of national education policies and programmes.

Practices in Chitwan District

The government programmes i.e. School Outreach Programme (SOP) and Flexible Schooling Programme (FSP) were started in Chitwan district. There are total 20 SOP and 18 FSP running throughout the district. Chitwan has received 4 SOP and 8 FSP from the central government. NGOs can also run these programmes together with the DEO.

Global EFA 2015

On behalf of UNESCO, Hitman Gurung presented the paper.

The Right to Education

- Education is both a human right in itself and an indispensable means of realising other human rights
- As an empowerment right, education is the primary vehicle for human, economic and social development, profiting both the individual and society

Situation Analysis

- Prevalence of goals of Universal Primary Education on international agenda for more than 50 years
- Increase in access to education, but high repetition and drop-out rates and low completion rates
- Achievement of the right to education for all not yet accomplished (girls, ethnic minorities, children with disabilities, street and working children among the excluded)
- Lack of relevance, low quality, school fees, violence, discriminatory attitudes etc. are reasons for exclusion

World Education Conference

- Jomtien, Thailand 1990

- Marked a new start in the global quest to universalize basic education and eradicate illiteracy;
- Declared the Framework for Action where countries and NGO's work together to commit, set direction and agreements on educational efforts and initiatives;
- Signalled a powerful movement to World Declaration on Education For All (EFA);
- Spoke for universal access to basic education and adult literacy as a fundamental right and to meet basic learning needs

Jomtien Major Achievements

In 3 ways, as a process, the 'Jomtien decade' (1990-2000) can be deemed a success:

- Mobilizing global action to improve education
- Developing the knowledge base and analytic capacity;
- Identifying and clarifying the areas requiring further concerted action

But...

- Commitment and involvement have been uneven
- Gaps between legal obligations and reality
- Not all targets have been pursued with the necessary vigour
- Despite the overall improvements, in some countries education reform stood still during the 1990s or there have been declines

World Education Forum Dakar, Senegal April 2000

- Reaffirmed the vision of Jomtien, education as a fundamental human right
- Significant progress since Jomtien in access, however,
 - = 113 million out-of-school children
 - = 880 million illiterate adults
- Increased focus on enhancing the quality of education
- Particular attention to girls and children in difficult circumstances
- Emphasized the need for responsive, participatory and accountable systems
- Monitoring the progress

EFA Dakar Goals

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
- Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to complete free and compulsory primary education of good quality

- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes
- Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
- Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to (and achievement in) basic education of good quality
- Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

Millennium Development Goals

Goal 2: Achieve universal primary education

Target: Ensure that by 2015 children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

Goal 3: Promote gender equality and empower women

Target: Eliminate gender disparity in primary and secondary education, preferably by 2005, and at all levels of education no later than 2015

Right to Quality Education

The Dakar Framework for Action (2000) states in its sixth goal the need to improve “all aspects of the quality of education...”

Improve the quality of:

- The learning environment
- The teaching and learning processes
- The teaching and learning materials
- The learning outputs

After the presentation made by Hitman Gurung on behalf of UNESCO, Mr. Ishwori Timilsina from Bal Mandir, Bharatpur gave feedback that sessions would be better if it is done in Nepali language so that people can understand easily the used English terms and terminologies in the presentation paper.

Group Work Facilitation

Marjolein Vink and Bina Silwal from CWSN facilitated the group exercise in terms of existing policies, programmes and strategies. The following questions were then posed to the participants as part of group work:

- What is achieved locally and nationally on EFA especially on education for street children?

- Do you think the National Plan of Action will lead to EFA by 2015? (Especially street children)
- What in your view, are the gaps in the EFA National Plan of Action regarding street children?

Group Work Presentation

Group One Presentation

- In the local level, there are provisions of non-formal education programmes, early childhood development programme, urban education programme, child psychology etc.
- In the national level, curriculums are developed but are not very relevant to the real life of street children and not actually help in the overall development of street children.
- EFA National Plan of Action does not clearly address and cover street children in terms of policies though NFE programmes.
- According to the government's children's act and byelaws, there is provision for establishing a children's home however this is still not implemented into practice.
- There is still a trend to develop and implement the projects and programmes without conducting feasibility studies, research, survey, and assessment in terms of street children which usually contradict with the aspirations, voices, and views of street children.
- There is lack of strong networking, cooperation, coordination and no serious transparency among/between the organizations working in the field of street children
- There is also a lack of integrated projects targeted at street children for their overall development
- Not clear accountability and ownership feeling created by the organizations
- Not clear whether welfare programme or right based programmes targeted at street children by themselves

Group Two Presentation

- NGOs and INGOs are running NFE programmes for street children however they are still not able to access street children from NFE to formal education in an emancipated manner.
- Since there is no provision in the existing policies for street children, the group feels that it will be quite difficult to achieve the EFA national goals.
- Street children should be defined clearly and included in education policies. There is need of compulsory primary education system ensuring to cover the street children
- Educational programme for street children should be based on practical life skills which will contribute in achieving EFA goals
- With partnership and coordination among/between the organizations, there should be established rehabilitation centres for street children throughout the country.

- Together between/among NGOs, INGOs and GOs, there should be implemented holistic/integrated projects and programmes for street children, i.e. awareness, education, health, practical life skills etc.
- Scholarship schemes for street children should be clearly developed and managed in the policies and these schemes should be reached to the street children

Group Three Presentation

- The State still has not have defined street children clearly in the existing policy documents however NGOs and INGOs have their own definitions in regard to street children and have been acting upon this accordingly
- NGOs and INGOs are implementing different programme activities including formal and non-formal education for street children which has been to extent a success in creating an awareness and advocacy right from the community level for the government in ensuring basic education for out of school children particularly for street children.
- Under the national campaign Education For All, the programmes; i.e. Early Childhood Development, School Outreach Programme, Flexible Schooling Programme, and Welcome to School (enrolment process introduced by the government) are some of the good initiatives which the group think effective however there is still need more initiatives from the government to include street children into mainstream of education and clearly this is not seriously taken and covered by the *existing policies*.
- Before talking and initiating education for street children, their first priority - materials needs, i.e. food and shelter should be clearly mentioned in the policy then education programmes should addressed.
- The government financial support (if they provide as this is not allocated on a regular yearly government budget) can not cover all street children needs as well as overcome all problems they face in their daily life on the streets. This creates a barrier and hinders them in attaining education in line with Education for All.

Group Four Presentation

In the Local Level

- There are day care centres, contact centres, drop in centres, NFE programmes being run by NGOs with the support from INGOs
- Health and sanitation education, drawing competition, dancing and singing, meditation, games, audio, video and snacks etc. are the existing programme provision
- Rehabilitation to their own home if they have one
- Moral education through counseling, role-play model, and excursions

In the National Level

- No specific policies on the issues of street children (at the government policy level)
- INGOs together with the government and NGOs are developing and implementing education programmes

- No specific plan on the issue of street children
- Education For All could be only slogan if street children is not clearly defined and addressed their education attainment
- Free and compulsory education campaign should be implemented covering street children
- Specific curriculum should be developed and applied in the field of NFE education programme for street children
- Policy for street children urgently needs to be developed and implemented by the central government
- Government needs to strengthen the cooperation and coordination among and between the organizations (NGOs and INGO)
- If possible there is need of or should be different school established for street children

All participants made their commitments to fight and overcome the problems street children face. They also committed to find their own resources for the joint efforts for street children in the future.

General Comments and Commitments

- We are exploring the opportunities of support to make the vocational training interventions with hostel arrangements for those children who are in more vulnerable and difficult situation.
- Narayanghat Chamber of Commerce and Industry and other business firms are found committed to engage the children above 16 years in an appropriate OJT and job placements.
- CWSN have good track record in vocational training centre in Pokhara and we may be benefited from their services and facilities.
- CWSN may also provide their facilitation and best practices to us to make the movement successful in Chitwan district.
- We can take examples and best practices from CWSN Pokhara, UPCA Dharan, CWIN Kathmandu, SathSath, and other organizations for the Chitwan's programmes.
- ILO/IPEC-TBP is now seriously looking and supporting street children in Chitwan. We can go on longer basis together if we go with more collaborative way in Chitwan.

Finally, Mr. Adhikari thanked to all participants for their active participation and true comments in the discussion.

Wrap up Session

- Education should be defined and understood as a fundamental human right out of school children particularly street children
- Street children are also human beings & should be respected as human beings in society thus existing policy should clearly include street children
- They have also equal rights to education & other basic services
- They should be involved as active partners in the learning process

- Political problem, child (girl) trafficking, HIV/AIDS have been serious problem & epidemic thus should strongly be addressed & acted upon
- Most of the projects & programme activities are urban based & oriented that should be directed towards the rural villages
- Need to develop the NFE best practices programme & replicate all over the country
- Need to create & strengthen a local, national, & regional network and introduce new initiatives
- Need of joining hands together among the organizations rather than pointing fingers towards each other
- Gender equity & equality should be achieved
- Ensure the inclusion of all segments of communities into the mainstream of education
- Decentralization, devolution, participation, partnership, & delegation of responsibility & accountability should be clearly enhanced
- Government commitments should be strongly reflected into implementation at the grassroots level

Annex Two: Policy Forum Workshop Report – Pokhara (Friday, May 06, 2005)

This workshop was organized by Child Welfare Scheme Nepal and ILO-IPEC/PCCI in Pokhara, Kaski district in close cooperation with UNESCO Kathmandu, Ministry of Education and Sports, and Ministry of Women, Children, and Social Welfare.

Workshop Report

This workshop was chaired by Bina Silwal, Executive Director, Child Welfare Scheme Nepal, Pokhara, Kaski.

Workshop Start

On behalf of workshop organizers, Bina Silwal, Chief Executive Director, Child Welfare Scheme Nepal announced the commencement of the workshop. She briefly mentioned about the workshop and expressed the expectations that the participants would be able to make appropriate recommendations based upon their long experiences and knowledge in producing the policy report to the concerned government agencies.

Welcome Notes by Rajendra Lalchan

Rajendra Lalchan, the Chairperson, Pokhara Chamber of Commerce and Industry delivered his key notes speech to welcome all participants attending the workshop from different organizations. He informed the participants that Pokhara Chamber of Comers of Industry (PCCI) has been actively involving with child labour issues and concerns since 1999. In this regard, PCCI together with different NGOs and INGOs is implementing programmes for children engaged with different child labour sectors. He further added that PCCI is now fully involved with the Time Bound Programme for eliminating child labour in Pokhara in partnership with ILO-IPEC since 2003. More than 2100 vulnerable children are benefited from the services delivered by PCCI together with its partners organizations in Pokhara.

Finally, he once again thanked all participants and wished that the workshop would be able to generate valuable thoughts to produce a meaningful policy in regard to basic education for street children.

Workshop Objectives

Hitman Gurung briefly introduced the overall project components and presented the objectives of the workshop. He mentioned that the final goal of the project is to create one voice and strong unity in terms of basic quality education for street children. He stated that the one day workshop will come up with concrete policy recommendations & clear commitments to act upon them in terms of ensuring basic quality education for out of school children particularly focused on street children.

Specific Objectives are

- To review existing policies, programmes, and strategies
- To present the findings of the study report on NFE best practices
- To encourage organizations to introduce new initiatives in existing programmes
- To facilitate policy dialogues on the right to education for street children in EFA National Plan execution
- To work closely with the concerned Ministries of HMG/N

Narayan Subedi District Education Office, Kaski

On behalf of DEO, Mr. Subedi appreciated with the workshop organizer for inviting in the workshop and requesting to present the paper covering the issues of education issues for out of school children in general and street children in particular. He further thanked organizer for the entire information which was shared during the workshop especially in the educational sectors.

Mr. Subedi emphasized that it would be very good that if we all together including GOs, NGOs, INGOs and government have a concrete and unified strategy in order to address this serious issue. He further added that the existing trend of Non-Formal Education (NFE) would perhaps need to be changed so that street children are addressed and covered by NFE programmes.

Mr. Subedi realized that the current education materials would probably not have been successfully covering the multi areas of the educational system. He stated that we would need to focus on more creative activities on our educational system, i.e. painting, drawing, etc. he further stressed that we need to develop the educational materials as per the need and interest of the children in order to draw their attention and make them understand on the subject.

Mr. Subedi officially informed the assembly that DEO Kaski will prioritize in providing any kind of educational rights and services to the street children in Kaski District as the government has also allocated 14 percent of total national yearly budget for the educational development in the country. This phenomenon proves to some extent that government has highly been prioritizing and emphasizing to provide the education to its entire citizen. He clearly accepted that there are still many issues need to be covered and addressed especially education for street children and expected that a firm coordination to deal with this issue together needs to be mutually performed among all concerned organizations. All organizations are requested to maintain the data of street children in close coordination with DEO in future so as to be understood and disseminated as an official data.

- With regard to the educational right for the children, government has now compulsory made free education for all children up to the primary level; however, some primary schools in Kaski District have still been charging the bills or cost in one way or the other to the parents of the children. Public concern on this matter has highly been raised as this arrangement has blocked and stopped many children in Kaski District for

their right of enrolment for the education. Mr. Subedi officially answered that this serious issue has been taken seriously as to happen this way is out of the governmental policy and will immediately be taken step towards stop happening and necessary action. One needs to understand the importance and value of education and act upon it accordingly.

Ritu Raj Bhandari
Ministry of Women, Children and Social Welfare, Kathmandu

On behalf of Ministry of Women, Children and Social Welfare (MOWCSW), Ritu Raj Bhandari, under secretary, informed the participants that government has general policies for the children in the country. However, the government does not specifically have a policy in regard to street children. The exciting policies on children are:

- The Constitution 1990
- The Government's Tenth Five Year Plan
- Commitment and signatory to Regional and International Conventions and Declarations; i.e. UNCRC, ILO Convention Nos. 182 and 190, Beijing Convention, South Asian Regional Memorandum
- Children Act 2048 (1992) & the Regulation on Children 2051 (1995)
- The Child Labour (Prohibition and Regulation) Act 2056 (2000)
- Master Plan (for ten year) for children development by HMGN/MOWCSW

In regard to education for all citizen including children, one of the biggest steps initiated by the government has been the preparation, formulation, and implementation of Educating for All by 2015 National Plan of Action. However, the policies, programmes, and strategies stated in the national plan of action in reference to children have been generalized for all children. Marginalized, vulnerable, and backward children have been reflected in the plan however the word 'street children' has not been used in the entire document not only in the EFA national plan of action but also the tenth year master plan for children. Therefore, there is strong need to address and include street children by amending the existing policies so as to ensure that the increasing number of street children would have access to quality basic education.

Mr. Bhandari wished that this workshop would be able to come up with clear policy recommendations so as to advocate and lobby with the government to amend the policy in terms of education for street children.

During his presentation, he clearly informed that the MOWCSW does not have any educational programmes for street children so far:

- MOWCSW has some programme on reintegration who are out of contact with their families
- For educational programmes, Ministry of Education and Sports is responsible
- MOWCSW has been running some programmes for the children in partnership with Save the Children Norway in 25 districts
- MOWCSW has also been working together with ILO/IPEC in 15 districts

Mr. Bhandari further mentioned that there is firm need of working together among the key stakeholders for overall development of country as its citizens. The government's Tenth Five Year includes that the state alone would not be able to deal with all issues for people including children in the country. The state, public, private sector, and civil society should be working together by joining hand in hand which is reflected in the five year plan. Combined and coordinated initiatives, efforts, and contributions should be made in order to achieve the success in regard to the better development of every sector in the country.

With regard to street children from policy point of view, street children have not been taken as priority target group by the government in Nepal as the number of street children is minimum compared to the total population. The government prepares programme and allocate the budget in general for all children. It is still quite difficult for the government to particularize the problem and issue of education for street children since there are so many other issues and challenges in the field of children that need to be addressed and acted upon. Therefore, there is need of concrete recommendations addressing the issue of education for street children to be included in the policy.

On behalf of MOWCSW, the following actions would need to be taken with regard to education for street children:

- The Government Action Plan needs to be implemented properly
- Individual involvement on the issue should be avoided
- Integrated participation in the educational issue should be encouraged
- Complement and supplement trend should be practiced and followed
- Needs to focus more on curative movement than the preventive part
- The entire problems of street children should be addressed correctly
- Educational support alone is not a complete assistance for street children, there is need of introducing an integrated programmes for street children

First Group Work Facilitation

A brief was given on Education for ALL (EFA) and the following questions were posed to the group:

- What is achieved locally and nationally on EFA especially on education for street children?
- Do you think the National Plan of Action will lead to EFA by 2015? (Especially street children)
- What is your view, opinion (from policy point of view/gaps) on the EFA National Plan of Action regarding street children?

Group Work Presentation

Group One

At Local level

- Conduct urban based education programme (UOSP)
- Identification of street children
- Welcome to school enrolment programme has covered the street children to get enrolled
- Construct drop-in centres
- Construct vocational training centres so as to impart the life skill training
- Implementation of time bound programmes against the worst form of child labour

National Level

- Signatory and commitment to the UNCRC 1989
- Introduction of children's acts 1992 and byelaws 1995
- Identification of children who are in the worst form child labour
- Signatory to the UN Convention on the Worst Form of Child labour (2001 ILO-182)
- Formulation and enforcement of Child Labour Act 2061
- Priority is given for urban children education (UOSP) which has covered more street children

Group Two Presentation

Local Level

- Data and information statistics on street children has been limited and only NGOs and INGOs are involved in this process
- Limited NFE programmes are under operation/conduction in the country
- Limited school support programme are implemented
- Limited vocational training is conducted in the country.

National Level

The plan of action has not covered street children's education sector

- No clear definition of street children in the plan
- No statistics on street children
- No targeted programme activities for street children
- Street children have not been taken as problem from the government side
- There is need of clear definition from the government side
- Data and information is needed to be gathered from the government
- Based on the data and information, there is need of developing policy and programmes

- Implementation should be clearly done
- Monitoring and evaluation should be done properly
- Need to develop policy and strategy that creates a conducive and coordinated environment to work together among NGO, GO, INGO, private sector and civil society in the country
- Street children should participate in every process

Group Three Presentation

National level

- Establishment of rehabilitation centres
- Running of NFE classes/courses
- Formation of central as well as district level child committee
- Commitment and signatory country to the UNCRC 1989
- Preparation and formulation of children's act and bylaws
- Monitoring and evaluation underway
- Establishment and running of homes for correction

Local level

- Establishment of child clubs and children drop in centres
- Carrying out public awareness programmes
- Conduce and manage NFE programmes
- Conduct life skills and income generating training programmes
- Children's protection homes

Second Group Work

The participants were requested to make recommendations to improve the Action Plan of Nepal, including all the stakeholders: NGOs', INGOs', GOs' and communities? Also what commitments they would personally make to achieve EFA by 2015?

Group One Presentation

Government

- Definition of street children, identification and data and information should gathered and collected
- Action plan should cover street children as target group of population
- Government, policy, programmes and strategy should clear
- The concerned ministries and other organizations should have clear coordination
- Management and allocation of resources

Community Based Organizations

- Problem identification
- Data and information collection
- Local resources identification and mobilization
- Plan of Action preparation
- Implementation of programmes
- Coordination with local groups and organizations

Non Governmental Organizations

- Identification of street children
- Data and information collection for updating street children
- Identification and mobilization of local resources
- Coordination and cooperation between and among the organizations
- Implementation of projects and programmes
- Recording and reporting

International Non Governmental Organizations

- Allocate enough resources
- Assistance in technical support
- Expansion of programmes in coordination with GOs, NGOs, and INGOs
- Monitoring and evaluation

Group Two Presentation

Government

- The exiting policy should be enforced and implemented in the practical ground level
- Mobilization of target group for self-employment
- Contact and coordination with other organizations
- Monitoring and evaluation and dissemination of the report in a wider level

Community

- Participation
- Ownership of the programmes
- Accountability and responsibility
- Mobilization of local resources
- Motivation and encouragement

Non Governmental Organizations

- Roles and responsibilities to be played as social facilitators
- Carry out awareness activities
- Establish coordination with the government agencies as well as increase and strengthen the coordination

International Non Governmental Organizations

- Support for enough financial as well as other resources to the government as well as NGOs
- Pressure to make or amend the existing policies as well as implementation in the grassroots level in regard to education
- Latest and innovative knowledge, skill, and research to be carried out

Group Three Presentation

International (INGO) Level

- Long term commitment from the international donor community
- Observation, monitoring and evaluation
- Support for financial and other resources

National (GO) Level

- Create a national network and work together rather than pointing fingers towards each other
- Preparation of plan of action and follow up and action upon the POA
- Conduct awareness programme activities in the grassroots level
- Introduction of practical and open education system

NGO

- Collect and update the data and information on street children
- Establishment of rehabilitation centre
- Vocational training centre
- Providing consultancy services

Community

- Awareness programme activities
- Creation of coordination and cooperation environment
- Stopping gender disparity

Commitments from the Participants to act upon the Recommendations

- Advise and support to the street children to enroll in the school
- Children will get protection from the organization if the requirements of the organization will fulfill
- Effective implementation of the educational programme and always be honest
- Support to coordinate with other technical organizations for awareness raising and technical education as well as request to the department head to allocate the budget quota for street children (CTEVT)
- Disseminate the importance of Education for All and implement the project in coordination with other organizations
- Counselling, real data collection, and help for rehabilitation
- Allocation for more urban OSP classes and support for drop-in centers (UNICEF)
- Support to protect the children's rights and raise their voice in the forum of Women Development Department, Ministry and Central Child Welfare Board (Meera Sherchan Women Development Officer Kaski)
- Advocate the national campaign Education for All by 2015 in any accessible forum (Bishnu Poudel Women Development Office)
- I personally will try to support street children for their rights, education, and well being and from my organization, I will recommend certain percentage of street children for free education and shelter in police school (Durga Singh, DSP, District Police office of Kaski)
- As a journalist, I will raise the issues Education for All by 2015 in different forum and make aware the people about the importance of Education
- Coordinate with other organizations to implement the plan of action run by the His Majesty of Nepal.
- Support the movement on Welcome to School Programme run by the district education office (Chandrawati Wagle, Pokhara Sub-Metropolitan City)
- I will provide the free of cost educational materials, regular exercise and counseling service to the parents of street based disable children (Krishna CBRS)
- Child rights awareness raising, protect at-risk children through temporary rehabilitation shelter and counselling, help to find out the supportive organizations.

Ritu Raj Bhandari from MOWCSW responded that the government has been signatory to the major international convention and declarations and the commitment is also reflected in the 10th National Five year Plan but still street children issue has simply been generalized in the existing policies in regard to education as their human right. Clearly, government does not have any particular policies in place for the street children so far.

Wrap up Conclusion

- Commitments in assisting and helping street children in all circumstances has been made at this workshop by all participants especially by the journalists whose commitment is indeed appreciated. Journalists have the potential to be strong mediator to connect the problems and issues of the children to the eyes of the rest of the world

- One voice and strong unity for street children is highly needed to be created within the Kaski district as well as in the country
- Data on street children is differing because street children do not stay for long term at a single place. Further, the definition of the street children has perhaps been explained differently
- The strong coordination and relationship between the concerned organizations needs to be improved
- Holistic approach should be made rather than programme developed based on a single side approach.
- Government is the ultimate body to implement policies for the country however; organizations also need to play their part. This workshop has shown a clear unity as one voice towards the street children and there issues, concerns, and problems.

Annex Three: Policy Forum Workshop Report – Kathmandu (Wednesday, May 18, 2005)

This workshop was jointly held by Child Welfare Scheme Nepal and National Alliance of Organizations for Street Children in Kathmandu in close cooperation with UNESCO Kathmandu, Ministry of Education and Sports, and Ministry of Women, Children, and Social Welfare.

Workshop Minute

Chaired and facilitated by Douglas Maclagan, Country Representative, CWSUK

Opening Welcome Remarks

By Koto Kanno, Country Representative, UNESCO Kathmandu

On behalf of UNESCO Kathmandu, Koto Kanno, Country Representative, UNESCO Kathmandu delivered a key note speech by welcoming all the representatives for their valuable participation in the one day policy workshop. She especially thanked the government representatives for their active participation and requested them to act upon the findings and recommendations being made by the policy forum workshop. She further urged the representatives from different organizations to work together and come up with single voice and unity with regard to education for street children from policy to grassroots level.

She once again welcomed all the representatives attending the workshop and their valuable sharing of experiences and information that will be more productive and meaningful not for participants attending the workshop themselves but also after the workshop in producing the report to be submitted to the concerned government organizations so as to amend the existing policies. Finally, she once again welcomed all the representatives and wished that all representatives will actively participate in the workshop and create conducive environment in generating a clear policy recommendation with regard to basic quality education for street children.

A Key Remark by Satya Bahadur Shrestha Deputy Director, MOES/NATCOM

On behalf of Ministry of Education and Sports/NATCOM, Satya Bahadur Shrestha stated that what is needed is an immediate programme implemented at the ground level for street children. The government has already set up of EFA National Plan of Action and speedy action upon this master document is immediately needed so as to achieve the objectives of the EFA National Plan.

There is a trend of holding and organizing many workshops, seminars and meetings in Nepal. However, he clearly mentioned that there is now a need for action. Therefore he urged the participants to think in this direction and act upon it accordingly.

A Key Remark by Chuman Singh Basnet Secretary, Ministry of Education and Sports

Chuman Singh Basnet, the secretary from Ministry of Education and Sports, delivered his opinion that this is very timely and rightly held workshop in terms of quality basic education for street children. He mentioned that street children are also part of society who deserve an equal right to quality basic education. Street children should therefore be brought into the mainstream of education. Thus if there are gaps or lacking points in the existing policy documents then it should be reviewed and amended accordingly so as to ensure their firm inclusion in the policy. He further urged the participants to think seriously on why the number of children is increasing on the streets day by day, what are the key reasons behind the scene and how we should be working together to overcome the problems being faced by street children in their day to day life on the streets.

Finally, the secretary wished and encouraged all participants that the one day workshop could achieve the objectives and work together in addressing the basic educational issues for street children and overcoming the overall problems and issues concerned with the street children in Nepal.

Workshop Objectives By Douglas Maclagan, CWSUK

Douglas Maclagan from CWSUK presented the objectives of the workshop and requested the participants to actively participate in the interaction and groups exercise so as to achieve the goals and objectives of the workshop by the end of the day.

He presented and explained that the one day workshop will aim to come up with concrete policy recommendations & clear commitments to act upon them (to amend the policies) in terms of ensuring basic quality education for out of school children focused on street children.

Specific Objectives

- Review existing policies, programmes, and strategies
- Encourage organizations to introduce new initiatives in existing programmes
- Facilitate policy dialogues on the right to education for street children in EFA National Plan of Action
- Work closely with the concerned Ministries of HMGN

EFA 2015 and Out of School Children By Kiichi Oyasu, UNESCO, Bangkok

EFA Plans, Progress and Actions

- Global Monitoring Report 2005
- Overview of the EFA action Plans
- EFA Goals

- Visions and role of NFE for OSC

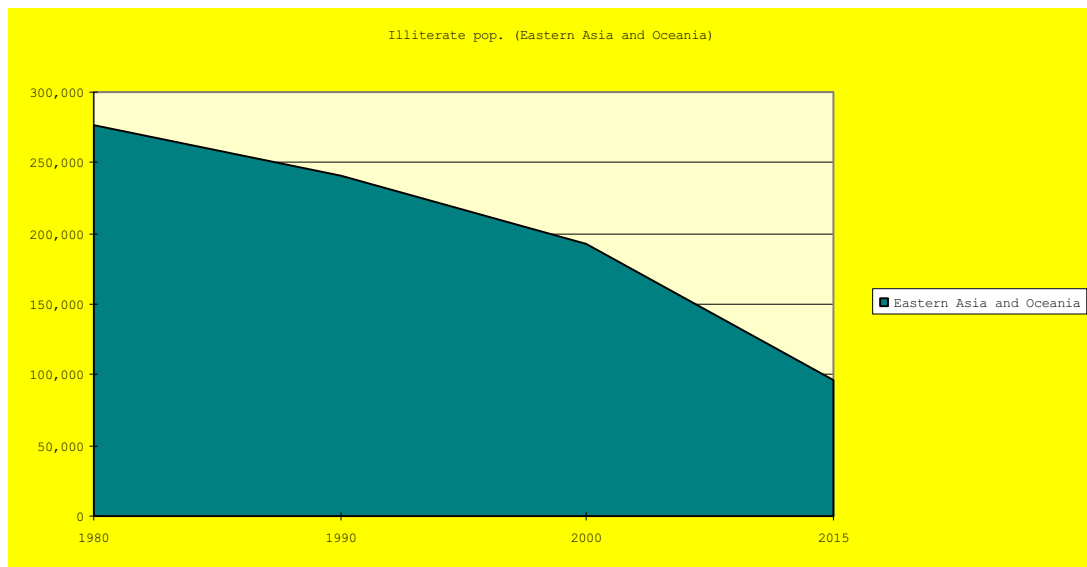
**World Education Forum
Dakar, Senegal, April 2000**

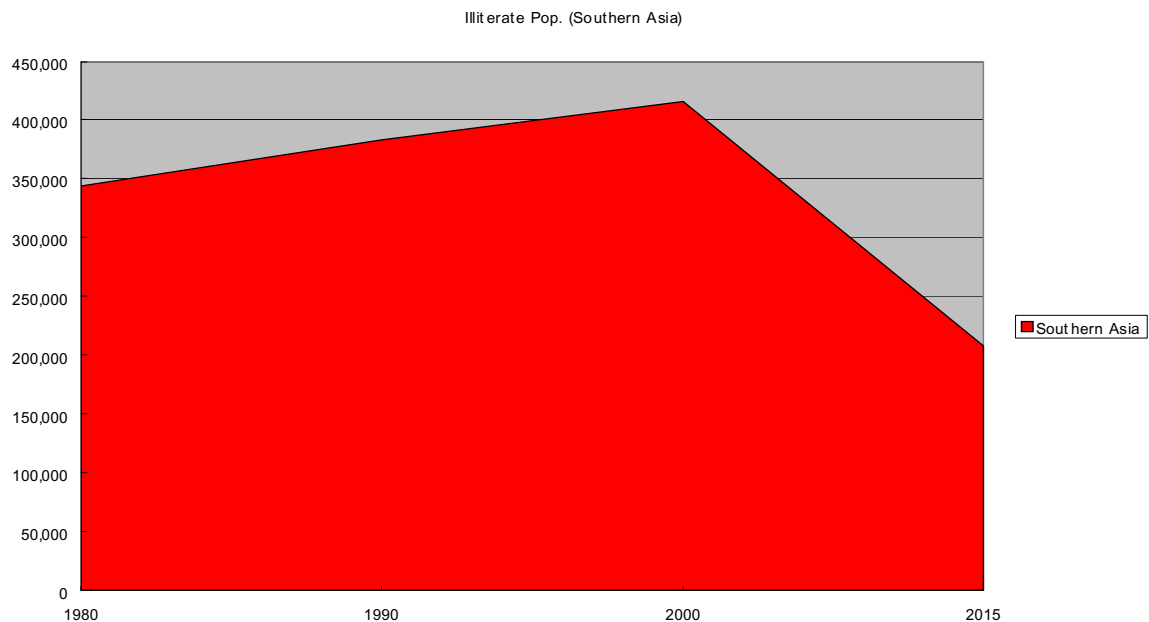
- Reaffirmed the vision of Jomtien
- Significant progress since Jomtien, however,
 - 113 million out-of-school children
 - 880 million illiterate adult
- Particular attention to girls and children in difficult circumstance
- Responsive, participatory and accountable system
- Monitoring the progress

EFA Dakar Goals

- Expansion and improvement of **early childhood care and education**
- Access and completion of **primary education** particularly disadvantaged by 2015
- Access to learning and **life skills for youth and adults**
- 50 percent improvement of **adult literacy** by 2015
- **Gender equity** in primary education by 2005 and in education by 2015
- Improvement of **quality** of education

Scenario: Illiterate population in Eastern Asia and Oceania (1980-2000 and 2015?)





Scenario: Illiterate population in Southern Asia (1980-2000 and 2015?)

Education for All The Quality Imperative

- The world is not on track to achieve the six EFA goals
- Without better quality, EFA is unattainable
- This report defines education quality, shows why it matters and indicates how it can be improved, particularly in poorer countries
- Achieving this and the other goals will require both national policy changes and more resources from the international community

Progress of the six goals

- Goal 1 (ECCE) - wider access remains slow, especially children with disadvantaged background
- Goal 2 (UPE) - the number of out-of-school children declined to 103.5 million in 2001, but the pace is slow and completion remains a major concern.
- Goal 3 (Youth & adult learning) - efforts are made in many countries. Progress remains difficult to assess globally
- Goal 4 (Literacy) - 800 million adults illiterate in 2002. 70 percent of them live in Sub-Saharan Africa, East and South Asia
- Goal 5 (Gender) - progress made; gap still remains at secondary and higher education 64 percent of adult illiterates are women.
- Goal 6 (Quality) - gap between developed and developing countries in quality: expenditure on education; pupil-teacher ratio; teacher qualification; etc.

**A global measure of progress:
The EFA Development Index (EDI)**

A summary quantitative measure of 4 EFA goals:

- UPE (net enrolment ratio)
- Adult Literacy (literacy rate of 15 and above)
- Gender parity (gender parity index for primary & secondary, and adult literacy)
- Quality (survival rate to grade 5)

A global measure of progress: the EFA Development Index (EDI)

The index covers 127 countries for 2001:

- EFA goals achieved or nearly achieved: 41 countries, mainly in North America and Europe
- Intermediate position: 51 countries, many in Latin America, East & Central Asia
- Far from achieving goals: 35 countries, mainly in sub-Saharan Africa and South Asia.

**A global measure of progress:
The EFA Development Index (EDI)**

| | East Asia and the Pacific | South and West Asia | Central Asia |
|---------------------------------|--|------------------------------------|------------------------|
| Achieved (0.98-1.00) | R. of Korea | ----- | ----- |
| Close to goals (0.95-0.97) | Fiji | Maldives | Kazakhstan, Tajikistan |
| Intermediate (0.80-0.94) | China, Indonesia, Philippines, Samoa, Thailand, Tonga, Vietnam | Iran | Kyrgyzstan, Mongolia |
| Far from goals (less than 0.80) | Cambodia, Lao PDR, PNG | Bangladesh, India, Nepal, Pakistan | ----- |

EFA Global Monitoring Report 2005

Wrapping up

Education quantity and quality are complements, not substitutes
Successful qualitative reforms require:

- Prime attention to quality of teaching profession
- Strong leading role by government
- A societal project for improving education

- Policy continuity over time

An overview on NFE in the EFA Action Plans

- Commitment and achievement
- Target groups
- Strategies
- Issues and challenges

EFA Action Plans – commitment

- All countries with commitment to achieving EFA goals – right to basic education
 - Esp. reaching the unreached, out-of school children and gender equality
- Achievement recognized since Jomtien e.g.
 - Advocacy and social mobilizations
 - Sector wide approaches linking with poverty alleviation
 - Review and updating the mechanisms e.g. setting up a new department for EFA and NFE
 - Introducing innovative approaches e.g. accreditation and equivalency; use of ICT; mobile library/training

EFA Action Plans - Target groups

- Particular emphasis on women and disadvantaged groups
- Further segmented targets, e.g.
 - Indigenous people
 - Street and working children
 - Disabled persons
 - People living in geographical remote and difficult location
 - Computer illiterates

EFA Action Plans - Strategies

- Varying degrees of programmes
 - Advocacy campaign and networking
 - Literacy and life skills for all, esp. youth and adults – daily life skills, IGP, vocational skills including ICT, health including HIV/AIDS
 - Equivalency for out-of school children e.g. Packet series (Indonesia), Accreditation & Equivalency (Philippines), Thailand, India, Nepal, Pakistan, etc.

EFA Action Plans - Strategies

- Varieties of delivery mechanisms in NFE:
 - CLCs and other community based programmes
 - Reading corners

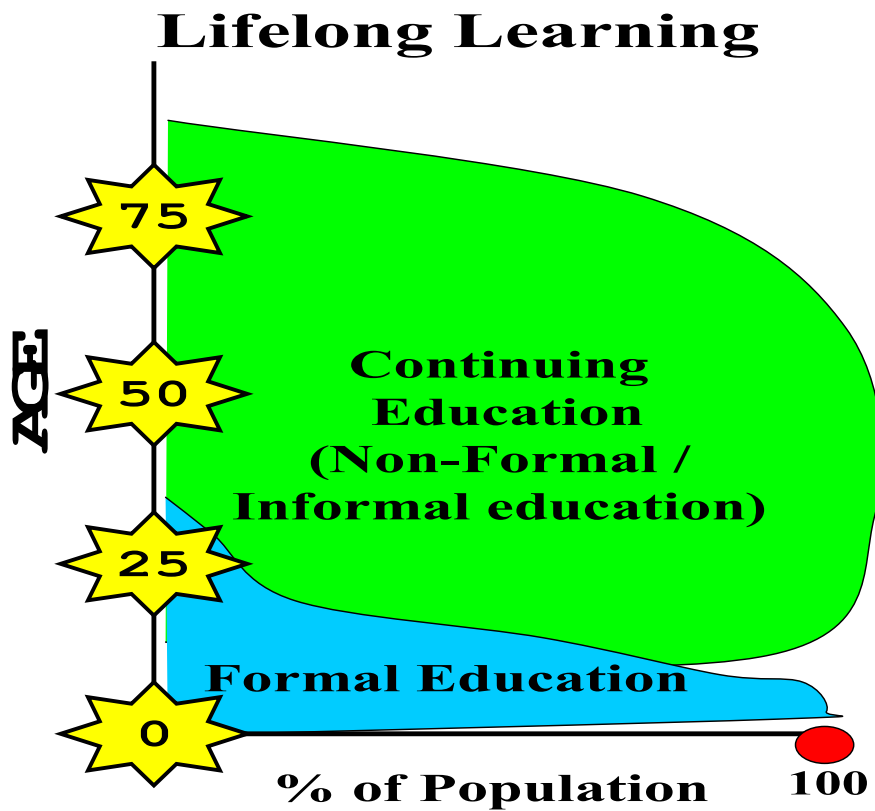
- Religious institution for literacy
- Learning circles and Self-help training groups
- ICT based delivery mechanisms
- Macro management strategies
 - Synergies with the formal system
 - Database development and management
 - Decentralization of planning and management
 - Policy review and reform

EFA Action Plans - Strategies

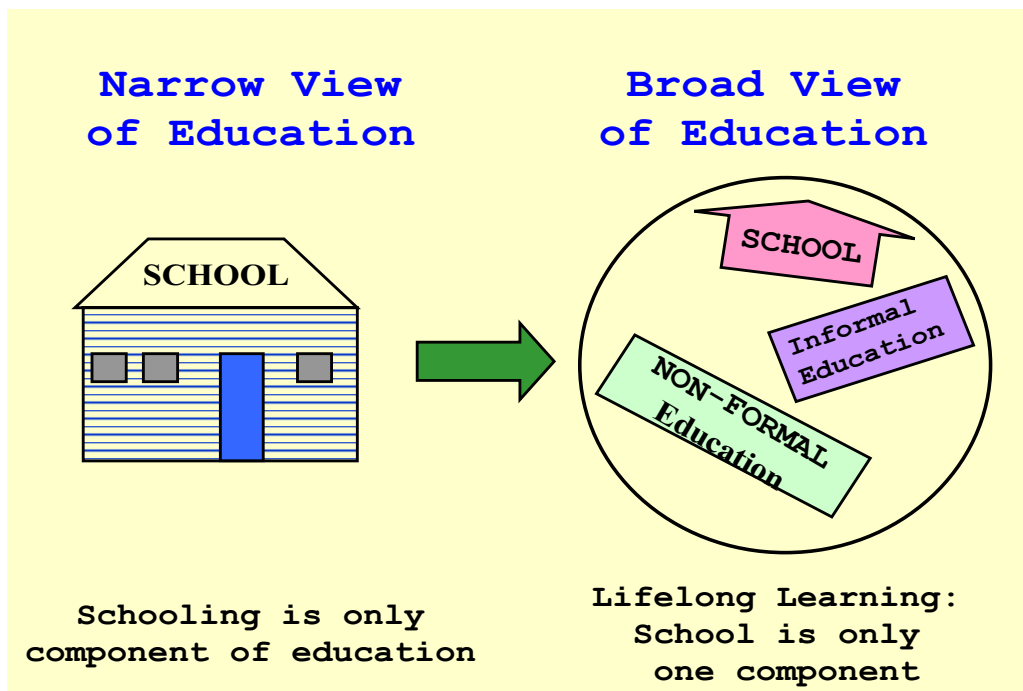
- Capacity and resource development to respond to different needs including:
 - Curricular update to be more flexible and practical
 - learning materials development
 - training of personnel on T-L methodologies, management, assessment, M & E
 - Partnership development with other public and private sectors
 - Harnessing volunteer workers
 - MIS & GIS for information-based planning

EFA Action Plans – Issues/challenges

- Common issues include:
 - Limited resources – human, physical, financial
 - Reaching the unreached (esp. girls & women, rural farmers, minorities)
 - Capacity building of personnel/institutions
 - Accessibility to cope with increased number of learners
- Gap between awareness of NFE and concrete actions – need political and financial assistance
- Difficulty in assessing NFE due to diversities of learner, facilitator, content...
- No standardization of quality of equivalency programmes
- Inadequate data collection process and results
- Lack of long-term vision – towards continuing education



Lifelong Education



NFE for Out-of-School Children

- Equivalency programme
 - Standard setting
 - Curriculum flexibility in view of life skills
 - Training of personnel
- Skill based programmes
 - 3 Rs
 - Context specific skills
 - Generic skills

Interventions for Street Children

- Rescue and Protection
 - Shelter, food, health, counseling, etc.
- Rehabilitation
 - Need based education and training
- Prevention
 - Awareness promotion at all levels
 - Quality improvement of formal schools
 - Adult education and community empowerment through CLCs

Actions required

- Policy and legal support
- Decentralized management
- Capacity building
- Monitoring
- Cooperation and networking - synergies of interventions
- Information sharing e.g. database

Education for Out-of-School (Street) Children - Policies, Programs and Strategies Presentation by Ram Balak Singh – Department of Education

On behalf of the Ministry of Education and Sports/Department of Education, Ram Balak Singh presented a paper covering existing policies, programmes, and strategies with regard to education for out of school children in general and street children in particular.

In summary, he presented the following:

Primary Education: Grouping of districts according to GPI in gross enrolment (2002)

| Sn | Names/Number of districts | GPI |
|-----------|---|------------|
| 1 | Dadeldhura, Kaski, Manang, Bhaktapur, Mustang, Syangja, Ilam, Parwat, Sankhuwasava, Dhankuta (10) | 1.00-1.07 |
| 2 | 26 districts | 0.90-0.99 |

| | | |
|---|---|-----------|
| 3 | 19 districts | 0.80-0.89 |
| 4 | Rupandehi, Dolpa, Rolpa, Banke, Bajura, Bajhang, Achham, Baitadi (8) | 0.70-0.79 |
| 5 | Saptari, Siraha, Dhanusha, Sarlahi, Parsa, Kapilbastu, Jumla, Kalikot, Mugu, Humla (10) | 0.60-0.69 |
| 6 | Mahotari-0.54, Rautahat-0.57, (2) | 0.50-0.59 |

- Ten districts have gender parity in favour of girls.
- 26 districts are in a position to achieve gender parity with a little more focused and targeted efforts.
- 19 districts would have to work much harder than the present pace, if they really wish to achieve gender parity.
- 20 districts mostly in mid and far west and central Terai are in grave danger of not achieving universal primary education and gender parity even by 2015. Out of these districts, Karnali zone is worst with almost all 5 districts at serious risk of not achieving UPE.

Primary Education: Grouping of districts according to GPI in net enrolment (2002)

| Sn | Districts | Number of districts | GPI |
|----|--|--------------------------|-----------|
| 1 | Chitwan, Mustang, Ilam, Aghakhanchi, Syangja, Manang, Sindhupalchok, Sindhuli | 8 (M-3, H-4, T-1) | 1.00-1.02 |
| 2 | Udayapur, Makwanpur, Kaski, Parbat, Sunsari, Dolkha, Dhading, Kathmandu, Surkhet, Baglung, Nuwakot, Myagdi, Rasuwa, Darchula, Sankhuwasabha, Nawalparasi, Kanchanpur, Khotang, Bhojpur, Taplejung, Terhathum, Gorkha, Jajarkot, Morang, Jhapa, Dadeldhura, Gulmi, Palpa, Kavrepalanchok, Lamjung, Panchthar, Lalitpur, Bhaktapur, Tanahun, Dhankuta, Okhaldhunga | 36 (M-5, H-23, V-3, T-5) | 0.90-0.99 |
| 3 | Rupandehi, Bara, Bajura, Rukum, Salyan, Pyuthan, Doti, Kailali, Solukhumbu, Ramechhap, Dang, Bardiya, Dailekh | 13 (M-2, H-6, T-5) | 0.80-0.89 |
| 4 | Rolpa, Humla, Mugu, Dolpa, Baitadi, Banke, Bajhang | 7 (M-4, H-2, T-1) | 0.70-0.79 |
| 5 | Siraha, Kapilbastu, Saptari, Sarlahi, Accham, Parsa, Jumla, Dhanusha, Kalikot | 9 (M-2, H-1, T-6) | 0.60-0.69 |
| 6 | Mahotari, Rautahat | 2 (T-2) | 0.50-0.59 |

- 8 districts have gender parity in favour of girls.
- 36 districts are in a position to achieve gender parity with a little more focused and targeted efforts.

- 13 districts would have to work much harder than the present pace, if they really wish to achieve gender parity.
- 18 districts mostly in Mid West, Far West and Central Tarai are in grave danger of not achieving universal primary education as well as gender parity even by 2015.

Nepal's policies, programmes and strategies on out-of-school children are reflected in:

- National Plan of Action for Education for All 2001- 2015
- Education for All Programme 2004-2009
- Annual Strategic Implementation Plan 2004/05 and 2005/06

Educational Programmes

- SIP (Planning, monitoring, social audit)
- School Block Grants including performance grants for achieving universal access and universal retention (improved survival rate to Grade 5)
- Quality of data and strengthened EMIS within districts
- Capacity building
- Programmes for disadvantaged children (girls, dalit, disabilities, out-of-school children, street children, etc.)
- Focused literacy programmes in 30 districts with lowest literacy rate
- Enrolment campaign and welcome to school programme

Programme for Out-of-School Children and Street Children in 2005/06

| Development Region | Target for mainstreaming out-of-school children | Districts focused for out-of-school children | Target for street children | Districts |
|--------------------------|---|--|----------------------------|-----------------|
| Eastern | 24020 | Siraha, Saptari | 40 | Sunsari, Morang |
| Central | 48172 | Dhanusha, Mahotari, Sarlahi, Rautahat, Bara, Parsa | 60 | Kathmandu |
| Western | 17775 | Nawalparasi, Rupandehi, Kapilbastu, Kaski | 20 | Kaski |
| Mid-West | 16606 | Banke, Bardiya, Jumla | 20 | Banke |
| Far-West | 14704 | Kailali, Kanchanpur, Bajhang | | |
| Total Target | 121366 | 18 | 140 | 5 |
| Total budget in thousand | 60683 | | 1890 | |

The Annual Strategic Implementation Plan (ASIP) for 2005/06 upholds:

- Education is a human right.
- The year 2005 is the year for girls' education.

Major Strategies:

- Decentralization
- Inclusion
- Capacity Building

Conclusion

- Universal enrolment of children in school cannot be achieved unless first-grade intakes approximate 100% of the starting age range and accomplish primary education of good quality.
- The improved primary education progression is prerequisite to achieve the policy goal of the universal primary education (UPE).
- The key strategic objectives for achieving the universalization of primary education (UPE) are to increase progression rates for primary education, improve transition rates from Grade 5 to 6, improve regulation of age of entry into Grade 1 and increase new intakes into Grades 1, 6, 9 and 11.

Education for Out-of-School (Street) Children – Practices in the grassroots level Presentation by Kedar Chandra Khanal – Non-Formal Education Centre

Regarding the NFE practices in the grassroots level for out of street children, Kedar Chandra Khanal, Deputy Director from Non-Formal Education Centre, presented the paper and the following is the key points he presented in his paper.

Current Situation

On the Literacy front, data released by CBS according to the National Population Census 2001, reveal that 54 percent of the population above six years is literate. Female Literacy rate is lower than males. Among them about 17% School going age children are still out of school.

To Provide access of primary education to the out of School Children out of School Programme (**OSP**) I & II, School Outreach Programme (**SOP**) and Non-Formal Primary Education Programme (**FSP**) have been in operation in Nepal in the Name of Alternative Schooling Programme under Non- Formal Education Centre.

Alternative Schooling Programme

1. **Out of School Program (OSP) I&II:** The first level of OSP is organized for illiterate Children between 8-14 age groups. They for various reasons have not been able to

attend schools or those who are dropouts. This Programme is conducted two hours a day, six days a week that is 225 or 450 hours for nine months. OSP II is conducted for the completers of OSP I (Bal Sikshya) But the EFA (2004-2009) core documents presents the overall framework for a five year sub sectoral basic and primary Education Programme. According to this new programme, in out of School Children Programme (OSP) 250,000 Out of School Children, especially the school dropouts of grade 1-3 will be targeted during the Programme period 2004-2009. This Programme will mainly focus on redirecting the school dropouts to formal Schooling. This OSP I&II of nine months long course will not be continued any more after 2005. This programme will be mainly for school dropouts.

2. **School Outreach Programme:** SOP targets Children aged 6-8 years, located in small hamlets and in isolated areas, especially in mountain and hill districts, where opening of new schools is not feasible and the existing schools are not serving them due to remoteness. This Programme will provide schooling facility to accommodate grade 1-3 in their own habitation and send the children to primary schools for subsequent grades as they grow and can walk from home to school.
3. **Non-Formal Primary Education Programme (FSP):** The Non-Formal Education Centre has also implemented Non-Formal Primary Education Programme (FSP) for poor disadvantaged, street dwellers and labours of 8-14 years age group Children. This Program is implemented in urban, Semi-urban and sometimes even remote areas. A condensed Primary Curriculum appropriate to the age level of the Children will be adopted to complete the primary cycle within 3 years. They complete five years of primary Education in three years time through intensive

System of Teaching: They will be made eligible to enroll in Grade Six. The Potential areas for flexible Schooling are urban, Sub-urban and industrial areas where child labourers are prevalent. Both School Out-reach and Flexible Schooling will be community based and will adopt open access classroom learning individualized multi group teaching. Each school will enroll a maximum of 20 children. School curriculum and textbooks will be flexible and will adopt specially designed condensed textbooks.

Besides all these things NFEC is conducting income generation programme in all 75 districts and it is aiming to establish 205 community-learning centers by 2009 to promote literacy as well as other developmental activities.

Now we have a new problem that is **street Children Education**. Due to the various reasons such as poverty, insurgency, fearful environment, migration and lack of awareness have resulted in the increasing number of street children. NFEC has not developed yet any special programme specifically for street Children. But they are welcome in SOP & FSP programmes.

Group Work Facilitation

A brief was presented on 'Education for ALL' and the requested the participants were requested to think about the following questions for group work.

- What is achieved locally and nationally on EFA especially on education for street children?
- Do you think the National Plan of Action will lead to EFA by 2015? (Especially street children)
- What is your view, opinion (from policy point of view/gaps) on the EFA National Plan of Action regarding street children?

Group One Presentation

1. What is achieved locally and nationally on EFA especially for Education for Street Children?

- National plan of action for EFA 2015
- EFA 2004 – 009 (6 lakhs children includes street children)
- Annual strategic implementation plan

Education for street children

- 120 street children 2004-5
- 160 street children 2005-6
- Tenth five year plan approximately 1000 street children are targeted
- National plan of Action on elimination of child labour 2005-2015
- District education office
- NGOs and INGOs are supporting street children by providing alternative education, life skill education, vocational training and apprenticeship non-formal and informal education, job placement, access, family reunion, livelihood support, IGP and referral etc.
- Networking and coordination

2. Do you think the National Plan of Action will lead to EFA by 2015? (Especially street children)

- No – because the term street children not defined in NPA- poor quality of data
- Lack of technical know-how
- On-going population conflict in the country

3. What in your view, opinion (from policy point of view/gaps) on the EFA National Plan of Action regarding street children?

- Costs for street children is very expensive which is not allocated
- Lack of policy on equivalency and accreditation

Group Two Presentation

1. What is achieved locally and nationally on EFA especially for Education for Street Children?

Government Level

- National definition of street children should be carried out
- Quality information should be taken – First hand or second hand data and information (statistics)
- Proper guidelines should be formulated
- To the organization working on the street
- Problem of street children should be taken as a priority sector
- Specific curriculum should be formulated and implemented
- Education process should integrate with socialization

INGO Level

- Integrated programmes should be introduced
- Long term planning – focusing on government planning
- Influencing/lobbying to the government to identify real issues and make proper plan
- Model programming should be formulated which can be replicated later
- Enable communities to identify their issues and ownership

Community

- Family counselling
- Support to identify the street children and cooperation with the organization
- Child protection mechanism on community level

2. Do you think the National Plan of Action will lead to EFA by 2015? (Especially street children)

No because;

- EFA goal has stated broadly, but it is not clearly addressed to street children. Some NGOs are trying to deal with it e.g. Urban school programme
- National plan of action is mostly focusing the formal school programme so in the case of street children it does not/ won't meet the target
- No clear policy and guidelines
- There is not any clear definition of street children
- No curriculum for street children

3. What is your view, opinion (from policy point of view/gaps) on the EFA National Plan of Action regarding street children?

- Policy should make clear which can address the street children
- Coordination and coalition should create
- Definition of street children should make clear
- Specific curriculum and programme should make/develop which can fit the street children

Group Three Presentation

1. What is achieved locally and nationally on EFA especially for Education for Street Children?

- Locally for street children: Education programmes focusing child labour street children already started in 4 districts
- Partnership already established among child labour organizations and department of education and district education

District Level

- Rs. 1000 per child/month to shelter home – Kathmandu, Chandrodaya, Hamro Jeevan child care
- Mahila Swavalamban/women self-reliance
- Empowerment centre

2. Do you think the National Plan of Action will lead to EFA by 2015? (Especially street children)

No, because

- Conflict not addressed
- IDP problem not addressed
- Lack of attraction to non-formal education
- Lack of minority group/excluded group representation at different levels

3. What is your view, opinion (from policy point of view/gaps) on the EFA National Plan of Action regarding street children?

- Teachers training package should incorporate the methods to deal with these children e.g. Counselling
- Free education and residential support for short time
- Recognition of non-formal education like SLC level
- Flexible school timing (school timing and working time is same)
- Mobile schooling

- Programmes should include street children in real sense
- Children should be categorized on the basis of this behaviour and situation

Group Four Presentation

1. What is achieved locally and nationally on EFA especially for Education for Street Children?

- From this fiscal year, MOES has launched NEF programmes for street children through NGOs in 4 districts i.e. Sunsari, Kathmandu, Kaski and Banke)
- Policies and programmes have been prepared to run additional NFE programmes for street children in the district level

NGOs level

- NFE programmes for street children through drop-in-centres
- Life skill training/vocational training centre/employment opportunities
- Bridging to NFE to formal education and support to formal education by NGOs
- Establish street children club and prepare national network/alliance
- Training on different sectors (journalism) for the members of street children clubs
- Support and assistance for physical infrastructure and scholarship programmes for street children
- Counseling services for street children and their families

2. Do you think the National Plan of Action will lead to EFA by 2015? (Especially street children)

No because

- Political problem has caused the increase of street children number in the country
- Limited resources, means, and knowledge
- EFA National Plan of Action does not have covered the street children in terms of their basic education

3. What is your opinion, from a policy point of view on the EFA National Plan of Action regarding street children?

- Policy makers should have taken the issues and concerns of street children seriously and amend the policies accordingly
- EFA National Plan of Action should be revised accordingly to ensure the coverage of street children
- Extreme lack of data on street children and no clear mechanism to update their number in the country
- No clear strategy in sorting, screening, and selecting the NGOs in running the NFE programmes for street children

- Lack of clear regular monitoring and evaluation mechanism from the government
- Lack of clear minimum standard policy in running drop in centre in the country

Group Work Presentation

Group One Presentation

- Ministry of Education and Sports should update data on the number of street children together with the network of organizations working with street children in Nepal
- Based upon the decentralization strategy, district level non-governmental organization should be given the responsibilities to implement education for street children programmes
- Educational institutions either GOs or NGOs should develop reading materials and an appropriate teaching methodology as well as prepare quality facilitators to run the programme
- The government should have organized sensitization workshops on EFA National Plan of Action together with the organizations working with street children in the country
- Referred and recommended NFE programmes and vocational training courses for street children by the non-governmental organizations should be given legal status

Group Two Presentation

- EFA goal has stated broadly, but it is not clearly addressed to street children. Some NGOs are trying to deal with it i.e. Urban school programme
- National plan of action is mostly focusing on formal school programme so in the case of street children it does not/ won't meet the target
- No clear policy and guidelines
- There is not any clear definition of street children
- No curriculum for street children

Group Three Presentation

- Allocate budget for vocational training/life skills for the street children
- Monitoring and evaluation of the implemented activities
- Information about provisions at all level
 - At the DEO budget allocated – is accessed (at DEO)
 - Are DEOs are aware for these provisions (improve INGO/NGO awareness to these provisions)
 - Are people in need aware of these provisions?
- Conceptual clarity on definition of street children with concerned stakeholders esp. DE officer
- Sharing of best practices of organizations working with street children
- Identification of existing groups/alliances working with street children and education
- A mechanism to build a bridge between alliances and DOE/DEO
- Develop criterion to promote access to vocational training

- To consider children (working) birth certificate, citizenship, citizenship, migration certificate transfer certificate
- Financial support for the schools that enroll IDP children conflict children and street children
- Allocated sponsorship at the national level so that street children can attend trainings
- To provide budgets to organizations who assists/carry out vocational training for children. Also provide INGO/NGO certification and recognition of the certificate received by street children

Group Four Presentation

Recommendation at the Policy Level

- Orientation and sensitization to the policy makers in terms of education for street children
- The guideline prepared by HMG be disseminated widely and monitored closely
- Inclusion of beneficiaries at all levels (planning, policy making, implementation ----)
- Develop more effective coordination mechanism among all stakeholders
- Develop a minimum standard of drop in centre/shelter home/transit home in consultation with stakeholders
- Roles and responsibilities at all level should be clearly defined
- GOs should be responsible for reviewing, amending and formulating beneficiary friendly policies
- Advocacy – Lets have one voice for street children

Implementation Level

- Identify the categories of street children clearly and develop programmes accordingly

Open Forum

By Madhav Pradhan

Madhav Pradhan, the chairperson of National Alliance of Organizations for Street Children, chaired the open forum session by sharing the latest information on the issues and challenges related to the street children in Nepal. He mentioned that street children are the most vulnerable group of people in society suffering from enjoying their children rights. In regard to education for street children, it is their primary right to have access to quality basic education however there are number of street children who are still out of formal school system in Nepal. He requested all the participants to think and address the street children educational issue seriously and act upon it quickly and strongly. He then requested the participants to raise the question and interact in the group openly.

Jiyam Shrestha from Concern Nepal: He raised the question on flexible schooling programme being introduced by the government requesting to the concerned government official to explain what does it mean and how is it being practiced in the grassroots level as

well as what is the system of equivalency and accreditation system in place for students doing FSP?

Kedar Chandra Khanal, deputy director from NFE centre told that this is new programme being introduced and practiced targeting children who are out of formal school system. The government has developed implementing mechanism with regard to how to implement this programme and how to conduct equivalency etc. However, participants were saying that this is not very much clear and programme is not reaching to the actual target groups at the grassroots level. Participants were also discussing about network and cooperation within the government as well as among GOs, NGOs and INGOs which is still very weak when it comes into the ground level.

Wrap up Session

Dougals Maclagan once again revisited and recaptured the whole workshop session and requested the participants to act upon in amending the exciting educational policies based upon the recommendations delivered in the workshop. He further requested the participating organizations in creating one voice and unity with regard to street children from policy to the grassroots level so as to work together to overcome all problems being faced by the street children. Finally, he thanked all participants for their active participation in the group and sharing their experiences and information during the workshop.

Annex Four: List of participants at the workshop held in Narayanghat

| Sn | Participants | Position/ Designation | Organization s with address | Phone/ Fax | E-mail |
|----|------------------------|---------------------------------|--|----------------------------------|--|
| 1 | Sudip Wosti | LACC, Chitwan Coordinator | LACC, Chitwan | 520183 | wostislaw@wlink.com.np |
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| 3 | Urbara Luitel | WDO | WDO, Chitwan | 522416 /526719 | |
| 4 | Shyamjee Athity | DEO | DEO, Chitwan | 520157 | |
| 5 | Chet Bdr. Bhattarai | CDS, Chitwan President LACC | Community Deployment Society, Bharatpur | 524884 | chetbahadurbh@hotmail.com |
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| 11 | Udaya Shrestha | Acting President | Narayanghat Chamber & Commerce & Industry, Narayanghat | 5-20108 5-22145 5-23928 | |
| 12 | Hari Bhadra Khanal | Ex-President | ABS, Chitwan | 5-21187 | |
| 13 | Ram Babu Shrestha | | YCN, Chitwan Narayanghat | 5-21456 | |
| 14 | Shree Ram Dawadi | District, coordinator | Maiti Nepal, Chitwan | 5-18350 | |
| 15 | Purna Bdr. Bohara | President | DNGOCC, Chitwan | 5-22986 | pbohora@hotmail.com |
| 16 | Mala Shrestha | Field Officer | WEI, Chitwan | 5-23566 | |
| 17 | Arjun Acharya | Coordinator | ABC Nepal, Chitwan | | |
| 18 | Min Raj Bhandari | Program Coordinator | MADE0- Nepal | 056-50457 (Fax) | madeorge@techminds.com.np |

| | | | | | |
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| | | | Chitwan | 056-522633 | |
| 19 | Ishwari, Timilsina | President | Bal Mandir, Chitwan | 056-21557 | |
| 20 | Kedar Nath Khanal | President | NFN, Chitwan | 056-21828 | |
| 21 | Hari Raj Poudyal | Ex-President Cent men TUN. | NTA, Chitwan | 056-521342 | |
| 22 | Krishna Bhakta Pokhrel | Chairman | CLRC, Chitwan | 056-525054 056-525054 | clrcctw@wlinks.com.np |
| 23 | Hari Prasad Acharya | President | T.U.N. Chitwan | 056-528778 | |
| 24 | Dilli R Ghimire | President | Diyalo Pariwar, Narayanghat | 056-525720 | |
| 25 | Ramesh Acharya | Manager | Star children, Kaski Nepal | 061-520924 | starchildren@fewanet.com.np |
| 26 | Basu Adhikari | FO | Diyalo Pariwar, Narayanghat | 5-21828 | |
| 27 | Govinda Aryal | | GE font | 5-61126 | |
| 28 | Bharati Pathak | President | Ashmika, Makwanpur | 057-525257 | |
| 29 | Puspa Raj Sharma | DU | Guardian Association | 026-521625 | |
| 30 | Baikuntha Raj, Paudel | President | N.T.V.C. Chitwan | 056-524370 | |
| 31 | R.G. Shilpakar | Director | Diyalo Pariwar | 056-22797 | |
| 32 | Rajendra Piya | Director | Diyalo Pariwar | 5-22031 | |
| 33 | Niramala Piya | IPP | Diyalo Pariwar | 5-20062 | |
| 34 | Lekhnath, Pokhrel | Counsellor/Trainer | | | |
| 35 | Sita Ram Bhatta | Director, Program Development - Publication | Diyalo Pariwar, Narayanghat | 5-21828 | sirabhatta@yahoo.com |
| 36 | Janak Aryal | Chairman | Federation of Naples Journalist | 5-20188 | janakaryal@yahoo.com |
| 37 | Manila Bista | | Narisewa Srijana, Kendra, Hetauda | 057-25115 | |
| 38 | Lok Nath Kandel | Project, Manager | Trinetra-Nepal Gaidakot, Nawalparasi | 056-501306 | |

| | | | | | |
|----|-----------------------|--------------------------|------------------------------|---------------|--|
| 39 | Narayan Sapkota | Vice President | VDRC- Nepal, Gaidakot | 056-501100 | advc@wlink.com.np |
| 40 | Nava Raj Dollakoti | Member | Rapti Green Society, Chitwan | | |
| 41 | Gambhir Raj Dhurel | Active Member | | | |
| 42 | Sunil Sharma | Society | Diyalo Pariwar | | |
| 43 | Dil Kumari Paudel | | NFN-Chitwan | | |
| 44 | Mina Dhakal | Counselor | Diyalo Pariwar, Chitwan | 5-21828 | |
| 45 | Hari Maya Sapkota | Coordinator | | 5-30028 | |
| 46 | Radhika Tiwari | Programme Officer | Youth Club Narayanghat | 5-21456 | |
| 47 | Laxmi Thapa | Counsellor | YCN, Chitwan | | |
| 48 | Mina Budhathoki | Office Assistant | YCN, Chitwan | | |
| 49 | Bhim Narayan Shrestha | | Diyalo Pariwar, Chitwan | | |
| 50 | Bijay Kumar Shrestha | Member of Exertive Board | Diyalo Pariwar, Chitwan | 5-25752 | Shrestha_bijay2004 |
| 51 | Binto Paudyal | Motivator | Diyalo Pariwar, Chitwan | 5-21660/21828 | |

Annex Five: List of participants who attended the workshop held in Pokhara

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|----|--------------------------------|---------------------------------------|---------------------------------------|-------------------------------|--|
| 1 | Tirtha B Thapa | Chairperson Kopila-Nepal | Pokhara-6 | 532016 | |
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| 7 | Kamal Poudel "Athak" | Reporter | Classified | 061- 535486 | |
| 8 | Raghu Nath Sharma | Member of SAHARA Group | Pokhara | 530113- 538833- 520580- | |
| 9 | Bibhu Bhusal | Correspondent | Samadhan National Daily | 537449- 534564 | kalikamaibh@yahoo.com.uk |
| 10 | Durga Singh | Inspector | DPO Kaski | 527355- 520033 | durgasinghchand@yahoo.com |
| 11 | Shobha Poudel (Parajuli) | Dis. Resource Person JTT/ Kaski | JTT Kaski | 523370 | sova_poudel@hotmail.com |
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| 14 | Rajendra Kumar Lalchan | President | PCCI | 520681 | |
| 15 | Heramba Prasad Koirala | President | DCWB Kaski | 521156 | |
| 16 | Bajra Mohan Poudel | Instruction | CTEVT | 528040 | |
| 17 | Thakur Giri | Join Sec. | TOLI | 532875 | |
| 18 | Dhan B. Gurung | Chairman | MDO | 061- 527584 | |
| 19 | Saroj Neupane | Social Mobilizer | ILO/IPEE TBP Kaski | 061- 530464 | |

| | | | | | |
|----|---------------------|-------------------------------------|-----------------------|-------------------|--|
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| 28 | Sapana Singdel | | Seto Guras Kaski | | |
| 29 | Himnidhi Adhikari | Chief Reporter Adarshasamaj Patrika | | 531200 | laudari@hotmail.com |
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Annex Six: List of participants who attended the workshop held in Kathmandu

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CHILDHOPE ASIA PHILIPPINES

In Partnership with
**DEPARTMENT OF EDUCATION-BUREAU OF ALTERNATIVE LEARNING
SYSTEM (BALS) and the CONSORTIUM FOR STREET CHILDREN (UK)**

With Support from

UNESCO BANGKOK

POLICY FORUM ON EDUCATION FOR ALL ALTERNATIVE LEARNING SYSTEM (EFA-ALS) AMONG STREET AND URBAN POOR CHILDREN

Horizon Edsa Hotel, Mandaluyong City
Philippines

November 8 & 9, 2004

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PROCEEDINGS

Day 1- Monday, November 8, 2004

Morning Session:

Ms. Teresita L. Silva, President and Executive Director of Childhope Asia Philippines (CHAP) gave her welcome remarks. She also briefly discussed and explained the UNESCO Project entitled "*PROMOTION OF IMPROVED LEARNING OPPORTUNITIES FOR OUT-OF-SCHOOL CHILDREN*"¹, and its major components, one of which is the Policy Forum. This project is conducted with support of UNESCO Bangkok and in collaboration with the UK Consortium for Street Children. Four (4) countries are participating in the project, namely: Nepal, Pakistan, Indonesia, and Philippines.

Ms. Silva also reported on the results of the Planning Meeting of the four (4) countries, UNESCO Bangkok, and the UK Consortium for Street Children held from May 12-14, 2004 at the Westin Philippine Plaza Hotel².

Ms. Silva then presented and discussed the objectives of the Policy Forum. These were the following (see Annex A also for the Program Schedule):

For the Forum participants to be able to:

¹ The project was designed to support the capacity building and information exchange project initiated by UNESCO Bangkok jointly with the Jakarta and Beijing offices to strengthen the expertise of practitioners concerned with out-of-school youth and children in selected countries in the Asian region. The overall objective of the project is to ensure quality basic education for out-of-school children with particular focus on street children within the framework of the National EFA Action Plans in the countries. The specific objectives of the project are as follows: to conduct research study on out-of-school children regarding overcoming barriers to education, education for social inclusion and good practices; to carry out national activities to create a national network and/or to introduce new initiatives in existing programmes; to facilitate policy dialogues in countries on the right to education for out-of-school children in EFA plan execution; to strengthen national and regional networks among practitioners; and to enhance the capacity of key government and NGO personnel on rights-based approaches to education for excluded children.

² The general objective of the Regional Orientation and Planning Meeting was to come up with concrete regional plan to implement national level activities in the "Promotion of Improved Learning opportunities for Out-of-School Children Project", particularly among street children in selected countries in the Asian region. The specific objectives of the planning meeting were the following: to present, discuss, and agree on the research design as well as the mechanics, instruments, and timetable of implementation of the research on the EFA Best practices in Nepal, Indonesia, Pakistan and Philippines; to discuss the Terms of Reference (TOR) for national level capacity-building programs that will help facilitate the organization and/or strengthening of networks among NGOs, and for a regional policy forum on street education for street children; to expose the participants to some education programs for urban poor and street children in Metro Manila; and to facilitate cooperative working relationships and partnerships among project participants.

1. discuss the Global Commitment EFA and the Philippine EFA policies and programs affecting Street and Urban Poor Children;
2. discuss the results and insights from the Philippine Research Study on EFA Best Practices;
3. plan strategies for the integration of EFA Goals and Policies in their agency plans and programs; and
4. facilitate cooperative working relationships and partnerships to promote and facilitate EFA.

Ms. Nancyline P. Agaid, Program Manager of the Education on the Streets Program of Childhope Asia, facilitated the introduction of the participants to the Policy Forum (see Annex B).

Ms. Teresita L. Silva introduced the keynote speaker for the Policy Forum, **Dr. Erlinda Pefianco**, the Chairperson of the Education Committee of UNESCO Philippine National Commission.

After giving her keynote speech (see Annex C), Dr. Pefianco gave an overview on the **Jomtien Declaration**, the **Dakar Framework of Action**, and the **Global Education For All (EFA) Action Plan**. She particularly discussed the four (4) covenants of EFA and the major goals of the Dakar Framework of Action. She challenged the participants to reflect and analyze on the current education situation of the country--is Philippine EFA really “education for all” and not just “schooling for all”.

An open forum ensued after the keynote speech and the presentation of Global EFA by Dr. Pefianco.

Issues and Recommendations Discussed:



Ms. Vicky Cruz, Regional Research Coordinator: Raised the following:


- a.) Clarification regarding the latest results of the High School Readiness Test (HSRT) given to grade six students of the country’s 36,759 public elementary school this year, which showed that less than 1% of grade six students from public schools are ready for High School.
- b.) Availability of comparable data for private schools on HSRT, and any information on accredited private schools. The data and information could give an idea on the readiness of children from private schools entering high school.





Dr. Pefianco: The children in private schools were not required to take the test so there is no possibility of having data for comparison, and that it is true that only less than 1% of the Filipino elementary students are ready for high school.



Ms. Clarita Gamez, Bureau of Alternative Learning System (BALS)-Department of Education: More people in the country are attending formal and/or non-formal education. Even institutions like extension services have called for proper orientation on formal and non-formal education. If the Philippines is to attain the goals of EFA, education should be made available for all Filipinos.

 **Mr. Pol Moselina, UNICEF Manila:** There should be a change of mindset of the people from “Schooling For All” to “Education For All”. It is impossible for the government to provide education for all to its citizens if the people think in terms only of schooling. EFA has several implications for the NGOs present in the forum.

 **Ms. Silva:** The purpose of the policy forum is to provide perspectives as to how the NGOs and the church could integrate EFA in their programs, especially for the disadvantaged children who are their target clients. Adequate funds should be provided to BALS-DepEd in order for them to be recognized and to deliver improved services. This will be a great challenge for the local government agencies (LGUs) to help the Bureau for the pursuance of EFA. The government agencies and NGOs present in the forum should help advocate for the realization of the EFA Plan.

 **Ms. Lourdes De Vera- Mateo, UNICEF Manila:** Suggested reviewing the existing formal and non-formal programs and to try to link them together to be able to come up with a more effective learning system for children. Learning should go beyond the classrooms.


Ms. Psyche Vetta Olayvar from the Office of Planning Services of the Department of Education (DepEd) was the next resource speaker introduced by Ms. Silva. Ms. Olayvar presented and discussed the **Draft Philippine EFA Plan of Action 2015** (see Annex D).


Ms. Olayvar explained that the principle of Inclusive Education was incorporated in the over-all EFA 2005-2015 Plan. She also expressed that most of the people look at ***Inclusive Education*** as a program. According to her, one of the commitments of the Philippine delegation attending the Bangkok Conference is to articulate Inclusive Education as the policy of the DepEd, which means that no one should be left behind in terms of accessing quality basic education services - formal schooling or alternative learning systems. Basic education, she added, should not only be the sole responsibility of DepEd, but of the whole society.

She also mentioned that the review and revision of the draft Philippine National EFA Plan was conducted in each Division/level of DepEd and by the different stakeholders who will be involved in monitoring and evaluating the implementation of the Philippine EFA plan. The National EFA Plan is, at present, still being refined.


After Ms. Olayvar’s presentation, questions and comments from the participants were entertained.


Issues and Recommendations Discussed:


 **Dr. Carolina Guerrero, BALS-DepEd:** The Alternative Learning System was not included or was not spelled out in the Medium Term Development Plan (MTDP) of the Department of Education (DepEd).


 **Ms. Olayvar:** The preparation of the Medium Term Development Plan is still ongoing. She is not sure if the other Divisions of the Planning Office of DepEd


have already communicated and coordinated this issue with the concerned parties. The attention of the group preparing the MTDP of their department will be called regarding the issue. She also realized that ALS was indeed not spelled out in the MTDP.


 **Ms. Silva:** The forum should be seen as the starting point for the different sectors to lobby for the inclusion of ALS in the MTDP and Philippine EFA 2015 Plan. The NGOs, particularly, can help advocate for the inclusion of ALS in the government plans.


 **Ms. Victoria Fuentes, Division of City Schools- Quezon City:** They have a Distance Learning Center at Batasan High School, Roces Science and Technology High School, and Quezon City High School. They have out-of-school youth students and adult students holding classes every Saturday in these schools. The teachers are given honoraria by the Local School Board. The National Achievement Test (NAT) is still being administered to the students. Also, they have organized preschool classes in selected schools in Quezon City, and the criteria they use for choosing the school is based on the availability of classrooms. The said program is funded by the Local School Board and is allotted the budget of P11 million per year. This has been made possible because the City Mayor improved the system of tax collection from the constituents of Quezon City.


 **Ms. Olayvar:** DepEd is coordinating with UNICEF regarding financial support for the Distance Learning Program. DepEd will be holding consultations with implementors to review the existing models for replication in areas with similar situations.

 **Ms. Zosima Basco, Division of City Schools- MaNa (Malabon and Navotas):** How can the day care centers run by LGUs and NGOs be monitored?


 **Ms Olayvar:** The focus of DepEd is particularly on five (5) year old children for Preschool Education; the Day Care Services and Nursery Centers, on the other hand, are presently monitored by the Department of Social Welfare and Development (DSWD). The Council for the Welfare of Children (CWC) is currently working on standardizing the curriculum and accreditation of the Day Care Centers, focusing on the preparation of children entering Grade 1. After 5 years, the DepEd may assume responsibility for the monitoring of these centers.

 **Ms. Victoria Fuentes, DepEd- Quezon City:** Affirmed that the Day Care Centers run by NGOs are being monitored by DSWD. There is now an agreement between DepEd and DSWD that all five-year old children will have a standard curriculum based on DepEd's curriculum. This, however, is still under negotiation.


 **Ms. Hazel Dizon, Salinlahi:** Their NGO was concerned when they heard President Arroyo's proclamation in the recent State of the Nation Address (SONA) regarding the standardization of preschools. Salinlahi has many urban communities that they helped to put up their own preschools. What division of DepEd monitors the Early Childhood Education (ECE) program and who can help them with their concerns? Ms. Olayvar referred her to the Bureau of Elementary Education of the DepEd.


 **Ms. Cocoy Sardana, ILO-IPEC:** The tasks outlined in the draft Philippine EFA plan should be given priority under the MTDP. This will facilitate integrating the Philippine EFA Plan into the municipal and division plans so there will be


linkages and networking. Recommended to make sure that adequate resources are provided for all the tasks outlined.

 **Ms. Mary Ann Tan, National Role of Filipino Women (NCRFW):**
Recommended five (5) actions for inclusion in Philippine EFA Plan:

- (a) Mainstreaming of gender perspectives in the formulation of the EFA plan by adopting and developing gender sensitive curricula;
- (b) Promotion of Human Rights in the education programs, and inclusion of women and girl children in Human Rights education;
- (c) Develop training programs and materials for teachers and educators in raising awareness, and to enhance their competencies for gender sensitive training;
- (d) Integration of sex education for young people in the school curriculum; and
- (e) Gender sensitizing of the textbooks.


 **Ms. Olayvar:** Gender issues were not highlighted in the National EFA Plan because the data shows that the boys were at a great disadvantage in terms of retention and achievement levels. Under EFA, different approaches to address this issue should be explored and carried out. Regarding the gender bias against girls in the textbooks, there is an ongoing evaluation of textbooks for gender disparities.


 **P/Supt. Amelia Talento, Bureau of Jail Management and Penology (BJMP):** Can detention homes also have Alternative Learning System (ALS) programs for their children who have been incarcerated, as well as for their adult prisoners? The teachers inside the detention centers could be trained to conduct ALS among children or adults.


 **Ms. Silva:** Corroborated the fact that indeed a lot of urban poor and street children are residents of detention homes. In terms of advocacy, this is something that the DepEd should include in the EFA plan- the need for a learning system inside detention centers for children and adults.

 **Dr. Carmelita Joble, BALS- DepEd:**

- 1.) The Accreditation and Equivalency (A & E) Program of BALS could address the education issue of the children and adults in detention centers, as well as the out-of-school youth (OSYs).
- 2.) Advocate for the institutionalization of ALS in terms of financial support, since its budget allocation from the government is very limited. The critical tasks outlined in the National EFA plan need additional funding for the ALS program.

 **Ms. Olayvar:** The draft National EFA Plan includes financial support for basic formal education, as well as for ALS.

 **Ms. Clarita Gamez, BALS-DepEd:**
The children in remote areas are taught by missionaries. How can these children be reached and included in the EFA Plan?

 **Ms. Olayvar:** The draft National EFA Plan should be refined so that no one will be left out. Existing data on illiteracy and the agencies who give support/assistance should be looked into. There is a need to

pool together and connect all the available resources to realize the goals of the EFA Plan.



Ms. Lourdes De Vera- Mateo, UNICEF Manila: Suggested the following:

- a.) Supporting the off-school experiences of the children.
- b.) There should be parent and caregiver education, to help guide adults in rearing and caring for children.
- c.) The standardization of the ECE. Since most preschools are private, directors of every preschool conduct separate and different planning for the curriculum of their children. There is now a Sub-Task Force working on the ECE standard, taking into consideration the learning capacities of the children. No child is an idiot. Many low-income children's minds do not receive any stimulation. The brain may not also have developed because of different contributing factors, one of which is the lack of nutrition.
- d.) Strong link between the formal and the alternative learning system in the community; the community should be informed or oriented on both.
- e.) The conduct of literacy programs for youth and adults in the communities.



Ms. Silva: Parents and care-givers do not have orientation or training on Early Childhood Care and Education (ECCE). There is indeed a need for parents and caregivers to be educated on how to care for their children.



Ms. Clarita Gamez, BALs-DepEd: The Distance Learning Program of DepEd for elementary and high school has a parallel program in BALs-- the Alternative Learning System (ALS) Program. The technical working group on the National EFA Plan should include the ALS program of BALS in the Philippine EFA Plan.



Ms. Silva: A clear operational definition of ALS from DepEd is requested.



Ms. Olayvar: **ALS refers to Non-formal Education (NFE), and the alternative delivery mode refers to the delivery of formal education in alternative ways.** The challenge for the Bureau of Elementary Education (BEE) and the Bureau of Secondary Education (BSE) is how to retrieve the school drop-outs.



Ms. Silva: Concern regarding children who can not be retrieved back into the formal education system because of special difficult circumstances as children in need of special protection.



Ms. Olayvar: The children should be ideally retrieved back into the educational system but for the meantime, they can avail of their right to education through the ALS. The ALS program is for the children and adults who want to avail of education but can not get it through the formal school system because of the circumstances that they are in.



Ms. Zosima Basco, DepEd- Malabon and Navotas (MaNa): The modular education for children in difficult circumstances, which DepEd was conducting in the past, is also a form of ALS. It should have been continued.

🗣️ **Ms. Nancy Agaid, CHAP:** Asked about the Open High School System of DepEd. Such a programme will be very helpful to the street children. The resources of the LGUs should be tapped for special education, (not necessarily formal but also ALS) for children in need of special protection (CNSP) and children in especially difficult circumstances (CEDC).

🗣️ **Ms. Olayvar:** The Open High School System will cater to working students. The students would still be enrolled in the public school but they are not required to attend classes. They are, however, to be given self-learning modules and meet with their teacher periodically. The children will graduate as soon as they have completed the required competencies. There is a need to tap resources of the LGUs to be able to bring this program to other poor areas.

After the open forum, Ms. Zamar summarized the different issues and points discussed.

Afternoon Session:

Dr. Carolina Guerrero, the Director of the Bureau of Alternative Learning Systems (BALS)³ of the Department of Education, presented the entire framework and plan of action of the **Alternative Learning System (ALS)** of the DepEd (see Annex E).

Dr. Guerrero clarified that the Bureau of Alternative learning Systems (BALS) is responsible for the basic learning needs of people and is not responsible for Livelihood Skills and Development. For the latter, there are other government or non-government agencies who specialize on training skills for livelihood, e.g., **Technical Education and Skills Development Authority (TESDA)** who also have Alternative Learning Systems. She also mentioned that aside from BALS, TESDA and Commission on Higher Education (CHED) have their own ALS as well.


Dr. Guerrero disclosed that there are no available data from the National Statistics Office (NSO) to set up the macro indicators in assessing the effectivity of ALS program. DEPED has set up its own set of macro indicators.


Dr. Guerrero also mentioned that much of the budget allocated to DepEd goes to the Formal Education System. BALS is only allocated 2% from the 10% budget of DepEd on program operations. Because of these budget constraints, BALS decided to focus on children ages 16 and above, although they know that children below this priority age range also need to be given quality basic education, particularly the street and urban poor children who are often discriminated in the formal school system.


³ The Bureau of Non-formal Education was renamed Bureau of Alternative Learning System (BALS) through the Executive Order No. 356 issued last September 13, 2004 in Manila City. The BALS is mandated to have the following functions: address the learning needs of the marginalized groups of the population including the deprived, depressed and the under-served citizens; coordinate with various agencies for skills development to enhance and ensure continuing employability, efficiency, productivity, and competitiveness in the labor market; ensure the expansion of access to educational opportunities for citizens of different interests, capabilities, demographic characteristics, and socio-economic origins and status; and promote certification and accreditation of alternative learning programs both formal and non-formal in nature for basic education.


An open forum followed after the presentation on Alternative Learning System.


Issues and Recommendations Discussed:


 **Ms. Ivy Gamatero, DepEd-Marikina:** Is there training for newly recruited mobile teachers in the last quarter of the year?


 **Dr. Guerrero:** There are at least 5,000 teachers in the Philippines; and out of this, only 300 are mobile teachers who teach by ALS. This year, an additional 300 mobile teachers were employed by DepEd. These teachers do not teach inside the classrooms, they can be found teaching in the barangays. However, they use teaching materials for formal education that are not appropriate for children who did not attend formal schooling. They are also asked by the schools to substitute for absent or “on leave” school teachers. The trained Division and District Supervisors should ensure that the newly accredited mobile teachers would undergo training on ALS individually. There should be one (1) mobile teacher per division. DepEd conducts the induction program for the newly hired mobile teachers wherever they will learn the ALS.

 **Ms. Silva:** Are the teachers of street children at centers or shelters also considered mobile teachers?

 **Dr. Guerrero:** The teachers at the centers/shelters will have to undergo special 3-day training from the District or Division Supervisors to become ALS facilitators. If a center or shelter wants their teachers to be trained on ALS, they can ask the District Supervisors for free training, or they can request for an ALS teacher. The training is free, and an initial set of learning modules/materials will be given. The 3-day training can be extended depending on the participants’ training needs. Training on ALS is not enough. There should also be continuous supervision, monitoring and evaluation of the trained mobile teachers.

 **Mr. Pol Moselina, UNICEF Manila:** Can DepEd contract the services of an NGO like CHAP to conduct training for ALS facilitators?


 **Dr. Guerrero:** The Bureau of Alternative learning System (BALs) is planning to contract external NGO services. Only 2% of the 10% allotted budget on project operations of DepEd go to BALS for its programs for all levels- central office, regional and division levels. The Division level looks for the service providers to deliver the program, particularly the private groups and NGOs. In the 2% allocation for ALS, the salaries of the teachers are already included. There is still a need to allocate funds for monitoring the program. Financial support is needed to be able to help deliver the program to other parts of the country. DepEd will help in training staff and will provide the learning materials. Because of the limited funds for ALS, only 1% will be targeted per year from 2005-2015, e.g., only 10% of the 16 M who need to be educated. The Bureau and its partners are all putting their efforts to reach this 1% target alone.


 **Ms. Lourdes De Vera-Mateo, UNICEF Manila:** The following are suggestions:

- a.) Indicators in assessing the efficiency of the program and to further highlight the progress of BALS in terms of serving its priority groups. The indicators should be able to track the progress of the work done.


In the ALS targets, for instance, priority 1 (16-77 years old) and priority 2 (6- 15 years old) should use specific indicators in assessing effectiveness of the program.


- b.) Strengthening of ALS as a learning system.
- c.) Expansion of the program delivery.
- d.) Developing solid MIS for monitoring and evaluating the clientele of ALS (i.e., identifying clientele, locating and profiling of service providers, monitoring the progress of the Instructional Managers (IMs) with regards to the quality of services rendered to the target beneficiaries).
- e.) conducting research for a more focused action planning and to really identify the key beneficiaries.
- f.) increase public awareness and appreciation of the ALS program.


 **Ms. Hazel Dizon, Salinlahi:** Since the limitation of the Bureau in reaching out to children below 15 years of age boils down to the issue of budgetary constraints, DepEd should advocate for reallocation of budget from debt servicing to DepEd so the BALS will be given sufficient budget for its programs.


 **Dr. Guerrero:** They tried approaching the school board for additional financial support but they were told that their budget is only for formal school education, specifically on school infrastructures, and not ALS. Currently, BALS is working out partnerships with the LGUs and some NGOs to be able to access funding for its programs and to deliver services to the needy.

 **Ms. Lourdes De Vera-Mateo, UNICEF:** Use IEC materials of DepEd to advocate for ALS at the community level.

 **Dr. Guerrero:** Since the idea of **Community Learning Centers (CLCs)** is relevant to all barangays, the NGOs may want to support these. It can be a point of convergence between the DepEd and the NGOs. All barangays should contribute at least small corners in the barangay to be converted into a library or a place for learning where ALS can take place.

 **Ms. Victoria Navida, DSWD Central Office:** Approach the City Mayor when asking for funding assistance instead of going to the School Board. The training of the Instructional Managers (IMs) in Quezon City was made possible by the joint efforts of the local school board and the City Mayor.

 **Dr. Guerrero:** The participants should not think of problems but rather think of programs that the Bureau and the funding agencies can do to be able to expand ALS. NGOs should help identify the legislation and the kind of research studies needed to further strengthen and enhance the ALS program.

 **Ms. Luisa Razado, DSWD Region IV:** DSWD has a program for youth called UNLAD Kabataan. Its goals are somewhat similar to the ALS program of DepEd. Can they integrate or coordinate their program with BALS, and if the youth service providers could also be trained on ALS to teach their youth clients. The Sangguniang Kabataan (SK) funds can be mobilized through

the SK leaders as resources for the ALS, instead of spending their budget on sports activities only.

- 🗣️ **Ms. Yolly Dumlao, Department of Interior and Local Government (DILG):** There are LGUs who can give financial support to BALS. The Local Council for the Protection of Children (LCPC) can include it in their plan for submission to the Sangguniang Bayan (SB), while the SKs can also allocate a portion of their budget for the implementation of ALS. These will be discussed in the next meeting with various Local Government Units (LGUs).
- 🗣️ **Ms. Julie Sison, American Chamber of Commerce Foundation (AmCham):** How can the business corporation members of their foundation be informed of the ALS Program of DepEd?
- 🗣️ **Dr. Guerrero:** Request for a resource speaker from BALS-DepEd to give a presentation on ALS Program. The City Division and District Supervisors in charge of ALS can be requested to make the presentation.
- 🗣️ **Ms. Mary Ann Tan, NCRFW:** The GAD budget of the NGOs can also be tapped for the implementation of ALS.
- 🗣️ **Ms. Vi Panaligan, BALS- DepEd:** Under the Memorandum of Understanding (MOU) with the league of municipalities, speakers from the Bureau and its communications arm will produce advocacy materials, articles, press releases and literatures on ALS. Resource persons on ALS could be requested instead from Division offices or from the City, Municipality and District offices of DepEd.
- 🗣️ **Ms. Silva:** NGOs should get the support of their communities to participate in the expansion of ALS and to motivate the public to support the program. The urban poor and street children will greatly benefit from the program. The only challenge for everyone, particularly BALS, is to secure financial support for its programs to reach out-of-school children in the urban and rural areas.

After the open forum, Ms. Zamar synthesized all the discussions for the day.

Day 2- Tuesday, November 9, 2004

Morning Session:

Ms. Agaid presented the summary of issues and recommendations discussed in Day 1(see Annex F). Ms. Silva suggested that participants consider including these recommendations in their plans of action.

Mr. Henry Ruiz presented the results of **the Philippine Research Study on EFA Best Practices** (see Annex H). He also shared his presentation in Bangkok from October 19-21 on Literacy Mapping (see Annex I).

After the presentation, an open forum followed.

Issues/Recommendations Discussed:



Ms. Vicky Cruz: Gave the following comments and recommendations:

- a.) The case studies will be a welcome input for DepEd. School age children who stopped schooling can now have education without even going back to the school classrooms.
- b.) Mr. Ruiz's claims during his presentation that the quality of education among regular students differs from non-formal education was not included in the draft of the research study, only the difference in the treatment of the regular students from the non-formal education students.
- c.) The discrimination of non-formal education students in one of the schools documented (Pasay City East High School in Pasay City) should be shared to DepEd so that necessary actions could be made to discourage the said practice⁴.
- d.) The Centex program should be further described in the research study.



Ms. Vi Panaligan, BALS-DepEd: Agreed regarding the reporting of discriminatory practices in Pasay City East High School. The very reason why NFE is conducted outside school campus is to avoid discrimination or difference in the treatment of the NFE students from regular students. Regarding integration of CRC in the curriculum, DepEd and BALS have modules that integrate CRC for children and parents.



Mr. Ruiz: The difference between the formal and non-formal was on the delivery mode of education and not on the quality of education.



Ms. Silva: In Pasay City East High School, there is a difference in the content of the curriculum for both the formal and non-formal education students, and the methods of delivery are also different. Centex School, on the other hand, has a school setting but is not registered as a formal school. It only has the formal school ambiance because it is well supported by the Ayala Foundation⁵, which has adequate resources.















Ms. Fleurdelys Torres, DepEd Consultant and CHAP Board Member: Asked regarding the criteria for selecting the schools/agencies. She commended the choice of the cases for inclusion in the research study. The programs chosen covered the three (3) major regions of the country, and the Muslim group is also represented.



Ms. Silva & Mr. Ruiz: CHAP made inquiries from DepEd and consulted other NGOs in each region regarding the programs that could be documented for the research study.

⁴ In the research study, it was mentioned that the non-formal education students were not allowed to mix with the regular students inside the school. School rules, such as not allowing non-formal education students to wear school uniform and not allowing them to use the public school toilets, were imposed to prevent interaction and intermingling of the two student groups which could lead to violent clashes.

⁵ A foundation set up by the Ayala Group of Companies in the Philippines.

-  **Mr. Moselina, UNICEF:** Suggested for future documentation the inclusion of CHAP's Street Education Program and that of Olongapo City. Such programs reach at least 2,000 children.
-  **Ms. Silva:** Angelicum College's REAP program also reaches many students as it is implemented all over the country. The reasons behind the limited number of programs documented were the following: the focus of UNESCO-assisted project on NFE among street children and high-risk children, and time and budget constraints.
-  **Mr. Tito Lyndon Lemos, DSWD-NCR:** Asked what methodologies were used in conducting the research study. DSWD NCR also conducted a similar study of their mobile school program in Pasig.
-  **Ms. Silva:** She did not hear of any mobile school program run by DSWD-NCR even in meetings of the National Committee on Street Children.
-  **Mr. Tito Lyndon Lemos, DSWD-NCR:** It was only recently that they informed about the said program of DSWD-NCR.
-  **Mr. Ruiz:** Data triangulation was used in research study- Key Informant Interviews (KII), Focus Group Discussions (FGD), and feed-backing/ consultations to the agencies documented.
-  **Ms. Mary Anne Tan, NCRFW:** The research study did not quite capture the gender responsiveness of the programs documented. She also asked whether the human rights education was integrated in the school curriculum of the agencies documented.
-  **Mr. Ruiz:** To examine the gender responsiveness of the programs included in the research would entail another separate study. The human rights, particularly CRC, are already integrated in the curriculum of programs documented.
-  **Ms. Luisa Razado, DSWD Calabarzon:** Asked clarification regarding the 535 modules for NFE. The number of modules that the students will have to take might discourage them from studying.
-  **Ms. Panaligan, BALS-DepEd:** The total modules for the Accreditation and Equivalency (A & E) Program are indeed 535, both for elementary and high school students in English and Filipino translations. The Basic Literacy Program, on the other hand, has only 29 set of modules. The number of modules should not intimidate the students, as they are only required to take the modules that are appropriate for their competency level.
-  **Mr. Jose Darlington, DepEd-Makati:** Clarified the PEPT of the formal school and the A & E Test of the ALS. In PEPT, students who took and passed the exam will only be elevated to another level in grade school or high school whereas, in A & E Test, students who took and passed the exam have already completed the competencies required. And as such, they will be given a certificate of completion signed by the Secretary of the Department of Education. He also shared that in Makati, they have the MAKATI ALTERNATIVE LEARNING SYSTEM". The teachers conduct the sessions among working children/ adults after office hours.
-  **Ms. Tina Sollero, DSWD Central Office:** Does DepEd-BALS have a standard curriculum and can ALS also be offered by the private schools and the NGOs. She also asked how the program could be standardized and operationalized so that many children can be reached and accredited.

- ☞ **Ms Panaligan, BALS-DepEd:** The accreditation of the learning of the students is already standardized. The Bureau is still in the process of developing the criteria for service providers in conducting ALS. The ALS curriculum uses life skills competencies rather than the usual grading system in the formal school. Regarding the basic literacy contracting scheme of DepEd, there were at least 72 service providers accredited by DepEd in the past, but became inactive after the contract ended. At present, only the LGUs and some of the religious groups are helping them.
- ☞ **Ms. Silva:** BALS-DepEd accredits ALS classes. The graduates of the ALS classes will be accredited through the A & E test. However, for the ALS classes to be accredited, the teachers should be Instructional Managers (IMs) trained by DepEd.
- ☞ **Ms. Panaligan, BALS- DepEd:** Even if the service providers are not accredited yet in conducting ALS, the classes will still be accredited. The students of ALS can still take the A& E test.
- ☞ **Mr. Ruiz:** All textbooks should not only be on knowledge or information, it should also include “life skills” (i.e., decision-making skills).
- ☞ **Ms. Panaligan, BALS-DepEd:** In the curriculum and books of formal education and ALS, the “life skills’ is already integrated as well as in the teaching strategies. Some books, however, have no “life skills” integration as they were written and printed way back in the past.
- ☞ **Ms. Rosalia Concepcion, Lunduyan Foundation:** Is it possible for NGOs to access the ALS modules even without partnership with DepEd, and when is the schedule for the next A & E Test?
- ☞ **Ms Panaligan, BALS-DepEd:** It is possible to get hold of the ALS modules even without partnership with DepEd, however, they prefer that there is a formal agreement between the NGO and the DepEd so the former will be guided in the implementation of the ALS program. In order for the NGOs to access the modules, they have to give 8 CDs to DepEd. Interested parties who want to avail of the modules on ALS are advised to write to the director of the Bureau of Alternative Learning Systems-Department of Education. Regarding the schedule for the A & E Test for the year, the deadline for submission of requirements for the A & E Test has already ended (February). News about the schedules for the examination is circulated through word of mouth.

Afternoon Session:

There were two (2) panel discussants: **Ms. Yolanda Dumlao** (on behalf of Dr. Nelda Leda) of the Barangay Operations Center of the Department of Interior and Local Government (DILG), and **Mr. Andy Moll**, Chairperson of the Philippine NGO Coalition in Monitoring the UN CRC and representing Consuelo Foundation.

Ms. Dumlao made a presentation on what the Local Council for the Protection of Children (LCPC) is all about (please see Annex J).

Mr. Moll, on the other hand, presented the following perspectives as representative of Philippine NGO Coalition on CRC. These are as follows:

Basic Points:

- ☞ ALS must be clearly defined; not doing so can result in confusion and limited coverage among others.
- ☞ There seems to be a paradigm that ALS/NFE is inferior to the formal education system. The distinction should be eliminated. The same concern applies to distinction made between learners of ALS and the students from the formal education system.
- ☞ Use of terminologies or labels (i.e., illiterates) is not healthy.
- ☞ ALS must be approached from a systematic perspective (i.e., integration of the parents); education is not only a means towards an end.
- ☞ ALS should be intensified as it could cover more and costs less.
- ☞ Consider adopting 2 tracks: ALS and the Formal System. More often than not, ALS may be seen as a way to “mainstream” learners.

Substance:

- ☞ Incorporate a component in ALS to address under 6 children. Specifically, the first 3 years of life are extremely important.
- ☞ ALS should put the learner at the core; adopt the concept of “student led” learning rather than “teacher led”. The Home Study Program of Angelicum College is one good example.
- ☞ There should be a comprehensive monitoring system that looks at not only the figures, but what the learning has caused in terms of changes in the life of the learner, his/her family, and the community.
- ☞ Integrated components (i.e., training of parents as first teachers, life skills including reproductive health, etc.)
- ☞ Expand ALS to include informal systems along the non-formal systems.

Process:

- ☞ Collaborative (with NGOs and other government instruments)
- ☞ NGOs should be allowed and encouraged to implement ALS.
- ☞ Standards should be developed and applied to ALS implementation and implementors; consult with current and potential players to ensure that the standards are relevant and realistic.
- ☞ Ensure integration with other efforts within the government and the private sector (i.e., literacy and health situation mapping)
- ☞ Capacity building should be provided to the implementors.

What can NGOs do?

- ☞ Implement ALS on a broader scale. In whatever the NGOs do, there is an element of education. Funding may be a problem but there will always be the commitment.
- ☞ Self-regulation
- ☞ Monitoring
- ☞ Collaboration with government in program assessments and improvements, among others.

Overriding principle:

- ☞ ALS is intended for a different target population with a different set of needs; Approach will understandably be therefore different; ALS

targets, however, deserve the same quality of interventions because they are co-equal of those under the formal education system.

🗣️ Best interest of the learner/child.

After the presentation of the panel discussants, an open forum followed.

Issues and Recommendations Discussed:

🗣️ **Mr. Pol Moselina, UNICEF Manila:** Endorsed the recommendations of Mr. Moll and the NGO Coalition. He also added that there is a new integrated ECCD and that DSWD and DILG are taking care of it. What is most important is that NGOs actively participate on it.

🗣️ **Ms. Luisa Razado, DSWD Calabarzon:** In the new ECCD, DSWD has a program for 0-6 years old children within the BCPC, which they call “Bright Child”. DILG sent out a memorandum circular giving instructions for BCPC to have subcommittees for the “Bright Child” program where day care workers and OSYs are involved in the service delivery. It is not enough, however, to report that the said programs are functional. There should be an evaluation of the programs. More important is to have a set of indicators with which to assess the functionality of the programs.

🗣️ **Ms. Yolly Dumalao, DILG:** Regarding the evaluation of the barangay programs, DILG is at present developing the set of indicators, and it will be issued or presented by the end of the month.

🗣️ **Mr. Andy Moll, Phil. NGO Coalition:** Suggested constituting a sub-council committee for barangay programs. Some barangay programs are dysfunctional because the program heads are assigned numerous tasks or they do multi-tasking.

🗣️ **Ms. Yolly Dumalao, DILG:** The BCPCs are becoming more functional because, with the assistance of UNICEF, people in the community are beginning to be more aware about it.


🗣️ **Ms. Luisa Razado, DSWD Calabarzon:** There should be a BCPC for each barangay. There should be a subcommittee who will be tasked to oversee the implementation of the barangay project.


🗣️ **Ms. Fleurdelys Torres, DepEd and CHAP:** The presentation of DILG delved more into the overview of the structure below the national levels (that is, the barangay level) and expanded on the functions and chairmanship of the LCPC, while that of the Philippine NGO Coalition is more on the position of the NGOs on EFA-ALS. She also asked how the two (2) could be integrated together, how they can be operationalized, and how the program can be adopted by interested parties.


🗣️ **Ms. Silva:** Called for specific examples on how BCPC can operationalize EFA-ALS at least at the barangay level.


🗣️ **Ms. Gloria Alvarado, Families and Children for Empowerment and Development (FCED):** Commented that the structure is already there (the BCPC).


However, in reality, there is still the need to further enhance the knowledge and capacity of the people within the structure. NGOs have wide coverage therefore they have more opportunity to promote ALS. They can be quite creative in pursuing children's programs that the government do not support or are not involved with. The barangay councils have limitations so BCPCs were formed to attend to issues on the protection of children. What is important is that there is someone who will initiate the action in the barangay, whether the BCPC or the NGOs; and in doing so, the needs of the children should be prioritized.


 **Ms. Silva:** The BCPCs organized by FCED are operational in Paco areas even before the local government mandate on BCPCs. Community organizing is a very effective method in the operation of any program.


 **Ms. Jane Zamar, CHAP:** The reason why the BCPCs in Paco/ Pandacan areas are successful is because the communities were already organized even before the mandate from DILG. There was already a structure therefore it was not difficult to adopt any program.

 **Ms. Silva:** The BCPC has an Education Committee even before the mandate for the ECCD. The committee is in charge of identifying children who need to go to school. DILG and NGOs should work together in building the capacity of the BCPCs in carrying out their tasks.

 **Ms. Nory Tabios, Open Heart Foundation:** Asked regarding the content of the ALS modules. How can ALS address and tap the multiple learning capacities of each child, especially those that are not cognitive in nature (i.e., theater arts, "indigenous learning")?


 **Ms. Rosalia Concepcion, Lunduyan Foundation:** The role of the NGOs should be to help train, monitor, and evaluate the program since the structure is already there. The members of the structure, however, need capacity building to further enhance the knowledge and skills in implementing the program.

 **Mr. Pol Moselina, UNICEF Manila:** If BCPCs are really serious about rights-based interventions, then they should start it. There should be, first and foremost, a partnership between the NGOs and the grassroots group. Furthermore, the rights-based interventions of the BCPCs should be by age level (i.e., children 0-3, 3-7, etc.) for a more integrated program. Community organizing can help address the need of the families to further enhance their capabilities in carrying out their role as protectors of children.

 **Mr. Jose Darlington, DepEd-Makati:** The barangay leaders, particularly the barangay tanods⁶, are sometimes the ones abusing the children.

 **Ms. Yolly Dumlao, DILG:** Responded that the barangay tanods undergo training on CRC.

 **Ms. Nancy Agaid, CHAP:** The children should not be seen as "trouble makers".

 **Ms. Silva:** The children should be encouraged/ motivated to go to school.

After the open forum, Ms. Silva asked the participants to group themselves as follows: NGOs, GOs, and the Department of Education-Division of City Schools

⁶ Peace officers of the barangay, usually male residents of the barangay.

(which has the most participants). They were asked to list the different issues/ concerns of their group regarding EFA-ALS, and to present feasible recommendations on how to address the identified problems/ challenges. Each group was asked to appoint a reporter to present the outputs of the group to the plenary (see Annex K).

Aside from the three (3) group presentations, Mr. Leopoldo Moselina of UNICEF Manila, who also spoke on behalf of the religious sector, presented his individual output to the plenary.

The comments/suggestions on the group presentations were as follows:

Group 1-Government Organizations

- 🗣️ Tap the SKs and the barangay council via the DILG to have consultations regarding presentation of ALS in the communities.
- 🗣️ Invite the media to make commitment between stakeholders more visible.
- 🗣️ Creation of a task force on ALS (composed of the barangays, SKs, and DILG) with MOA indicating that certain percentages of their funds will be allocated to ALS.
- 🗣️ Outsourcing- tapping other international funding agencies for program support (i.e. ADB, World Bank, etc.).
- 🗣️ Good idea to have external monitors in the implementation of the program. The Church and NGOs, for instance, can be asked to monitor the program in support of DepEd.
- 🗣️ DepEd will formulate indicators for evaluating the program, and will collaborate with the NGOs to conduct the program evaluation.
- 🗣️ The monitoring mechanism for the program can be under the literacy coordinating council (which every municipality has) that conducts monitoring and evaluation.

Group 2- Division of City Schools Group

- 🗣️ Fliers, posters and streamers can also be used as advocacy tools.
- 🗣️ Cooperation between barangays and schools, and coordination between and among concerned agencies are important in terms of strengthening the partnership
- 🗣️ The signing of a MOA can help formalize and further bind the partnership between the concerned parties. Either the school, the community or the NGO could draft the MOA and send it to the other partners. An agreement should be reached by the parties involved.
- 🗣️ The church should be involved in the program.
- 🗣️ Joint training on ALS by the different stakeholders.
- 🗣️ Sourcing of funds: lobby for the budget reallocation for DepEd; request SK to allocate 10% of their funds for ALS; tapping other funding agencies.

Group 3- Non-government Organizations

- 🗣️ The need for remedial/enrichment modules can be attended to by the NGO Coalition.
- 🗣️ There should be a paradigm shift from “schooling” to “learning”.
- 🗣️ Define the role of the NGO in the ALS program.

- 🗣️ Design modules on other aspects of learning
- 🗣️ Come up with accreditation standards.
- 🗣️ Separate modules for different categories of children, i.e. street children
- 🗣️ Two track system suggestion (non-formal and formal)

Individual Presentation- Mr. Leopoldo Moselina

- 🗣️ Religious groups can also be tapped for ALS.
- 🗣️ Advocate integration/inclusion of ALS in their programs.
- 🗣️ The National Council of Churches of the Philippines (NCCP) network of Sunday Schools can be tapped.

Before the closing of the session, Ms. Silva thanked the participants and the resource speakers for attending the Policy Forum. She also asked the participants their suggestions for future meetings. The following were suggested:

- 🗣️ List of structures, modules on ALS
- 🗣️ DepEd to share their modules on ALS.
- 🗣️ Giving of updates or feed-back on how far the participants have gone through with their work.

CD Copies of Dr. Guerrero's presentation on Alternative Learning System were also distributed by the secretariat to the participants per agency.

At 5:30 P.M., the session ended.

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Group 1- Division of City Schools

| ISSUES | RECOMMENDATIONS/SUGGESTIONS |
|----------------------------------|--|
| <p>1. Program Implementation</p> | <ul style="list-style-type: none"> ➤ DepEd/BALS as lead agency in implementation. ➤ GOs/NGOs to integrate ALS in their program. ➤ Program Management: <ul style="list-style-type: none"> a. Tap NGOs/GOs to monitor the program implementation. b. Tap *LCPC to implement ALS c. Strong partnership with various LGUs/leagues |
| <p>2. Sourcing of funds</p> | <ul style="list-style-type: none"> ➤ Advocacy <ul style="list-style-type: none"> a. Lobby to *DBM to be spearheaded by DepEd (BALS) with support by other agencies |

| | |
|--|---|
| | <ul style="list-style-type: none"> b. *SK to allocate 10% of their funds for children's programs and ALS c. Outsourcing of funds |
| 3. Skills/Capability Enhancement of Implementors | <ul style="list-style-type: none"> ➤ Capacity Building <ul style="list-style-type: none"> a. Train barangay-based institution b. Strengthen *LCPC |

Notes:

- *DBM- Department of Budget and Management
- *SK- Sangguniang Kabataan (Youth Council)
- *LCPC- Local Council for the Protection of Children

Group 2- Government Agencies

Issues

1. Insufficient baseline data on targeted clientele.
2. Need for strong partnerships between and among school and barangay officials.
3. Strengthening of existing programs and projects instead of creating new ones.
4. Lack of funds and resources.

Recommendations/Suggestions

a. Program Development and Management

- Preparation of comprehensive data gathering tool/instrument by concerned agencies (schools) to be conducted in the barangay level.
- Joint training among DepEd and LGUs.

b. Advocacy

- Mobilize resources of schools/communities.
- Conduct school PTCA's meetings/barangay assemblies

c. Capacity Building

- Orientation on ALS programs/projects of LGUs and NGOs.

Group 3- NGOs

| ISSUES | RECOMMENDATIONS/SUGGESTIONS |
|---|--|
| 1. Broad concept of ALS | <ul style="list-style-type: none"> ➤ Program Development & Management a. Design module for alternative learning system that would tap potentials and talents of children. b. Strengthen and enhance the integration of life skills module to the ALS module |
| 2. Existence of various modules implemented by NGOs | <ul style="list-style-type: none"> c. Make a list of modules being implemented by NGOs to determine accreditation standards/evaluate ALS d. Document modules and profile of service providers e. Collaborate and complete action towards ALS f. Incorporate literacy mapping in the existing database g. Share programs in other areas h. Identify common nominal baseline data i. Learning content of ALS should be adapted to the learners' need, learning environment and style <ul style="list-style-type: none"> ➤ Advocacy a. intensify advocacy to influence paradigm shift b. include in the advocacy all categories of children c. maximize the community resources for learning activities d. Delineation of NGO roles in ALS <ul style="list-style-type: none"> ➤ Capacity Building a. Continuing education training of facilitators to meet emerging needs of the learners b. Review modules of NGOs via-a-vis the DepEd ALS module learning competencies |

Individual Output

(Mr. Leopoldo Moselina of UNICEF Manila)

a. Issues

- Need to expand/scale up ALS
- Need to mobilize resources for ALS

b. Action

- Tap and establish partnership with the networks of FBOs and local church communities
 - CBCP*-NASSA*: 60,000 BECS
 - NCCP*-EBICF*: child friendly local churches
 - PCEC*-PCMNI*/National Commission on Children at Risk

c. Impact

Widen and more effective access of street children, urban poor children, OSCY, CNSP to educational opportunities

Notes:

*CBCP- Catholic Bishops Conference of the Philippines

*NASSA- National Secretariat for Social Action

*NCCP- National Council of Churches in the Philippines

*EBICF- Ecumenical Bishops Initiative for Children and Families

*PCEC- Philippine Council of Evangelical Churches

Establishing National Networks for Organisations **Working with Street Children**

Why a Network?

A formal network of organisations working with street children aims to create one voice and unity for organisations who work with and for street children. The network, if established and managed properly can be used as a policy forum for advocating and lobbying with Governments and other stakeholders on issues concerning the human rights of street children. It can also act as a platform for sharing information on situation of street children in the country and good practises of work with street children. It can enhance positive networking at the national level, at sometimes may even result in joint fundraising initiatives and joint policy development on issues concerning street children.

A formal and legally registered national network can achieve the following goals with regards to promoting and protecting the rights of street children:

- Put pressure on government to protect the basic human rights of street children
- Influence government to bring about policy changes
- Empowering NGOs and street children to act collectively
- Develop the capacity of network members
- Strengthening the organisational development of network members
- Joint advocacy - One Voice for street children
- Coordination of services for street children (health facilities, drop-in centres, shelters etc)
- Reinforce information sharing (learning from good practices etc)
- Achieve common goals

Processes for Establishing a National Network:

The network should be a legal entity

For the network to be both sustainable and credible, it needs to be bound by By laws and a Legal Constitution. It should also be officially registered with the concerned government ministry.

It should be a national network

In order to secure unity and one voice for advocacy, the network should represent the makor NGOs and other stakeholders working throughout with street children throughout the country (where possible).

Membership

All member organizations have equal participation, voice/say & ownership of the network. Ideally a network has to reach a level where street children are running it themselves. Street children have to be involved at this advocacy level and must be included rights-holders.

Governance

The chair organization of the national network should be on rotational basis for an agreed time period so that leadership is shared in a participatory manner.

An independent secretary should be employed to work in the secretariat.

A Mission Statement will need to be developed for the national network (this should include a declaration of purpose; it should be clear, concise and short; it should be inspirational and reflect the identity of the national network).

A Terms of Reference (TOR) will also need to be developed for the national network.

The members will need to decide on the name of the network

Nepal – A case study of a country in the process of setting up a National Network

As a partner within the project entitled ‘Promotion of Improved Learning Opportunities for Street Children’, Child Welfare Scheme Nepal (CWSN) took the lead in establishing Nepal’s first national network for organizations working with street children. This process was begun in 2004 and the following organizations were in the first network meeting:

1. ILO-IPEC FNCCI, Pokhara
2. SathSath, Kathmandu
3. CWIN, Kathmandu & Pokhara
4. CWSN, Pokhara
5. Child Nepal, Kathmandu
6. Concern Nepal, Kathmandu
7. Saathi, Kathmandu
8. Child Watabaran Centre, Kathmandu
9. Diyalo Pariwar, Chitwan
10. Sahara Group, Kathmandu
11. Chandrodaya, Kathmandu
12. Voice of Children, Kathmandu (decision was not delivered)

Naming the Network

The followings were potential names for the network which were proposed by the participants who formally voted to choose the name:

1. National network of organisations working for street children. (0)
2. **National alliance of organisations for street children – Nepal (7)**
3. Street Net Nepal
4. Consortium for Street Children Nepal (0)
5. National Alliance for Street Children Nepal NASC – Nepal (1)
6. Street Net Nepal (National Network of organisations working with street children in Nepal) (net as too commercial – should be network) (4)
7. Street Children Network Nepal (2)
8. National alliance of organisations working for street children Nepal (1)

Participants voted on the following: “National Alliance of Organisations for Street Children – Nepal”

Mission Statement

The Mission Statement of the ‘National Alliance of Organisations for Street Children – Nepal’ was formulated by a local lawyer and facilitator from information provided by groups at the first network meeting.

The mission statement is:

1. To work together for effective legal and policy development in the national and international levels for the protection and promotion of the rights of the street children

2. To build a platform for information-sharing and capacity-building of organisations working with street children.

Selection of an Ad Hoc Committee

An Executive Committee was selection for the national network:

Chair of the organisation

Vice chair of the organisation

General Secretary

Secretary

Treasurer

Members x 6

All member organisations of the neational network had to provide their constitution, letter of commitment and the key representative (Names of authorised people from organisations), which needed to be based on the decision made by the board, key organizational renewal registration certificate etc.

Presentation and discussion of ToR of the national network

Terms of References

It was decided that the network would not just concentrate in one area like Kathmandu valley, because the problem is not limited to Kathmandu. The voice of every child in the street of every part of Nepal should be heard through the network.

Regular Rotation of Working Committee:

It was also made clear that the leading capacity of any organisation or a person who is member of the network will not be undermined. Development of leadership within the network is very important. Although some of the member organisations are well established and have extensive experience both at the grass-roots level as well as lobbying the government, the younger organisations also play an important part in the network.

Agreements in par views:

All the views that come in favour of street children will be equally honoured. Every member is free to make additional contribution in the working process and service delivery to the street children.

Drafting by-laws and enforcement of deeds:

The national network in Nepal have drafted their bylaws and have submitted them to the concerned authority for its approval.

Active 'Plan of Action' to be followed through according to a yearly and Five Year Plan:

The neational network needs to identify a joint plam of action. This can be a one year plan or a longer five year plan of action. In such a plan the member organisations of the network need to identify specific goals and projects within the Plan of Action

which will directly benefit street children. This could involve joint advocacy to implement the CRC and EFA goals with regards to street children.

Programmes and activities to benefit target groups:

Following the 'Plan of Action' for the network, the membership formally accepts it in the form of a document. On the verge of the civil war in the country, the problem is so aggravated that those who would not have otherwise stepped out in the street have been struggling to survive in it. The plan of action stipulates various priorities for street children which includes provision of adequate service to the street children (food, medicine, temporary shelters etc) and also the provision of NFE classes to bring them within the net of the education for all. The plan of action also includes advocacy and lobbying initiatives with the government to bring substantial changes to benefit street children in Nepal.

No individual members to take leading role:

Since the inception of the network, there has been equal membership and participation so that it has a collective voice in favour of its beneficiaries. This is the only way to ensure that an effective influence in policy matters takes place.

Equal participation and balance within the network is of great importance – all members opinions are valid and should be recognised.

An adhoc committee:

An adhoc committee has been formed as of 2005 to work on the next 6 months' Action Plan. This will be a challenge as there is a new trend of street children taking to the streets. The problem is increasing rather than decreasing.

- All official documentation of the network will be put onto letter headed paper so that the network can show that it is working in a professional manner.
- All meetings will be minuted officially and be signed by the chair.
- It is agreed that the Network needs to work with the government. Good examples of this is the District Child Welfare Boards.
- The network needs a separate office (secretariat) in the future. Many networks are working based from one organisations, which often brings in difficulties.
- There will be problems and disagreements. Need to think about how to stop these emerging and dealing with them successfully when they do come in the future.
- In the future, a successful network for street children can be supported and hosted by the government. In fact, it is possible that in the future this network can be a member in the government's Central Child Welfare Board as there will be a new committee within the next few months.

Proposed Philosophy for the Network:

1. Through the collaboration of like-minded organizations, Street Net Nepal strives to improve opportunities for street children
2. To enhance street children awareness of their rights and values
3. Partner (member) organizations work together for the protection of children living and working in, near, and on the streets
4. For all members to work in close partnership and thereby to exchange information and experience to create more effective and powerful methods to support street children

5. To create a powerful 'one voice' for street children and those working for street children to create impact towards general public, local, national and international governments and people in power
6. For all member partners to have equal opportunity and the ownership within the network to reach democratic decisions and to form an accessible path for other street working organizations
7. Street Net Nepal will work as a monitoring body to empower and ensure quality services of other street children organizations on a local and national level
8. Street Net Nepal will act as a liaising, lobbying and advocating body to support local, national and international governments and people in power to strive for betterment of street children's situation
9. Street Net Nepal aims to improve the quality and stability of projects to serve street children
10. Prevent new generations of street children from being forced to live or work on the streets

Mission Statement:

Through the active participation of organizations working with street children, Street Net Nepal strives to improve street children's lives by sharing information, working together with people in power, involving the beneficiaries, communication with relevant stakeholders, ensuring quality services, and the children's awareness on their rights and protection issues

Aims and Objectives:

1. To build a network of information expertise that organizations can share to develop the most efficient and cost-effective strategies for working with street children
2. To raise public awareness – something which is very hard for a single NGO to focus on
3. To lobby with local and national governments until the rights of the street child have been included in social policies
4. To monitor and promote children's rights in line with the commitments made under the United Nations Convention on the Right of the Child (1989)
5. To create a one voice unity that is recognized, listened to, and acted upon exercised by street children and those that work for them
6. To create opportunities with its partners to ensure that street children get the chance to shape their own lives in the manner of their choosing

Terms of Reference

1. National Network
2. Regular Rotation of working committee
3. Agreements in par with members equal views
4. Drafting by-laws and enforcement of deeds
5. Active 'Plan of Action' to be followed through according to yearly and FYP
6. Programmes and activities to benefit target groups
7. No individual members to take leading role to ensure equal balance, voice and opportunities
8. Neutral employed secretariat by network

Philippines: A Case Study

The National Network for Street Children (NNSC) in the Philippines started in 1989 in eight (8) major cities in the Philippines with support from the UNICEF. Each city has a network composed of NGOs, Government Agencies, the police, Local Government Units, and the church groups that are directly working with or are supporting street children's programs. After four (4) years, the membership increased to seventeen (17) cities and today it has 21 city networks as members. Childhope Asia has been a member of this network for 18 years. The City Network chairpersons meet annually to report / review their accomplishments for the past year and to plan their activities for the next year. Childhope was able to request for a one and a half (1 ½) day session to introduce EFA-ALS to the City Network representatives before they prepared their annual plan of action.

The Philippines national network for street children has no separate legal personality even if it is already 16 years old. It continues to be a project under the **Department of Social Welfare and Development (DSWD)**. However, NGO members, UNICEF, and the local government units support it. UNICEF assists only with requests for support for specific projects and activities.

It was decided that with this structure, the working relationship could be sustained between the national and local governments on one hand and the NGOs and the private sectors on the other hand. UNICEF also channelled the networking resources preferably through the government. In the Philippine context, this structure has proven relevant for the past 16 years.

Below were the steps undertaken in the organization of the Philippine National Network for Street Children (NNSC) in the Philippines:

- a. Identified the government, non-government and other relevant sectors working with Street Children
- b. Conducted Situation Analysis of Street Children and existing programs and services as well as policies / legislation for them
- c. Shared results of the Situation Analysis
- d. Identified the Strengths, Weakness, Threats, and Opportunities (SWOT Analysis) for Street Children Programs
- e. Facilitated general assembly of all GOs, NGOs, Police, Church Groups, POs, Youth Organizations
- f. Conducted Strategic Planning Sessions (3-days live-in) to formulate Vision-Mission-Goals (VMG), Objectives and Plan of Actions of the Network
- g. Organized committees: Advocacy, Capacity Building, Policy and Program Development, Evaluation and Monitoring, etc.
- h. Elected Officers and established organizational procedures including monthly and annual meetings.

The functions and objectives of the National Network on Street Children (NNSC) have been as follows¹:

| FUNCTIONS | OBJECTIVES |
|---|---|
| Advocacy and social mobilization, including but not limited to policy recommendations, resource generation, lobbying. | |
| Coordination, networking, and linkages. | To mobilize and strengthen partnership among community, national government agencies, non-government organizations, church groups, business sectors and other people's/community-based organizations in assessing collective responsibility in protecting children. |
| Training and Capacity-Building. | To provide capability-building among stakeholders with an ultimate objective in establishing a component support system in the community that will respond to the needs and problems of street children. |
| Innovating / conceptualizing programs, recommending standards and providing technical assistance. | To effect changes among street children and the families of street children in terms of family values and prevent family disintegration through conduct of parenting enrichment session and increasing family income through entrepreneurship. |
| Organizing sustainable local networks and support groups. | |
| Monitoring and evaluation, research and documentation. | To document best practices and effective approaches in helping street children that shall be basis for further policy and program development and replication among concerned LGUs/NGOs/task force. |

¹ . Philippines. National Network for Street Children (NNSC)

TRAINING WORKSHOP ON NON-FORMAL EDUCATION ACCREDITATION AND EQUIVALENCY (NFE A & E) SYSTEM AMONG STREET EDUCATORS

January 26-29, 2005

EXECUTIVE SUMMARY

Organized and conducted by **Childhope Asia Philippines (CHAP)**, with support from **Consortium for Street Children (CSC)-UK** and **UNESCO-Bangkok**, the Training Workshop on Non-Formal Education Accreditation and Equivalency (NFE A&E) System Among Metro Manila Street Educators was conducted from January 26 to 29, 2005 at Bayview Park Hotel, Manila.

The four (4) day Training Workshop is one of the components of the UNESCO Project on “Improved Learning Opportunities for Out-of-School Children” in which four (4) Asian Countries participated, namely Indonesia, Nepal, Pakistan, and The Philippines.

Objectives of the Training Workshop

The objectives of the training workshop were as follows:

1. Discuss and analyze Human Rights Mainstreaming and Human Rights Education, and Global Education for All (EFA);
2. Identify the concepts, principles, methods and techniques of Non-Formal Education Accreditation and Equivalency System among street children and observe application of the selected methods through brief demonstration during the sessions; and
3. Discuss and prepare an action plan to apply methods of Non-Formal Education Accreditation and Equivalency System among street children.

Methodology

The training workshop used a combination of lecture-discussion, small group workshop, role-play/ skills demonstration, and story-telling.

Participants/ Resource Persons/ Secretariat

Fifteen (15) street educators from CHAP's Street Education Program, three (3) social workers and two (2) parent leaders from Families and Children For Empowerment and Development (FCED) Foundation, Inc., and one (1) teacher from Tahanan Sta Luisa (TSL) Crisis Intervention Center, or a total of twenty-one (21) street educators/ facilitators participated in the said training workshop.

Ms. Teresita L. Silva, President/ Executive Director of CHAP and FCED, and the over-all coordinator of the activity, and **Ms. Nancyline P. Agaid**, Program Manager for Street Education, served as facilitators for the duration of the workshop. CHAP invited the following resource persons:

- **Mr. Lenard Tabaranza**, Senior Education Specialist of the Bureau of Alternative Learning System of the Department of Education (BALS-DepEd) - discussed Global Education For All (EFA);
- **Mr. Henry Ruiz**, consultant of CHAP - shared his knowledge on Human Rights Mainstreaming and Human Rights Education;
- **Dr. Carmelita Joble**, Chief of Continuing Education Division, BALS-DepEd - gave an overview of the Alternative Learning System (ALS), Non-Formal Education Accreditation and Equivalency System (NFE A&E), and the Pathways of Learning;
- **Ms. Sevilla Panaligan**, Assistant Chief of the Continuing Education Division, BALS-DepEd, and **Ms. Georgia Usares**, Senior Education Specialist, BALS-DepEd - discussed the major components of the NFE A&E system (please refer to Program Schedule below).

Secretariat support for the training workshop was provided by CHAP.



Programme Schedule

| Day | Planned | Actual |
|-------------------------|---|---|
| Day 01 Morning | <ul style="list-style-type: none"> • Registration • Opening Program • Presentation of Global Education For All • Human Rights Mainstreaming and Human Rights Education • Overview of the Alternative Learning System <ul style="list-style-type: none"> - Background: Where does NFE A&E fall in the ALS? - Two Major Programs of ALS (Basic Literacy and NFE A&E) • Overview of the NFE A&E System and the Pathways of Learning • NFE A&E Program following the Pathways of Learning <ul style="list-style-type: none"> - Step 1: Preparatory Activities, Screening, and Enrolment | <ul style="list-style-type: none"> • Registration • Opening Program • Presentation of Global Education For All • Human Rights Mainstreaming and Human Rights Education |
| Day 01 Afternoon | <ul style="list-style-type: none"> - Advocacy and Social Mobilization - Roles and Responsibilities and Desired Characteristics of an IM/ Facilitator of Learning - Recruitment and Organization of Learners - Screening and Placement: DIS/ FLT and Self-Assessment - Enrolment Process - Synthesis | <ul style="list-style-type: none"> • Overview of the Alternative Learning System <ul style="list-style-type: none"> - Background-where does NFE A&E fall in the ALS? - Two Major Programs of ALS (Basic Literacy and NFE A&E) • Overview of the NFE A&E System and the Pathways of Learning • NFE A&E Program following the Pathways of Learning <ul style="list-style-type: none"> - Step 1: Preparatory Activities, Screening, and Enrolment - Advocacy and Social Mobilization - Roles and Responsibilities and Desired Characteristics of an IM/ Facilitator of Learning - Recruitment and Organization of Learners - Screening and Placement: DIS/ FLT and Self-Assessment - Enrolment Process - Synthesis |

| | | |
|-------------------------|---|--|
| Day 02 Morning | <ul style="list-style-type: none"> - Step 2: The Learning Process <ul style="list-style-type: none"> ◆ The NFE A&E Curriculum Framework ◆ The NFE A&E Learning Materials ◆ The Individual Learning Agreement (ILA): Concept and Use - Developing the ILA: Practicum ◆ Teaching-Learning Strategies <ul style="list-style-type: none"> □ Andragogy □ Principles of Adult Learning □ Experiential Learning (4 As) □ Teaching-Learning-Support Strategies | <ul style="list-style-type: none"> - Step 2 : The Learning Process <ul style="list-style-type: none"> ◆ The NFE A&E Curriculum Framework ◆ The NFE A&E Learning Materials ◆ The Individual Learning Agreement (ILA): Concept and Use - Developing the ILA: Practicum |
| Day 02 Afternoon | <ul style="list-style-type: none"> - Step 2: The Learning Process (continued) <ul style="list-style-type: none"> ◆ Sample Demo 1: Use of Facilitator-aided Modules (Lower Elementary Level) ◆ Preparation for Return Group Demo | <ul style="list-style-type: none"> - Step 2: The Learning Process (continued) <ul style="list-style-type: none"> ◆ Teaching-Learning Strategies <ul style="list-style-type: none"> □ Andragogy □ Principles of Adult Learning □ Experiential Learning (4 As) □ Teaching-Learning-Support Strategies ◆ Sample Demo 1: Use of Facilitator-aided Modules (Lower Elementary Level) ◆ Preparation for Return Group Demo |
| Day 03 Morning | <ul style="list-style-type: none"> ◆ Return Demo of Participants on the Use of Facilitator-aided Modules (Lower Elementary Level) ◆ Sample Demo 2: Use of Self-Learning Modules (Advance Elementary and Secondary levels) ◆ Preparation for Return Group Demo | <ul style="list-style-type: none"> ◆ Return Demo of Participants on the Use of Facilitator-aided Modules (Lower Elementary Level) |
| Day 03 Afternoon | <ul style="list-style-type: none"> ◆ Return Demo on the Use of Self-Learning Modules - Step 3: Assessment and Certification System <ul style="list-style-type: none"> ◆ Portfolio Assessment ◆ Evaluation Test - Synthesis of Day 03 Session | <ul style="list-style-type: none"> ◆ Sample Demo 2: Use of Self-Learning Modules (Advance Elementary and Secondary levels) ◆ Preparation for Return Group Demo - Step 3: Assessment and Certification System <ul style="list-style-type: none"> ◆ Portfolio Assessment |

| | | |
|-------------------------|---|---|
| Day 04 Morning | <ul style="list-style-type: none"> ◆ Continuation of the Portfolio Assessment ◆ NFE A&E Testing System | <ul style="list-style-type: none"> ◆ Evaluation Test ◆ Continuation of the Portfolio Assessment ◆ NFE A&E Testing System |
| Day 04 Afternoon | <ul style="list-style-type: none"> • Plan of Action of Street Educators to Conduct ALS Among Street Children • Presentation and Critiquing of the Action Plan • Integration and Synthesis • Evaluation of the 3-day training workshop • Closing Ceremonies | <ul style="list-style-type: none"> • Plan of Action of Street Educators to Conduct ALS Among Street Children • Presentation and Critiquing of the Action Plan • Integration and Synthesis • Evaluation of the 3-day training workshop • Closing Ceremonies |



TRAINING WORKSHOP PROCEEDINGS

Day 01 - January 26, 2005

Welcome remarks were given by Ms. Teresita L. Silva, President and Executive Director of Childhope Asia. One of her important messages was:

"One of the dreams we always have for street children and high-risk children is to meet their aspiration to study. Children on the streets, when asked about their aspirations, often respond with "mag-aral" (to go to school). But how can they achieve this? Non-Formal Education/ Alternative Learning System (NFE/ ALS) is a big challenge for street educators and social workers in helping children fulfill their dreams of receiving basic education."

After the welcome remarks, the next session began with the setting of expectations/ leveling off of expectations by the participants. They were grouped into three and their expectations of the training workshop were as follows:

- a. It should be interactive, modular, a lot of workshops, new ways and use of participatory methods.
- b. Discuss topic that will elicit interest and motivate the children to study.
- c. Must have applicable contents.
- d. Must have discussions, lectures, workshops, role-play, visuals and hand-outs.
- e. Learn effective non-formal strategies that can be applied to all beneficiaries of the program.
- f. Gain additional information that will deepen the knowledge for more effective teaching.
- g. Provide participants comprehensive information about NFE A&E specifically on subjects/modules to be used, teaching strategies and methods.

After the expectations setting, Ms. Agaid presented the training workshop objectives, which were the following:

At the end of the training workshop, participants will be able to:

1. Discuss and analyze Human Rights Mainstreaming and Human Rights Education, and Global-Education for All (EFA);
2. Identify the concepts, principles, methods and techniques of Non-Formal Education Accreditation and Equivalency System (NFE A&E) among street children and observe application of the selected methods through brief demonstration during the sessions; and

3. Discuss and prepare an action plan to apply methods of NFE A&E System among street children.

Presentation of the Global-Education For All (EFA)

A key resource person, **Mr. Lenard Tabaranza**, Senior Education Programme Specialist, Bureau of Alternative Learning System-Department of Education (BALS-DepEd), provided a presentation on Education for All (EFA).

Historical and Developmental Perspective of EFA

- World Education Conference

Historical Trends

- Jomtien, Thailand 1990
 - Marked a new start in the global quest to universalize basic education and eradicate illiteracy;
 - Declared the Framework for Action for countries and NGOs working together to commit and set direction and agreements on educational efforts and initiatives;
 - Signaled a powerful movement in World Declaration on Education for All (EFA);
 - Spoke for universal access to basic education and adult literacy as a fundamental right and to meet basic learning needs.

Jomtien Major Achievements

In clear ways, as a process, the Jomtien decade can be deemed a success.

- mobilizing global action to improve education
- developing the knowledge base and analytic capacity
- identifying and clarifying the areas requiring further concerted action

But

- Commitment and involvement have been uneven - there is imbalance
- Not all targets have been pursued with the necessary vigor
- Despite the overall improvements, in some countries education reform stood still during the 90's or there have been declines
- There is a decreasing phenomenon

World Education Conference

- 21st century calls for Global EFA

- emergence of globalization poses great challenges to education
- expanded vision of basic learning needs
 - essential tools (literacy, oral expression, numeracy, problem-solving)
 - learning content (knowledge, skills, values, attitudes)

World Education Forum

(Dakar, Senegal, April 2000)

- Reaffirmed the vision of Jomtien
- Significant progress since Jomtien. However ...
 - 113 million out-of-school youth
 - 880 million non-literate adults
- Particular attention to girls and children in difficult circumstances
- Responsive, participatory and accountable system (you have to address the learning needs)
- Monitoring the progress

EFA Dakar Goals

- Expansion and improvement of Early Childhood Care and Education (ECCE)
- Access and completion of primary education particularly the disadvantaged by 2015
- Access to learning and life skills for youth and adults
- Fifty percent (50%) improvement in adult literacy by 2015
- Gender Equity in primary and secondary education by 2005 and gender equality by 2015
- Improvement of quality of education

Gender Equality - discussion about the sexes

Gender Equity - everyone must have easy access and available resources can be provided

UN Literacy Decade (UNLD 2003 - 2012)

- Broader vision of literacy
- Literacy as the heart of EFA
- Priority Groups
 - non-literate youth and adults
 - out-of-school children and youth, especially girls
 - children in school without access to quality learning

Goals for 2013

- Significant progress towards the Dakar Goal
- Attainment of mastery level of learning by all learners
- Dynamic literate environments

World EFA Action Plans (Target Group)

- Particular emphasis on women and disadvantaged groups
- Further segmented targets
- Indigenous people
- Street and working children
- Disabled persons
- People living in geographically remote and difficult locations
- Computer illiterates

EFA and Inclusive Education (Dakar Framework for Action)

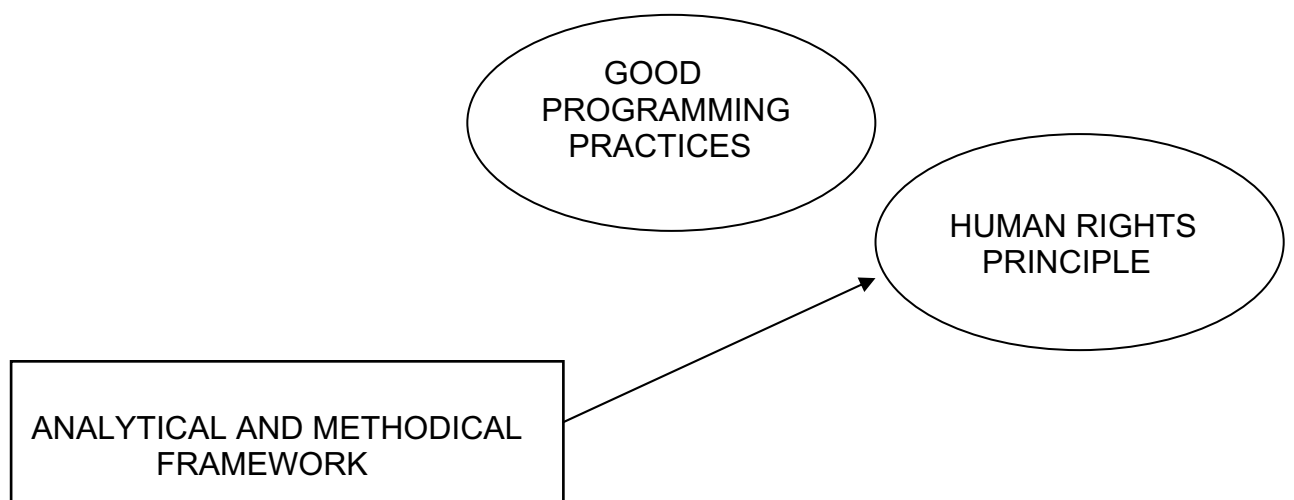
- Policy formulation and standard development
- Curriculum and instructional development
- Teacher training and capability-building
- School-Community collaboration and partnerships

“ You cannot teach what you do not have ”

Rights-Based Approach to Programming

Mr. Henry Ruiz, Research Consultant of CHAP, presented the Rights-Based Approach to Education Programming.

Globalization phenomenon has a deep impact on Third World countries, not only affecting their economy but also the socio-cultural aspect of their daily living. Many children suffer from illiteracy and some did not have proper education at all. To combat this problem, rights-based approach has been adopted in the programme planning, designing and implementation of the projects. Do these programs respond to the needs of the children regardless of their culture and different social inclinations? Are they gender-sensitive?



An analytical and methodical framework that combines human rights norms and principles with good programming practices:

- Built on agreed norms and standards in international treaties, conventions and declarations
- Supports that human rights instruments should guide all developmental cooperation
- Tool for identifying, assessing, planning, designing and monitoring development activities from a human rights perspective

How to Apply the Rights-based Approach

1. Disaggregation of sexes
2. Do you respect their rights and the other rights?

- Ensures that all development activities further the realization of human rights
- Integrates human rights norms, standards and principles in all phases of the programming process
- Ensures that program activities contribute to the development of capacities of 'duty –bearers' and 'rights-holders'

Five Important Principles

PANEL - Participation, Accountability, Non-discrimination, Empowerment and Linkages to human rights standards

Participation

- must be active, free and meaningful
- attention on accessibility to processes, information and institutions

Accountability

- identify rights-holders and duty-bearers
- enhances capacities of duty-bearers to fulfill their obligations
- development of laws, policies, mechanisms and benchmarks for measuring progress

Non-discrimination

- particular attention on equality and vulnerable groups
- disaggregated data by sex, religion, age, ethnicity, etc.

Empowerment

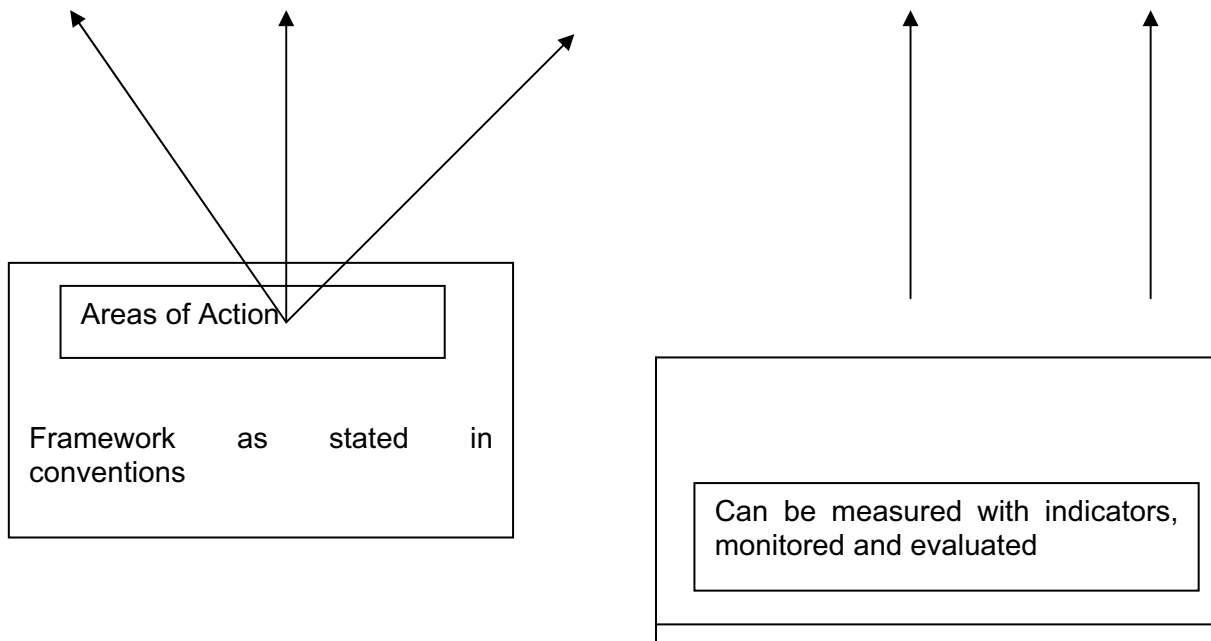
- focuses on people as directors of the development process
- enhances capability of rights holders to claim their rights

Linkages to Human Rights Standards

- sets obligations and minimum guarantees
- allows for progressive realization
- principle of non-retrogression

ANALYTICAL FRAMEWORK FOR THE RIGHT TO, IN, AND THROUGH EDUCATION

| TO | FRAMES | IN PROCESS | RESULT | THROUGH |
|--|---|---|--|--|
| Education should be guaranteed directly to everyone without discrimination | Structure Governance Curricula Teachers Resources | Pedagogy: Methods of teaching and learning. Content of Learning | Learning Achievement: Changed attitudes, values. - Acquisition of skills - Competencies and abilities | Effects for Society: Shared democratic values and commitment. Active, critical and socially responsible |



The Rights Relevant to Education in a 4-A Scheme

Availability

- The right to establishment of schools
- Respect of parental freedom to choose education for their children
- The right to free and compulsory education to all school-age children up to minimum age of employment

Accessibility

- Progressively ensure access to post-compulsory education as circumstances permit

- Obligation to eliminate exclusion on internationally prohibited grounds of discrimination

Acceptability

- To set minimum guarantees for education quality
- Contents in learning materials, methods of instruction and school discipline screened using human rights standards
- Respect for diversity, ensuring inclusion and equal opportunities

Adaptability

- Schools adapt to children following the standards in CRC
- Education content, methods and scheduling is relevant and responds to differing circumstances and needs
- Necessitates cross-sector analysis of the impact on the other human rights and quality and quality learning outcomes

What is Rights-based Approach to Programming

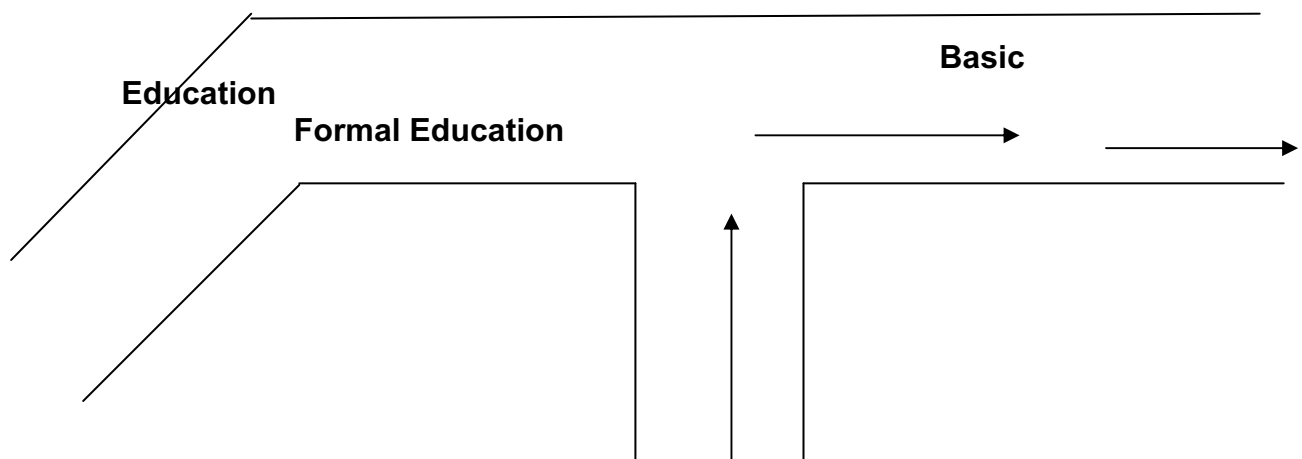
- Follows the principles of human-rights based approach to development programming and combines the rights-based education concepts.
- Fulfillment of internationally agreed human rights, conventions and treaties related to education sector.
- Encompasses the importance of quality and relevance of education, as defined in the Dakar Framework of Action:
 - well-being of learners
 - relevance of contents and outcomes
 - quality of teaching/learning processes
 - suitability of learning environments

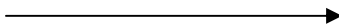
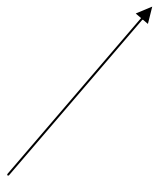
Involves three (3) Key Actors:

- The government as duty-holder
- The child as rights-bearer
- The parents as representatives of children

Alternative Learning System (ALS): The Other Side of Basic Education

Dr. Carmelita Joble, Chief of the Continuing Education Program of BALS-DepEd discussed the following: **(Please see Annex C)**





ALS

EFA 2015 Plan for the Alternative Learning System (ALS)

Definition of Terms and Conceptual Framework

Important concepts and definitions are taken from the Governance Act of Basic Education (RA 9155).

I. Alternative Learning System vs. Formal Education

| | Alternative Learning System | Formal Education |
|---------------------------|--|----------------------------------|
| Setting | Community | School |
| Facilitator | May or may not be licensed | LET Passer |
| Learner | 6 years old and above | 6-15 years of age |
| Curriculum | Alternative Learning System Curriculum | Basic Education Curriculum |
| | Same competencies | Same competencies |
| | With 5 learning areas | With 5 major subjects |
| Learning Materials | Self-paced Self-instructional Indigenous Integrated | Textbooks Teacher-facilitated |

Modes of Delivery

- Literacy, livelihood, equivalency, continuing life long learning (informal)
- Multi-grade In-School-Out-of-School (IS-OS)

Assessment of Learning

- Portfolio (individualized)
- Built-in certifying and accrediting mechanism to equate with the standard
- Norming
- Standard

In accreditation, standardized test is used.

Overview of the NFE A&E System

An alternative certification of learning to Filipinos. Dr. Joble gave an example to the participants on how the Accreditation System works. The target learner is 15 years old. He/ She can take the Accreditation and Equivalency test and if he/she passes, he/she can directly proceed to the secondary level. Analyn Domer, CHAP street educator, asked, "if the child is 12 years old but is an advanced learner, can he/she still take the Accreditation and Equivalency test?" Ms. Agaid replied that in NFE A&E, there are no grade levels. Test is given for the child to graduate in the elementary level and if he/she passes, he/she can be admitted to high school level. If the child graduates from the secondary level, he/she can go to the tertiary level.

Components of NFE A&E System

- Curriculum for ALS
- NFE A&E Learning Materials
- Learning support Delivery System
- Assessment and Certification

In Alternative Learning Systems (ALS), there is a continuum of learning. Focus is on the Functionality of Skills, not on the academic aspect. Problem-solving is the equivalent of Maths in ALS and Critical Thinking is the equivalent of Science. The basis of making materials depends on the curriculum. Modules to be used can be easily identified because of their color-coding. Blue is for the elementary level, green for secondary, mustard for Academic-Focused Bridging level. There are 287 modules but the usage is dependent on the individual's learning. What if a learner passes the test for secondary level but is not prepared to go to college? The Academic Focused Bridging Programme is for those who graduated from secondary school but not ready for mainstream college life. It has a wide selection of modules based on the student's interests, which helps him/ her enhance his/ her skills and competencies. It also teaches skills needed in going through college life but in becoming a responsible citizen and part of the workforce.

The NFE A&E modules cover skills and competencies in five (5) learning strands. These are:

- Communication Skills (English and Filipino)
- Problem-Solving and Critical Thinking
- Sustainable Use of Resources/ Productivity
- Development of Self and a Sense of Community
- Expanding One's World Vision

Each learning strands describes:

- A focus or foci

- Terminal objectives
- Sub-terminal objectives
- Enabling objectives

Delivery of Service Providers

1. Learning Support Delivery System (LSDS)
2. Assessment and Certification (critical and important)
3. NFE A&E Tests

The afternoon session resumed at 1:35 p.m. Host Team Formation was conducted and each team had its respective assignments for the 4-day training workshop, i.e. giving the recap of the previous day's discussion, time-keeping, providing the energizer, and maintenance of the venue.

Pathways of Learning in the NFE A&E Learning Support Delivery System

Ms. Sevilla Panaligan, Assistant Chief of the Continuing Education Division, BALS-DepEd, discussed the above topic.

Step 1 Enrolment, Screening and Orientation (of learners before actual learning group session begins)

This particular phase is very flexible. It does not compel the students to really enroll themselves in the programme. They could exit anytime upon realization that the programme is unsuitable for them. However, anytime they feel that they are ready and interested to enter the world of non-formal education, they are free to come back and discuss it with the Instructional Manager.

Step 2 The Learning Process

Every learner will have individual learning goals and plans. This is what makes the program unique. It is facilitator-aided; thus the child meets face-to-face with the IM, making it more convenient for the IM to focus on enhancing the child's skills and competencies. On the other hand, one-on-one tutorial is needed if technical difficulties arise.

This is also a 10-month cycle programme. However, if the learner is satisfied within two (2) months, he/ she can exit from the programme. The competency of the learner can be gauged based on the finished activities in the module. Continuous counseling should be done as a way of checking if the module the learner is using is suitable for his/ her age level.

Step 3 Equivalency Testing and Certification (terminal measures of the programme)

IMs are not allowed to serve as examiners. From Step 2, if the learner did not meet the minimum standards of the NFE test, he/ she can try and take the

test again. No fees are collected. A learner can retake the test only once a year. The reason is for the learner to have ample time to review previous learning and upgrade what has been learned. Questionnaires need to be processed. Problem-solving and life skills are needed. Once the child has graduated from elementary school but stopped going to high school, he/ she can still take the exam. Even though the learner has not yet graduated from elementary school, he/ she can take the risk and take the exam for secondary level. Once he/ she graduates, he/ she will receive a certificate and be recognized for employment in the future. Once the parents see the advantage of the NFE, they will encourage their children to take NFE because it is much cheaper and no standard time for sessions is set. This is one of the challenges the formal education system has to give attention to - revise its curriculum and modify the services rendered. A&E has priority target learners, i.e. those who are of school-age but who are not in school. Many children today do not have the opportunity to go to formal school. Any child has the right and opportunity to enroll so long as they undergo a one-on-one programme orientation.

NFE A&E Advocacy and Social Mobilization

Ms. Silva introduced the third resource person. **Ms. Georgia Usares** is a Senior Specialist at the Bureau of Alternative Learning System of DepEd. She opened her discussion with the A&E theme song.

What is Advocacy?

Advocacy in the NFE A&E program means trying to persuade people through verbal and visual communication. Once we become aware or hear of something, we make judgments.

Social Mobilization

Social mobilization is a partner of advocacy. It means raising community awareness of existing problems and needs in a community, as these affect the daily life of the people, and improving the situation using local and external resources. In the Department of Education, the goal is to create awareness about NFE A&E and be able to generate support. DepEd has several partners in the field, which has advocacy programmes to gain support. For the Street Education program, it would be good to advocate among Barangay officials, park officials, and service crew of fast-food chains to gain support for the venue of the sessions and promote non-discrimination of street children. Stores in areas covered by the street education programme might be able to provide support when they see the efforts of the street educators in assisting street children in their educational needs

The objectives of social mobilization are as follows:

1. to create demand and promote participation in all NFE A&E activities;

2. to obtain political and social commitment for the programme from various levels of leaders; and
3. to generate support for the generation of resources and formulation of policies regarding the sustainability of the programme.

The street education programme caters to the educational needs of street children.

The following are the target audiences:

- political leaders - in terms of legislation, the program needs the assistance of senators and congressmen. Mayors' support is also very crucial in the success of program implementation.
- Local government executives - in 1st and 2nd class communities, they allocate funds for NFE in their communities.
- NGOs
- Government organizations
- People in the community
- Community Learning Center managers
- Church-based organizations - DepEd gives assistance to organizations whose funds are limited.
- Service providers and volunteers
- Parents and community leaders
- Instructional Managers/ Facilitators
- Learners

Strategies and Channels in Conducting Advocacy and Social Mobilization

1. Project launching
2. Community meetings/ Orientation activities
3. Lobbying for political support
4. Project orientation meetings with learners
5. Focused Group Discussions (FGDs)
6. Small Group Discussions
7. Puppetry/ Local Drama/ Folk Songs/ Poetry Recitation/ Theater Show
8. Informal word of mouth channels
9. Project site visits
10. Special community events
11. Existing mass media channels
12. IEC materials
13. Posters/ Signage

However, with all the strategies mentioned above, there are those that work best. One is to go to the people, live among them, love them, learn with them, link your knowledge with theirs, start with what they have, and when you finish your job, the people will say "we did it all by ourselves".

The NFE A&E system has its own logo - a drawing of a man climbing up the stairs, which indicates mobility and aiming for the highest level. His feet do not touch the steps - a signifying self-propelling attitude. This also shows the flexibility of the program - the border is open but there is direction.

Desired Characteristics of an Instructional Manager

Ms. Panaligan continued the discussion of this topic. According to her, an IM:

- Must be a key learning support person
- Must be educationally qualified (preferably with education units and experience in community organizing)
- Must believe in the goals and objectives of the NFE A&E system
- May be drawn from a range of professions and backgrounds - elementary school teachers, social workers, guidance counselors, retired teachers, and community development workers
- Must be willing to be trained in adult learning approaches
- Must be willing and capable of breaking away from formal teaching techniques
- Must have a wide range of knowledge and skills
- Must have the capacity and willingness to be trained in NFE
- Must have the necessary experience to carry out multiple roles
- Must be able to share and understand the immediate concerns of learners
- Must be proficient in English and Filipino
- Must speak primary language or the mother tongue of the learners
- Must be of good health

After the lecture, the participants were given time to reflect. Am I qualified? Do I possess all the desired characteristics? Silently, each one had drawn their own insights and thoughts if they really qualify as instructional managers.

Roles and Responsibilities of Instructional Managers

Categories of Function of Instructional Managers

1. Instruction-Related (Instructors, teachers-monitoring reports of learning progress should be done individually)
1. Co-ordinative (must have networks/ support system)
2. Administrative (assist in recruitment of learners, assist processing of enrollments)

Marites Gatela, a street educator, asked what the requirements are for enrollment. No formal documents are needed but in getting the Accreditation Test, documents are needed for identification purposes. Norilix asked if the modules would be given to the children who quit for some reasons but has

expressed his/her desire to come back and continue his/her studies. The modules that will be given to the children will serve as a reference for reviewing. The tool that will be used to monitor the child's learning progress is through their set of learning goals, which will be checked if they coincide with the chosen module. The Instructional Manager should also conduct a series of tests to measure the quality of the learning of the children and also to check if they understood what they have learned. Discipline should be developed because the next level of learning is through the use of Self-Aided Materials. According to Olegario Saavedra, a street educator, the portfolio will not be useful if the learners will not pass the test. Ms. Panaligan explained that a portfolio is only a guide for the learner on how to pass the test. Core competencies are in the module and this should be mastered to get a good chance of passing the test. The Instructional manager's role now comes into the scene. The Instructional Manager needs to guide the children in choosing the right module based on their own interest and level. Ms. Agaid supported Olegario's comment saying that even in the learning goals, the Instructional Managers can already predict what will be the end result of the learners. Instructional managers should do counseling to help the child realize that the modules she/he is choosing will be helpful for him/her to pass the test. After the grueling questions and clarifications from the facilitators and the participants, Ms. Usares proceeded to the next topic and discussed the Recruitment and Screening Phase.

Recruitment, Screening, Placement and Enrollment of Learners

In NFE A&E, the lower elementary level is equivalent to Grades I to IV. Higher elementary level is equivalent to Grades V and VI, and Secondary is equivalent to High School Level.

How is the starting level of learners determined? The Instructional Manager should check if the learners have already reverted to illiteracy because of the span of time for having been out of school. However, there are some test takers who, based on experience, verbalized that they can take the test.

NFE A&E Screening and Placement Instruments

1. Assessment of Basic Literacy (ABL) Test - reading, writing, and numeracy
2. Functional Literacy Test (FLT) - the one used by A&E System

Functional Literacy Test in the A&E System plays a significant role because it is being used as a diagnostic test for determining the starting point of Non-Formal Education.

Guidelines for Functional Literacy Administration

- Functional Literacy Test questionnaire
- Demographic Information Sheet

- Basic Information
- Basic Literacy Measure
- If the child does not know the answer, stop him/her. He/ She will never answer unless he/she knows the answer.

Recognition of Prior Learning (RPL)

- Range of skills, knowledge and competencies from daily life such as the home, workplace, market and community life.
- Knowledge that may have been retained from past experiences of formal schooling
- Learning experiences - NFE A&E experiences

RPL Instruments

1. RPL form 1 - Documentation of Life Experiences
2. Self-Assessment - Should come from the learner. Learner should be encouraged to assess his/her own learning that is why work portfolio is very important.

Stages of the Orientation Process

1. First Stage
 - Pre-enrollment Information Meeting
2. Second Stage
 - Program Information Briefing
3. Third Stage
 - Other Information Support Strategy

Who are qualified to enroll in the NFE A&E System?

- Learners who are approved and eligible for NFE A&E

A&E Enrollment Form

Leo James Portales, a CHAP Street Educator, asked what if the session schedule chosen by the learner coincides with the day-off of the worker/ Instructional Manager? According to Ms. Agaid, the schedule of the Street Educator/ Instructional Manager should be arranged during the re-entry planning. Ms. Usares said that the learner has the privilege to choose his/her own schedule and that makes the programme flexible.

Role of the Instructional Managers/ Mobile Teachers

According to Ms. Agaid, the goal of the learner vis-à-vis the module he/she has chosen is reflected on the learner's objective. The role of the Instructional Manager is very crucial because once the goal is not parallel to the goal set by the learner, options should be laid out to the child like revising the learning

goals. The learner should be the one to set the time frame because he/she knows his/her own learning pace. As a follow-up question, Leo James asked if the set of exam is stated in general form or is it based on the module the learner has chosen. According to Ms. Usares, Instructional Managers should take a closer look at the interest of the child.

Analyn asked if it is possible for the child to be in the basic literacy, elementary level, and secondary level all at the same time. Ms. Usares said that it was possible and that it is like multi-level learning. Ms. Agaid commented that it is possible for a child to be in all level but it depends on the capacity of the Instructional Manager to shift from one level to another. Core competencies should be acquired by the learner for them to pass the test.

NFE A&E Learning Materials

The NFE A&E Learning Modules are the most important learning support materials and the main source of learning of NFE A&E System. They contain information on different topics of interest. They include discussions, activities, self-assessment exercises, drawings, articles and other sources of information. The learning modules are interactive, learning is self-directed and self-paced and supported by other learning materials. There are NFE A&E modules that are intended for Lower Elementary Level, Advanced Elementary Level, Secondary Level and Bridging Level. The NFE modules cover skills and competencies in five (5) broad learning areas or learning strands. These are:

- a. Communication Skills (English and Filipino)
- b. Problem Solving and Critical Thinking
- c. Sustainable Use of Resources/ Productivity
- d. Development of Self and a Sense of Community
- e. Expanding One's World Vision

Instructional Managers should determine the level of the learners to be able to classify them and prepare the set of modules intended for their level. The Instructional Manager is the only person who can determine the child's level based on the test results. The result of the test will affirm the child's level. In determining the child's level of competencies, there is one thing that needs to be considered - the RPL or Recognition of Prior Learning. This is important because even if the child had stop schooling for years, he/she might have learned from his/her life experiences. In the self-aided module, the Instructional Manager should recognize learner's queries because these indicate their interest with the subject matter. Even if it is self-aided, it does not mean that they should be learning on their own.

Academic-focused Bridging Programme

This is a special programme for learners who have passed the secondary level and intends to enter the tertiary or college level. Louely raised a concern regarding the modules and methods of teaching, given that she is a social worker by orientation and do not have education background at all. The

modules have their own set of facilitator-aided instructional materials. However, once the program is integrated into the street education program, there will be a conflict in terms of time management considering the sessions and other activities of the social workers and street educators.

According to Ms. Agaid, to avoid confusion and overlapping of activities and services, one suggestion would be to identify first the issues and limitations the workers are seeing once the program has started its implementation vis-à-vis the programme of the agencies like FCED and CHAP, taking into consideration the venue, materials, resources and the kind of learners. Given this situation, Ms. Silva suggested reducing the number of sessions conducted by the street educators so that they have time for ALS.

DAY 2 - January 27, 2005

The participants reflected on the previous day's learning insights, which were:

Global EFA

- gender equity and equality was addressed

Human Rights Mainstreaming

- rights-based approach in terms of program planning
- child-friendly school system

Alternative Learning System

- difference between formal education and non-formal education
- different pathways but one or same end-goal

Basic Education

- ALS is more practical than formal, but does not merely tolerating those students who are in formal education to join the ALS
- Motto: Aim High! Go for your Goal!
- Flexible learning system which may be easier for the child to study

Learning Process

- standardized (methods and procedures of teaching)
- learner self-assessment is important
- entry learners - Recognition of Prior Learning
- target learners (children of street families and community-based children)

Characteristics of an IM

- being an IM is not easy
- should be equipped with the proper knowledge, skills and attitude

Preparation of the Individual Learning Agreement (ILA)

The Individual Learning Agreement (ILA) is an instrument to measure the learner's progress. It includes the learner's broad learning goals and specific learning objectives. They contain the things the learner plans to do to achieve his/her learning objectives, and the timeframe for learning or achieving them.

It is also an agreement between the learner and the Instructional Manager to guide them both through the whole learning process. It is also used for planning and assessing the learner's learning program. By just looking at the ILA and the results of the exercises accomplished, the IM can already see the learner's progress.

The ILA enables the IM/facilitator to negotiate with learners, a learning program based on their past experience as well as their current and future needs.

It enables the IM to plan the support he/she will provide for the learners. Lastly, it guides the IM and the learners in their selection of learning modules and supplementary learning materials.

The ILA can be reviewed regularly to provide learners with information about their learning progress and the learning goals that they have already achieved.

Individual Learning Goals

- The things that the learner sets out to do or achieve for a specific period of time.
- Provide the benchmark against which the learner can assess his or her won progress in the program.
- Help determine what learning modules, activities and timeframe will be used in the learning program.

Learner's Checklist of Skills (Skills Audit Form)

| Skills/ Competencies | Learner Self-Assessment | | | IM's Remarks/ Comments |
|---------------------------------|--------------------------------|--------------------------------------|---|---------------------------------------|
| | I can do this well. | I can do this but I want to improve. | I want to learn to do this but not now. | |

Process for Documenting the Learner's Individual Goals and Formulating an Individual Learning Agreement

- a. A learner with an IM using a dial journal
- b. One-on-one discussion between the learner and the IM
- c. A small group of learners and an IM.

Step 1 Learners talking about...What will I do after the programme?...Why have I enrolled in the NFE A&E System and BLP?...What do I accomplish here?

Step 2 Presentation of the list of modules/actual modules.

Step 3 Preparation of the Individual Learning Agreement

Step 4 Signing the ILA. It is important to sign the ILA for this will remind the IM about his/her commitment to the learner and his/her role in achieving the learning goals identified. By asking the learner to sign the ILA, the IM is helping the learner to make a commitment to his/her learning program.

According to Ms. Agaid, an IM needs good negotiating and compromising skills. Every action must have counseling for the learner to better understand what he/she will be going through.

Learning Resources – these refer to both human and material resources that learners plan to use, as well as the techniques, strategies, and tools both learners and IMs will use to achieve learning goals.

After the presentation and discussion on the Individual Learning Agreement, there was an exercise on creating an ILA. Participants were grouped into four to five members each. One member served as the IM and facilitated the activity, while the rest took on the role of learners. The IM had to let the learners talk about their goals in life before asking them to prepare their individual learning agreements. The IM conducted a sharing session about each learner's goals in life. The learners were asked to imagine that they were street children. Each learner had to write down his/her own goals in life and what he/she needed to do to achieve them.

The groups presented the results of their ILA exercise, which everyone was free to comment on and discuss. The following is the group output:

Group: FCED Social Workers and Volunteers
IM: Ms. Norilix Mansos

| Learning Goals | Learning Activities / Strategies | Timeframe |
|----------------------|---|--------------------|
| 1. To finish studies | To read the following modules: <ul style="list-style-type: none"> ▪ Right way of expressing oneself in meetings and interviews | February 1-5, 2005 |

| | | |
|----------------------------|---|--|
| 2. To become a good writer | <ul style="list-style-type: none"> ▪ News Day ▪ The Filipino, One Letter ▪ Hello, what can I do for you? ▪ I need you ▪ Me, the family and the community ▪ How to plan your personal development ▪ How to solve daily problems ▪ The ABCs of Writing ▪ Write an Article ▪ Enroll again in a Formal School | <p>February 8-10, 2005 February 16, 2005</p> <p>February 17, 2005 February 18, 2005 February 22, 2005</p> <p>February 22-26, 2005</p> <p>March 3-5, 2005</p> <p>March 8-11, 2005 April 2005 May 2005</p> |
|----------------------------|---|--|

The following are some comments:

1. The Facilitator evaluated all activities, including the dates when they should be completed.

Question: In your opinion, to what level does your learner belong?

Answer: Secondary level.

Question: How should the IM guide me so I can achieve my goals?

Ms. Agaid: An IM can make use of counseling, guidance and negotiations. The learner, however, will lose his/her motivation if the scope is too broad and general. The IM must help the learner specify learning goals by checking modules that are based on the learner's capacity and accomplishments at a given period of time.

Leo: I have a suggestion: the learner should pass through different levels. The learning goals should have objectives under them so that activities can be specified.

Ms. Panaligan: There should be a sub-objective.

Eva Yucson: Can I tell the child when the module he/she has chosen is not consistent with his/her learning goals?

Ms. Panaligan: No, do not tell the child that he/she is wrong.

Making the Learning Process Meaningful for Learners

Adult Experiential Learning (AEL)

These are the 4As of Adult Learning:

Stage 1: Activity - through the learning activity, learners experience and acquire new knowledge and skills.

Stage 2: Analysis - learners need time to process or analyze their experiences. New knowledge and skills have been linked to what they already know and can do. They have to think about how they can use their new knowledge and skills.

Stage 3: Abstraction - through processing or analyzing their new experiences and linking/associating them with existing experiences, the learners begin to demonstrate new understanding and apply new skills.

Stage 4: Application - the final stage is the practical application and trying out of new skills and learning.

With the help of visual aids, topics on digits, numbers and place value system were introduced to the learners. Through the creativity of these aids, the IM elicited answers and active participation from the learners. One technique useful to an IM is the creative construction of questions that will enable the participant to enhance thinking abilities. Math, for example, is very abstract. That is why the learners tend to lose their interest. Techniques on how to deal with it depend on the skills and knowledge of the IM.

Day 3 – January 28, 2005

Recap of Day 2 focused on the goal setting and the selection of the learning activities and strategies of the learners.

- Learning Process
 - BEC – ALS
 - Discussed the major indicators of Functional Literacy
 - Level of competencies of the learners should be applicable to their daily lives
 - The assessment of the learners is very crucial
 - The learning activities should be suited to the learning capabilities of the learners
 - Make a masterlist of learners with their corresponding levels to help the IM in selecting appropriate modules.

- With regard to the multi-level teaching under facilitator-oriented instructions, the IM should assess his/her capability of shifting from one level to another.
 - The IMs should familiarize themselves with all the modules available.
- Learning Materials
 - Discussed the learning of different levels
 - The IMs should not rely only on the modules. They must have other resources.
 - Aside from the module, the IM should prepare visuals for facilitator-aided instructions.
 - Individual Learning Agreement
 - Presentation of the 4As
 - 4As should always be associated to the learning process of the learners

Recommendations:

1. Assessment of the learner's goal till the identification of the module needs counseling.
2. Once the IM and the learner have signed the ILA, they are both accountable and responsible.

According to Ms. Panaligan, an ALS class is called a "learner group session", those who have graduated are "completers" and the classroom is called "community learning system". The pupils are called "learners."

Some key-points that came out of the group demonstrations were:

1. When the learner asks a question, the IM must answer them to the point of satisfying their curiosity. Never ignore them because it will only lead to doubts.
2. Once a child asks, the IM should follow it up with an explanation. Do not leave any question unanswered.
3. For a subject like Math, if the learner is not being taught properly, they will never understand and enjoy learning. Always make comparisons so that they will see the difference.
4. When introducing a concept, always remember to use concrete objects first. Demonstrate the concrete, not the abstract. If it were the other way around, it would be meaningless.
5. Allow children to write on the module.

6. Challenge your pupils to think.

7. Projection of voice and expression means communication.

Participants' learning were as follows:

Ria: The visuals motivate the pupils to learn. There was something to see, something to touch, and the learning became developmental because the methodology was good. As a teacher, you have the right to use methodologies, which you are comfortable with. The art of questioning is very essential because it will deduce the learner's curiosity.

Ms. Usares: It is not so much where you're comfortable but the appropriateness of the strategy and its capacity to facilitate understanding.

Ms. Silva: There is a need to plan, practice and demonstrate. You are only providing the basis for the discussion.

Marlene Adante: I was pleased. The appraisal was there. It is also important that you recognize what the child is doing.

Ms. Usares: There should be more participation from the children, even in formal schools. Think of activities wherein the learners will move. Facilitate learning.

Elvie: Preparation is necessary, which is why the lesson plan is important. Be careful about the words that come out of your mouth. Make sure you choose your words carefully. Use gentle words.

Ms. Usares: Do not be intimidated by the lesson plan. Materials will help you know what to say and what to do.

Ms. Agaid: The materials should be in proper order. Organizing visual aids and their placement will guide you in what to do next.

Ana: When I was in elementary, the child-friendly voice was not given importance. Even if what you are teaching is academic, you should impose certain values on the children. There should be consistency in your use of words. If an IM has dull moments, the children will keep quiet too.

Ms. Usares: The IMs have chosen very wisely. They know how to relate with the learners. In asking the learners about their goals in life, it is very important to ask them about the importance of their dreams, their goals, and what they want to achieve.

Jessie: Formulate statements that will create an impact on your learners.

Learning Support Strategies

When the learners in the self-learning level can already read and have learned all by him/herself, they are called independent learners or autonomous learners.

Characteristics of the NFE A&E Learning Modules

1. Interactive – the learner is talking to the module.
2. Learning is self-directed and self-paced.
3. Supported by other learning materials.

Different Kinds of Learning Support Strategies

1. Structured sessions

- focused on one topic
- regular, scheduled learning sessions with a group of learners. It is best used for Lower Elementary Level Learners
- IMs should use learning modules and the accompanying facilitators guide to conduct facilitator-aided learning group sessions. Use activities that will suit your learner
- Suggestive, not prescriptive

2. Semi-structured Group Sessions

- group tutorial sessions that focus on specific content areas, topics and issues with an IM
- must be planned in advance
- IMs may invite other people to assist in specialist areas or as resource persons

3. Unstructured Discussions

- informal discussions not planned in advance. Focus is on exchange of ideas, sharing of experiences and exploring ways to solve problems
- used by IMs to provide learning support and feedback

4. One-on-One Individual Tutorials

- Focus is on individual learners' needs and difficulties
- May take place in the learning center or the learner's home

5. Study/Peer Learning Groups

- These are study and self-help groups of learners
- Planned when the need arises
- IMs need to encourage and support the formation of self-help groups

- Composition of the self-help groups may vary with the task.
- Focus is on specific learning experiences like project and science experiments, providing opportunities for learners to share ideas and experience to help one another, discussing common learning difficulties and exploring ways to resolve these, and providing encouragement, help and inspiration for learners

6. Demonstration Sessions

- Require a demonstration activity, observation of a situation, examination of a model or working example to explain abstract or difficult concepts
- Followed by “demonstration-back” practice by learners

7. Mentoring

- Learners are encouraged to identify one or more mentors who can provide feedback, support and learning guidance in a supportive and caring way

8. Games and Simulation

- Re-creation of real life situations, often using role-play
- Must be planned in advance
- Focus is on applying knowledge, skills and values to real life situations in a non-threatening way
- Can be used to consolidate learner’s understanding of an issue

9. Project-Based Learning

- Can be used to encourage learners to apply their newly-acquired skills and competencies through the completion of practical hands-on projects
- Can be used to integrate and reinforce competency development across several learning strands
- Can be used to strengthen assignments in modules

10. Role Play

- Focus on activities, which give learners opportunities to act out roles of one or more individuals in real life situations
- Encourage learners to apply and practice newly-acquired knowledge and skills in realistic situations
- Situations for role-play must be planned.

An activity on the module followed. Each person was given a piece of paper with a module’s title written inside. Those who got the same modules grouped themselves together. Each group then held a discussion on the importance of their particular module, and what should be done with it. They identified whether the module needed resource persons, just the facilitator, or it was self-aided. It is important to ask the learners what module they want to learn, and if the knowledge and skills required are beyond the IM’s capacities,

then it is necessary to invite resource persons. Let the learner feel that the IM will exhaust everything just to help the learner. Trust and confidence are very important indeed. If the module is on cleaning the environment, help the learner think about what they can do to help contribute to the cleanliness of the environment.

Assessing Learning

Assessment is the act or procedure of making judgment. Assessment is done:

- a. to identify the extent to which learners have obtained the required knowledge, skills and values
- b. to identify problems with our teaching-learning strategies
- c. to identify additional teaching-learning activities to respond to the changing needs of learners

Assessment results can be used to:

- a. identify new learning needs
- b. revise or modify session plans and existing materials and develop new ones
- c. improve teaching-learning techniques
- d. plan new policy directions

Assess learning based on:

- a. Individual Learning Agreement
- b. Set learning goals/ objectives
- c. Expressed need of learners
- d. Identified session contents
- e. Expected outcomes

It is very essential to have and to keep work folders or portfolios for each individual. In this way, the IM can monitor a learner's day-to-day progress as well as encourage learners to reflect on their own learning.

NFE A&E Instruments stored in the Work Folder

- Enrollment Form
- Documentation of Life Experiences (RPL Form 1)
- Summary Record of Training/Skills (RPL Form 2)
- Summary of Work History (RPL Form 3)
- Learner's Checklist of Skills (RPL Form 4)
- Individual Learning Agreement (ASS Form 1)
- Weekly Learning Log (ASS Form 2)
- Review of Learning Goals (ASS Form 3)
- Learner's record of modules used (ASS Form 4)
- Work Samples

After the program, the IM needs to have a Terminal Assessment (Equivalency Test). Continuous assessment should be conducted all throughout the programme.

Day 04 – January 29, 2005

Some of the most important highlights identified during the recap of the previous day were:

- Return Demo of Facilitator-Aided modules
 - Learners should have common topics and common goals.
 - IM must answer the children's questions to the point of satisfying them. They should not leave questions unanswered.
 - When introducing a concept, always use concrete objects.
 - Be affirmative to children
 - Be careful with the use of words
 - Organize materials beforehand
 - When you review, you don't need to use a game, do it very quickly.
 - There is no one best teaching-learning technique.
 - Each individual learner has to have his/her own learning style and study habits.
 - Therefore, teaching-learning techniques should respond to the needs and learning styles of learners.

- Demonstration on the use of the Self-learning module
 - Do not assume to know everything. It could be dangerous
 - Once a month, learners should be given a chance to study "elective" modules apart from the core modules, which should take more of their time.
 - IM is they key person in learning.

- Assessing Learning in the NFE A&E System
 - done before, during and after the learning process
 - each learner should have a portfolio containing the needed documents and a dialogue journal
 - both the IM and the learner should write in the dialogue journal

Ms. Agaid facilitated the activity on synthesizing and summarizing the topics discussed from day 1 to day 4. All the topics were interconnected with each other so that they could be easily understood. The participants were tasked to assess some blocks and other issues in implementing the ALS, and come up with a Plan of Action (POA).

NFE A&E – Assessment and Certification System

Provides two levels of certification of learning achievement comparable to formal education

- Elementary level
- Secondary level

Components of the NFE A&E Certification System

- The NFE A&E standardized multiple-choice tests
- An essay
- Portfolio Assessment

Types of NFE A&E Certification Tests

1. Multiple-choice Tests

- cover competencies drawn from the 5 learning strands
- computer-scored
- four (4) sub-tests with 160 questions for elementary, 200 for secondary
- time-frame: three (3) hours 30 minutes for elementary and four (4) hours 15 minutes for secondary

2. An essay (in Filipino)

- assesses writing skills
- assesses using holistic scoring by a team of three (3) assessors
- based on Minnesota Standard test of Written Composition

NFE A&E Registrants/ Examinees

Out-of-school youth and adults who are:

- 15 years old and above for Secondary Level and 11 years old and above for Elementary Level who are basically literate
- learners who have attended or are attending learning sessions under the NFE A&E System
- Qualified individuals who have not enrolled nor attended the NFE A&E learning sessions (walk-in). They can register as long as they meet the age requirements.
- Those who took the NFE A&E Test but did not pass – they are encouraged to enroll, they still have a chance to take the test

According to Ms. Agaid, if the learner does not want any module and just wants to take the test, IM needs to process the programme for the child's better understanding. It is better than taking the test and failing, which will only contribute to low self-esteem.

How Can a Potential Test-taker Avail Himself of the NFE A&E Certification Test?

1. He/ She must register at the nearest Test Registration Center bringing along the following requirements:

- Birth or Baptismal Certificate
- Marriage Contract
- Driver's License
- Community Tax Certificate
- Passport
- Barangay Captain's Certification
- Latest Report Card issued by the school last attended
- Voter's ID Card
- Other authentic documents bearing date of birth

A concern was raised regarding the requirements. The learner can easily produce an ID picture, but when it comes to the baptismal certificate and other requirements, most street children don't really have them. However, according to Ms. Usares, authentic documents are needed to establish identity. It will be very hard to secure them, so it is necessary to advocate and build networks among partner agencies so they can provide the necessary assistance. It is very important the barangay captains be made aware about the programme.

Test Passers must meet minimum requirements:

Elementary Level

- Multiple-choice test
- Essay writing test
 - Minimum scores are ninety (90) in multiple choice with no less than two (2) in essay

Secondary Level

- Multiple-choice test
- Essay writing test
 - Minimum scores are either 95-99 in multiple choice and 3 in essay, or over 100 in multiple choice and no less than 2 in essay
 - The rule is that the learner should satisfy both conditions to pass the test. There is also a positive correlation between the scores: if the learner has high scores in the multiple-choice test, they also get high scores in the essay.

There are several options for the learners who have passed the NFE A&E Test. They are the following:

1. Enter college/university
2. Enter other non-formal training programs
3. Enter formal training programs
4. Enter/re-enter the world of work
5. Enter/re-enter elementary or secondary formal school system
6. Learn essential life skills to participate more fully and actively in the political, social and economic lives in the community

Post-Implementation Support System

1. Graduation/Completion Ceremony
2. Counseling
3. Referral

Academic-Focused Bridging Program

- Objective is to equip NFE A&E System Secondary level test passers with academic bridging competencies for successful entry and survival in college.
- Is composed of 94 modules in Higher English, Science, Math and Essential Life Skills

Recruitment, Screening, Orientation, Enrollment

Step 1: Screening and Placement is being given importance. Focus is on Functional Literacy Test (FLT).

Functional Literacy Test – is a test that aims to document adult non-formal learning that occurs in the context of community life and everyday activities by measuring an adult’s potential or capacity for various levels of thinking. It is used as a Diagnostic Test for determining the starting point of NFE learners who have already achieved Basic Literacy, Elementary or Secondary Level in the NFE A&E System.

Step 2: Learning Process

In this stage, the learners are being asked about their learning goals. Individual Learning Agreement plays a crucial role in this process.

Below is an example:

| Learning Goals | Learning Strategies and Activities | Time Frame |
|---|--|----------------------------------|
| 1. To pass the test I. To read and write English correctly | a. Read the following modules: i. ii. b. Read the following books: i. ii. c. Ask help from my IM and friends d. Listen to audio tapes that teach proper pronunciation | Exact date needs to be specified |

For every learning strategy, the IM should conduct pretests and post- tests, as well as monitor the learner’s portfolio to check on the child’s progress. Timeframe should be checked regularly to see if the goal is being met in line with the desired time of accomplishment. During the assessment, the contents of the individual’s folder will be the basis. FLT or a test parallel to FLT can be administered again to see the progress.

With regard to the Street Education program, Ms. Silva suggested that self-learning should be prioritized. Once this has been set in motion, then it would be time to proceed to facilitator-aided. Ms. Agaid raised a concern on the street children’s mobility. Sometimes when being “rescued,” the Street Educators have no idea where they are. After each session ends, the Street Educators no longer have control over the children.

Step 3 – Equivalency Testing, Certification and Graduation

After the module, some learners go through mock tests first before taking the final test. Once they have passed, they are given the choice of whether to go to mainstream formal school system or avail of the Academic Bridging Program. Learners, once having graduated, are given certificates equivalent to the diploma of formal schools.

List of Participants

| NAME | Position | NGO/Agency |
|---|--|--|
| A. Indonesia | | |
| 1. Ekodjatmitko Sukarso | Director of Community Education | Ministry of National Education |
| 2. Jonathan Franky Mulyadi | Head, Division of Community Development | Bina Mandiri Foundation |
| 3. Servaniandei Satyaprawira Benyamin Lumy | Vice Director | Yayasan Kampus Diakoneia Modern |
| B. Nepal | | |
| 4. Hitman Gurung | Researcher | Child Welfare Scheme-Nepal |
| 5. Ramesh Khadka | Social Worker | Child Welfare Scheme-Nepal |
| 6. Santa Bahadur Sintang | Street Educator | Sathsath |
| C. Philippines | | |
| 7. Edwin Morata | Street Educator/ Social Worker | Childhope Asia Philippines |
| 8. Ma. Cecilia Llanto | Street Educator/ Social Worker | Childhope Asia Philippines |
| 9. Christina Lopez | Street Educator/ Social Worker | Childhope Asia Philippines |
| 10. Andres Sibal, Jr. | Street Educator/ Social | Childhope Asia Philippines |

| | | |
|------------------------------|--|--|
| | Worker | |
| 11. Melissa Uchi | Social Worker/ Street Educator | Sun For All Children |
| 12. Reynaldo Villaver | Center-based Teacher of Street Children | Pangarap Shelter Foundation-Philippines |

WORKSHOP OBSERVERS/ FACILITATORS/ SECRETARIAT/ DOCUMENTOR

| NAME | Position | NGO/Agency |
|------------------------------|-----------------------------------|-------------------------------------|
| 1. Ms. Sadia Mahmud-Marshall | (outgoing) Executive Director | Consortium for Street Children (UK) |
| 2. Mr. Olof Sandkull | | UNESCO-Bangkok |
| 3. Ms. Anne Marie Coquelin | Research Consultant | UNESCO-Jakarta |
| 4. Mr. Alisher Umarov | Education Officer | UNESCO-Jakarta |
| 5. Ms. Teresita L. Silva | President/ Executive Director | Childhope Asia Philippines |
| 6. Ms. Nancyline Agaid | Program Manager, Street Education | Childhope Asia Philippines |
| 7. Ms. Juana Zamar | Training Coordinator | Childhope Asia Philippines |
| 8. Ms. Liza Revita | Communications Officer | Childhope Asia Philippines |
| 9. Ms. Ma. Ester Coles | Training Officer | Childhope Asia Philippines |
| 10. Ms. Mariamel Vigo | Training Officer | Childhope Asia Philippines |

APPENDIX 1

This questionnaire was developed by Childhope Asia who facilitated the regional training workshop for street educators. It is an example of good practice when conducting training programmes for street educators. Prior to conducting any training programme for street educators or social workers working with street children, it is important to identify the level and specific needs of the participants who will be attending the training programme so that the training can be adapted to its target group.

NEEDS ANALYSIS OF THE TRAINING REQUIREMENTS OF STREET EDUCATORS

INSTRUCTION: Please rate the components below according to the following level of competency: **POOR; FAIR; GOOD; VERY GOOD**. Please mark **X** on the column of your choice. This rating will help us to identify areas for improvement and to select possible topics for the Regional Training Workshop.

| I. Knowledge, Attitudes and Skills Requirements of Street Educators | POOR | FAIR | GOOD | VERY GOOD |
|--|-------------|-------------|-------------|------------------|
| A. Knowledge/Skills Requirements | | | | |
| 1. Human Rights to Education | _____ | _____ | _____ | _____ |
| 2. Stages of child development and needs Per stage | _____ | _____ | _____ | _____ |
| 3. Convention on the Rights of the Child/ National/Local laws and ordinances On children | _____ | _____ | _____ | _____ |
| 4. Organizing/data gathering/analysis/ | _____ | _____ | _____ | _____ |
| 5. Communication arts/skills | _____ | _____ | _____ | _____ |
| 6. Alternative education/value education | _____ | _____ | _____ | _____ |
| 7. Basic Education Methods for Literacy and Numeracy, including Cooperative Learning | _____ | _____ | _____ | _____ |
| 8. Street Culture | _____ | _____ | _____ | _____ |
| 9. Psychodynamics Behavior of street children | _____ | _____ | _____ | _____ |
| 10. Psycho-social Case Management and Counseling | _____ | _____ | _____ | _____ |
| 11. Techniques on establishing relationships with street children | _____ | _____ | _____ | _____ |
| 12. Mobilizing/Networking with other organizations/groups for other resources/services | _____ | _____ | _____ | _____ |

| I. Knowledge, Attitudes and Skills | POOR | FAIR | GOOD | VERY GOOD |
|---|-------------|-------------|-------------|------------------|
|---|-------------|-------------|-------------|------------------|

| | | | | |
|--|----------------|----------------|----------------|----------------|
| <p>2. Work with parents and family of street children or with guardian or surrogates</p> <p><u>Tasks</u></p> <p>a. To establish relationship with parents/ guardians</p> <p>b. To work as a team member with the Community field workers, responsible for assisting the families</p> | <hr/> <hr/> | <hr/> <hr/> | <hr/> <hr/> | <hr/> <hr/> |
|--|----------------|----------------|----------------|----------------|

PROFILE OF PARTICIPANT:

Name: _____ Nickname: _____

Age: _____ Gender: _____ Religion: _____

Country of Origin: _____ Citizenship: _____

Address: _____

Highest Educational Attainment: _____

Name of Agency: _____

Position: _____

Training/Seminars Attended:

| Title of Training | Date of Training | Place of Training | Sponsored By |
|-------------------|------------------|-------------------|--------------|
| | | | |
| | | | |
| | | | |
| | | | |

Fn: a: TNA-TASK ANALYSIS.JOB RQMNT.SE.

Appendix II

Growth and Development

Cornelio G. Banaag, Jr., M.D.



Inborn Traits

- Make for individual differences
- Physical characteristics: gender, looks
thumb mark
- Potential intelligence
- Temperament
- Interact with environment



Similarities of Children

- Biological timetable of growth and development
- Infancy, childhood, adolescence
- Predictable changes, achievements in each stage
- Increasingly stronger/skillful, tolerate frustration, understand events, communicate feelings/thoughts,
- More capable and competent



Forward Movement to Maturity

- Depends on optimal environment: stable, with predictable events, with adults capable of providing the basic needs of children



Basic Needs of Children

- Material needs: food, clothing, shelter
- Protection from dangers
- Affection, acceptance, approval 3A's
- Discipline and demands 2D's
- New experiences



Family

- First environment into which child is born
- Fundamental unit of human living
- Unit most capable of providing for children`s needs on long term basis
- Children learn about human relationships, how to play and work, how to be human



Family

- May differ in structure in different cultures: nuclear vs extended
- Functions remain the same: procreation, preservation and nurturing of members, transmission of societal values
- Basic in all families: adult-child relationship that define the roles of adults in 2 fundamental ways



Roles of Adults

- Take care of children, assure their safety, command/discipline behavior, serve as primary emotional attachments
- Hold position of authority, responsible for transmission of social rules and values
- When adults fail: normal physical, psychological, social, moral development become compromised



Signs of Failure

- Child neglect, abandonment, abuse, over deprivation, over indulgence
- Mental, emotional, behavioral disorders and handicaps
- Many children are driven out into the streets



Stages of Development

- Infancy 0-1 years
- Toddler 1-3
- Pre-School 3-6
- School age 6-12
- Adolescence 12-21



Infancy 0-1 year

- Dependent yet capable
- Establishing attachment/relationship
- Issue of basic trust vs mistrust
- Parent response: unconditional love/caring



Toddler 1-3 years

- Rapid physical maturation: standing, walking, running
- Language develops as he learns to walk
- Steps towards autonomy: “No”
- Mastery/control vs Shame/doubt
- Transitional object, magical thinking
- Conflicts between child and parents
- Parents response: “to hold or to let go”



Pre-School Age 3-6

- Physically better coordinated
- Increase use of imaginative/pretend play
- Preferential relationship with parents based on gender: triadic
- Role of identification/conscience
- Socialization/self-control
- Parents response: patience, limit-setting, model for identification



Cross-cultural Research

- 80% of world`s children live in developing countries
- 50% of children in developing countries live in poverty/malnourished
- Parents` primary concern: physical, economic survival
- Parenting: authoritarian, demands obedience, compliance, responsibility



Competencies for Social Living

- Sense of self separate from others
- Capacity to relate to others
- Capacity to use language to express thoughts, ideas, feelings
- Self-control, compliance with rules of social living
- Sense of responsibility
- Interest in/participation with others
- Patterns of behavior conducive to productivity



School Age 6-12

- Widening circle of social relationships and cultural learning
- School – children spend the most amount of time outside the home in most societies
- Increased learning: literate, social skills, technology
- Sources of identification outside family
- Gang formation
- Industry vs inferiority
- Parents role; balancing time, encouraging, limit-setting, models



Adolescence 12-21

- Time of change, challenge, risks
- Early adolescence 12-14: coming to terms with ones body
- Mid-adolescence 14-17: consolidating sense of self, intense relationships
- Late adolescence 17-21: concerns entering adult life, vocation, work, independence, intimacy
- Identity vs identity confusion



What Drives Children to the Streets

- Poverty
- Breakdown of family community values/structures
- Neglect, abuse of children
- Dysfunctional parents
- Domestic Violence
- Congestion in slum areas
- Break-up of families



Psychodynamic Concept

- Emotional, mental processes that influence one's behavior
- Looking at child “from the inside”



Street children seen from “outside”

- Restless
- Manipulative
- Self-centered
- Rebellious
- Antisocial: lies, steals, fights



Street Children Seen from “Inside”

- Scared
- Lonely-depressed
- Negative view of life
- Feeling alone
- Longing for family



“Listen to their Inner Voices” - Carandang

- Substance abuser
- Sexually abused
- Children in conflict with the law



Substance Abusers

- Risk of substance abuse

Risk factors: Stress+Normalization+Substance
Experience

Protective Factors:
Attachments+Skills+Resources



Substance Abuser

- Most disorganized
- Have highest IQ
- Escape from problems
- Find mothers as protectors



Sexually Abused

- Inward, passive, does not ask for help
- Most profound sadness
- Perceive parents negatively
- Girls look at boys negatively
- Boys look at girls positively
- See themselves as good, obedient, helpful, victimized



Children in Conflict with the Law

- Perceive parents as cause for leaving home
- Generally smart/intelligent
- Dominant feeling of anger
- See themselves as victims of harassment, police maltreatment
- Justify lying, stealing, fighting because they help their family



Common Symptoms Shared

- Frequent recall of trauma/violent experience
- Fears/anxieties: dangers in everyday living, feeling inadequate, fear of future
- Depression/sadness over losses
- Frustration, anger due to failure to access opportunities normally available to other children



Common Symptoms Shared

- More conflicts with parents and other adults
- Sense of non-acceptance by society
- Distrust of their environment
- Relationship difficulties: multiple losses, fear of new relationships
- Antisocial behavior: stealing, lying, deception for survival



Resiliency

- Combined effect of

Individual factors

Family factors

Community factors



Individual factors

- Sense of direction/mission
- Self efficacy
- Street survival skills
- Social problem skills
- Adaptive distancing
- Hobby/outlet/creativity
- Leadership skills
- Realistic appraisal of environment



Individual Factors

- Self control
- Altruism
- Self monitoring skills
- Empathy
- Intellectual capacity
- Sense of morality
- Religion/faith in God



Individual Factors

- Easy temperament
- Sense of humor
- Recognition of past mistakes
- “Pakikisama”



Family Protective Factors

- Having family responsibilities
- Warm positive relationship with at least one adult
- Positive adult modeling
- Extended family support
- Close relationship with siblings



Community Factors

- Agency intervention
- Opportunities for involvement
- Caring and supportive school
- High expectation



THANK YOU



GLOBAL OVERVIEW OF EDUCATION FOR ALL

Presented by:

Ms. Psyche Vetta G. Olayvar,
Office of Planning Service, DepED

December 8, 2004

World Education Forum (Dakar, Senegal, April 2000)

- **Reaffirmed the vision of Jomtien**
- **Significant progress since Jomtien, however,
= 113 million out-of-school children
= 880 million illiterate adult**
- **Particular attention to girls and children in
difficult circumstances**
- **Responsive, participatory and accountable
system**
- **Monitoring the progress**

EFA DAKAR GOALS

- Expansion and improvement of ECCE
- Access and completion of primary education particularly the disadvantaged by 2015
- Access to learning and life skills for youth and adults
- 50 percent improvement of adult literacy by 2015
- Gender equity in primary and secondary education by 2005 and gender equality by 2015
- Improvement of quality of education

UN LITERACY DECADE (2003-2012)

- **Broader vision of literacy**
- **Literacy as the heart of EFA**
- **Priority Groups:**
 - = **Non-literate youth and adults**
 - = **Out-of-school children and youth, esp. girls**
 - = **children in school without access to quality learning**
- **Goals by 2013:**
 - = **significant progress towards the Dakar Goal**
 - = **attainment of mastery level of learning by all learners**
 - = **dynamic literate environments for literacy to be sustained and expanded beyond 2012**
 - = **improved quality of life**

World EFA ACTION PLANS

Target Groups

- **Particular emphasis on women and disadvantaged groups**
- **Further segmented targets**
 - = **indigenous people**
 - = **street and working children**
 - = **disabled persons**
 - = **people living in geographical remote and difficult location**
 - = **computer illiterates**

World EFA ACTION PLANS Strategies

- Varying degrees of programmes: advocacy, inclusive education, literacy and life skills
- Macro management strategies: synergies between formal and non-formal education, database, decentralization
- Capacity and resource development to respond to different needs: curriculum, materials, T-L methods, partnership with other sectors

EFA and Inclusive Education

- **Dakar Framework for Action and Salamanca Statement (UNESCO Conference in 1994) - create the basis for Inclusive Education**
- **Dakar Framework** : “ ... *Education systems must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners.....*”
- **Salamanca Statement**: “ ... *schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions...*”

EFA and Inclusive Education

- **Removing barriers to participation and learning for girls and women, the disadvantaged, disabled and out-of-school children**
 - = **those who are enrolled in education but are excluded from learning**
 - = **those who are not enrolled in schools but who could participate if schools were more flexible**
 - = **the relatively small group of children with more severe impairments who may have a need for more support**

EFA and Inclusive Education

- **Implications for the education systems**
 - = **Policy development**
 - = **Curriculum development**
 - = **Teacher Training**
 - = **School-community collaboration**

END OF PRESENTATION

LEARNING SUPPORT STRATEGIES

Characteristics of the NFE A&E Learning Modules

- ✉ Interactive
- ✉ Learning is self-directed and self paced
- ✉ Supported by other learning materials

Different kinds of Learning Support Strategies

1. Structured Sessions
2. Semi-Structured Group Sessions
3. Unstructured Discussions
4. One-on-One Individual Tutorials
5. Study/Peer Learning Groups
6. Demonstration Sessions
7. Mentoring
8. Games and Simulation
9. Project-Based Learning
10. Role Play

Different kinds of Learning Strategies

1. ***Structured Learning Group Sessions***

- ← Regular, scheduled learning sessions with a group of learners
- ← best used for Lower Elementary Level Learners
- ← IMs should use learning modules and the accompanying facilitator's guide to conduct facilitator-aided learning group sessions

2. ***Semi-Structured Learning Group Sessions***

- ← group tutorial sessions that focus on specific content areas, topics and issues with an IM or a resource person
- ← must be planned in advance
- ← IMs may invite other people to assist in specialist areas or as resource persons

Different kinds of Learning Strategies

3. ***Unstructured Discussions***

← informal discussions, not usually planned in advance

← focus is on:

- the exchange of ideas
- sharing of experiences
- exploring ways to solve problems
- used by IMs to provide learning support and feedback on learning

Different kinds of Learning Strategies

4. ***One-on-One Individual Tutorials***

- ← provision by IMs of learning support to individual learners, not usually planned in advance
- ← focus is on individual learner's needs and difficulties
- ← may take place in the learning center or the learner's home

Different kinds of Learning Strategies

5. ***Study/Peer Learning Groups***

- ← These are study and self-help groups of learners
- ← planned when the need exists
- ← IMs need to encourage and support the formation of self-help groups
- ← composition of self-help groups may vary with the task
- ← focus is on:
 - specific learning experiences like project and science experiments
 - providing opportunities for learners to Share ideas and experience to help one another
 - discussing common learning difficulties and exploring ways to resolve these
 - providing encouragement, help and inspiration ₈ for learners

Different kinds of Learning Strategies

6. ***Demonstration Sessions***

- ← require a demonstration activity, observation of a situation, examination of a model or working example to explain abstract or difficult concepts.
- ← followed by “demonstration-back” practice by learners

Different kinds of Learning Strategies

7. ***Mentoring***

← learners are encouraged to identify a mentor/s who can provide feedback, support and learning guidance in a supportive and caring way.

Different kinds of Learning Strategies

8. ***Games and Simulations***

- ← re-creation of real life situations, often using role play
- ← must be planned in advance
- ← focus is on applying knowledge, skills and values to real life situations in a non-threatening way
- ← can be used to consolidate learners' understanding of an issue.

Different kinds of Learning Strategies

9. ***Project-Based Learning***

- ← can be used to encourage learners to apply their newly-acquired skills and competencies through the completion of practical hands-on projects and assignment which directly address problems from daily life
- ← can be used to integrate and reinforce competency development across several learning strands
- ← can be used to strengthen assignments in modules

10. ***Role -Play***

- ← focus on activities which gives learners opportunities to act out the role of one or more individuals in real-life situations
- ← encourage learners to apply and practice newly-acquired knowledge and skills in realistic situations
- ← situations for role play must be planned

Other Teaching Learning Techniques

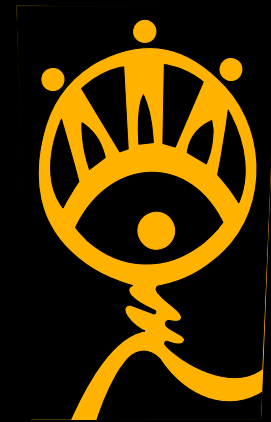
1. Case Study
2. Brainstorming
3. Drama
4. Games
5. Field Trips
6. Fishbowl
7. Panel Discussion
8. Song and Dances
9. Jigsaw Technique
10. Film Shows
11. Workshop
12. Group Research

Different kinds of Learning Strategies

REMEMBER:

- There is no hard and fast rule in using teaching-learning techniques
- There is no one best teaching-learning technique
- Each individual learner has its own learning style and study habits
- Therefore, teaching-learning techniques should respond to the needs and learning styles of the learners

a



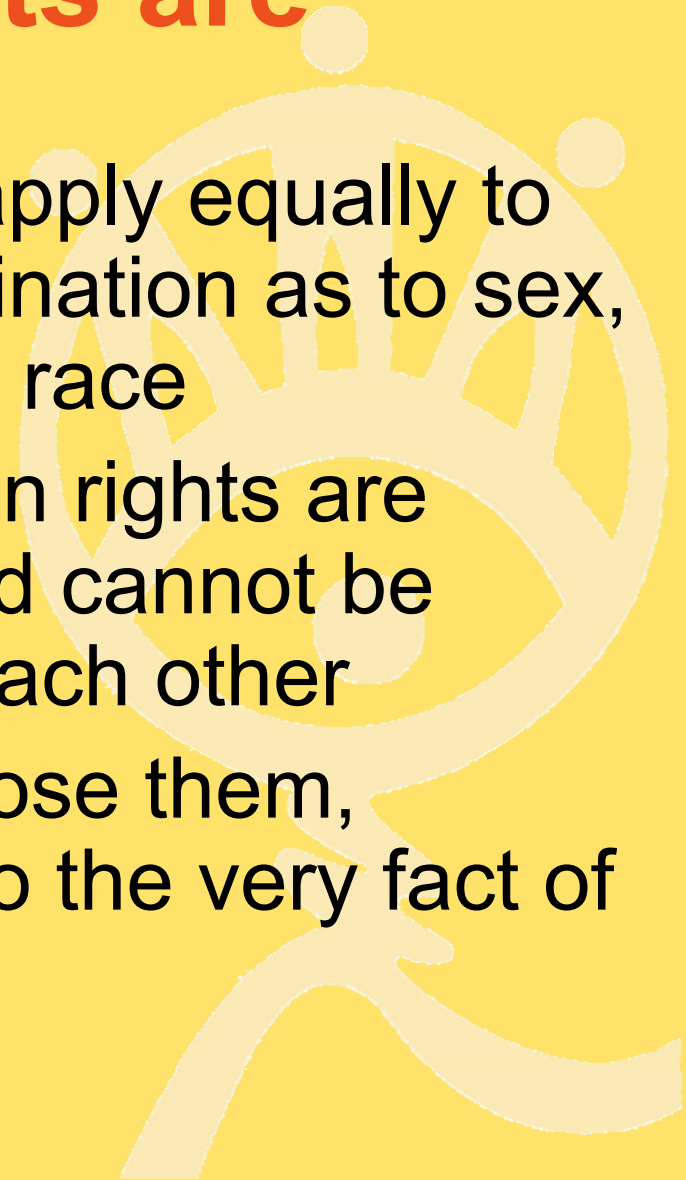
UP CIDS-PST

Human Rights are

Universal – human rights apply equally to all people without discrimination as to sex, age, language, religion or race


Indivisible - different human rights are intrinsically connected and cannot be viewed in isolation from each other

Inalienable – you can not lose them, because they are linked to the very fact of human existence.



Groups of Human Rights

According to nature

- **Civil Rights** – rights of individuals to be protected from arbitrary interference by government in their life, liberty and property.
 - **Political Rights** – are rights of individuals to interfere and participate in the affairs of government
 - **Social, Economic and Cultural rights** – are progressive demands of the people to improve their standard of living
- 

Right - responsibility - claim

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Duty bearer

Respects, protects
and fulfills rights

Theis (ISCA)

Human Rights are:

Universal
Inalienable
Indivisible

Right holder



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Theis (ISCA)

5 Important Principles - PANEL

**PANEL = participation, accountability,
non-discrimination, empowerment,
linkages**

PARTICIPATION

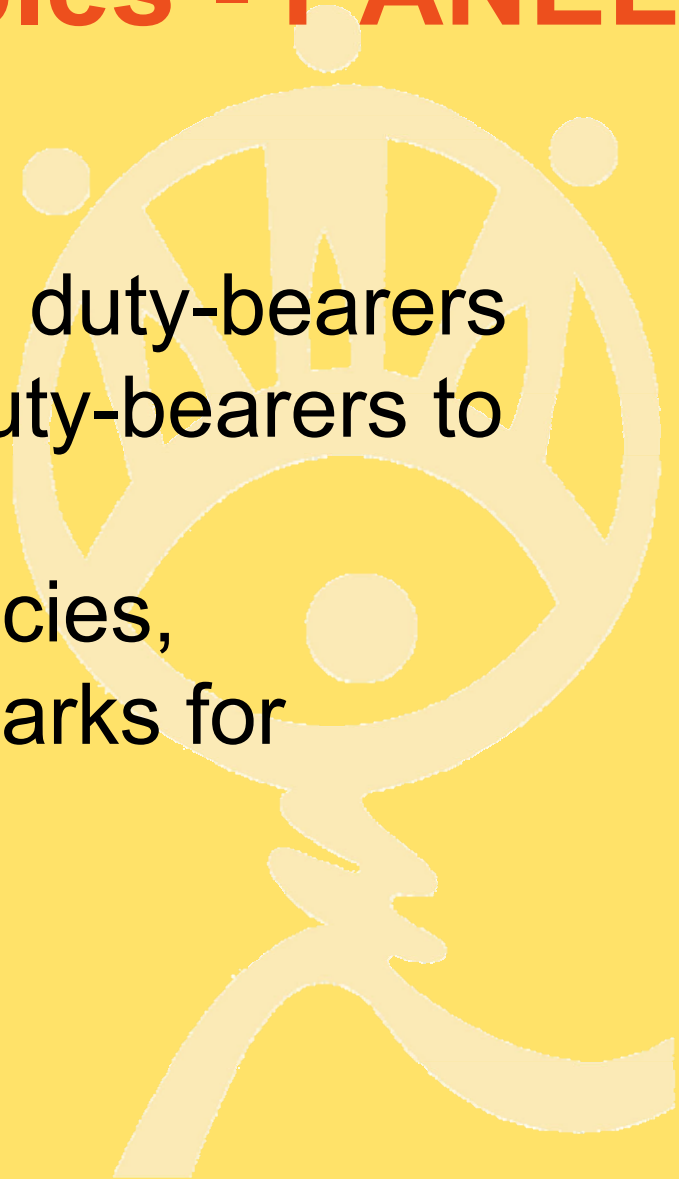
- Must be active, free and meaningful
- Attention on accessibility to processes, information, and institutions



5 Important Principles - PANEL

ACCOUNTABILITY

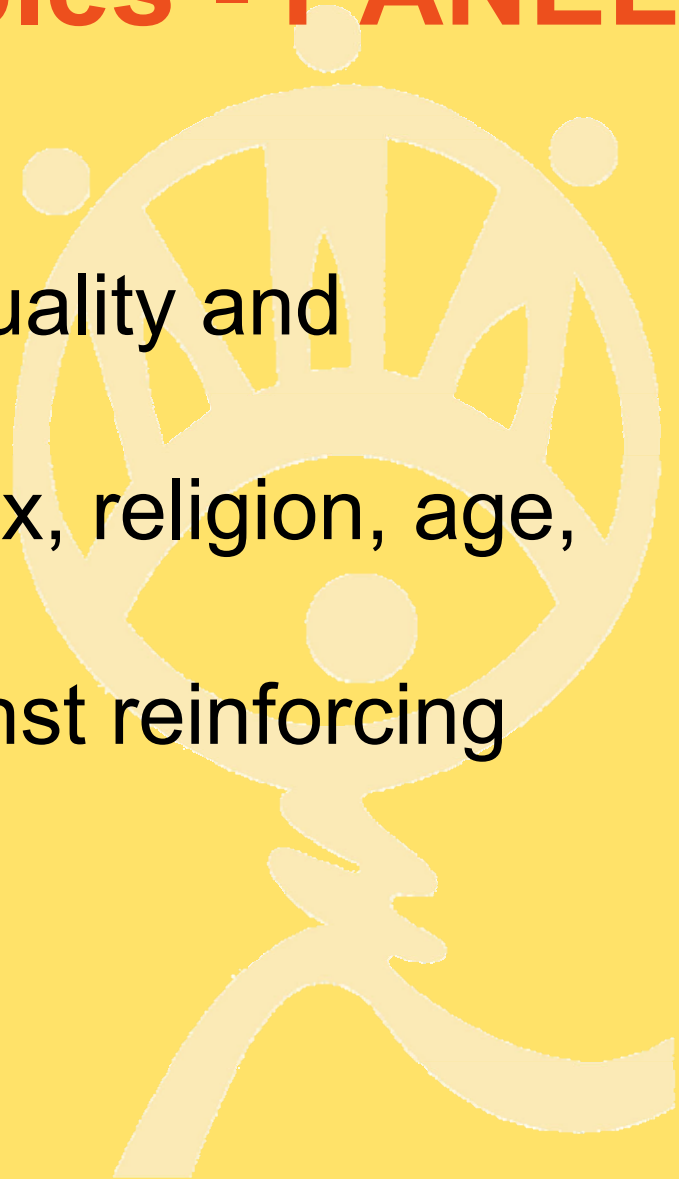
- Identify rights holders and duty-bearers
- Enhances capacities of duty-bearers to fulfill their obligations
- Development of laws, policies, mechanisms and benchmarks for measuring progress



5 Important Principles - PANEL

NON-DISCRIMINATION

- Particular attention on equality and vulnerable groups
- Disaggregated data by sex, religion, age, ethnicity, etc
- Develop safeguards against reinforcing power imbalances



5 Important Principles - PANEL

EMPOWERMENT

- Enhances capacities of rights holders to claim their rights
- Focuses on people as directors of the development process
- Give power and capability to influence their own destinies



5 Important Principles - PANEL

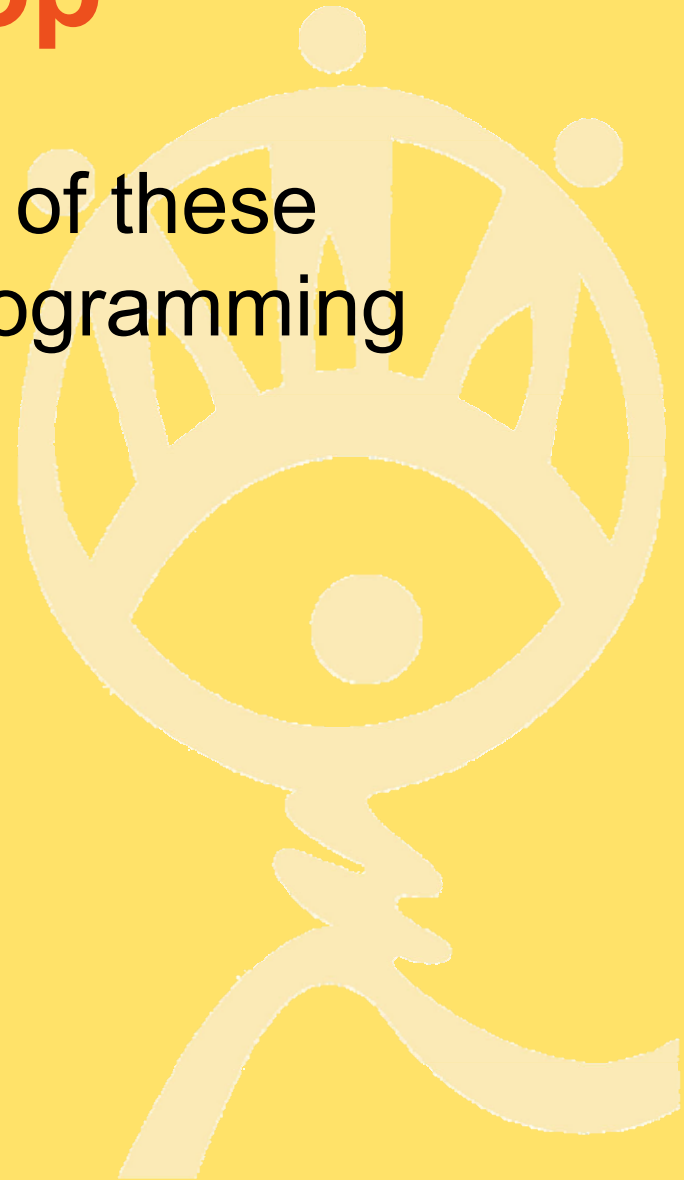
LINKAGES

- Linkages to human rights standards
- Working with other government and non-government agencies towards common rights-based goals

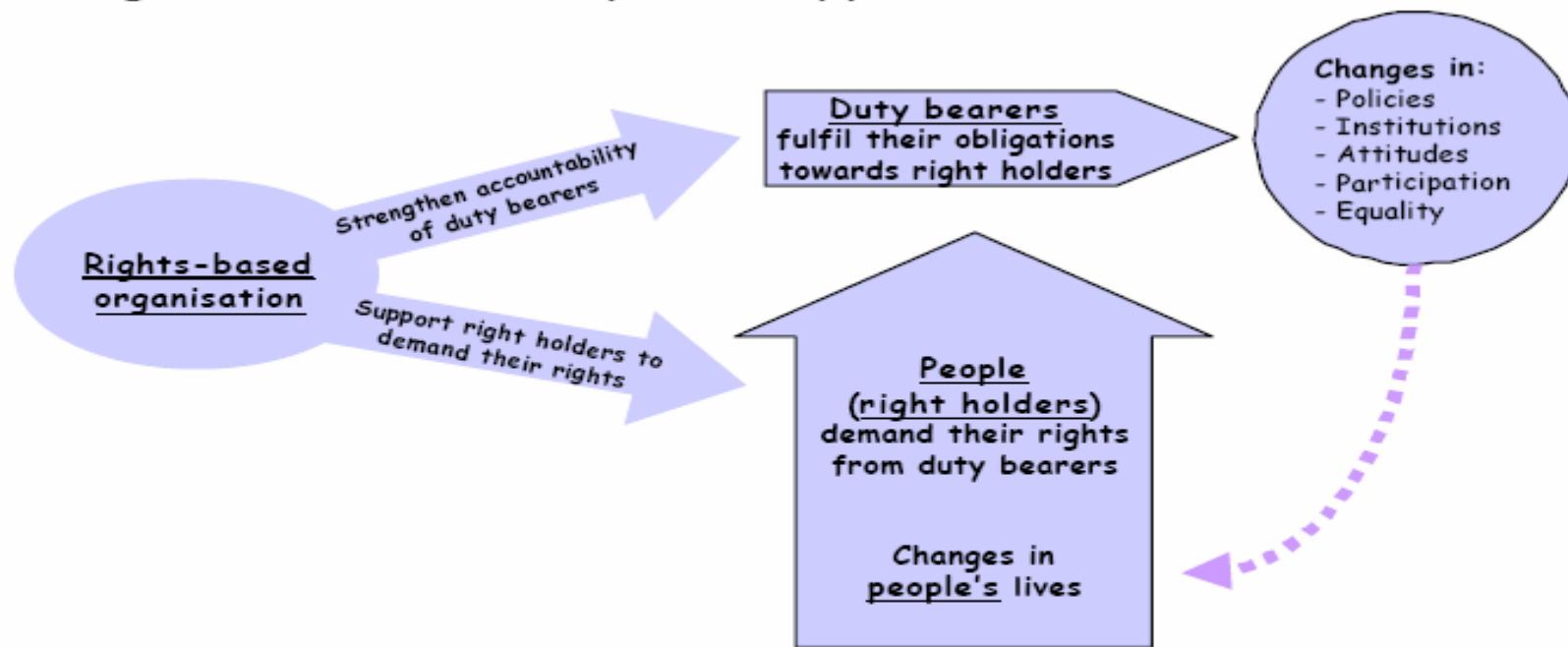


Workshop

What are the implications of these principles to education programming among street children?



Rights-based development approach



Annex I

The Capacity Building and Information Exchange Project

Overview of the Project:

UNESCO Bangkok, jointly with the Consortium for Street Children (CSC) and Childhope Asia (CHAP) initiated the Capacity Building and Information Exchange Project to strengthen the expertise of practitioners working with street-living and street-working children. The project activities took place in four selected countries within the Asia Pacific region: Indonesia, Nepal, Pakistan and the Philippines.

Objectives of the Project

The over-all objective of this project was to promote quality basic education for street children within the framework of the National EFA Action Plans in the participating countries. The specific goals and objectives were to:

- 1) Collect action research on the situation of street children in terms of basic education, focusing on barriers to accessing education, government policies and best practices on basic education that promote social inclusion.
- 2) Enhance the capacity of key government and NGO personnel on rights-based approaches to education for excluded children.
- 3) Undertake national activities to form a national network for street children NGOs and/or to introduce new initiatives in existing programmes, such as capacity building of street educators, credit/saving schemes for street children and awareness promotion within the community.
- 4) Facilitate policy dialogues in participating countries on the right to education for street children, within the context of the EFA national plan of action.
- 5) Strengthen national and regional networks among practitioners working with street children the Asia Pacific region.

Activities of the Project:

The project activities were carried out within the entire EFA and UN Literacy Decade Framework. The project linked the experiences and expertise of regional and global NGOs, namely the UK based CSC and Childhope Asia, Philippines. The Department of Non-Formal Education and the EFA Coordinating Body in the participating countries were also invited to play a key role as advisers and implementers of this project. The Department of Non-Formal Education of the Philippines took a particularly active role in this project and their exemplary work in providing a curriculum and training course for non-formal education for out of school children (particularly street children) was presented as an example of good practice within the Asia and Pacific region.

Within the context of this project, the following activities were undertaken during 2004 and 2005:

- 1) The participatory project design and a planning meeting in Bangkok, Thailand, with the project partners (CHAP, CSC and UNESCO),
- 2) A regional planning/orientation meeting in Manila, Philippines, with all the project stakeholders (INGO's, UNESCO, CHAP, CSC and field partners),
- 3) Action research undertaken at the national and regional level on the status of street children and basic education,
- 4) The establishment/ strengthening of national networks for street children NGOs,

- 5) National policy forums on the implementation of national EFA action plans in relation to street children,
- 6) A regional workshop on training of street educators in Manila, Philippines, and
- 7) The preparation of final country reports on national activities.

Annex II

The World Conference on Education for All (EFA)

The EFA was held in Jomtien, Thailand in 1990. The global vision of the conference was that by 2000 access to basic and primary education would be universal and that the basic learning needs of all people, no matter where they live, are met. Article II of the EFA Declaration refers to, catering for the basic learning needs of all, and thus it requires more than a recommitment to basic education. However, the result and experiences of the last decade have revealed that the full achievement of the EFA goals has not been an easy task, particularly in developing countries.

As a follow up to Jomtien, the second Global Education Forum was held in Dakar, Senegal in April 2000. The forum adopted six major global goals for education that included the attainment of Universal Primary Education (UPE) and gender equality, improving literacy and educational quality, and increasing life-skills and early childhood education programmes, within 15 years. The gender issue was however judged particularly urgent, requiring the achievement of parity in enrolments for girls and boys at primary and secondary levels by 2005, and of full equality throughout education by 2015. The specific goals of the Dakar Education for All were:

- 1) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children,
- 2) Ensuring that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to free and compulsory primary education of good quality,
- 3) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes,
- 4) Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults,
- 5) Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education in general by 2015, and
- 6) Improving the quality of education in all its aspects so that recognised and measurable learning outcomes are achieved by all especially in literacy, numeracy and essential life skills.

Two of the Education for All Dakar global goals, to achieve universal primary education and to promote gender equality, became the United Nations Millennium Development Goals (MDGs) later in the same year.

The fundamental essence of the EFA campaign is that every human being in the world has an equal right to quality basic education. If children are excluded from access to education, they are denied a basic human right and prevented from developing their talents and interests. It is the acknowledged responsibility of all governments to ensure that everyone is given the chance to benefit from education. It is in the fundamental interest of society to see that this occurs, as economic progress and social development depends upon it.

Despite the goals listed in the above-mentioned global conferences, the global monitoring report 2005 has shown that in 2001 there were 103.5 million out of school children. Even larger numbers among those who enrol into schools leave prematurely, dropping-out before gaining the full skills of literacy and numeracy. The majority of such children are in the rural areas of developing countries throughout the world and a large part of those dropout children are compelled to end up on the streets. Currently there are 200 million child workers worldwide, of which 180 million are now expected to be toiling in the worst forms of child labour.

Annex III

Summary of the Regional Planning Meeting for the Promotion of Improved Learning Opportunities for Out-Of-School Children

The regional planning meeting was held in May 2004, it was sponsored by UNESCO – APPEAL and the UK Consortium for Street Children and organised by Childhope Asia.

The regional planning meeting was attended by all project stakeholders: UNESCO Bangkok, Consortium for Street children, Childhope Asia and field partners (NGOs and Governments representatives) from Indonesia, Nepal, Pakistan and the Philippines. The two-day meeting was organised and managed by the staff of Childhope Asia and provided an opportunity for all project stakeholders to come together and jointly plan the activities and methodologies this project would undertake. It also enabled participants to develop concrete plans to implement both regional and national level activities within this project.

The Specific objectives of the regional planning meeting were to:

- 1) Review the Project Terms of Reference
- 2) Present, discuss, and agree on the research design, as well as on the mechanics, instruments, and timetable of implementation of the research on street children and basic education
- 3) Discuss the Terms of Reference for the national level capacity building programmes that will facilitate organisation/ strengthening of networks among NGOs and for a national and regional policy forum on education for street children
- 4) Expose the participants to various education programmes for urban poor street children in Metro Manila
- 5) Facilitate cooperative working relationships and partnerships among regional participants

During the regional planning meeting the overall purpose of the project was reviewed and agreed upon: The main objective was to ensure quality basic education for out-of-school children, with particular focus on street children, within the framework of the national EFA Action Plans in the 4 countries.

The specific project aims were also reviewed and the following aims were confirmed:

- 1) To collect action research on out-of-school children (particular focus on street children) regarding overcoming barriers to education, education for social inclusion, and good practices
- 2) To enhance the capacity of key government and NGO personnel on right-based approaches to education for excluded children
- 3) To carry out national activities to introduce new initiatives in existing programmes such as establishing national networks for organizations working with street children, child help-lines, capacity building of street educators, non-formal education/skills training, credit/saving schemes for street children and advocacy and awareness promotion
- 4) To facilitate NGO-Government policy dialogues in project countries on the right to education for street children in EFA plan execution
- 5) To strengthen national and regional networks among practitioners

The specific project activities included:

- 1) Undertaking action research
- 2) Establishing/ Strengthening national networks (highlighting EFA for street children)
- 3) Organising a regional training workshop on street education
- 4) Organising a national forum on policy dialogue on child's rights in each country
- 5) a) Preparing a final report on the national activities
b) Regional sharing through publications, web sites, and EFA/ UNLD monitoring mechanisms

Participants were given an orientation by UNESCO office on the context of the World Conference on Education For All held in Jomtien, Thailand in March 1990, the Dakar Framework for Action Education for All and the key elements in a Human Rights-based Approach to education.

Lastly, each project partner provided an overview of the status of the EFA Plan of Action:

The Philippines

The Philippine Government Representative from the Bureau of Non-formal Education (Department of Education) presented the GOP's Plan of Action for EFA. The Department of Education's programme is based on the four pillars of education, as expounded by UNESCO, which means: Learning to Be, to Do, to Know, and to Live Together. These are the essential principles of DepEd's education programme.

Basic education in the Philippines, it was explained, is managed and implemented by DepEd, and consists of two tracks, i.e. a ten-year Formal Education Programme, which is delivered in schools, and Alternative Learning Systems (ALS), which are delivered in the community. Non-formal education, which falls under ALS, is "education delivered outside the school but is systematic", while informal education, also under the ALS, is delivered outside the school but is "more personal and not as structured/ systematic".

The vision of the Philippines Education for All National Plan of Action (up to the year 2015) focuses on a strong formal, non-formal, and informal delivery of basic education built on a comprehensive early childhood care and development programme. DepEd however does not offer pre-school education as doing so would require more funds for teachers and classrooms. The Department does however provide an 8-week course for those entering grade one in public schools.

One of the key interventions of the Philippines EFA National Plan of Action is improving the delivery of non-school based learning. The DepEd must establish effective mechanisms for sustaining the acquisition of basic learning competencies by school-aged children, out-of-school youth, and adults. The DepEd is also aiming to expand access for basic education opportunities for the disadvantaged by:

- 1) Expanding the alternative delivery system for those who cannot go to school because they are so poor, the schools are very far, they are sick, they have to work, they do not like schooling, etc
- 2) Recognising and supporting informal, unstructured learning

The two major programmes of the Bureau of Alternative Learning Systems are a Basic Literacy Programme (BLP) and a Non-formal Education Accreditation and Equivalency Programme (NFE A&E). The key components of these programmes are to target learners, teacher qualifications, materials for learners, materials for teachers, curriculum content and identifying steps pathways. The five learning strands covered by the curriculum reflect the 5 subject areas taught in formal schools, i.e. communication skills, problem-solving and critical thinking, sustainable use of resources of productivity, development of self and sense of community, and expanding one's world vision. In short, the non-formal education curriculum is equivalent to the formal education curriculum, only delivered differently.

The DepEd pays NGO's and private groups to teach and deliver the two programmes, as the government employs no teachers for them. There are only 300 mobile teachers for the entire country paid by the government. Classes for these two programmes are conducted at home, in community learning centers, or wherever the teachers see fit to conduct the programme.

Nepal

The Government representative from the Department of Education in Nepal gave a brief presentation of his country's EFA National Plan of Action. Their Plan of Action has three components:

- 1) The establishment of 3,000 new Early Childhood Development centers, in addition to the present 10,000 ECD centers and 3,000 classrooms
- 2) The completion of 5 years of education for all children between 5 and 9 years old, which comprises 14 percent of all children in Nepal - this is in response to the 2002 figures showing 18 percent of school-age children are out-of-school
- 3) They are also preparing a curriculum written in other languages spoken in Nepal because the curriculum is presently available only in 11 languages (Nepal has 92 language groups)
- 4) The improvement of the quality of education

It was noted that the literacy rate in Nepal is still low at 54 percent (the male population has a higher literacy rate at 65 percent, as compared to the female population, at 43 percent). Their education programmes therefore focus on women literacy and adult literacy. Overall, the Government representative confirmed that the Nepali EFA Plan of Action was prepared based on the six goals of EFA as formulated in Dakar.

The following points relating to Nepal were also highlighted:

- 1) Before the political insurgency in Nepal began, there were only 5,000 street children; it is estimated that this number increases by 1,000 annually (about 1,500 can be found in Kathmandu; Pokhara only has 80 children living in the streets but about 300 children working in the streets)
- 2) Political conflict has led many schools in the rural areas to close down.
- 3) Many children are recruited by the Maoist army to be trained as soldiers so these children have no choice but to drop out of school
- 4) Few organizations focus on street children; among those that work among street children, few are working actively on the streets with NFE approaches

- 5) Networking between these organizations is very limited
- 6) Too many organizations focus on running "homes"
- 7) The Government is not able to take an active role
- 8) Social stigmatization
- 9) Total lack of health accessibility and health education
- 10) Regarding NFE, there is lack of communication and coordination between:
 - a) GO and I/NGO
 - b) NGOs themselves

Indonesia

UNESCO, Jakarta representatives and NGO participants from Indonesia inputted into this country presentation.

There are three government institutions in Indonesia, which have education programmes for disadvantaged children:

- 1) The Ministry of Education provides basic education and literacy programmes as well as vocational programmes.
- 2) The Ministry of Manpower manages a vocational skills training centre.
- 3) The Ministry of Social Affairs works closely with the Ministry of Education.

Among the problems encountered by institutions with education programmes for disadvantaged children are:

- 1) Difficulty in finding qualified teachers/ tutors
- 2) No real criteria for measuring the success of the programme
- 3) Reports say nothing about monitoring/ evaluation.
- 4) It is not clear as to specific design of programmes, i.e. is this for street children who live on the streets or for community children who work on the streets? (There is no distinction)

The Government of Indonesia's goals for education in the next 15-20 years are to provide 9 years compulsory education and to respond efficiently to the pressing need to produce skilled workers in relation to Indonesia's modern economy. There are however still many limitations and constraints to address in the basic education programme including:

- 1) Low quality education throughout the system
- 2) Poor population not able to attain basic education with their own means
- 3) Institutional arrangements too rigid and responsibility too fragmented
- 4) Post-basic education system not responsive to the changing demands of labour market and GOI not using resources effectively

The following recommendations were also shared:

- 1) Enhance the quality of basic education to equip citizens for lifelong learning and employment (improving basic education, especially primary education, will be the most effective and efficient way to reach the poor)
- 2) Ensure 9 years compulsory basic education (the GOI plans to fully apply the programme by 2008. It will concern 7.5 million children aged 7 to 15). This will ensure affordability
- 3) Improve institutional arrangements for management and financing of education.
- 4) Ensure higher quality of post-basic education

UNESCO Jakarta will continue to support major reform and structural changes in basic education, addressing fundamental issues of management, quality, efficiency, and sustainability of education programmes. UNESCO Jakarta's initiatives for 2004-2005 will focus on a range of activities aimed at building/ strengthening capacities of schools and communities in managing resources and education programmes both in formal and non-formal settings. This includes advocacy and technical assistance to both Central and Local Government, to plan reforms in curriculum, school financing, human resource development, and capacity building.

Within the framework of the EFA National Plan of Action implementation, special consideration will be given to issues of equity and access. The major focus of UNESCO-Jakarta's 2004/05 activities will continue to be on, enhancing educational opportunities for children in especially difficult circumstances (CEDC), indigenous communities, and women in poor and remote areas through:

- 1) Building capacity and partnership in NFE between NGOs and GOI
- 2) Enhancing life-long learning opportunities through Community Learning Centers
- 3) Enhancing education options for isolated and indigenous communities through non-conventional approaches and traditional knowledge
- 4) Empowering communities
- 5) Searching for alternative NFE models and approaches
- 6) Promoting the use of IT in NFE planning and management

Overall, non-formal education for street children in Indonesia can be categorised into three activities: basic literacy, survival skills, and vocational training. They have different orientations that include:

- 1) Basic Literacy - implemented through the PAKET A and PAKET B modules, where the children who graduate will be considered on the same level as those with formal education. This programme enables the children to continue their education in formal school. This programme is appropriate for children on the street.
- 2) Survival Skills - emphasizes children's awareness of reality. The material used is the experience and the real situation of street children. This model is participatory and uses media or arts such as drawing, music, acting or the movies. This programme is appropriate for children of the street.
- 3) Vocational Training - an intervention to give working capital for children to get a job that has less risk than working on the streets. This programme is more appropriate for children on the street or children of the street.

Pakistan

The presentation from Pakistan began by confirming that Article 37b and 37c of the Pakistan Constitution provides for free and compulsory education, among others, with the Universal Declaration of Human Rights. However, there is still an alarming low rate of literacy in Pakistan, which UNESCO has discussed with the Pakistani government. In 2000 and 2001, UNESCO reported that instead of an increase in the enrolment of children to free and compulsory education, it has actually decreased.

In order to achieve EFA by 2015, Pakistan has identified three priority areas: elementary education; adult literacy; and early childhood education. UNESCO has reported however that only 2.3 percent of Pakistan's gross national budget is allotted for education, although recommendations from international agencies has been to

allot at least 4 percent. Moreover it was highlighted that half of 2003's Government budget allocation for education was not used and remained with the Government. The presentation also shared the results of a situational analysis conducted among elementary schools, which showed very low participation of children in primary school, especially by girls. One incentive recently introduced by the government of Punjab to encourage girls to attend school regularly is to give the family 200 rupees for the girl's enrolment; and if she attends school regularly for a month, the Government provides for her education expenses. If not, this incentive will be discontinued.

Gender disparity is another major social development issue in Pakistan. Out of the 8.2 million primary school-aged children believed not to be in the classroom, 6 million are girls. Other problems faced by education programmes in Pakistan include lack of school buildings/ infrastructure, low salaries for teachers and low level of interest for schooling among parents. Similarly some of the needs expressed by education programme implementers include capacity-building and networking, materials (hardly any existing materials for street children), and monitoring and evaluation.

It was noted that in Pakistan, there is no major national study on out-of-school children except studies conducted in two or three cities. There are studies conducted by NGOs for their own purposes and these are available. Some of these studies have resulted in revisions in the curriculum or development of life-skills manuals. Lastly, there is a strong need for networking because of limited collaboration between the government and NGOs.

MANUAL ON RIGHTS-BASED EDUCATION

MANUAL

ON RIGHTS-BASED EDUCATION

GLOBAL HUMAN RIGHTS REQUIREMENTS MADE SIMPLE

Collaborative project between
the UN Special Rapporteur on the Right to Education and
UNESCO Asia and Pacific Regional Bureau for Education

Katarina Tomasevski

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ACRONYMS

CE: Compulsory Education

CEART: Committee of Experts on the Application of the Recommendation concerning the Status of Teachers

CEDAW: Convention on the Elimination of All Forms of Discrimination against Women

CERD: International Convention on the Elimination of All Forms of Racial Discrimination

CoE: Council of Europe

CRC: Convention on the Rights of the Child

EFA: Education for All

GATS: General Agreement on Trade in Services

ICCPR: International Covenant on Civil and Political Rights

ICESCR: International Covenant on Economic, Social and Cultural Rights

ILO: International Labour Organization

NGO: Non-governmental organization

OAS: Organization of American States

OAU: Organization of African Unity

OHCHR: Office of the High Commissioner for Human Rights

SWAp: Sector-wide approaches

UNESCO: United Nations Educational, Scientific and Cultural Organization

FOREWORD

The Dakar Framework for Action adopted at the World Education Forum in Dakar, 2000, contains a clear statement reaffirming education as a fundamental human right and underlines the importance of rights-based government action in achieving Education for All (EFA) goals. UNESCO actively supports the view that a rights-based approach to the development of education is a prerequisite for realizing EFA.

The UNESCO Asia and Pacific Regional Bureau for Education in Bangkok is pleased to make available this Manual, which forms an essential part of UNESCO's ongoing efforts to promote the development of policies to advance a rights-based approach to education. The Manual was originally prepared as a background paper by Katarina Tomasevski for the Regional Workshop on *Universalizing the Right to Education of Good Quality: A Rights-based Approach to Achieving Education for All* in Manila, Philippines, from 29 to 31 October 2002.

There is currently growing awareness and consensus around the world that government officials, development agencies and NGOs all need greater assistance in ensuring that the provisions contained in the major international human rights treaties inform educational policies and are integrated into national education systems. Both the Dakar Framework for Action and core human rights obligations identify the need for free and compulsory education, of good quality, for *all* children. However, to achieve this in practical terms has so far proved difficult.

The Manual, therefore, is intended not only to clarify some of the technical concepts presented in international human rights law but also, more importantly, to stand on its own as a useful reference tool for those who would like to gain a deeper understanding of how these concepts relate to education. In summarizing and analysing the major human rights treaties and conventions from the perspective of education, this Manual presents the key rights as they relate to children, parents and governments, and the corresponding obligations, especially of governments, that must be met to fulfil those rights.

The aim is to provide an easily-referenced, one-stop guide to rights-based education, which makes sense of the bewildering array of global human rights documents and draws on numerous country-specific examples.

We hope this manual becomes a useful, even crucial resource in global efforts to apply a rights-based approach to education and to promote the right to education, both of which are essential for achieving Education for All.



Sheldon Shaeffer
Director UNESCO Bangkok

EXECUTIVE SUMMARY

This manual aims to translate globally-accepted human rights standards into guidelines for national education strategies, and has been written as a reference tool for policy-makers and practitioners in education, as well as for those working in international development co-operation.

The fulfilment of the right to education is an ongoing process, and the same can be said of meeting global commitments to achieving Education for All. Recognition that universal human rights standards and global education strategies complement one another therefore provides the orientation of this manual. Indeed, the Dakar Framework for Action has reaffirmed education as a fundamental human right and underlined the importance of rights-based government action in implementing Education for All (EFA) at the national level.

This manual attempts to facilitate human rights mainstreaming in education to contribute to both these goals; it lists and describes relevant human rights standards, highlights how they could best be translated into education practice at the micro level, and points to the key human rights questions that ought to be addressed at the macro level.

The basis for the manual is international human rights law, and a series of tables presents the core parts of global human rights treaties which address human rights in education. These treaties have been accepted by the majority of countries in the world, and thus reflect global commitment in this area. However, since international human rights law is not directly applied in many countries, the ways that these treaties are put into practice at national levels are also presented, in order to illustrate the different approaches used and stages reached in applying rights-based education around the world.

The manual follows a simple 4-A scheme describing governmental human rights obligations to make education *available*, *accessible*, *acceptable* and *adaptable*:

- *available* education means ensuring free and compulsory education for all children, and the manual draws attention to one of the key requirements of international human rights law, namely for governments to respect parental freedom of choice;
- in describing factors under *accessibility*, the manual prioritizes the elimination of discrimination as international human rights law mandates;
- *acceptability* refers to the current focus on the quality of education, which is addressed by summarizing those human rights standards which should apply to the processes of teaching and learning;
- under *adaptability*, the manual emphasizes the key principle of child rights, namely that education should respond and adapt to the best interests of each child.

An important strand running throughout the manual is that rights and education are engaged in a mutually defining process, each essential to the enhancement of the other. While national and local education systems must be informed by the various international human rights treaties that aim to safeguard the best interests of all children, schools and curricula must be oriented in such a way that they contribute to the enjoyment of all human rights by every member of society.

There exists a vast and bewildering assortment of international human rights conventions, covenants and treaties, and cross-referencing and understanding these presents a formidable challenge to all but the most committed academic or professional human rights expert.

The text emphasizes the links between human rights and education using a variety of country-specific examples from Asia and the Pacific, and adds global profiles for particularly important issues, such as the elimination of child labour and child marriage through education. Tabulated overviews have been used wherever possible to make the manual more user-friendly. These summarize the main components of rights-based education, and also list key questions for applying it within varying national contexts.

In addition to the complexities created by different countries being signatories of some but not others of these treaties, and the fact that even ratification of a given convention does not mean that it will be integrated into national education policy, there is the problem that each treaty emphasizes a different area of human rights in education. However, core components of all the major treaties can be identified, and have been done so in this manual in order to bring them together as a common framework for understanding rights-based education.

An important advantage of this kind of framework is that it lends itself very well to a cross-sectoral analysis of national and international education environments, not limiting its focus to education specifically but necessarily taking in all arms of government and sectors of society. In this way, we see that education has a bearing on, and is moulded by, many other areas of society; similarly, human rights cannot be considered in isolation, but must be understood as the guiding principle for all political and social activity.

The principal documents that this manual refers to comprise:

The ILO Convention Concerning Indigenous and Tribal Peoples;
 The Convention on the Elimination of All Forms of Discrimination against Women;
 The Convention on the Elimination of Racial Discrimination;
 The Convention on Intolerable Forms of Child Labour.
 The Convention on the Minimum Age for Employment;
 The Convention on the Rights of the Child;
 The International Covenant on Civil and Political Rights;
 The International Covenant on Economic, Social and Cultural Rights;
 The International Convention on the Elimination of All Forms of Racial Discrimination;
 The UNESCO Convention against Discrimination in Education;
 The Universal Declaration of Human Rights;

Education is addressed in all of these documents in one way or another, but it is important to note that not all have been ratified by all countries. Furthermore, ratification is only the first step towards a government making meaningful changes to their education system. Very often, a treaty is only used as a kind of guiding principle for enacting national legislation, and the provisions it contains may differ considerably from the education policies that are finally drawn up based on them.

Nonetheless, ratification is an important first step, and it is encouraging that the great majority of the world's nations have become signatories to many of these treaties; indeed, the Convention on the Rights of the Child has been ratified by all but two countries.

That so many countries recognize the need to assert the universal right of children to education is significant for a number of reasons. Universal rights of the child must go hand in hand with universal governmental obligations to enable equal access to education, quality standards, elimination of discrimination, and a host of related issues. This kind of collective responsibility helps mobilize international support, and provides a wealth of shared experiences that can be used as examples of best practice.

Furthermore, with decentralization a growing trend in so many countries, resulting in poorer local governments being left behind, the emphasis on *universal* rights and obligations reinforces the need for co-operation among all stakeholders in education.

It was noted above that governmental legal obligations under various of the international treaties can be summarized according to the following four-fold schema: to make education *available, accessible, acceptable* and *adaptable*. Key issues relating to each of these in turn have been identified in the manual, and best practices for addressing them have been described. These show how rights-based education can be put into operation, which new questions it raises, and what guidance it provides for the qualitative and quantitative data that need to be collated from the existing statistics or, sometimes, created anew.

The following elaborates briefly on each of the four components.

A **availability**

That primary education is to be free and compulsory is affirmed by all of the key international treaties, including the Universal Declaration of Human Rights and the Convention on the Rights of the Child. The core principle underpinning this assertion is that there is a close correlation between low levels of education and poverty, both individual and societal. However, in recognition that for some countries constrained by a lack of funds it is just not viable to insist on immediate and widespread free primary schools, these treaties allow for a progressive realization of governments' commitments.

In ensuring that free and compulsory education of good quality is available to all children, governments must also strike a balance with parental freedom of choice as to how they wish their child to be educated. This right of the parents allows for the provision of both public- and privately-funded schools, and also involves governments addressing other issues, including whether to provide for home-based education, the role of religious schools, and upholding indigenous rights, which especially concerns language of instruction.

The public-private debate is a particularly important one, especially in the current climate of increasing liberalization of education. One of the chief obstacles to establishing greater access to free primary schools in recent years was the introduction of fees, both as a means of offsetting cuts in the budgets allocated for education and, ironically perhaps, as conditions for receiving development loans. Many loans throughout the 1980s, in particular, contained clauses insisting on the introduction of some kind of “cost-sharing”, and by early in the new millennium it was found that in many countries in Asia and the Pacific, some kind of charges attached to primary education were the norm, rather than the exception.

Charters with provisions directly addressing issues such as those outlined above include the following: *the Universal Declaration of Human Rights; European Convention on Human Rights, Protocol 1; UNESCO Convention against Discrimination in Education; International Covenant on Economic, Social and Cultural Rights; Protocol of San Salvador to the American Convention on Human Rights; Convention on the Rights of the Child; Charter on the Rights and Welfare of the African Child; and the (Revised) European Social Charter.*

Accessibility

In terms of access to education, the Dakar Framework for Action emphasizes the elimination of all forms of discrimination, and prioritizes excluded, vulnerable, marginalized and/or disadvantaged children. Recent years have seen an increase in the kinds of discrimination outlawed by international treaties, with groups such as children with disabilities and ethnic minorities gaining closer attention.

However, discrimination is a moving target: in addition to old forms of prejudice needing greater scrutiny, such as non-citizens being denied or offered low-grade education, new issues continue to arise. For example, HIV/AIDS has emerged as a new area where special efforts must be introduced to protect sufferers from being excluded from the same level of education as the rest of their community.

Specific measures for combating discrimination are articulated in a number of conventions, and range from financial matters, such as defining budgetary allocations for education departments, to regulating educational content, for example curricula and text books, which have often in the past perpetuated gender and cultural stereotypes.

Prohibitions on various forms of discrimination are outlined in the following treaties: *United Nations Bill of Rights; the Convention on the Rights of the Child; The European Convention on Human Rights; the American Convention on Human Rights; the African Charter on Human and Peoples' Rights; UNESCO Convention against Discrimination in Education; International Convention on the Elimination of All Forms of Racial Discrimination; the Convention on the Elimination of All Forms of Discrimination against Women; ILO Convention Concerning Indigenous and Tribal Peoples; and the Convention on the Rights of the Child.*

Aceptability

Building on efforts to achieve greater and more equitable access to education, the Dakar Framework for Action also highlights the need for ensuring the quality and relevance of children's learning experiences as soon as possible.

International human rights treaties and legislation stop short of defining the specific content of national educational curricula. Instead, they outline the functions and goals that should orient education systems, and include guidelines for developing indicators to assess progress towards quality education for all.

The obligation for developing indicators of quality and enforcing standards falls on the governments, with assistance available from regional and international bodies and NGOs. Acceptable standards of education are essential for achieving equality of access and elimination of discrimination in schools, as well as for establishing an environment within which every child can be offered the chance to develop to his or her own full potential.

This manual describes an extended matrix for understanding the key stages in education, analyzed in terms of the following paradigm: *intake-input-process-outcome-impact*; the intake and impact phases especially are highlighted by the human rights perspective.

If a school syllabus and the infrastructure in place are really to allow for every child's greatest development, any potential barrier to this must be identified at the earliest opportunity. This calls for close attention to the *intake* stage of the matrix outlined above, for revising the kinds of data gathered for recording statistics on child enrolment, and for aligning the *intake* with the *input* stage, in other words, ensuring that the syllabus, curriculum and language of instruction, among other issues, are in harmony with the needs and abilities of the students.

Achieving an acceptable level of quality education also demands that attention be paid to the opportunities school-leavers can expect to enjoy when finishing education and entering the job market. One important aspect of this involves close participation between education and the labour sectors, and this is another example of how education must develop a balanced, mutual relationship with all other areas of society to maximize its effectiveness.

In addition, working for acceptability in education relates to a series of important provisions contained in international treaties that take in the following areas, dealt with in more depth in the manual: teachers' rights, who in many countries are among the lowest-paid members of society, and whose labour rights are routinely ignored or denied; medium of instruction, which often involves striking a delicate balance between enabling a child to learn his or her mother tongue and upholding a state's right, affirmed by international law, to determine its own national language(s) and language(s) of instruction; educational contents; and school discipline.

Key provisions for developing the contents of education can be found in the following treaties: *UNESCO Convention against Discrimination in Education*; *the International Convention on the Elimination of All Forms of Racial Discrimination*; *the International Covenant on Economic, Social and Cultural Rights*; *the Convention on the Elimination of All Forms of Discrimination against Women*; *the ILO Indigenous and Tribal Peoples Convention*; and *the Convention on the Rights of the Child*.

A daptability

Another result of infusing education with a human rights perspective is that school systems must necessarily adapt to the various needs of individual students, rather than expect children to fit in with a prescribed syllabus or manage with whatever facilities are in place. For governments and parents alike, this often involves, for example, choosing between private or public education systems, deciding whether to allow children to be educated at home, and the sensitive issue of whether to encourage the establishment of religious schools, or else to promote all-inclusive educational policies.

Then there is the question of standardized testing, which, some have argued, tends to limit a child's potential for expressing his or her learning achievements by developing easily quantifiable curriculum content, and the results of these tests often define an individual's, as well as a school and even a country's, position in performance tables.

The human rights perspective urges governments to consider education as vital in the transmission of core values from one generation to the next, and to help in the elimination not only of poverty, but also of racism, religious intolerance and other reasons for social disharmony. International human rights treaties very carefully lay out the means by which states can develop strategies to work towards these ends, while leaving individual governments free to adapt these guidelines to the specific contexts of their own countries.

The final stage in the matrix, *impact*, involves two more key issues: the elimination of child labour and of child marriage. Ensuring free and compulsory education is extended to, and enforced for, all children is a vital first step towards keeping children in school and making sure they are not exploited for cheap labour. Furthermore, tying the minimum age for leaving school to the minimum age for

starting work is essential for combating the situation which occurs in many countries, where children have left school perhaps as early as 10 and cannot legally begin work until 15, and are thereby forced into illegal employment with no rights. The minimum age for leaving school set by the ILO is 14, while some countries have adopted ILO recommendations that it be lifted to 16.

It has been shown that effectively increasing girls' enrolment in primary education plays a vital part in reducing child marriage and extending the age at which young women have children; however, official figures may not paint the whole picture as illegal marriages are often statistically invisible. In addition, there are still significant cultural and religious obstacles to ensuring girls are afforded the same level of access to education as boys, and the situation is exacerbated in some countries where the legal minimum age at which girls can be married may either be lower than boys or else there may be no minimum at all.

Relevant conventions touching on issues in developing the various kinds of schools described above, and those focusing on child labour and child marriage, include: *the Convention on the Rights of the Child; the ILO Convention on Intolerable Forms of Child Labour; and the Convention on the Elimination of All Forms of Discrimination against Women; and the ILO Minimum Age Convention.*

The affirmation of human rights treaties that education shall be compulsory and free for all children, regardless of race, religion, disability, language or any other possible ground for discrimination, requires the creation of institutional mechanisms, both of a legal and extra-legal nature, to ensure those rights are implemented and upheld. These institutions are vital if governments are to meet the obligations that they accept when ratifying any of the international human rights treaties or conventions.

In addition, the indivisibility of human rights means that education must be assessed according to its contribution to the enhancement of *all* human rights. Unfortunately, this remains an under-explored area. One important reason for this is the often sectoral orientation of education, while rights-based education emphasizes a cross-sectoral outlook. Specific provisions for curricular content highlight the kinds of adjustment needed in all areas of education to underpin the promotion of human rights.

Finally, the variety of attitudes to education around the world, coupled with the increasing decentralization of authority to local governments, means that there is all the more need for a comprehensive, unified and consistent framework within which to develop education systems and establish the necessary regulatory institutions, and to ensure that a respect for human rights informs the curriculum and extends the benefits of a quality education to all children.

Rights-based education provides that cross-cutting framework. The attendant legal provisions and detailed policy strategies apply to all sectors of society and at every level of government, and remain general enough to be adapted to the context of each individual country while providing coherent, internationally-endorsed guidelines for fulfilling the promise of Education for All by 2015.

1. INTRODUCTION

This manual forms part of an ongoing project initiated in April 2002. Its first phase consisted of preparations for the Regional Workshop on Universalizing the Right to Education of Good Quality, held in Manila from 29 to 31 October 2002. The preparatory work encompassed collating, summarizing and analyzing government reports under global human rights treaties pertaining to education. Similarities and differences in the application of universal human rights standards within national education strategies and practices triggered additional work in the follow-up to that meeting. The coverage of countries was initially limited to those represented at the Workshop, namely Cambodia, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Thailand and Viet Nam. This text broadens the coverage to other Asian countries, occasionally draws on experiences from other regions, and presents global overviews of key issues.

Since the beginning of the new millennium, global strategies for establishing a rights-based approach to education have been increasingly converging, and it is these strategies that form the basis of this manual. Numerous calls for human rights mainstreaming within the United Nations have inspired various collaborative projects of this type. The EFA Global Monitoring Report 2003/4,¹ for example, has integrated the subject of human rights as well as furnishing recent statistics in this area, so none of these are repeated here.

Human rights mainstreaming necessitates integrating human rights throughout education policy-making and practice at all levels, from global to local, emphasizing “the centrality of human rights in all activities”.² This necessitates establishing links between the sectors of human rights, education and development, in working towards the shared goals of education for all, poverty eradication and gender equality, and as a result there is a need for cross-sectoral analysis. Education for all is not only an end in itself but also a means for attaining all globally agreed commitments.

Human rights are founded on the rule of law, and therefore human rights mainstreaming entails the need to understand and apply universal human rights norms. Some of these treaties are fairly well known, such as the Convention on the Rights of the Child, while others are familiar only to the legal profession. This manual aims to present those universal human rights norms that are crucial for education strategies and practices in such a way that educationists, educators or people working in international development can easily consult, comprehend and apply them.

International human rights law consists of a network of treaties that lay

¹ *Gender and Education for All: The Leap to Equality. EFA Global Monitoring Report 2003/4*, available at www.unesco.org/education/efa_report

² *General Assembly - Road map towards the implementation of the United Nations Millennium Declaration: Report of the Secretary-General, U.N. Doc. A/56/326, para. 201*

down minimum standards that should guide and regulate education world wide. These are supplemented with recommended, optimal approaches for tackling key human rights problems, developed through the application of global human rights treaties in all parts of the world. Some universal human rights norms have been integrated into global education strategies, such as the elimination of gender discrimination; others are not widely known. There is, for example, only a brief mention of the rights of teachers in global education strategies, while religious education is not mentioned at all. All universal human rights standards have been included in this manual so as to provide its users with a complete overview.

Furthermore, acknowledging that human rights do not exist in a vacuum requires that an assessment be made of the relationship between all human rights and education. One consequence of treating education as an end in itself as well as a means for poverty reduction is the need to assess what impact the design and implementation of national education curricula have on the ability of graduates to find or create employment. Moreover, the socialization of children occurs chiefly through the education system, and the values it transmits to future generations are of utmost importance.

The minimum human rights standards and optimal approaches have been tested in the field to ascertain how they are best translated into practice in different regions and countries. Just as human rights are universal, so too are the problems associated with their adoption. The existence of a whole network of human rights treaties, their acceptance by the vast majority of countries in the world, and their being enacted in all corners of the globe have created a rich pool of knowledge. This manual draws on that knowledge in order to facilitate both the identification of important human rights questions and the search for their solutions.

For most people, the bewildering complexity of international law creates a formidable obstacle. This text aims to diminish, and possibly eliminate, that obstacle through distilling the substantive guidance for education in the relevant global treaties, and by supplementing this with brief descriptions of practices in Asia and the Pacific and, where necessary, elsewhere in the world. The recent commitment of the United Nations to streamlining human rights reporting and UNESCO's shift towards rights-based monitoring make this approach timely.

This text extracts and explains the core universal norms that apply to education where these are found in the large number of human rights treaties. Each of these treaties has a different number of signatories, and entails a separate reporting procedure, which do not make access to relevant information fast or easy, hence the need for a manual of this sort. This situation does, however, appear to be changing; the Secretary-General of the United Nations has initiated reforms which aim at integrated reporting of all human rights treaties,³ which, if and when they are accepted and implemented, promise to make the content more widely accessible and more easily understood.

³ *General Assembly - Strengthening of the United Nations: an agenda for further change. Report of the Secretary-General, U.N. Doc. A/57/387, paras. 52-54*

Education is dealt with in all global human rights treaties, and is addressed by all regulatory bodies, and therefore a uniform conceptual framework can help identify common themes and strands. This manual has drawn together the substantive norms from a variety of treaties in order to highlight the common core of the universal legal framework. Different human rights treaties address different components of the right to education and, taken together, provide these core human rights standards. As noted above, they define governments' obligations to human rights as making education available, accessible, acceptable and adaptable.⁴ Relevant provisions of key treaties are grouped together as the common point of reference for specific substantive issues throughout this text.

Recognition that universal human rights standards and global education strategies complement one another provides the orientation of this manual. Indeed, the Dakar Framework for Action has reaffirmed education as a fundamental human right and underlined the importance of rights-based government action in implementing Education for All (EFA) at the national level. Its reaffirmation of the right to education draws upon the international legal framework developed over the past five decades. Efforts towards EFA have highlighted the rights of the child and the need to eliminate gender discrimination in education, which complements the success of the Convention on the Rights of the Child in becoming the most broadly accepted human rights treaty in history.

The emphasis on education for *all* sharpens the focus on universal, good-quality and free education for all children, targeted by both EFA declarations and international human rights treaties.

Turning the right to education into a reality and achieving Education for All are continuous, mutually reinforcing processes. However, the kind of qualitative and quantitative data available on the progress of individual countries varies, as do the approaches these countries adopt: while education is under the responsibility of ministries within central government in many cases, in others responsibility has been decentralized to the local level; education has been compulsory in some countries for a long time, others have taken steps in this direction only recently; whether to educate all children together or to allow religious or ethnic communities to educate their children separately is yet another issue where countries may be seen to differ.

It is therefore necessary to assess countries' diverse experiences within a common framework in order to progress towards fulfilling both the core obligations expressed in international human rights law and EFA goals. Such an overview makes it possible to identify the key challenges in designing and implementing policies for rights-based education so as to complement and strengthen education strategies and practices, a process that does not limit itself only to the education sector.

⁴ *Commission on Human Rights - Annual reports of the Special Rapporteur on the right to education, E/CN.4/1999/49, paras. 51-74; E/CN.4/2000/6, paras. 32-65, and E/CN.4/2001/52, paras. 64-65*

While national EFA plans have a strong institutional and policy emphasis, the human rights agenda prioritizes normative action, although the two are complementary. Normative action consists of constitutional and legal measures that aim to enforce the right to education as defined in international human rights law.

In some countries, these include specific provisions for the allocation of funding for education, making as much as 25 per cent of the total budget mandatory. In others, constitutional and legislative changes have asserted the individual right to free public education for all school-aged children, and further specified measures for overcoming exclusion and discrimination. Still others have moved even further, establishing public institutions bestowed with powers to monitor human rights performance and recommend, or even enforce, correctives that may be needed. In this way, representatives of children deprived of their right to education can seek and obtain redress before a national human rights commission or a children's ombudsman.

2. INTEGRATING HUMAN RIGHTS IN EDUCATION: WHAT AND HOW

The International Covenants on Civil and Political Rights, and on Economic, Social and Cultural Rights, together with the Universal Declaration of Human Rights, have been proclaimed by the United Nations to form the core treaties that comprise the International Bill of Human Rights. Three additional key international treaties provide the yardstick by which global efforts towards EFA goals, and specifically to eliminate discrimination in education, are measured: the UNESCO Convention against Discrimination in Education; the Convention on the Elimination of Racial Discrimination; and the Convention on the Elimination of All Forms of Discrimination against Women.

The last of these is prioritized as being essential to the elimination of gender disparities in the earliest agreed time in the Dakar Framework of Action. The six EFA goals extend to the education of children, young people and adults, but the global focus is, inevitably, on children, and thus on the Convention on the Rights of the Child. This Convention, ratified by 192 countries as of December 2003, guides and informs global efforts for improving access to education among children, and lists and defines all the rights of the child as these should be applied in education.

Finally, the connection between education and poverty eradication, and especially the elimination of child labour, is highlighted by two principal international treaties generated by the International Labour Organization (ILO), namely the Conventions on the Minimum Age for Employment and on Intolerable Forms of Child Labour.

The right to education is affirmed in the five key global human rights treaties, presented in Table 1, with the number of ratifying states as of December 2003. The table shows that all states in the world are party to at least one of these. The treaties define different facets of the right to education, as a civil and political, economic, social and cultural right, as well as outlining the right of each child.

The large number of states that are party to these treaties demonstrates their global acceptance. The Convention on the Rights of the Child (CRC), for example, has attracted near universal approval with 192 parties, the sole exceptions being the United States of America and Somalia. A smaller number, although still two thirds of the world, is bound by the International Covenant on Economic, Social and Cultural Rights. Information on the extent to which different states uphold their legal commitments under these treaties is available in the form of government reports, with all five treaties obliging their parties to submit periodic accounts of the practical measures taken to protect human rights, including the right to education.

Table 1: Principal human rights treaties and the number of States Parties

| TREATY | ACRONYM | ADOPTION | ENTRY INTO FORCE | NUMBER OF STATES PARTIES |
|---|---------|----------|------------------|--------------------------|
| International Covenant on Civil and Political Rights | ICCPR | 1966 | 1976 | 151 |
| International Covenant on Economic, Social and Cultural Rights | ICESCR | 1966 | 1976 | 148 |
| International Convention on the Elimination of Forms of Racial Discrimination | AICERD | 1965 | 1969 | 169 |
| Convention on the Elimination of All Forms of Discrimination against Women | CEDAW | 1979 | 1981 | 174 |
| Convention on the Rights of the Child | CRC | 1989 | 1990 | 192 |

As the table shows, not all states have ratified all these treaties; and even when a treaty has been ratified, it is sometimes accompanied by reservations which limit its application in individual countries. Moreover, international treaties are not directly applied in many countries but rather are transformed into domestic legislation, from which national education strategies, routinely developed separately, often differ substantively.

To ground an education system on internationally accepted principles of human rights, a unified strategy is needed which spans the entire education sector, as well as exploiting cross-sectoral linkages. The advantages of a rights-based education are far-reaching: through integrated, all-encompassing strategies education becomes associated with all other human rights and fundamental freedoms, such as the right to work, which plays an important role in poverty eradication, the right to marry and raise a family, which has an impact on demographic changes, and the right to political participation, which highlights the importance of education for building all-inclusive societies.

Principal human rights treaties

Each state party to any of the five key human rights treaties outlined in Table 1 is required to submit periodic reports detailing implementation status. These progress reports by individual governments are self-assessments on how well they are meeting their obligations to international human rights in education. The five parallel reporting processes have generated an immense amount of documentation, one of the advantages of which is that there is now a wealth of readily available information on global efforts to turn rights-based education into a reality.

A disadvantage, however, is that there is often an overlap, or even repetition, in the information, as the right to education is addressed in all five key treaties. Even more importantly, preparing the periodic reports stipulated by each treaty is an immensely resource-consuming procedure, both for individual governments as well as for the United Nations. For this reason, the Secretary-General has launched

an initiative that aims to simplify, streamline and hopefully unify the different elements of this reporting process. This manual follows the rationale for this reform, and presents the human rights obligations relating to education through a cross-cutting scheme that merges the core provisions of all five human rights treaties.

2.1. Legal framework

The legal obligations of governments stemming from the right to education are easily structured according to the following 4-A scheme:

- **Availability** refers to three different kinds of governmental obligation: education as a civil and political right requires governments to permit the establishment of schools respecting freedom *of* and *in* education; education as a social and economic right requires governments to ensure that free and compulsory education is available to all school-age children; education as a cultural right, meanwhile, requires respect of diversity, expressed in particular through minority and indigenous rights.

- **Accessibility** means governments must strive for the practical elimination of gender and racial discrimination and ensure the equal enjoyment of all human rights, and must not be satisfied with merely formally prohibiting discrimination. In addition, accessibility relates to the primary, secondary and tertiary levels of education in different ways; governments are only obliged to provide access to free and compulsory education for all children in the compulsory age range. The right to education should be realized progressively, ensuring all-encompassing, free and compulsory education is available as soon as possible, and facilitating access to post-compulsory education as circumstances permit.

- **Acceptability** requires minimum guarantees regarding the quality of education, for example in terms of health and safety or professional requirements for teachers, but it is much wider in scope than this. These guarantees have to be set, monitored and enforced by the government throughout the education system, whether the institutions are public or private. Acceptability has been considerably broadened through the development of international human rights law: indigenous and minority rights have prioritized the language of instruction, while the prohibition of corporal punishment has transformed methods of instruction and school discipline. The emerging perception of children as subjects with the right *to* education and with rights *in* education has further extended the boundaries of acceptability to include the contents of educational curricula and textbooks, which are increasingly considered from the perspective of human rights.

- **Adaptability** requires that schools respond to the needs of each individual child, in keeping with the Convention on the Rights of the Child. This reverses the traditional approach in which schools expected the children to adapt to whatever form of education the school provided. As human rights do not exist in isolation, adaptability involves safeguarding all human rights *within* education as well as enhancing human rights *through* education. This necessitates cross-sectoral analysis of the impact of education on the whole range of human rights, to monitor, for example, graduate employment by ensuring integrated planning between the relevant sectors.

Table 2 below, describes the human rights requirements that each of these four components entails.

Governmental obligations

For education truly to be appreciated as a *universal* human right, governments' obligations to this end must also be universal. Therefore, international co-operation is considered essential for facilitating the move towards rights-based education in countries whose governments have not yet been able to ensure the globally required minimum for all children. Education statistics inevitably show that not all children enjoy the same quality of, or level of access to, education. The first step towards eliminating discrimination and exclusion is to bring these issues out into the open. Keeping a problem invisible only leads to inaction which perpetuates the process of exclusion, and such inequalities accumulate over time as they become the legacy one generation leaves to the next.

Table 2: Core human rights obligations in education

| | |
|---------------|--|
| AVAILABILITY | <p>Obligation to ensure compulsory and free education for all children in the country within a determined age range, up to at least the minimum age of employment.</p> <p>Obligation to respect parental freedom to choose education for their children, observing the principle of the best interests of the child.</p> |
| ACCESSIBILITY | <p>Obligation to eliminate exclusion from education based on the internationally prohibited grounds of discrimination (race, colour, sex, language, religion, opinion, origin, economic status, birth, social status, minority or indigenous status, disability).</p> <p>Obligation to eliminate gender and racial discrimination by ensuring equal enjoyment of all human rights in practice, rather than only formally prohibiting discrimination.</p> |
| ACCEPTABILITY | <p>Obligation to set minimum standards for education, including the medium of instruction, contents and methods of teaching, and to ensure their observance in all educational institutions.</p> <p>Obligation to improve the quality of education by ensuring that the entire education system conforms to all human rights.</p> |
| ADAPTABILITY | <p>Obligation to design and implement education for children precluded from formal schooling (e.g. refugee-seeking or internally displaced children, children deprived of their liberty, or working children).</p> <p>Obligation to adapt education to the best interests of each child, especially regarding children with disabilities, or minority and indigenous children.</p> <p>Obligation to apply indivisibility of human rights as guidance so as to enhance all human rights through education, such as the right to marry and raise a family, or the right to freedom from forced and child labour.</p> |

It is crucial to identify in what ways poverty might be seen to result from a denial and/or violation of human rights. Girls and women are particularly prone to being denied higher income due to human rights abuses: in many countries they are denied the right to own or inherit land, to become self-employed, or to have a bank account in their own name. Legal reforms and their effective enforcement are necessary to affirm and safeguard equal rights for all, which must be buttressed by accompanying funds.

Importantly, the process of decentralization may in fact contribute to inequalities in access to education, by making the financing of education the sole responsibility of poor local communities or families. When education becomes locally funded the gap between the haves and have-nots inevitably broadens, as poorer communities are left behind those that are better funded. Breaking this vicious circle requires governments, individually and collectively, locally and nationally, to prioritize support for education and ensure the equal distribution of funds. Ensuring that the right to education is put into practice on a universal scale requires, therefore universal governmental obligations.

The right to education principally involves three key actors: the government, as the provider and/or funding body of public schooling; the child, as the bearer of the right to education and of the duty to comply with compulsory-education

requirements; and the child’s parents, who are “the first educators”. The latter of these pillars, the guaranteed freedom of parents to choose their child’s education and the corresponding responsibilities that freedom entails, must not be misunderstood. The rationale behind parental choice is not to legitimize a denial of their child’s rights; in the case of a conflict between parental choice and the best interests of the child, the child is given priority. Rather, it is to prevent any state’s monopoly of education and to protect educational pluralism.

2.2. Children as privileged subjects of the right to education

While all international human rights treaties assert the right to education without reference to age, clear priority is accorded to young learners, and governments are obliged to provide free and compulsory education for all children.

Child rights

The conventional articulation of human rights in relation to children that aims to safeguard against abuse of power by the state also contains clear references to the duties of all adults, and in particular defines parental responsibilities. Parental obligations regarding the education of their children are complemented by numerous prohibitions against abuse or exploitation. Governments are responsible for creating conditions that support the full realization of the rights of the child, which includes enforcing parental responsibilities towards their children. Governments must also make sure that adults meet their general civic duties, such as paying taxes, through which public education is most often funded.

An illustration of just why rights-based education is needed is provided in Table 3, which highlights the differences in age-based rights of children in selected Asian countries. The data is derived from government reports under the Convention on the Rights of the Child, and only those Asian countries whose reports have recently been considered by the Committee on the Rights of the Child are included. The figures show that in some countries, for example Viet Nam, children can finish their education as young as 10 years old, while they are prohibited from being allowed to work until the age of 15.

Minimum-age restrictions

In many countries, children have not yet been recognized as having the equal standing needed to justify their rights, nor are they always in a position to effectively pursue complaints against denials and violations of those rights. For this reason, a number of actors are involved in working to ensure the rights of the child are observed, ranging from parents and teachers to specialized institutions such as children’s ombudsmen. This broadening of interested parties promoting justice for children is based on three specific features of the rights of the child:

Table 3: The need for a child-rights policy illustrated by minimum-age laws⁵

| COUNTRY | SCHOOL LEAVING AGE | - MINIMUM AGE OF EMPLOYMENT | MINIMUM AGE FOR MARRIAGE (F/M) | AGE OF CRIMINAL RESPONSIBILITY |
|-------------------|--------------------|-----------------------------|--------------------------------|--------------------------------|
| Bangladesh | 10 | 14 | 18/18 | 7 |
| Brunei | (not compulsory) | 14 | no minimum | 7 |
| Cambodia | no minimum | 16 | 18/20 | no minimum |
| Fiji | no minimum | 12 | 16/18 | 10 |
| India | 14 | 14 | (varying norms) | 12 |
| Indonesia | 15 | 15 | (varying norms) | 8 |
| Japan | 15 | 15 | 16/18 | 14 |
| Laos | 10 | 15 | 15 | 15 |
| Myanmar | no minimum | no minimum | no information | 7 |
| Pakistan | (not compulsory) | 14 | no minimum | 7 |
| Papua New Guinea | (not compulsory) | 14 | no minimum | 7 |
| Philippines | 12 | 15 | n/a | 7 |
| Republic of Korea | 15 | 15 | 16/18 | 14 |
| Singapore | 16 | (varying norms) | n/a | 7 |
| Solomon Islands | (not compulsory) | 12 | 15 | 8 |
| Sri Lanka | 14 | 10 | no minimum | 8 |
| Thailand | 16 | 13 | 17 | 7 |
| Viet Nam | 10 | 15 | 18/20 | 14 |

Source: Government reports under the Convention on the Rights of the Child.

education: for example, there might be an education-specific commission; another body dedicated to child rights; yet another with a gender focus; and still another with a broad human rights agenda.

⁵ Note: A specific age is included for education if the respective government has reported that education was compulsory until a legally determined age. Where education is not compulsory or the school-leaving age has not been reported, this is noted. Minimum age for employment tends to be precisely defined by all parties to international conventions on the elimination of child labour, which is addressed below. Minimum age for marriage is in some countries not defined as the laws of particular religious or ethnic communities apply. The minimum age of criminal responsibility tends to be very low, and children may be held to account while having only recently started primary school.

1. the recognition of the rights of the child necessitates that all public authorities, parents and families, as well adults in general, accept specific obligations and responsibilities; the potential for abuse of power inherent in the vulnerability of children requires that special public institutions be created *for* children, alongside children's own right to articulate and defend their rights;

2. the rights of the child reach far beyond the legal system, and refer to all public policies and authorities, since macro-economic and fiscal procedures can jeopardize programmes and projects at the micro level; anticipating the impact of particular policies on children is necessary, as is the avoidance (or at the very least alleviation) of any likely or predictable harmful impact on children;

3. children lack the knowledge, experience and political voice necessary to articulate and defend their rights; moreover, their passive legal status and financial dependence on adults prevent them from effectively using the existing legal or extra-legal mechanisms for human rights protection. Thus, specialized, publicly-funded children's advocates, counsels or ombudsmen are necessary.

A variety of institutions of this sort have been established in different countries, although these tend to replicate the existing distribution of responsibility within government agencies. One may find a range of public bodies that are involved in particular areas of rights-based

Such institutional frameworks make forging a rights-based education strategy both easier and more difficult. On the one hand, a variety of public bodies can provide input highlighting specific dimensions that ought to be integrated in a comprehensive strategy; on the other, a single, comprehensive strategy may be difficult to elaborate due to the co-existence of different government and public institutions, each with a specific agenda and limited responsibility.

3. MAKING EDUCATION AVAILABLE

International human rights law asserts the public responsibility for ensuring free and compulsory primary education. Key provisions included in the treaties are summarized in Table 4, reflecting changes in international human rights law over the last few decades.⁶ These changes have reaffirmed that compulsory education should remain free.

3.1. Universalizing education

Table 4: Key treaty provisions on free and compulsory education

Universal Declaration of Human Rights (1948): Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.

European Convention on Human Rights, Protocol 1 (1952): No person shall be denied the right to education.

UNESCO Convention against Discrimination in Education (1960): The States Parties to this Convention undertake to formulate, develop and apply a national policy which ... will tend to promote equality of opportunity and of treatment ... and in particular: a) to make primary education free and compulsory.

International Covenant on Economic, Social and Cultural Rights (1966): Primary education shall be compulsory and available free for all.

Protocol of San Salvador to the American Convention on Human Rights (1988): The States Parties to this Protocol recognize that in order to achieve the full exercise of the right to education: a. Primary education should be compulsory and accessible to all without cost.

Convention on the Rights of the Child (1989): States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular: a) make primary education compulsory and available free for all.

Charter on the Rights and Welfare of the African Child (1990): States Parties to the present Charter shall take all appropriate measures with a view to achieving the full realization of [the right to education] and shall in particular: a) provide free and compulsory basic education.

(Revised) European Social Charter (1996): With a view to ensuring the effective exercise of the right of children and young persons to grow up in an environment which encourages the full development of their personality and of their physical and mental capacities, the Parties undertake, either directly or in co-operation with public and private organizations, to take all appropriate and necessary measures designed: ... 2. to provide to children and young persons a free primary and secondary education as well as to encourage regular attendance at schools.

There is a close correlation between poverty, among families, communities and entire countries, and low levels of education among children, and identifying financial obstacles to universal primary education is the crucial first step towards their elimination. This is mandated by universal human rights standards that assert primary education should be free and compulsory. However, the law cannot force either parents or governments to ensure education for all if it is beyond their means; thus, international human rights law mandates a progressive, step-by-step approach to fulfilling the right to education. This necessitates provision of free primary education for all children as soon as this can be accomplished.

⁶ *The UNESCO Convention against Discrimination in Education stipulates that primary education should be free and compulsory; the International Covenant on Economic, Social and Cultural Rights says that "primary education shall be compulsory and available free for all"; while the Convention on the Rights of the Child defines making "primary education compulsory and available free for all," as a governmental obligation, urging nations to progressively achieve every child's right to education on the basis of equal opportunity.*

*Free and
compulsory
education*

International cooperation is often necessary, and reflects the universal application of the right to education. There are two sides to the human rights coin: on the one hand rights refer to what entitlements one can reasonably expect to enjoy, in this case the right to access and pursue quality education; the flip side, however, are the duties and obligations that are expected both of individuals as well as governments, which include providing and supporting education services.

Historically, the education of all children has been the responsibility of the state because it is seen as a vital investment in a country's economic future and, moreover, in combination with other factors will determine the direction that country will take. Rights-based education prioritizes the primary schooling of all children, necessarily directing political choices that might otherwise under-emphasize education. This approach also recognizes that, as children lack a political voice, they need co-ordinated efforts on their behalf to secure quality education through the political process.

Individual countries and regions in general are inevitably at very different stages along the path towards adopting and enforcing human rights guarantees. Asia is the only region yet to develop an inter-governmental human rights system, lagging behind Africa, the Americas and Europe. Initiatives have, however, begun at the sub-regional level,⁷ which aim to close this gap.

Through regional human rights mechanisms, global human rights standards – which define the universal minimum – are adapted to the specific circumstances of each region. Policies have been adopted by all three regional human rights organizations which reinforce the universality of the right to education, and also supplement the minimum global standards through regional law-making and enforcement. This process is carried much further in individual countries.

International human rights law holds that the protection of human rights is, and should be, primarily a national priority. International human rights bodies act as checks-and-balances mechanisms only when national systems fail to ensure global human rights standards. This situation might occur because of a lack of political will on the part of the leadership in a particular country, but such cases are becoming fewer with time.

Also, while political will may be strong, the resources necessary for protecting human rights may be lacking. Poverty especially may impede a country's capacity to fulfil its obligations towards free and compulsory primary education, even more so in countries with a high population of young children. School-aged children may account for well over a third of the national population in some developing countries, while comprising as little as one-tenth in industrialized nations.

That primary education ought to be free for children because they cannot pay for themselves is reinforced by the prohibition of child labour and

⁷ *Towards an ASEAN Human Rights Mechanism: Proposals, Declarations and Related Documents, Working Group for an ASEAN Human Rights Mechanism, 1999*

complementary laws tying school-leaving age to the minimum age for employment. Freedom from adult responsibilities is one of the key features of childhood. This does not imply that education is free for their parents, community, society or the state; no human right is cost-free. Safeguards against police brutality necessitate well-paid police forces; freedom of information cannot be realized without funds to access and disseminate information; while the judiciary cannot be independent unless it is properly funded.

It is taken for granted that individuals should not have to pay for the fire brigade services that prevented their house from burning down; this service should be funded out of public taxes. Direct payments to judges in a legal dispute constitute bribery rather than legitimate fees. Global consensus about services that a government should provide for its citizenry is expressed in legislation that defines government and civil obligations and their corresponding human rights.

3.1.1. Progressive realization

Different models are used by different states to harmonize international treaties with national policies for education. In many countries, international human rights treaties do not apply domestically. For example, in Cambodia, “[international] covenants and conventions may not be directly invoked before the courts or administrative authorities.” Similarly in Singapore, “international conventions such as the CRC do not automatically become part of the domestic legal system upon Singapore’s accession to them. To become part of the legal system Parliament has to enact legislation to implement the said conventions.” A similar model is described by Thailand as “an obligation to revise laws regarding child rights to ensure that they comply” with international human rights treaties.⁸

The extent to which national constitutions and laws, policies and practices have been harmonized with international mandates varies a great deal, and there are many cases around the world where national charters fall short of the requirements of international human rights law. The global blueprint embodies minimum standards, leaving to each country the choice of methods for attaining them, and international co-operation is seen as key to progressive realization of the right to education. Overcoming obstacles to the harmonization of national laws and practices with international standards therefore includes assistance to those governments that are, as yet, unable to translate them into practice. Both international human rights law and EFA targets require national plans.⁹

⁸ U.N. Docs. CERD/C/292/Add. 2, 1997, para. 18; CRC/C/11/Add.13, para. 67.

⁹ International Covenant on Economic, Social and Cultural Rights obligates each party which has not yet been able to secure compulsory education free of charge for all to develop and adopt a detailed plan of action for its progressive implementation. The Dakar Framework for Action contains a similar provision and, in addition, acknowledges that “many countries currently lack resources to achieve education for all” adding that “that no countries seriously committed to education for all will be thwarted in their achievement of this goal by a lack of resources”.

*Constitutional
guarantees
of the right
to education*

The different national approaches are reflected in varied constitutional provisions. As Table 5 illustrates, there are 43 countries where there is no explicit constitutional guarantee of the right to education, while such a guarantee does exist in 144 countries; that the vast majority of states constitutionally guarantee the right to education reflects the thrust of international human rights law.

Table 5 also shows that in a number of countries the right to education is being progressively realized, and international co-operation is facilitating progress in quite a few of these. The postulate of the Convention on the Rights of the Child whereby all children should have guaranteed access to education regardless of their legal status, or that of their parents, is also gradually being translated into practice. In 37 countries, however, the right to education is formally restricted to legal citizens. The exclusion of children without citizenship from education may amount to a denial of their right to education, or it may be that they are subjected to different conditions.

Singapore provides an illustrative example: *“In the primary school, Singaporean pupils and those who are children of Singaporeans do not pay school fees. Non-citizen pupils in the primary school pay school fees at different rates. Those whose parents are permanent residents, employment pass holders and diplomats of foreign embassies pay a fee of S\$36 (about US\$20) per annum. Other non-citizens pay S\$960 per annum. Still, these rates are much lower than the actual cost (S\$2865) per annum of educating a child in the primary school.”*¹⁰

Table 5: Constitutional guarantees of the right to education

| Free and compulsory education for all constitutionally guaranteed: | Guarantees restricted to citizens or residents: |
|--|---|
| Albania, Algeria, Argentina, Australia, Austria, Azerbaijan, Barbados, Belgium, Belize, Bolivia, Bosnia and Herzegovina, Brazil, Bulgaria, Canada, Cape Verde, Chile, China, Colombia, Congo/Brazzaville, Costa Rica, Croatia, Cuba, Denmark, Democratic People’s Republic of Korea, Ecuador, Egypt, Estonia, Finland, France, Gambia, Georgia, Germany, Ghana, Haiti, Honduras, Iceland, India, Ireland, Italy, Japan, Latvia, Liechtenstein, Lithuania, Macedonia, Madagascar, Malta, Mauritius, Mexico, Moldova, Netherlands, Norway, Palau, Panama, Paraguay, Peru, Poland, Portugal, Romania, Russia, Rwanda, Saudi Arabia, Senegal, South Africa, Spain, Sri Lanka, Suriname, Sweden, Switzerland, Tajikistan, Thailand, Trinidad and Tobago, Tunisia, Ukraine, United Arab Emirates, United Kingdom, Uruguay, Venezuela, Yugoslavia | Armenia, Bahrain, Cambodia, Chad, Cyprus, Czech Republic, Dominican Republic, El Salvador, Equatorial Guinea, Greece, Grenada, Guatemala, Guyana, Hungary, Jordan, Kazakhstan, Kuwait, Kyrgyzstan, Libya, Luxembourg, Malawi, Mali, Morocco, New Zealand, Nicaragua, Philippines, Qatar, Republic of Korea, Sao Tome, Seychelles, Slovakia, Slovenia, Syria, Turkey, Turkmenistan, Viet Nam, Yemen |
| Progressive realization or partial guarantees: | No constitutional guarantee: |
| Bangladesh, Belarus, Benin, Bhutan, Burma, Cameroon, Comoros, Guinea, Guinea-Bissau, Iran, Iraq, Israel, Maldives, Micronesia, Monaco, Mongolia, Namibia, Nepal, Nigeria, Pakistan, St Kitts and Nevis, Sierra Leone, Sudan, Tanzania, Togo, Uganda, Uzbekistan, Zimbabwe | Angola, Antigua and Barbuda, Bahamas, Botswana, Brunei, Burkina Faso, Burundi, Central African Rep., Cote d’Ivoire, Djibouti, Dominica, Eritrea, Ethiopia, Fiji, Gabon, Indonesia, Jamaica, Kenya, Kiribati, Laos, Lebanon, Lesotho, Liberia, Malaysia, Marshall Islands, Mauritania, Mozambique, Nauru, Niger, Oman, Papua New Guinea, St Lucia, St Vincent, Samoa, San Marino, Singapore, Solomon Islands, Swaziland, Tonga, Tuvalu, USA, Vanuatu, Zambia |

¹⁰ *Initial report of Singapore, under the Convention on the Rights of the Child, April 2002.*

Constitutions only lay down a general framework of human rights and corresponding obligations as far as education is concerned. The responsibility for regulating education is divided between the central and regional and/or local administration, who are guided by national and sub-national legislation.

Moreover, secular and religious law may apply in parallel, which can create additional disparities between national education systems and international conventions on human rights, and this can particularly affect girls and women. However, the state is subject to specific obligations to protect human rights, and it is the central government that must ensure the enforcement of these rights throughout the country.

3.1.2. Eliminating financial obstacles

International law is based on the knowledge that education cannot be made compulsory unless it is free. Direct and indirect costs preclude access to education or the completion of compulsory schooling for many children. Although the two pillars of primary education – free and compulsory – are mentioned together in all international human rights treaties, they are not necessarily associated in the policies of international financial agencies or practices of individual countries.

All international human rights instruments require compulsory education to be free. The underlying logic is that by eliminating financial obstacles it becomes possible to ensure all children benefit from compulsory education. As long as families cannot afford the cost of education, participation of their children cannot be enforced. In consequence, children will remain deprived of education and countries of educated and skilled citizens.

Global efforts to this end were jeopardized by consecutive economic crises over the past three decades. Diminished budgetary allocations for education due to pressures of debt repayment, especially in developing countries, led to formal introduction of school fees in quite a few instances. Disunity of global approaches led to bifurcated strategies, with international financial institutions including fees (usually called “cost-sharing”) in compulsory schooling among their conditions for development loans, contradicting the requirements of international and domestic law. Reports accompanying human rights treaties have routinely included references to structural adjustment programmes as the reason for school fees. This discrepancy between legal and fiscal requirements was highlighted by the World Bank as an explanation of paucity of data:

“Very few countries compile data on the contributions of fees more generally to the public sector, even when the fees are commonplace, often because these fees may be formally unconstitutional, or because they may

Budgetary constraints

be technically illegal.”¹¹

One of the major challenges facing human rights campaigners has been the gulf between the allocation of resources for debt repayment and for education. In 1991, the Philippines allocated PHP86 billion for debt servicing compared to PHP27 billion for education. The national Constitution obligates the government to assign the highest budgetary priority to education, and a group of senators questioned whether funding debt repayment to the tune of three times the budget for education was unconstitutional. The Court found that education had indeed received the largest budget of all government departments, as the Constitution required, while debt servicing was necessary for the creditworthiness of the country and, thus, the survival of its economy.¹²

Since around the turn of the millennium, there has been increased momentum towards reviving global consensus that at least compulsory education should be free. In the 1980s, educational loans provided by the World Bank entailed “cost-recovery”¹³ whereby a variety of school fees were introduced, precluding access to school for children whose parents could not afford them. This has been challenged from both human rights and poverty reduction perspectives.¹⁴

The World Bank’s review of the charging of fees revealed in 2002 that this practice was much more widespread than assumed. Indeed, in South Asia fees proved to be the norm rather than an exception, while in East Asia and the Pacific fees of some sort were charged in the majority of countries.¹⁵ Ongoing efforts to forge a comprehensive global approach to the elimination of financial obstacles for compulsory education continue.

The abolition of school fees has resulted in immediate and considerable increases in primary school enrolments in some countries (Uganda, Tanzania and Kenya, for example), and debt relief has often provided the mechanism for this change. Initiatives for the alleviation of unsustainable debt servicing increased funding for education within HIPC-II (the Enhanced Heavily Indebted Poor Countries Debt Relief Initiative). The poverty reduction strategy papers, blueprints for the allocation of funds transferred from debt servicing to development, gave prominent place to education and usually 40 per cent of debt relief was invested in education and health.

¹¹ *World Bank - User Fees in Primary Education, Draft for Review, February 2002.*

¹² *Supreme Court of the Philippines - Guingona, Jr. v. Carague, G.R. No. 94571, 22 April 1991.*

¹³ *Commission on Human Rights – Progress report of the Special Rapporteur on the right to education, U.N. Doc. E/CN.4/2000/6, paras. 45-55.*

¹⁴ *Commission on Human Rights – Annual report of the Special Rapporteur on the right to education, U.N. Doc. E/CN.4/2001/52, paras. 31-41.*

¹⁵ *For East Asia and the Pacific, the review showed that tuition fees were charged in China, Indonesia, Papua New Guinea, Solomon Islands and Viet Nam. Parental and community contributions were common in Cambodia, China, Laos, Malaysia, Papua New Guinea, Philippines, Solomon Islands and Viet Nam. The World Bank - User Fees in Primary Education, Draft of February 2002.*

3.2. Balancing compulsory education and parental choice

Governments are obliged to ensure that education is available while also respecting parental freedom of choice regarding the education of their children. International human rights law requires the state to respect the freedom of parents and communities to establish and operate schools. The rationale is to preclude state monopoly of education and to protect educational pluralism. Because of these two different human rights requirements, states' efforts towards ensuring access to education follow a variety of models, at various points between two extremes: at one end the state can fund a diverse number of schools without actually operating any of them directly; or conversely, it may operate a network of schools in a particular mould without funding any others.

The emergence of the state as the funding body and/or provider of education is a fairly recent development in the history of education. The inherited patchwork of pre-state provision of education is reflected in the variety of the existing models; the trend of privatization in the 1990s has reintroduced this patchwork. The parallel existence of free (state and/or public) and fee-paying (private) schools has been widely recognized and a great deal of legislation has focused on public funding to facilitate establishing and operating schools, a right which is guaranteed under international human rights law.

As far as subsidies for non-state schools are concerned, countries vary widely in their policies. Indeed, there is great variety in the very classification of schools, and the line between public- and/or state-run schools on the one hand, and privately-funded institutions on the other, is not always clear. The classification developed by UNESCO, which is globally used in education statistics, divides schools according to whether they are managed by the state or privately, and thus “*government-aided schools are considered private if they are privately managed.*”¹⁶ Conversely, English courts have classified schools into state (i.e. public) and private using as the main criterion the source of funding. If a school's funding comes out of public revenue, it is defined as a state school regardless of how it is managed.¹⁷

Education was historically defined as a duty much earlier than it was affirmed as a right. The 1959 Declaration of the Rights of the Child laid down the entitlement of the child to receive education,¹⁸ articulating a vision at the time of the child as a passive recipient of education rather than the subject of the right to education. The very notion of education being compulsory entails the obligation of the state to secure access to schooling for all children. Some countries allow alternatives to formal schooling; for example, parents may be allowed to educate their children at home themselves. The complexity entailed in introducing compulsory

¹⁶ UNESCO - 1998 World Education Report, *Paris, 1999*, p. 118.

¹⁷ *National Union of Teachers v. Governing Body of St.Mary's Church of England Aided School*, [1995] ICR 317, EAT [1997] IRLR 242 (CA); *R. v.Haberdashers' Aske's Hatcham Trust, ex parte T* [1995] ELR 350; *EA 1996*, ss 482 (1) (b), (3); 483.

¹⁸ *United Nations General Assembly resolution 1386 (XIV) of 20 November 1959, Principle 7.*

education while respecting different, often conflicting, interests of all key actors has been illustrated recently in Singapore:

“The Government has, after extensive discussions with community leaders, interest groups and members of the public, decided to make the six-year primary education in national schools compulsory with effect from January 2003, starting with the cohort entering primary 1 that year. The Compulsory Education (CE) Bill was passed by the Singapore Parliament in October 2000 to effect this change. However, in view of the reality of the situation in Singapore, exemptions from CE are given to four categories of pupils. These categories are:

(a) Pupils of madrasahs. The madrasah plays an important role in producing religious scholars and religious teachers for the Muslim community. The madrasahs feel that the training for these scholars and teachers needs to begin from a young age, and that they will not be able to attract enough students at the secondary level if all children had to attend national schools at the primary level under CE ...

(b) Pupils of San Yu Adventist School. The San Yu Adventist School is owned and operated by the Seventh-Day Adventist Mission of Singapore ... The school’s mission is to provide Christian education parallel with the Singapore education system. As the school has historically been offering education to Singaporeans, its contribution is recognized. Hence, Singaporean pupils of the school at the primary level have also been given individual exemption from CE. The school, like the madrasahs, must meet a certain minimum standard at the PSLE [Primary School Leaving Examination].

(c) Children receiving home schooling. A small number of parents have strong views on how their children should be brought up and educated. They choose to educate their children at home, using curriculum packages designed for home-schoolers from abroad. As these parents are very keen on how they want to educate their children, it has been decided that such children are allowed exemption from CE. However, their parents must be able to satisfy the MOE that the two key objectives of CE can be achieved for their children. These two objectives are:

(i) To give our children a common core of knowledge which will provide a strong foundation for further education and training to prepare them for a knowledge-based economy;

(ii) To give children a common educational experience which will help to build national identity and cohesion.

The parents are also required to furnish information on the curriculum and educational outcomes of the home-schooling programme. The progress of the home-schoolers would be closely monitored. They will be required to sit for tests at certain points of their primary education and as well as the PSLE. They would have to meet the same PSLE standard as the children attending the San Yu Adventist School. The MOE reserves the right to withdraw its approval for exemption from CE at any stage. These stringent requirements for home-schoolers to be exempted from CE will help the MOE to ensure that home schooling is not used by irresponsible parents as a loophole to circumvent the introduction of CE and hence negate the purpose for which CE is introduced;

(d) Children with special needs. Several options are currently open for the education of children with special needs. Children with mild and sensory disabilities but who are able to cope with mainstream schools attend such schools which incorporate the appropriate facilities and resources. Children with moderate and profound disabilities are educated in special education (SPED) schools established by voluntary welfare organizations with the help of the MOE and the National Council of Social Service. There are also home-based programmes for such children. While children with learning disabilities are much more able to develop their full potential if they attend SPED schools, the enforcement of CE may be unduly harsh on the parents of such children. Therefore, it has been decided that special needs children who are not able to attend national schools because of physical/intellectual disabilities be automatically exempted from CE.”¹⁹

¹⁹ CRC/C/51/Add.8 of 17 March 2003, paras. 421-424.

*Parental
freedom of
choice*

Freedom of choice for parents to decide the kind of education they would like for their child (public or private education or else home instruction) has been a counterpoint to the imposition of uniform public education from the very emergence of international human rights standards. In addition, children tended to be treated as the object of state and/or parental choices, without having a recognized right to choose or even to participate in decision-making themselves; this right is now recognized by the Convention on the Rights of the Child, even if it is not yet put into practice in many countries in the world. Those cases in which the child's right to choose their school has been affirmed or where domestic law gives the child the right to initiate court proceedings concerning education have been referred to in this text.

Compulsory education is in practice a duty as well as a right of the child. The duty-component of this right is accepted as being in the best interest of the child. However, the need to secure the protection of human rights within education and the emergence of the rights of the child is slowly altering compulsory education.

In practice, domestic law often reflects the view that compulsory education is no more than an opportunity for the state to exercise its power to impose, regulate, compel and control the first stage of education, and the *right* to education is often overlooked. To safeguard against the state's abuse of this power, human rights measures are necessary. These are orientated towards balancing the right of the state to compel children to be educated and the right of their parents to opt out of compulsory education.

National constitutions and laws follow different approaches in this regard. Some define education as both a right and a duty, others only as a right, yet others regulate only the freedom of communities or families to educate their children without affirming children's entitlements vis-à-vis the state. Making education compulsory for all children within a determined age range – in practice not merely in law – depends on the availability of schools, the elimination of all obstacles to their access, and the perception of the quality and purpose of education. National approaches and experiences thus vary a great deal.

Table 6: Legally-mandated length of compulsory education

| Years | Country |
|-------|---|
| 13 | Netherlands |
| 12 | Belgium, Brunei Darussalam, Germany, St Kitts and Nevis |
| 11 | Antigua and Barbuda, Armenia, Azerbaijan, Barbados, British Virgin Islands, Dominica, Grenada, Israel, Kazakhstan, Malta, Moldova, United Kingdom |
| 10 | Argentina, Australia, Belize, Canada, Congo, Costa Rica, Dominican Republic, Democratic People's Republic of Korea, Ecuador, France, Gabon, Hungary, Iceland, Kyrgyzstan, Liberia, Monaco, Namibia, New Zealand, Norway, Seychelles, Spain, St Lucia, St Vincent and the Grenadines, Venezuela, USA |
| 9 | Algeria, Austria, Bahamas, Bahrain, Belarus, Cambodia, China, Comoros, Cook Islands, Cuba, Cyprus, Czech Republic, Denmark, El Salvador, Estonia, Finland, Georgia, Greece, Hong Kong, Indonesia, Ireland, Japan, Jordan, Kiribati, Lebanon, Libya, Lithuania, Luxembourg, Mali, Netherlands Antilles, Portugal, Republic of Korea, Russia, Sierra Leone, Slovakia, South Africa, Sri Lanka, Sweden, Switzerland, Tajikistan, Tunisia, Ukraine, Yemen |
| 8 | Albania, Angola, Bolivia, Brazil, Bulgaria, Chile, Croatia, Egypt, Fiji, FYROM, Ghana, Guyana, India, Italy, Kenya, Kuwait, Latvia, Malawi, Mongolia, Niger, Poland, Romania, Samoa, San Marino, Slovenia, Somalia, Sudan, Tonga, Turkey, Yugoslavia, Zimbabwe |
| 7 | Burkina Faso, Eritrea, Lesotho, Mauritius, Mozambique, Swaziland, Tanzania, Trinidad and Tobago, Tuvalu, Zambia |
| 6 | Afghanistan, Benin, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Cote d'Ivoire, Djibouti, Ethiopia, Guatemala, Guinea, Guinea-Bissau, Haiti, Honduras, Iraq, Jamaica, Madagascar, Mauritania, Mexico, Morocco, Nicaragua, Nigeria, Panama, Paraguay, Peru, Philippines, Rwanda, Senegal, Suriname, Syria, Thailand, Togo, United Arab Emirates, Uruguay, Vanuatu |
| 5 | Bangladesh, Colombia, Equatorial Guinea, Iran, Laos, Macao, Myanmar, Nepal, Viet Nam |
| 4 | Sao Tome and Principe |

Sources: UNESCO and government reports under human rights treaties.

UNESCO has been collating data on the length of compulsory education and these provide a useful global overview, illustrated in Table 6. While education is compulsory in most countries in the world, the difference in length from four years at one extreme to 13 at the other reflects the varying willingness and ability of governments to ensure that all children and young people complete a determined length of schooling.

It is important to remember that the rights of the child entered international law late, with the Convention on the Rights of the Child introduced in 1989. The child is today deemed to be the principal subject of the right to education, and also subjected to the duty of compulsory education. With rare exceptions, children are not party to decision-making on their education; these decisions involve the government, the child's parents, and professional educators, principally teachers. When decision-making is divided between the parents and the state, each actor tends to claim to represent the best interests of the child, but adults often disagree among themselves as to what exactly those interests may be.

Compulsory education vs. parental freedom of choice

As Table 7 shows, respect for parental freedom to have their children educated in conformity with their religious, moral or philosophical convictions has been affirmed in all human rights treaties. Despite this global consensus, the obligation to make primary education all-encompassing is frequently, albeit erroneously, associated with state-provided schooling. Governments can ensure freedom of education by funding, but not managing, a diverse range of schools, as well as operating a country-wide network of public schools.

Table 7: Universal guarantees for parental freedom of choice

Universal Declaration (1948):

Parents have a prior right to choose the kind of education that shall be given to their children.

UNESCO Convention against Discrimination in Education (1960):

The States Parties to this Convention agree that:

(b) It is essential to respect the liberty of parents, ... firstly to choose for their children institutions other than those maintained by the public authorities but conforming to ... minimum educational standards, and secondly, to ensure ... the religious and moral education of the children in conformity with their own convictions.

International Covenant on Economic, Social and Cultural Rights (1966):

The States Parties to the present Covenant undertake to have respect for the liberty of parents ... to choose for their children schools, other than those established by the public authorities, which conform to such minimum educational standards as may be laid down or approved by the State and to ensure the religious and moral education of their children in conformity with their own convictions.

No part of this article shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions ...

International Covenant on Civil and Political Rights (1966) :

The States Parties to the present Covenant undertake to have respect for the liberty of parents ... to ensure the religious and moral education of their children in conformity with their own convictions.

Convention on the Rights of the Child (1989):

No part of [articles 28 and 29] shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions ...

The right to education by its very nature requires regulation by the state because the state is responsible for ensuring that all educational institutions comply with prescribed standards. The exercise of parental freedom of choice in educating their children generates a variety of schools, and these standards ought to be observed in them all so as to safeguard education as a public good as well as to protect children against abuse.

4. MAKING EDUCATION ACCESSIBLE

Prohibitions on discrimination

References to the Convention on the Rights of the Child in the Dakar Framework for Action reaffirm the obligation of *all* governments to ensure, individually and collectively, education for *all* children, especially to eliminate exclusion and discrimination. Legalized and institutionalized denial of access to education has been globally outlawed. The Dakar Framework for Action has prioritized excluded, vulnerable, marginalized and/or disadvantaged children.

Definitions of these terms vary. For example, the Philippine Commission on Human Rights has defined disadvantaged sectors as “*women, children, youth, prisoners/detainees, urban poor, indigenous people, elderly, Muslims, persons with disabilities, internally displaced persons, informal labour, private labour, migrant workers, rural workers and public sector.*”²⁰ The Commentary to the Dakar Framework prioritizes an all-inclusive approach to education:

“The key challenge is to ensure that the broad vision of Education for All as an inclusive concept is reflected in national government and funding agency policies. Education for All ... must take account of the need of the poor and the most disadvantaged, including working children, remote rural dwellers and nomads, and ethnic and linguistic minorities, children, young people and adults affected by conflict, HIV/AIDS, hunger and poor health; and those with special learning needs...”²¹

Categories of children that are often excluded from education vary between and within countries, but unfortunately little comparative data is available in EFA assessments and education statistics. However, the reporting process under human rights treaties, especially the Convention on the Rights of the Child, attempts to highlight those children that are particularly likely to be excluded.

Cambodia has emphasized that “*in remote and unsafe areas births are hardly ever registered owing either to the parents’ ignorance or to their lack of means ... In the towns, the school attendance rate reaches 95%, whereas in the remote and mountainous areas it is only 40%. As for the children of ethnic minorities, their school attendance is only 5%.*” In addition, Cambodia has listed categories excluded from education as: “*orphans, abandoned children, children of poor parents, vagrants, domestic servants, juvenile delinquents between the ages of 7 and 17, disabled children, children who engage in prostitution, beggars and scavengers.*”²²

²⁰ Commission on Human Rights - 12 Years of Human Rights Advocacy: 1998 Annual Report, Quezon City, p. 7.

²¹ The Dakar Framework for Action - Education for All: Meeting Our Collective Commitments, Expanded Commentary, para. 19.

²² Initial report of Cambodia under the Convention on the Rights of the Child, CRC/C/11/Add.16, 1998.

Similarly, in Viet Nam, “[I]n rural, remote and mountainous areas, there are still many children aged from 6 to 14 who are not enrolled, dropped out or repeat (especially girl children) [for] many reasons, among them the shortage of schools and classrooms or ... distance from their villages to schools. Legal provisions on birth registration have yet to be implemented seriously and fully in a number of localities, especially in the mountainous and remote areas. A big number of children are found with no birth certificate or residence registration which cause[s] difficulties to their enrolment.”²³

Thailand has described exclusion from education thus: “There is a large group of children trafficked into Thailand from neighbouring countries who are classified by Thai law as illegal immigrants. Regrettably, they do not enjoy rights other children take for granted. This includes access to education ... These children are all too often exploited as prostitutes and child labourers. Those who have been violated, physically or mentally exploited, tortured, sold into the sex industry or turned into cheap labourers, neglected or homeless, do not receive the social services and benefits to which they are entitled. This is all the more so for children from very poor families, children of construction workers and of migrant workers as well as children in remote areas and children of minority groups ... Disabled children rarely get the rehabilitation they need. The number of children with AIDS or who tested HIV positive is rapidly increasing and is bound to become a major problem for society in the future ... Most of the children who had no access to schooling were living in remote rural areas, children of poor families, children living in slums, children living in areas that have a different language and culture, children of ethnic minorities such as hill-tribe children and island children.”²⁴

Similarities and differences in these descriptions indicate that the obstacles to be overcome in combating exclusion from education vary, but all are exacerbated by poverty. For minority children, reasons for exclusion may also include the language of instruction in school, while for migrant children there may be legal or administrative obstacles where the right to education is confined to legal citizens.

4.1. Global prohibitions on discrimination

Table 8 contains a list of internationally prohibited grounds of discrimination. During the past fifty years, the number of proscribed forms of discrimination has expanded from a handful at first (race, colour, sex, religion, or political opinion) to encompass those that are particularly important for children, such as birth (including discrimination against children born to unmarried parents) and disability. The process of outlawing discrimination is ongoing and there are forms that have not yet been globally outlawed. For example, although discrimination against non-citizens should be eliminated according to the Convention on the Rights of the Child, which demands the right to education for all children in the country, national laws are often restrictive in defining the subjects of the right to education.

²³ *Second periodic report of Viet Nam under the Convention on the Rights of the Child, 2000.*

²⁴ *Initial report of Thailand under the Convention on the Rights of the Child, U.N. Doc. CRC/C/11/Add.13, paras. 50, 69-70, and 342.*

New grounds of discrimination, such as HIV infection that has emerged in the past two decades with the onset of the AIDS pandemic, are also gradually being outlawed.

While international prohibitions against discrimination tend to be replicated in most national legal systems, the practical elimination of discrimination is an immense challenge the world over. Outlawing the denial of education to a child because she is female or belongs to a minority group or is disabled is the first step towards affirming the universality of the right to education and towards meeting the obligation of extending education to all children. This first step, therefore, the formal prohibition against inequality of access, has to be followed by additional efforts to redress the knock-on effects of years of discrimination.

Table 8: Universally prohibited grounds of discrimination

| | UN Bill of Rights ^a | CRC ^b | CoE ^c | OAS ^d | OAU ^e |
|------------------------------------|--------------------------------|------------------|------------------|------------------|------------------|
| Race | yes | yes | yes | yes | yes |
| Colour | yes | yes | yes | yes | yes |
| Sex | yes | yes | yes | yes | yes |
| Language | yes | yes | yes | yes | yes |
| Religion | yes | yes | yes | yes | yes |
| Opinion | yes | yes | yes | yes | yes |
| Origin | yes | yes | yes | yes | yes |
| Property/fortune / economic status | yes | yes | yes | yes | yes |
| Birth | yes | yes | yes | yes | yes |
| Social condition/other status | yes | yes | yes | yes | yes |
| Minority/ethnic group | no | no | yes | no | yes |
| Disability | no | yes | no | no | no |

a. United Nations (UN): The International Bill of Human Rights consists of the Universal Declaration of Human Rights (1948), and International Covenants on Economic, Social and Cultural Rights, and Civil and Political Rights (1966).

b. The Convention on the Rights of the Child (CRC) has prohibited additional grounds of discrimination, notably disability.

c. Council of Europe (CoE): The European Convention on Human Rights (1950) lists and defines civil and political rights, and its prohibition of discrimination was reinforced in 2000 through Protocol No. 12. The European Social Charter (adopted in 1961 and last revised in 1996) deals with economic and social rights.

d. Organization of American States (OAS): The American Convention on Human Rights deals with civil and political rights; the Protocol of San Salvador deals with economic and social rights.

e. Organization of African Unity (OAU): The African Charter on Human and Peoples' Rights deals with individual and collective, civil and political, as well as economic and social rights.

The Convention on the Rights of the Child provides among the broadest prohibitions of discrimination, as Table 8 shows. Thus, it constitutes the most comprehensive analytical framework within which similarities and differences between and within countries can be analyzed. However, there are additional ways that children can be discriminated against, for example, when they are outside the legally-determined ages; those too young may be refused admission to school, just as those considered too old may be excluded.

4.2. The process of eliminating discrimination and exclusion

The pattern of discrimination changes over time and geography. Purposeful government strategies for the elimination of discrimination therefore encompass a variety of legal, educational or fiscal measures according to the kind of investment needed. Safeguarding against prejudice against children with disabilities requires a considerable increase in financial resources, while ensuring equality for girls usually requires sustained public education as well as legal reforms to enable girls and women to effectively take advantage of their right to education.

Progress towards equality of access to education can be illustrated by imagining two parallel, ever-increasing circles starting at the same point: the first depicts a gradual extension of the right to education, and the second an incremental inclusion of those previously excluded. The priority attached to primary education in international human rights law, complemented by plans to achieve education for all by 2015, demonstrates global consensus on this minimum. The progressive realization of the right to education is also evident in the gradual lengthening of compulsory schooling, and evolving guarantees for post-compulsory education.

Statistics that assess progress in combating exclusion from education using international prohibitions as a yardstick are, as yet, rare. What is more, they are commonly generated around single categories, especially gender, race, or disability, while multi-layered discrimination remains statistically invisible. Historically, members of groups that have been excluded from education have inevitably been seen as a low educational priority. International human rights law consequently emphasizes not only the prohibition but also the active elimination of discrimination, especially with respect to girls and women.

This is especially difficult because discrimination is a cumulative phenomenon. For example, Thailand has noted that “*education remains one of the chief areas in which women and girls with disabilities may suffer more discrimination than their male counterparts.*”²⁵ Moreover, lack of education is often attributed to remoteness where the population in question may be indigenous or a minority, and education may require adaptation to a particular language, religion or lifestyle.

²⁵ *Second and third periodic reports under the Convention on the Elimination of All Forms of Discrimination against Women, U.N. Doc. CEDAW/C/THA/2-3, 1997, para. 28.*

Provisions on non-discrimination in education are included in key international human rights treaties, as Table 9 shows. These range from specifying the obligations of governments to prohibit discrimination in access *to* education, to far-reaching obligations with respect to countering discrimination *through* education, especially by revising curricula and textbooks as these may contain biased portrayals of women, minorities, people with disabilities or indigenous groups.

Table 9: Key provisions on non-discrimination in education

UNESCO Convention against Discrimination in Education (1960):

The States Parties to this Convention undertake to formulate, develop and apply a national policy which ... will tend to promote equality of opportunity and of treatment ...

... the term "discrimination" includes any distinction, exclusion, limitation or preference which, being based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education and in particular:

- (a) Of depriving any person or group of persons of access to education of any type or at any level;
- (b) Of limiting any person or group of persons to education of an inferior standard;
- (c) ... of establishing or maintaining separate educational systems or institutions ... [such systems are permitted for pupils of both genders, for religious or linguistic reasons, and private education is also permitted if its object is not to secure the exclusion of any group].

International Convention on the Elimination of All Forms of Racial Discrimination (1965):

States Parties undertake to prohibit and to eliminate racial discrimination in all its forms and to guarantee the right of everyone, without distinction as to race, colour, or national or ethnic origin, to equality before the law, notably in the enjoyment of the following rights: ...

(v) The right to education and training.

States Parties undertake to adopt immediate and effective measures, particularly in the field of teaching, education, culture and information, with a view to combating prejudices which lead to racial discrimination ...

Convention on the Elimination of All Forms of Discrimination against Women (1979):

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:

- (b) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality;
- (c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging co-education ...
- (f) The reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely;
- (h) Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.

ILO Convention Concerning Indigenous and Tribal Peoples (1989):

Measures shall be taken to ensure that members of the [indigenous] peoples have the opportunity to acquire education at all levels on at least an equal footing with the rest of the national community.

Education programmes and services for the [indigenous] peoples shall be developed and implemented in co-operation with them to address their special needs and shall incorporate their histories, their knowledge and technologies, their value systems and their further social, economic and cultural aspirations.

The imparting of general knowledge and skills that will help children belonging to the [indigenous] peoples to participate fully and on an equal footing in their own community and in the national community shall be the aim of education for these peoples.

Educational measures shall be taken among all sections of the national community, and particularly amongst those that are in most direct contact with the [indigenous] peoples, with the object of eliminating prejudices that they may harbour in respect of these peoples. To this end, efforts shall be made to ensure that history text books and other educational materials provide a fair, accurate and informative portrayal of the societies and cultures of these peoples.

Convention on the Rights of the Child (1989):

Recognizing the special needs of a disabled child, assistance ... shall be designated to ensure that the disabled child has effective access to and receives education ...

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language.

5. MAKING EDUCATION ACCEPTABLE

That exclusion from education tends to be transmitted from one generation to another and contributes to the perpetuation of poverty is a well-documented phenomenon. It is also well known that early childhood is a crucial time for developing the ability to learn. The Dakar Framework for Action has therefore prioritized developing the learning potential of all children by targeting education for all as soon as it can be attained. Moreover, the Framework has moved beyond universalizing access to education to highlighting the importance of its quality and relevance.

5.1. Analyzing the entire process of teaching and learning

The anticipated outcomes of the learning process tend to be reflected in commonly-used quality definitions. From the perspective of human rights-based education, therefore, to the standard *input-process-outcome* framework must be added the critical categories of *intake* and *impact*, so that the framework then becomes *intake-input-process-outcome-impact*. It is important to note, however, that international human rights treaties do not go so far as to define quality education; this is an issue left to education specialists and the specifics are expressed in education laws in each country. Rather, international human rights law defines which functions education should fulfil (such as elimination of discrimination, as illustrated in Table 9) and the goals it should try to accomplish (see Table 12).

Indicators have been developed that monitor education from a human rights perspective, and inevitably countries vary widely in their progress. Differences between and within countries reveal, on the one hand, an insufficient number of schools with essential safety and environmental health safeguards, as well as large numbers of untrained and often unpaid teachers, and, on the other hand, schools that perform very well in internationally-administered tests of learning outcomes.

Governments' obligations to define and enforce standards for quality education require that the existing situation be assessed in the context of international targets; standards be developed that should be uniformly applied; and institutions and procedures be identified whereby these standards will be implemented, monitored and enforced. Clearly, no education system can help each child develop his or her potential to the full if schools are poorly equipped or unsafe, and teachers are untrained. Similarly, the elimination of discrimination cannot be achieved through education if minority or indigenous children attend schools of inferior quality.

The focus of human rights in education is on the learners, especially children, and the key to this approach is sustainability. This is achieved, as outlined above, by defining children's entitlements and corresponding governmental obligations. The individual projects of foreign donors or NGOs can certainly be of use to particular groups of children, but any wider benefit is routinely lost with the termination of the programme.

Furthermore, the fact that some children are able to benefit from these initiatives while others are neglected conflicts with the very notion of the equal rights of each child. Projects which have developed and tested child-friendly educational materials or child-centred methods of teaching can prove beneficial when they have an impact on children's entitlements and corresponding government obligations, and need to be sustained and, where appropriate, scaled up.

Therefore, there has been a visible shift in international co-operation to sector-wide approaches (SWAp). This change involves the development of a government-led single education strategy, which is then supported by all externally-funded initiatives. Fully integrating human rights into SWAps thus provides an excellent model for sustaining and extending the benefits that might ensue from individual projects or special programmes.

*The best
interests of
each child*

The key principle of the Convention on the Rights of the Child, which asserts that education must be designed and implemented with the best interests of each child in mind, necessitates identifying and eliminating factors that impede the child's learning. These include language of instruction where it is not the child's first language, or a curriculum that is ill-suited to the age of the child. There is therefore a great need to identify and record at the intake stage the data of all children relevant to the teaching and learning process.

The transition at the exit stage from education into society also demands scrutiny based on human rights criteria. Where learning outcomes are satisfactory but graduates are doomed to unemployment, the needs for cross-sectoral linkages become apparent; the principle of indivisibility of human rights requires co-ordination between education and employment policies. This is addressed in the section on adaptability of education.

The human rights perspective broadens the usual focus on quantitative data to encompass *all* rights of *all* key actors in education. As UNESCO has put it, "*the inclusion of human rights in education is a key element of a quality education.*"²⁶ This entails re-orienting the design of education strategies, which should accommodate the minimum universal human rights standards pertaining to all the actors: learners, parents and teachers. This often necessitates creating quantitative and qualitative data which do not yet exist because the process of integrating human rights throughout the education system is at a fairly early stage. Table 9 outlines the five-point framework, mentioned above, that should inform rights-based questions concerning the quality of education.

²⁶ UNESCO Executive Board - Elements for an overall UNESCO strategy on human rights, Doc. 165 EX/10 (2002), para. 31.

Table 10: Rights-based matrix for the quality of education

| KEY COMPONENTS | QUESTIONS RAISED BY THE RELEVANT HUMAN RIGHTS STANDARDS |
|----------------|---|
| INTAKE | <p>Is the right of each child to be registered at birth fully guaranteed? If not, what measures have been undertaken to remedy this? Is the census of school-aged children all-encompassing and effective? If information is available on excluded children or those beyond reach, what measures have been taken to close the gaps in the coverage of compulsory education?</p> <p>Do the available statistics include all internationally prohibited grounds of discrimination relating to the children and their parents (race, colour, sex, language, religion, political or other opinion, origin, economic status, birth, social condition, minority or indigenous status, and disability)? If not, are there plans to develop education statistics to cover all internationally prohibited grounds of discrimination?</p> <p>Which data are recorded for each child enrolled in school? Does the procedure require official certificates (such as birth registration, or proof of citizenship or residence)?</p> <p>What is known about each child's family environment? How is parental freedom of choice regarding the education of their children assured? What measures are in place to secure education for children deprived of the family environment?</p> |
| INPUT | <p>Is there a constitutional or legal guarantee whereby budgetary allocations for compulsory education must be aligned with the estimated cost of quality education for all children? If so, is there an institutional mechanism (such as a constitutional court or a human rights commission) to provide remedies when budgetary allocations are insufficient?</p> <p>If not, has a national plan to ensure compulsory education for all children been developed?</p> <p>If the fiscal responsibility for compulsory education has been decentralized, are the responsibilities of local authorities accompanied by adequately guaranteed resources?</p> <p>Alongside budgetary allocations, have all other necessary inputs in education been defined as well as government or public institutions assigned whose responsibility it is to ensure that they are provided?</p> |
| PROCESS | <p>TEACHING: Is teachers' participation in the creation of education policies and laws ensured? Are teachers' human and professional rights and trade union freedoms guaranteed in accordance with universal standards? Have measures been introduced to align the profile of teachers (regarding sex, race, ethnicity, language, etc.) with the profile of learners? Have both the contents and methods of teaching been assessed by the human rights yardstick? Does teachers' training include human rights education?</p> <p>LEARNING: Does the education strategy affirm the need for adjustment to each individual child? If not, which measures have been put in place to initiate such adjustment?</p> <p>How are children's diverse abilities and disabilities assessed and recorded? Are obstacles to children's learning continuously assessed so that they can be effectively overcome?</p> <p>What approach has been adopted towards education in the child's mother tongue?</p> |
| OUTCOMES | <p>When was the last review of the curriculum undertaken and what was changed? Which learning outcomes have been prioritized and why? How is the process of assessing learning outcomes adjusted to children's diverse abilities and opportunities? Which models for assessing learning outcomes are applied to the assessment of human rights education?</p> |
| IMPACT | <p>Have education curricula been analysed based on human rights requirements? How are external objectives (such as poverty eradication, gender equality or social cohesion) monitored? If graduate unemployment exists, what measures have been taken towards aligning education with employment-creating measures? What strategy has been adopted to achieve gender parity in education? Is the impact of education on progress towards gender and racial equality monitored?</p> |

5.2. Correspondence between intake and input

Education statistics tend only to represent school-age children by age and gender. The child-rights approach, however, is much wider in scope, and requires identifying all obstacles that may hinder a child's access to school and his or her learning once at school. At the macro-level, identification and quantification of particular obstacles to a child's education should inform all related statistics. Therefore, the very design of statistics-gathering projects involves important human rights questions.

Quantitative data may need to include a child's religious and ethnic background. Personal identification of individuals by race or religion is prohibited in many countries, and so population-based data is often compiled instead. Recording the religion or political affinity of parents, and thus their children, may well be a sensitive process, as families can often suffer victimization as a result. For example, formal gathering of data relating to religion recently triggered huge controversy in Indonesia.²⁷

Education strategies and quantitative data underpinning them ought therefore to include human rights safeguards that formally recognize diversity but which protect all those who may be perceived as different from discrimination and victimization.

The process of identifying children's learning abilities and disabilities also creates controversy, although of a different kind. Ongoing efforts to create internationally comparable statistics relating to disability (or special needs) have revealed differences in underlying definitions. The proportion of children categorized as having special needs ranges from between 1 per cent in some countries and 41 per cent in others, demonstrating huge divergence in underlying notions of disability, difficulty and disadvantage.²⁸

Ensuring that diversity in the intake of students is matched by appropriate inputs in the teaching and learning process remains an unrealized ideal for most of the world's children. Education routinely receives less money than necessary to ensure quality education for all. The main reason for this is that funding is in most countries discretionary. To genuinely translate assertions of the right to education into a reality, there must be constitutionally guaranteed budgetary allocations, as is the case in some countries which specify as much as 25 per cent of total expenditure, or 6 per cent of their GNP. The following passage describes recent changes to spending on education in Indonesia:

“One of the major developments registered in the reform of Indonesia's system of education is the adoption of the Fourth Amendment to the Constitution

²⁷ *Commission on Human Rights - Report of the Special Rapporteur on the right to education on her mission to Indonesia, E/CN.4/2003/9/Add. 1, para. 27.*

²⁸ *Commission on Human Rights - Annual report of the Special Rapporteur on the right to education, E/CN.4/2002/60, paras. 43-45.*

on 10 August 2002. The newly amended Constitution not only guarantees every Indonesian's right to education, but also the corresponding obligation of the state in this regard. Article 31 stipulates the government's obligation to ensure the fulfilment of the right of every citizen to basic education, as well as the financial responsibility which this fulfilment entails. In addition, the state must develop and implement a national education system, and earmark at least 20% of its own and local governments' budgets to meet the system's requirements."²⁹

This type of legislation guarantees financial commitment to all areas of education. Budgetary allocations often force education authorities to distribute insufficient funds amongst a variety of national or local programmes, while the funds are insufficient for meeting any of them. Therefore, the correspondence between children's entitlement to quality education and the government's obligations in the form of guaranteeing educational funds is an important step. Another important move is to compare the input at the macro-level, that is, the needs and characteristics of the children entering primary schools, and the processes of teaching and learning at the micro-level. A mismatch between input and intake may become apparent where educational resources are in place but they have not been adapted to the learners' needs.

5.3. De-marginalizing the rights of teachers

Education strategies tend to prioritize learning, emphasizing the relevance of the contents of education for students and child-centred learning processes. The practice of teaching attracts less attention, as do internationally-guaranteed rights of teachers. In Cambodia, for example: “[t]eachers have a very low standard of living. For this reason, it is impossible to fight corruption. Moreover, some teachers are obliged to exercise a secondary activity (e.g. as motorcycle taxi drivers or as farmers) in order to feed their families.”³⁰

Inquiries into the fate of many teachers reveal that neither their labour rights nor their trade union freedoms are recognized, both of which form part of core international labour standards. These are legally enforceable in many countries, as well as internationally, and are also supported by the Asian Development Bank. Alongside general reporting and complaints procedures within the International Labour Organization (ILO), the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendation concerning the Status of Teachers (CEART) meets every three years to review the application of this Recommendation, and to conduct inquiries into any allegations of non-compliance. These reviews may span a wide range of issues, including teachers' salaries, security of employment, terms of service, teachers' social security entitlements, discrimination against teachers, and the employment of untrained “contract” teachers.

²⁹ Statement by the Indonesian delegation before the 59th session of the Commission on Human Rights, Geneva, 3 April 2003, on the report of the Special Rapporteur on the right to education on her mission to Indonesia in July 2002.

³⁰ Initial report of Cambodia under the Convention on the Rights of the Child, CRC/C/11/Add.16, 1998.

Status of teachers

Primary school teachers are very often employed as civil and/or public servants and this may result in their trade union rights being denied, while a definition of teaching as an essential service leads to the denial of teachers' right to strike. The ILO Freedom of Association Committee has consistently rejected assertions that teaching is an essential service and has affirmed the right of teachers to take industrial action, stating that *“the right to strike can only be restricted and even prohibited in the public service (public employees being those who act as agents of the public authority) or in the essential services in the strict sense of the term (i.e. those services whose interruption would endanger the life, personal safety or health of the whole or part of the population).”*³¹

Moreover, the ILO has affirmed that, besides their occupational interests, trade unions *“should be able to have recourse to protest strikes, in particular aimed at criticising a government's economic and social policies.”*³²

The ILO has also objected to the denial of collective bargaining to teachers who have the status of civil servants. The Committee has consistently held that restrictions upon civil servants should not apply to teachers: *“Teachers do not carry out tasks specific to officials in the state administration; indeed, this type of activity is also carried out in the private sector.”*³³ The incompatibility of domestic with international law has come to light in, for example, the Philippines.³⁴ The Committee has reiterated its view that *“teachers should enjoy the same protection as other workers against acts of anti-union discrimination. If this protection is not available under the [domestic legislation] due to an interpretation by a national court, then the Government should have recourse to other appropriate measures to ensure that this protection is afforded, in law and in practice, to this group of employees.”*³⁵

In addition, limitations on trade unions, which stem from demands upon them to mould their work according to government policy, have been dealt with by the ILO to ensure that international law protects *“the establishment of trade union organizations that are independent of the public authorities and of the ruling party, and whose mission should be to defend and promote the interests of their constituents and not to reinforce the country's political and economic system”*.³⁶

³¹ Freedom of Association Committee - 272nd Report, Case No. 1503 (Peru), para. 117.

³² Freedom of Association Committee - 304th Report, Case No. 1863 (Guinea), para. 358.

³³ Freedom of Association Committee - 302nd Report, Case No. 1820 (Germany), para. 109.

³⁴ Freedom of Association Committee - 278th Report, Case No. 1570 (Philippines), para. 162; 281st Report, Case No. 1528 (Germany), para 19; 300th Report, Case No. 1514 (India); para. 21.

³⁵ Freedom of Association Committee - 300th Report, Case No. 1514 (India); para. 21.

³⁶ Freedom of Association Committee - 286th Report, Case No. 1652 (China), paras. 713-714.

5.4. The process of learning

5.4.1. The medium of instruction

The focus of the Dakar Framework for Action on mother-tongue education has highlighted a key obstacle to children’s learning: if the child does not understand the language of instruction, no learning can take place. The Convention

Table 11: Global human rights standards on language, minority and indigenous rights

UNESCO Convention against Discrimination in Education (1960)

It is essential to recognize the right of members of national minorities to carry out their own educational activities, including the maintenance of schools and, depending on the educational policy of each state, the use or the teaching of their own language, provided however:

- (i) That this right is not exercised in a manner which prevents the members of these minorities from understanding the culture and the language of the community as a whole and from participating in its activities, or which prejudices national sovereignty;
- (ii) That attendance at such schools is optional.

International Covenant on Civil and Political Rights (1966)

In those States in which ethnic, religious or linguistic minorities exist, persons belonging to such minorities shall not be denied the right, in community with other members of their group, to enjoy their own culture, to profess and practise their own religion, or to use their own language.

ILO Indigenous and Tribal Peoples Convention (1989)

Measures shall be taken to ensure that members of the [indigenous and tribal] peoples have the opportunity to acquire education at all levels on at least an equal footing with the rest of the national community. Education programmes and services for the [indigenous and tribal] peoples shall be developed and implemented in co-operation with them...

In addition, governments should recognize the right of these peoples to establish their own educational institutions and facilities, provided that such institutions meet minimum standards established by the competent authority in consultation with these peoples. Appropriate resources shall be provided for this purpose.

Children belonging to the [indigenous and tribal] peoples shall, whenever practicable, be taught to read and write in their own language or in the language most commonly used by the group to which they belong. When this is not practicable, the competent authorities shall undertake consultations with these peoples with a view to the adoption of measures to achieve this objective.

Adequate measures shall be taken to ensure that these peoples have the opportunity to attain fluency in the national language or in one of the official languages of the country.

Convention on the Rights of the Child (1989)

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

on the Rights of the Child further emphasizes the importance of mother-tongue instruction during the first stages of education, reinforcing the thrust of international human rights law whereby “*the individual, guaranteed substantive equality of treatment, has the right to learn his or her own language in addition to the official language.*”³⁷

This does not mean that the government has an obligation to ensure the teaching and learning of all languages in the country as this would be simply impossible. Rather, it means that governments should facilitate the use of a child’s first language, especially in the earliest years of education.³⁸

International human rights law affirms the right of each state to determine official languages, as well as languages of instruction. As Table 11 shows, general human rights treaties use negative formulations when defining language rights, opting for phrases such as “*nobody shall be denied ...*” etc. The International Covenant on Civil and Political Rights specifies that members of minorities should not be denied the right to use their own language, while the Convention on the Rights of the Child includes a similar provision for indigenous children and children belonging to minorities. Thus, learning other-than-official languages does not burden governments to provide and/or finance such education.

However, international prohibitions of discrimination include language, and thus protect educational institutions – both public and

³⁷ Wilson, D. - *Minority Rights in Education*, available at www.right-to-education.org

³⁸ More information is available at the UNESCO International Mother Language Day, www.unesco.org/education/imld

Language rights

private – which preserve and enrich linguistic diversity. The exercise of parental choice is often the key to this, hence the priority for educational pluralism in international human rights law. The ILO Indigenous and Tribal Peoples Convention provides far reaching safeguards for indigenous peoples and languages, but it has so far been ratified by only a few countries.³⁹

National constitutions tend towards unilingualism since one language of instruction facilitates nation-building. For example, the 1974 Constitution of Burma (now Myanmar) states: “*Burmese is the common language. Languages of the other national races may also be taught.*” The 1986 Constitution of the Philippines affirms that “*the Government shall take steps to initiate and sustain the use of Filipino as a medium of official communication and as a language of instruction in the educational system.*”

Other countries, such as Thailand, have acknowledged the existence of linguistic diversity and the problems that this can create: “*Language is a substantial barrier to full achievement of human rights in Thailand. The isolation brought about by language barriers combines with problems created by undocumented status to create particular dangers in the area of employment, where non-Thai women and girls are particularly vulnerable to exploitation and abuse.*”⁴⁰

Meanwhile, some countries have actually adopted an official multilingual approach: “*Singapore has 4 official languages i.e. Malay, Chinese, Tamil and English. Malay is the national language while English is the language of administration. A fundamental feature of Singapore’s education system is the bilingual policy which ensures that each child learns both English and his mother tongue so as to maintain an awareness of his cultural heritage whilst acquiring the skills to manage in a modern, industrialised economy.*”⁴¹

³⁹ The Indigenous and Tribal Peoples Convention (No. 169) was adopted in 1989 but as of April 2003 had attained only 17 ratifications, by mostly South American and Western European countries. The only party to this Convention in Asia is Fiji.

⁴⁰ 2nd and 3rd periodic reports of Thailand under the Convention on the Elimination of All Forms of Discrimination against Women, U.N. Doc. CEDAW/C/THA/2-3, 1997, para. 41.

⁴¹ Initial report of Singapore under the Convention on the Rights of the Child, April 2002.

5.4.2. The contents of education

International human rights law treats education as an end in itself as well as a means for attaining all other human rights. All international human rights treaties, therefore, include specific guidance for developing the contents of education. The key provisions are reproduced in Table 12. Their similar, often identical, provisions highlight the underlying global consensus.

Table 12: Human rights requirements for the contents of education

UNESCO Convention against Discrimination in Education (1960)

The States Parties to this Convention agree that: (a) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance and friendship among all nations, racial and religious groups, and shall further the activities of the United Nations for the maintenance of peace.

International Convention on the Elimination of All Forms of Racial Discrimination (1965)

States Parties undertake to adopt immediate and effective measures, particularly in the fields of teaching, education, culture and information, with a view to combating prejudices which lead to racial discrimination and to promoting understanding, tolerance and friendship among nations and racial or ethnical groups, as well as to propagating the purposes and principles of the Charter of the United Nations, the Universal Declaration of Human Rights, the United Nations Declaration on the Elimination of All Forms of Racial Discrimination, and this Convention.

International Covenant on Economic, Social and Cultural Rights (1966)

The States Parties to the present Covenant ... agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace ...

Convention on the Elimination of All Forms of Discrimination against Women (1979)

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on the basis of equality of men and women ... (c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging co-education and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods ...

ILO Indigenous and Tribal Peoples Convention (1989)

The imparting of general knowledge and skills that will help children belonging to the [indigenous and tribal] peoples to participate fully and on an equal footing in their own community and in the national community shall be the aim of education for these peoples.

Educational measures shall be taken among all sections of the national community, and particularly among those that are in most direct contact with the [indigenous and tribal] peoples, with the object of eliminating prejudices that they may harbour in respect of these peoples. To this end, efforts shall be made that history textbooks and other educational materials provide a fair, accurate and informative portrayal of the societies and cultures of these peoples.

Convention on the Rights of the Child (1989)

States Parties agree that the education of the child shall be directed to: (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential; (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations; (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate and for civilizations different from his or her own; (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin; (e) The development of respect for the natural environment.

These general provisions of international human rights treaties have been amplified and clarified through general comments by the respective treaty bodies. For example, the Committee on the Rights of the Child has elucidated a general comment on the aims of education, which recommends the translation of human rights requirements into educational syllabi, curricula, textbooks and methods of teaching and learning.⁴² The Office of the High Commissioner for Human Rights

⁴² *Committee on the Rights of the Child - The aims of education, General comment 1, U.N. Doc. CRC/GC/2001/1 (2001).*

(OHCHR) has produced a number of compilations of relevant documents within the United Nations Decade for Human Rights Education (1995-2004).⁴³

This process has, at the national level, included formal introduction of human rights in the curriculum. In Cambodia, “*the new curriculum includes human rights, the environment, food, the highway code, ethics and civics with the object of enabling students to achieve a better understanding of their place and role and to make themselves useful in society.*”⁴⁴ In the Philippines, “*Executive Order No. 27 issued on 4 July 1986 ... instructed the Department of Education, Culture and Sports (DESC) to include the study and understanding of human rights in the curricula of all levels of education and training in all schools.*”⁴⁵

There is often a marked difference between the values underpinning human rights education and those that were previously promoted in schools. An example of the broader outlook that rights-based education seeks to adopt can be found in Singapore: “*The importance of the family and filial responsibility are also inculcated in pupils ... The pupils are taught moral concepts such as family unity, love, respect and care for elders, communicating and co-operating with family members, sharing household responsibilities and upholding the sanctity of marriage and the importance of parenthood.*”⁴⁶

Another illustration is provided in the law of Myanmar, which stipulates that “*every child shall abide by the following: (i) upholding and abiding by the law; (ii) obeying the advice and instructions of parents or guardians; (iii) pursuing education peacefully in conformity with the guidance of teachers; (iv) abiding by school discipline, work discipline and community discipline; (v) cherishing and preserving the race, language, religion, culture, customs and traditions.*”⁴⁷

5.4.3. Methods of teaching and school discipline

There is often a huge gulf between formal commitments to education that aim to teach children how to learn and educational practices that go no further than helping children to memorize and accurately regurgitate facts under exam-conditions. A similar gap can be seen between the growing number of child-centred and child-friendly experimental teaching and learning projects on the one hand, and the many critical assessments of most school children’s learning experiences on the other, experiences which are often confined to rote learning.

⁴³ The website of the United Nations High Commissioner on Human Rights (www.unhcr.ch) includes a section on human rights education where these documents, and many others, can be found.

⁴⁴ Initial report of Cambodia under the Convention on the Rights of the Child, CRC/C/11/Add.16, 1998.

⁴⁵ Fourteenth periodic report of the Philippines under the Convention against Racial Discrimination, 1997, U.N. Doc. CERD/C/7299/Add.12, para. 28.

⁴⁶ Initial report under the Convention on the Rights of the Child, April 2002.

⁴⁷ Initial report under the Convention on the Rights of the Child, 1995, CRC/C/8/Add. 9, paras. 27 and 118.

One part of the explanation for these widely divergent education experiences is the sheer size of the education sector, which may encompass close to half of a country's population. Another explanation is the emphasis on achieving the global minimum standards for all children, which focuses attention on children with no access to school or whose schooling does not conform to the narrowest possible definition of "quality education".

The current trend of ranking learners, schools and countries according to their performance in tests that measure easily quantifiable learning outcomes has, paradoxically, jeopardized the general commitment to learning. Thus, rights-based education provides a useful pointer to the core objective of education, namely development of the ability to learn and to continue learning throughout life.

Education as a whole faces a considerable challenge in overcoming the denial of children's rights that has been going on for generations, in terms of defining children as the property of their parents or as the object of care and protection, rather than the subject of rights. The following is an illustration from Cambodia:

"In Cambodian society, parents or guardians are habitually heavy-handed and do not allow children to talk a great deal. Because of such oppression, children lack courage, initiative and determination in exercising their rights ... Many parents uphold the ancestral precept that 'children must respect their elders' and shape their children's thoughts to resemble their own ... Cambodia does not yet have a law expressly forbidding parents to strike their children."⁴⁸

Methods of teaching that use the threat of physical punishment as motivation to conform have been found incompatible with the core objectives and purposes of education. For this reason, the process of outlawing corporal punishment started in earnest in the 1990s, leading to changes throughout the world. Table 13 lists countries which have legally prohibited corporal punishment in school, demonstrating how rapid this process of change has been in all regions of the world.

Table 13: National legal prohibitions of corporal punishment in school

Albania, Andorra, Armenia, Austria, Azerbaijan, Bahrain, Belarus, Belgium, Bosnia and Herzegovina, Bulgaria, Burkina Faso, Cameroon, China, Colombia, Congo, Costa Rica, Croatia, Cyprus, Czech Republic, Denmark, Dominican Republic, Egypt, El Salvador, Eritrea, Estonia, Ethiopia, Fiji, Finland, France, Georgia, Germany, Greece, Guinea-Bissau, Honduras, Hong Kong, Hungary, Iceland, Indonesia, Iran, Iraq, Ireland, Israel, Italy, Japan, Kazakhstan, Kenya, Latvia, Liechtenstein, Lithuania, Luxembourg, Macedonia, Malawi, Maldives, Malta, Mauritius, Moldova, Monaco, Mongolia, Namibia, Netherlands, New Zealand, Norway, Oman, Philippines, Poland, Portugal, Qatar, Republic of Korea, Russia, Samoa, San Marino, Serbia, Slovakia, Slovenia, South Africa, Spain, Sri Lanka, Suriname, Sweden, Switzerland, Taiwan, Thailand, Trinidad and Tobago, Turkey, Uganda, Ukraine, United Kingdom, Uzbekistan, Zambia, Zimbabwe

Source: www.endcorporalpunishment.org January 2003

⁴⁸ *Initial report under the Convention on the Rights of the Child, CRC/C/11/Add.16, 1998.*

6. MAKING EDUCATION ADAPTABLE

There have been important changes in the terms used to refer to children with disabilities in recent years, which is one illustration of a broad and growing tendency to acknowledge that it is the education system that needs to adapt to children in a variety of ways, rather than forcing children to fit in with whatever nature of schooling may be on offer.

In the past decades, references to children as “defective” or “disabled” have been replaced by terms such as “special needs”, to emphasize the fact that children include both slow and fast learners, and that there is no “norm” against which a child’s abilities can be measured. The underlying rationale has been to recognize children as individuals, as international human rights requires, rather than designing and implementing education for an average “statistical child” who simply does not exist.

The lack of access to quality education leads to exclusion from the labour market, which perpetuates and increases poverty; however, education alone cannot lead people out of poverty. Rights-based education therefore strives towards aligning different sectors (such as education and employment) within a common conceptual framework. This framework emanates from universally-recognized human rights. Because human rights are interrelated and interdependent, the enjoyment of the right to education leads to the exercise of other human rights, while its denial precludes the enjoyment of most, if not all, other rights. Thus, rights-based education goes much further than simply examining the outcomes of education by assessing its impact on all areas of human rights.

6.1. Adapting schooling to children

There are a number of options available in terms of how to approach both all-inclusive and special education, and different countries adopt various strategies. For example, they may choose a uniform public school system or encourage a diversity of specialized schools; some decide all children should be educated in school while others allow parents to educate their children themselves.

The literature on the beneficial and harmful effects of each of these approaches is voluminous, and there is extensive research scrutinizing how minimum human rights standards should be incorporated into each of these strategies. This reflects the flexibility of international human rights law; it does not suggest, least of all impose, a one-size-fits-all recipe. Rather, it requires a careful analysis of all relevant human rights standards and elaboration of different models through which these can be translated into practice.

The human rights approach necessitates an explicit affirmation that each individual is the subject of equal rights: “All different, all equal” is a slogan often used to express this commitment. In education, however, the performance of learners in standardized tests is the most frequently-used indicator of the quality of an education system. These tests relate to the students’ achievements in specific parts of the curriculum, usually those that are the easiest to quantify, such as mathematics and science. Their results are often converted into national and

international schools and country tables, and attract considerable attention as well as influencing graduates' employment prospects. A definition of education as an investment often leads to success being measured by the salary levels enjoyed subsequent to graduation. The phenomenon of graduate unemployment, however, might point to a discord between education and the labour market.

In addition to the transmission of knowledge, education is the key vehicle for passing on values from one generation to the next. From a human rights perspective, therefore, the entire education system must conform to globally-accepted standards, which includes curricular contents, and the quality of that system is assessed according to the contribution it makes to the enjoyment of all other human rights within society in general.

In this way, otherwise well-rounded education systems may be faulted for their failure to eradicate the inter-generational transmission of racism or xenophobia, and segregated education may be faulted for fostering disintegration of society or even inter-community conflicts. The indivisibility of human rights necessitates assessing the contribution of education to the enhancement of *all* human rights. This is, as yet, an unexplored area. One important reason for this is the sectoral orientation of education, while the rights-based approach emphasizes a cross-sectoral outlook. The particular focus of human rights treaties on the elimination of gender and racial discrimination indicates the issues that are to be prioritized. Moreover, specific provisions for curricular content highlight the kinds of adjustment needed in all areas of education to underpin the promotion of human rights.

Turning the statements contained within the many treaties and conventions into a reality is gradually being made easier by the diverse experiences acquired around the world over the past few decades. These have revealed the need to broaden the focus from *hardware* (funding, schools, teachers or tests) to *software* so as to capture the qualitative dimensions of education, as well as to foster greater dialogue between education and society.

There is no ready-made recipe that would be suitable everywhere. Rather, human rights standards provide guidance on the substantive and procedural standards that ought to be translated into models best suited for particular countries and communities. The Committee on the Rights of the Child has described the process in the following way:

“Efforts to promote understanding, tolerance and friendship ... might not always be automatically compatible with policies designed to develop respect for the child's own cultural identity, language and values, for national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own. But in fact, part of the importance of [Article 29] lies precisely in its recognition of the need for a balanced approach to education and one which succeeds in reconciling diverse values through dialogue and respect for difference.”⁴⁹

⁴⁹ *Committee on the Rights of the Child - The aims of education, General comment 1, U.N. Doc. CRC/GC/2001/1 (2001).*

6.2. Enhancing the desired impact of education

6.2.1. Eliminating child labour

The widespread ratification of the ILO Convention on Intolerable Forms of Child Labour⁵⁰ and the rapid expansion of IPEC/ILO programmes into many countries⁵¹ have provided the impetus for sweeping changes in child labour practices.

Child labour

The linkage between education and work also requires a close examination of the length, quality, orientation and contents of a country's schools system, in terms of its ability adequately to prepare students for earning an income. The phenomenon of graduate unemployment indicates the need to closely link education and the labour market (including self-employment and the formal and informal sectors).

Minimum age for employment

The international human rights framework provides useful guidance by linking the school-leaving age with the minimum age for employment, set by the ILO in 1921 at 14. In 1946, the ILO recommended it be raised to 16. Specific legal commitments were attained in 1973 through the ILO Minimum Age Convention, and each ratifying country has thereby determined the general minimum age for employment. These are included in Table 14 for all countries that have become party to this Convention.

The varying definitions of primary and/or basic education, as well as differing lengths and levels of enforcement of compulsory schooling, make age-related categorizations all the more important. This kind of information is useful in the elimination of intolerable forms of child labour and provision of education to working children, as well as combating child marriage. Problems stemming from inconsistent minimum-age laws were described in 1996 by Thailand (before compulsory education was prolonged from six to nine years, then to 14 years in early 2004):

“The minimum compulsory school age creates a problem for child employment when compared with the minimum employment age. Children are only about 11 or 12 years old when they complete compulsory primary school, too young for the labour market which allows legal entry only to 13-year-olds. Since

⁵⁰ *ILO Convention 182 Concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour defines the child as anybody under the age of 18. The entitlement to free basic education is thus broadened to encompass all children who have been removed from the worst forms of child labour, even if they are above the school-leaving age. In April 2003, this Convention had been ratified by 136 countries.*

⁵¹ *The first global report under the ILO Declaration on Fundamental Principles and Rights at Work, wherein the effective abolition of child labour was singled out as one of the four categories for follow-up, listed 75 IPEC participating countries. In Asia, 11 had signed a Memorandum of Understanding with IPEC (Bangladesh, Cambodia, India, Indonesia, Laos, Nepal, Mongolia, Pakistan, Philippines, Sri Lanka, and Thailand); China and Viet Nam were categorized as associated with IPEC. International Labour Office - A Future without Child Labour. Global Report under the Follow-up to the ILO Declaration on Fundamental Principles and Rights at Work, International Labour Conference, 90th session (2002), Report I (B), p. 137.*

Table 14: Legally-determined minimum age for employment⁵²

| | |
|----|---|
| 14 | Angola, Argentina, Bahamas, Belize, Benin, Bolivia, Botswana, Cambodia, Cameroon, Central African Republic, Colombia, Congo/Brazzaville, Congo/Kinshasa, Dominican Republic, Ecuador, Egypt, El Salvador, Equatorial Guinea, Eritrea, Ethiopia, Gambia, Guatemala, Honduras, Malawi, Mauritania, Namibia, Nepal, Nicaragua, Niger, Panama, Peru, Rwanda, Sri Lanka, Sudan, Tanzania, Togo, Uganda, Venezuela, Yemen, Zimbabwe |
| 15 | Austria, Barbados, Belgium, Bosnia and Herzegovina, Burkina Faso, Chile, Costa Rica, Croatia, Cuba, Cyprus, Denmark, Dominica, Fiji, Finland, Georgia, Germany, Greece, Guyana, Iceland, Indonesia, Iraq, Ireland, Israel, Italy, Japan, Kuwait, Lesotho, Libya, Luxembourg, Macedonia, Madagascar, Malaysia, Mali, Mauritius, Mongolia, Morocco, Netherlands, Nigeria, Norway, Philippines, Poland, Republic of Korea, Senegal, Seychelles, Slovakia, Slovenia, South Africa, Swaziland, Sweden, Switzerland, Syria, Turkey, United Arab Emirates, Uruguay, Yugoslavia, Zambia |
| 16 | Albania, Algeria, Antigua and Barbuda, Azerbaijan, Belarus, Brazil, Bulgaria, Burundi, China, France, Hungary, Jordan, Kazakhstan, Kenya, Kyrgyzstan, Lithuania, Malta, Moldova, Papua New Guinea, Portugal, Romania, Russia, San Marino, Spain, Tajikistan, Tunisia, Ukraine, United Kingdom |

just over half of the primary school graduates chose to continue to secondary level in the last decade, many have been entering the labour market illegally. Besides, child labour has traditionally been an important source of free labour in rural farming areas and parents will be hard put to find alternative sources of labour.”⁵³

6.2.2. Eliminating child marriage

The emphasis on eliminating all forms of discrimination against girls and women is shared by both international human rights instruments and EFA policies. Moreover, there is a host of global strategies reinforcing this approach, which range from development co-operation to poverty eradication, and are endorsed not only by individual governments but also by inter-governmental development finance institutions.

The global commitment to eliminate gender disparities in primary and secondary education by the year 2005 is the first time-bound goal agreed upon at Dakar. It is, therefore, timely to review progress towards its attainment at the national level. The purpose is to identify remaining obstacles and to forge effective strategies

to facilitate the achievement of the goal within the agreed time-frame.

Gender disparities

Efforts to remedy the unequal enrolment of girls in primary schools have included extending incentives to parents and increasing the availability of, and thereby access to, schools for girls. These moves have included introducing requirements for primary schools to enrol a specific percentage of girls, the establishment of special schools for girls, and the recruitment and training of female teachers. Experiences have shown that initiatives to increase the enrolment of girls and the recruitment of female teachers can be seen to yield short-term results, but these may not be sustained. One reason is often the feminization of teaching for the youngest children in contrast to the paucity of women in education policy-making.

Excerpts from government reports under human rights treaties often highlight this phenomenon. In Myanmar, “*female teachers outnumber male teachers at the*

⁵² States that have become party to the ILO Minimum Age Convention, 1973 (No. 138) have had to formally declare the minimum age for employment when ratifying that treaty. There had been 124 ratifications by April 2003 and the minimum ages for employment are derived from them.

⁵³ Initial report under the Child Rights Convention, 1996, U.N. Doc. CRC/C/11/Add.13, para. 115.

Table 15: Out-of-school obstacles for girls education

| Country | Unpaid household work | Early marriage | Pregnancy |
|--------------------------|-----------------------|----------------|-----------|
| Bangladesh | | X | |
| Brunei | | X | |
| Chile | | | X |
| Central African Republic | | X | |
| Dominican Republic | | | X |
| Ethiopia | | X | |
| Gambia | | X | X |
| India | | X | X |
| Indonesia | | X | X |
| Jordan | | X | X |
| Kyrgyzstan | | X | |
| Lebanon | | X | X |
| Lesotho | | | X |
| Nepal | | X | X |
| Niger | | X | |
| Pakistan | | X | X |
| Papua New Guinea | X | X | |
| Paraguay | | | X |
| Saudi Arabia | | X | |
| Solomon Islands | | X | |
| Sri Lanka | X | X | |
| Syria | | X | |
| Tajikistan | | X | |
| Tanzania | X | | X |
| Togo | | X | |
| Uzbekistan | | X | |

Source: Government reports under the Convention on the Rights of the Child (CRC) and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).

primary and secondary levels; in 1996/97, female teachers were 79 per cent and 75 per cent, respectively, of the total.”⁵⁴ In the Philippines, “women’s disproportionate under-representation in top-level positions in all areas affecting people’s lives continues to be evident. This is particularly observed in the education sector where women constitute the majority of the schoolteachers but are not equitably represented as the positions go up.”⁵⁵

The reasons why the elimination of gender disparities is often hard to sustain routinely point to factors outside schools and the education sector in general. Therefore, the principle of the indivisibility of human rights provides helpful guidance as it requires the examination of the entire legal status of girls and women in society, as well as the sources which determine that status.

In many countries, interpersonal relations between individuals, and within families and communities, are governed by religious law or societal custom. In duty-based societies, communitarian values take precedence over individual rights. Hence, a broad range of interdependent factors shape the impact of global strategies aiming at gender equality. Those most often identified by the governments themselves in their reports under human rights treaties are listed in Table 15.

The ways in which girls are able to put their education to practical use, especially in terms of their economic rights, influences the effectiveness of education and underscores the

rationale of the rights-based, cross-sectoral approach. Inconsistencies among education laws, laws regulating family status, and those regulating economic and labour status impede effective and self-sustaining change.⁵⁶

⁵⁴ Initial report of Myanmar under the Convention on the Elimination of All Forms of Discrimination against Women, CEDAW/C/MMR/1, 1999.

⁵⁵ Fourth periodic report of the Philippines under the Convention on the Elimination of All Forms of Discrimination against Women, 1996, U.N. Doc. CEDAW/C/PHI/4, para. 162.

⁵⁶ Economic and Social Commission for Asia and the Pacific - Human Rights and Legal Status of Women in the Asian and Pacific Region, United Nations, New York, 1997, p. 42.

Table 16: Minimum age for marriage

| STATUTORY MINIMUM AGE LOWER FOR GIRLS THAN FOR BOYS | COUNTRIES FOLLOWING RELIGIOUS OR CUSTOMARY LAWS | NO MINIMUM AGE FOR MARRIAGE |
|---|---|-----------------------------|
| Austria 15/18 | Bangladesh | Benin |
| Bolivia 14/16 | Burkina Faso | Chad |
| Chile 12/14 | Ethiopia | Comoros |
| Dominican Rep. 15/16 | Guinea-Bissau | Cote d'Ivoire |
| Guatemala 14/16 | India | Ghana |
| Jordan 15/16 | Indonesia | Grenada |
| Kuwait 15/17 | Mali | Guinea |
| Mexico 14/16 | Namibia | Guinea-Bissau |
| Nicaragua 14/15 | Sri Lanka | Kenya |
| Moldova 14/16 | Tanzania | Lesotho |
| St Vincent 15/16 | Zambia | Malawi |
| South Africa 12/14 | Zimbabwe | Maldives |
| Suriname 13/15 | | Mauritania |
| Trinidad and Tobago 12/14 | | Niger |
| | | Saudi Arabia |
| | | Sierra Leone |
| | | Sudan |

Source: Government reports under the Convention on the Rights of the Child (CRC) and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).

Domestic and extra-curricular expectations upon girls are among the most common factors depriving them of the right to attend school. Girls who are required to perform household chores must adapt their school schedule to the daily and seasonal rhythm of subsistence food production or family life, and since poor families depend on the work of each member of the family for their survival, it is often necessary for work to take priority. The ILO's experiences in moving children out of labour and into school has demonstrated the advantage of supplementing prohibitions and condemnations with investment in the promotion of human rights.⁵⁷

Lengthening of girls' education has proved successful in delaying both marriage and childbearing; thus, it complements and strengthens efforts to eliminate child marriage. However, the abyss between official statistics and reality is striking with regard to child marriage. Where it is illegal, it is not statistically recorded, so officially recorded marriages reflect only those marriages that are in compliance with the law.

Child marriage

Child marriage is a tremendous obstacle to girls' education because the minimum age at which girls can marry is often very low, as Table 16 illustrates, and sometimes there may be no minimum age at all. Moreover, parents may consider investment in their daughter's education to be a waste of money, in part influenced by local custom. In Bangladesh, for example, *"marriage of a female child often entails a considerable financial burden on the parents, and it is often perceived that investments made in the education of the girl child may not benefit her own family but the family of her husband and in-laws."*⁵⁸

The left column in Table 16 lists countries where the minimum age is particularly low, which inevitably inhibits the education of girls. It also highlights the still prevalent discriminatory practice of setting a lower minimum age for marriage for girls than for boys. The middle column contains countries where there is divergence between the national law, and religious or customary laws, even when they openly defy the country's own legal commitments to equal rights for girls and women. The right column lists countries where there is no minimum age for marriage, where girls can be legally married during or even before primary school.

⁵⁷ *The Memorandum of Understanding between the Bangladesh Garment Manufacturers and Export Association with UNICEF and the ILO of 4 July 1995, and the Partners' Agreement to Eliminate Child Labour in Soccer Ball Industry in Pakistan between the Sialkot Chamber of Commerce and Industry, the ILO and UNICEF of 14 February 1997.*

⁵⁸ *CRC/C/3/Add.38, 1995, para. 52.*

Table 16 also highlights the difficulties attached to monitoring child marriage world wide. In contrast to the global commitment towards eliminating child labour, the issue of child marriage has not united the public and governments to the same extent. Although the wording contained in two relevant human rights treaties urges parties to prohibit child marriage, reservations to these provisions undermine their translation into practice. The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) is not fully supported in its efforts to i) diminish the authority of religious and customary laws, and ii) promote girls' and women's rights with respect to marriage and family.⁵⁹

The Convention on the Rights of the Child has attracted a similar lack of commitment, with some parties reluctant to implement changes to laws and practices that legitimize school-age children – especially girls – being married.⁶⁰ The Committee on the Rights of the Child is constantly reminding governments of the necessity to bestow equal rights upon girls. In India, it noted, “*religion based personal status laws perpetuate gender inequality in areas such as marriage.*”⁶¹ In Bangladesh, the statutory minimum age of marriage set at 18 does not apply to the majority of the population, nor is 14 as the age of sexual consent enforced. Official statistics reveal girls are married as young as 10 years old, and maybe even younger, and the majority of girls have children while they are still legally children themselves:

“Among married adolescents, 26 per cent of 10-14-year olds and 38 per cent of 15-19-year olds use some form of contraception ... 5 per cent of 10-14-year olds and 48 per cent of 15-19-year olds are currently married.”⁶²

In some countries that apply shariah law, no minimum age for marriage may be set. In Brunei Darussalam, “*sexual intercourse by a man with his own wife, the wife not being under 13 years of age, is not rape.*”⁶³ Poverty compounds adolescent childbearing: “*In Indonesia, the Philippines and Viet Nam, the poorest adolescents are nearly seven times as likely to have children as their better-off counterparts.*”⁶⁴

All-encompassing and prolonged education has been shown to decrease population growth and, thus, the numbers of children to be educated in the future. The association between women's education and their fertility is a particular

⁵⁹ Tomasevski, K. - A Handbook on CEDAW, the Convention on the Elimination of All Forms of Discrimination against Women, Swedish Ministry for Foreign Affairs/Sida, Stockholm, 1999, pp. 16 and 37.

⁶⁰ Tomasevski, K. - Women, in: Eide, A. Et al. (eds.) - Economic, Social and Cultural Rights, Martinus Nijhoff Publishers, Dordrecht, 1995, pp. 275-281.

⁶¹ CRC/C/94, 2000, para. 64.

⁶² CRC/C/65/Add.22, 2001, paras. 208 and 222.

⁶³ CRC/C/61/Add.5, 2001, paras. 35 and 38.

⁶⁴ UNFPA State of the World Population 2002, New York, 2003, p. 37.

Table 17: Effects of the length of education on the age of marriage⁶⁷

| Country | Less than 7 years of school | More than 7 years of school |
|----------------------|-----------------------------|-----------------------------|
| AFRICA | | |
| Botswana | 26% | 15% |
| Burundi | 45% | 25% |
| Cameroon | 90% | 49% |
| Ghana | 73% | 55% |
| Kenya | 70% | 36% |
| Liberia | 74% | 42% |
| Mali | 93% | 79% |
| Namibia | 32% | 12% |
| Niger | 92% | 28% |
| Nigeria | 83% | 33% |
| Senegal | 75% | 28% |
| Tanzania | 80% | 54% |
| Togo | 71% | 28% |
| Uganda | 79% | 55% |
| Zambia | 85% | 48% |
| Zimbabwe | 75% | 28% |
| ASIA | | |
| Indonesia | 70% | 23% |
| Pakistan | 57% | 19% |
| Philippines | 50% | 23% |
| Thailand | 47% | 14% |
| LATIN AMERICA | | |
| Bolivia | 53% | 30% |
| Brazil | 53% | 24% |
| Colombia | 52% | 26% |
| Dominican Republic | 77% | 36% |
| Ecuador | 63% | 30% |
| El Salvador | 73% | 33% |
| Guatemala | 67% | 28% |
| Mexico | 66% | 26% |
| Paraguay | 53% | 24% |
| Peru | 64% | 21% |
| MIDDLE EAST | | |
| Egypt | 69% | 21% |
| Jordan | 47% | 27% |
| Morocco | 38% | 11% |
| Sudan | 52% | 17% |
| Tunisia | 25% | 9% |
| Yemen | 68% | 26% |
| OECD | | |
| France | 52% | 28% |
| Japan | 27% | 2% |
| USA | 45% | 16% |

Source: Singh, S. and Samara, R. - Early marriage among women in developing countries, *International Family Planning Perspectives*, vol. 22, No. 4, December 1996, p. 153.

focus, because education is generally expected to result in fewer and healthier children. Sex education has been introduced in a few countries in the world, and the example of Singapore is illustrative of the changing trend:

“A Sexuality Education Programme was implemented in early 2001 by the Ministry of Education for students aged 11 to 18 years. The programme involving at least 6 hours of sexuality education goes beyond the basics of sex and contraception. Younger children learn about puberty and the changes that happen to their bodies. Teenagers in secondary school learn about boy-girl relationships, pregnancy, pornography, dangers of sexually transmitted diseases, sexual harassment, etc... The programme aims to reinforce core values such as responsibility, commitment, respect for self and others. Topics such as abortion have been included to address the problem of teenage abortions.”⁶⁵

Statistics show that when education lasts for longer than seven years there is a tangible effect on fertility levels.⁶⁶ Table 17 illustrates the effects that the length of education has on the age at which girls are married, used as a proxy for child-bearing figures. Figures represent the percentage of married women between the ages of 20 and 24 who had received respectively less or more than seven years of education.

The length of schooling is, of course, only one aspect of how education can help achieve gender equality. The content of education is also crucially important. One country report presents a typical depiction of gender roles that could be

⁶⁵ *Second periodic report of Singapore under the Convention on the Elimination of All Forms of Discrimination against Women, 2001, U.N. Doc. CEDAW/C/SGP/2, para. 2.5.*

⁶⁶ *Women's Education and Fertility Behaviour. Recent Evidence from the Demographic and Health Surveys, U.N. Doc. ST/ESA/SER.R/137, United Nations, New York, 1995, p. 30.*

⁶⁷ *Women aged 20-24 who were married before 20, by years of schooling*

Eliminating
gender
stereotypes

describing one of many countries around the world: “*Women’s duties include bringing up children, as well as other household duties.*”⁶⁸ Quite a few countries have consequently begun revising their schools’ curricula to identify and eliminate this kind of discriminatory and/or stereotyped portrayal of girls and women.

In Thailand, for example, “[a]t the primary level, a major NCWA [National Council for Women’s Affairs] study found very significant stereotyping in the standard textbooks used in virtually all schools. The study found that overall in the textbooks male characters appeared twice as often as female characters and that the message presented by these texts was that men and women have different and unequal roles, and that men’s status is superior to women’s. The books presented men as the leaders or administrators in the community, and as family breadwinners. Women are generally presented as housewives, cooks and child carers, and as supplementary income earners in poorer families ... The NCWA has recommended the establishment of an ongoing supervisory system to oversee the production of all future new texts.”⁶⁹

The Committee on the Rights of the Child has urged that the image of women be changed “*in school textbooks by adopting suitable messages to combat inequalities, stereotypes and social apathy.*”⁷⁰ At the national level, an example from Singapore depicts the scope of the challenge:

“Schools continue to play pivotal roles in reinforcing and perpetuating sex-role stereotyping and sexist concepts are still found in the curricula, textbooks and instructional materials ... There is a need therefore to continuously review the curricula and educational and instructional materials across levels vis-?-vis their relevance to the changing roles of women and men ... As in the educational institutions, women continue to be portrayed in very limited, sexist and stereotyped roles in the news, radio, television programmes, advertisements and movies. There is an overabundance of movies that portray women as victims, sex objects, weaklings and hopeless romantics.”⁷¹

⁶⁸ Initial report of Laos under the Convention on the Rights of the Child, CRC/C/8/Add.32, 1996.

⁶⁹ 2nd and 3rd periodic reports of Thailand under the Convention on the Elimination of All Forms of Discrimination against Women, U.N. Doc. CEDAW/C/THA/2-3, 1997, paras. 160 and 168.

⁷⁰ Committee on the Rights of the Child - Report on the eighth session (Geneva, 9-27 January 1995), U.N. Doc. CRC/C/38, 20 February 1995, General debate on the girl child, 21 January 1995, Annex V, para. 3 (a), p. 72.

⁷¹ Fourth periodic report of Singapore under the Convention on the Elimination of All Forms of Discrimination against Women, U.N. Doc. CEDAW/C/PHI/4, 1996, paras. 44-45, 157, and 320.

7. KEY ISSUES ON THE MICRO LEVEL

Just as human rights are declared universal, so too are the problems associated with ensuring they are upheld. Similar, often identical problems are encountered in different countries, and each country can benefit from the experiences of others. Therefore, while country-specific forces will inevitably come into play and there may be the need for gathering different types of data to document underlying obstacles, the rights-based approach to education provides a toolbox of collective experiences for identifying and solving problems within a global framework.

Infrastructure

Human rights law has introduced two procedural innovations: the first of these is to affirm that every individual – including the child – is the subject of equal rights; the second and related development has been to establish broad mechanisms necessary to articulate those rights and ensure they are implemented and upheld at every level of society. Rights-based education depends upon regulatory and institutional coherence; human rights obligations refer to all parts of the government, regardless of the division of power and responsibilities, and require the development of a uniform and comprehensive legal framework for education that takes into account the goals of Education for All and the various roles of government departments in achieving them. These obligations very often span a large number of government and public bodies; for example, in Singapore, 13 ministries and agencies are encompassed by the Inter-Ministerial Committee on the CEDAW.⁷²

Clearly, it would be meaningless to assert human rights without establishing effective procedures for redress in the case of their denial. Explicit in individual rights, therefore, is the right to due process and the means for grievances to be given a fair hearing. For this reason, side by side with the evolution of human rights law has been the establishment of institutional infrastructures, both legal and extra-legal, for dealing with human rights violations, with judiciaries and human rights commissions around the world playing a vital role.

Contrary to the frequent perception of enforceable human rights as being limited to the civil or political spheres, human rights commissions tend to have much of their caseload dominated by complaints against violations of economic and social rights. For example, some 44.5 per cent of the cases dealt with by Indonesia's National Commission on Human Rights in the year 2000 were classified as violations of the right to welfare.⁷³

Table 18 shows how rights-based education can be put into operation, which new questions it raises, and what guidance it provides for the qualitative and quantitative data that need to be collated from the existing statistics or, sometimes, created anew.

⁷² *Second periodic report of Singapore, U.N. Doc. CEDAW/C/SGP/2, 2001, para 2.1.*

⁷³ *The National Commission on Human Rights Indonesia - Annual Report 2000, Jakarta, 2001, p. 69.*

Table 18: Best practices in monitoring rights-based education

| | KEY ISSUES | BEST PRACTICES |
|---------------|--|--|
| AVAILABILITY | <p>(1) Correspondence between budgetary allocations and human rights obligations</p> <p>(2) Congruence between available educational provision (formal schooling, private and out-of-school education) and school-aged children</p> <p>(3) The teaching profession</p> | <p>(1) Budgetary allocations based on the estimated cost of quality education for all obligatory, complemented by human rights correctives and remedies for non-compliance</p> <p>(2) Identification of gaps in coverage and measures to close them</p> <p>(3) Observance of human rights and labour law standards for teachers</p> |
| ACCESSIBILITY | <p>(4) Continuous monitoring of out-of-school children and the identification of reasons for non participation</p> <p>(5) Identification of all obstacles to completion of compulsory education by all children</p> | <p>(4) Measures ensuring access to school for excluded children, or provision of education where the children are</p> <p>(5) Comprehensive strategy for the elimination of all obstacles (legal, administrative, financial, etc.)</p> |
| ADAPTABILITY | <p>(6) Specification of quality standards</p> <p>(7) Rights-based teaching</p> <p>(8) Elimination of all barriers to learning</p> | <p>(6) Supervision of all educational institutions to ensure conformity with quality standards</p> <p>(7) Human rights safeguards for the contents of curricula and textbooks, methods of instruction, discipline, etc.</p> <p>(8) Adjustment to language, religion, provenance, disability, family environment, health status, etc.</p> |
| ACCEPTABILITY | <p>(9) Concordance of age-determined rights</p> <p>(10) Moulding education to enhance all human rights</p> | <p>(9) Child-rights approach to all age-determined rights (education, work, marriage, etc.)</p> <p>(10) Human rights impact assessment (e.g. graduate unemployment, economic and social exclusion, gender equality, conflict-prevention, etc.)</p> |

8. HUMAN RIGHTS QUESTIONS ON THE MACRO LEVEL

There are considerable differences in the kinds of language used to articulate education strategies around the world, which reflect great diversity in the underlying definitions of, and approaches to, education. Education can be defined in a great many ways from a great many perspectives: as a means for increasing an individual's earning capacity, for example, or for reducing birth rates. An economist, meanwhile, may define education as the efficient production of human capital and consider human rights dimensions as external to it. Such a definition will obviously have different implications for education than one wherein people are seen as the subjects of rights.

Mainstreaming human rights in education

Human rights law calls for the mainstreaming of human rights throughout the teaching and learning process; from this perspective, education is both an end in itself as well as a means for achieving other goals. This contrasts markedly with the human-capital approach, as illustrated by the obstacles faced by children with physical and learning disabilities in some countries. The costs involved in meeting the needs of children with physical disabilities, for example in terms of wheelchair access, and those with special learning needs, are deemed by some authorities to be too great considering the minimal returns they expect to receive.

This type of reasoning challenges the very premise on which the notion of human rights is based, namely the equal worth of all human beings, and the importance of education *for all*.

This difference in emphasis demonstrates the need for a consistent and comprehensive human rights approach to education so as to integrate human rights in domestic as well as international strategies and monitoring mechanisms.

Globalization vs. localization

The relationship between the dual trends of globalization and localization also has a bearing on rights-based education. On the global level, education strategies range from efforts to provide primary schooling for all children to ensuring the quality of internationally-traded education services. At the national level, meanwhile, education comes under the responsibility of regional or local authorities, and the growing trend towards decentralization in many countries further establishes local control over education policy. Globalization particularly affects the upper levels of education, with universities becoming a traded service in most countries, as well as internationally, while primary education remains localized. Local languages, customs and cultures are transmitted from one generation to another at this stage as the basic safeguard against their loss.

A large number of governmental and inter-governmental institutions co-operate on education, with concerns ranging from finance to gender to graduate unemployment. However, though there may be co-operation, many aspects of education are nonetheless dealt with by separate government agencies or public bodies. The unique advantage of the human rights approach, therefore, is its

comprehensive legal framework, applicable regardless of horizontal or vertical divisions of responsibility, and it is this symmetry that ensures sustainability. It associates individual entitlements with the corresponding government obligations, linking empowerment with accountability.

Human rights interact with every branch of government and extend to every part of society, and therefore mainstreaming requires a coherent approach among and between regulatory and institutional bodies. In particular, the rule of law must be broadened to include macroeconomic and education strategies, especially in terms of working to eliminate financial barriers to schooling.

Domestically, payment of taxes that fund education and policy implementation ensures the collective participation of the whole community. Internationally, the universality of the right to education is premised on global cooperation in order to achieve equal access by offering assistance to less economically developed countries.

Importantly, the scope of human rights commissions must extend far beyond the legal system, since the political and macroeconomic policies themselves can jeopardize or undermine individual entitlements. Anticipating the human rights impact of particular policies is therefore a necessary part of the monitoring process.

The orientation of global development strategies towards eradicating poverty offers a powerful opportunity to mainstream human rights and gender equality in education. There is a close relationship between poverty, the denial of the right to education and gender discrimination, and these combine and interact, trapping new generations – especially girls – into a downward spiral of denied rights and poverty.

A lack of access to education and the denial of their right to work, and of their rights at work, lead to women’s financial dependence on male members of their family, and this increases poverty among girls and women, which perpetuates ignorance, and so it goes on. This relationship between poverty and ignorance provides the justification for rights-based education. Human rights mainstreaming usefully complements the current focus on the means of education, namely the priority for *all* children to start and finish primary school, by asking: education for *what*?

One important purpose of education is the provision of knowledge about human rights, especially those of girls and women. While there has been considerable progress on this front in some countries around the world, in many others the process has barely begun, as illustrated by the self-assessments of Papua New Guinea and the Solomon Islands:

“[In Papua New Guinea, t]he Constitution, domestic law and the Convention are not yet meaningful in the lives of many rural children. Prevailing ‘traditional acceptance’ regarding the age of marriage and other issues relating to the protection of the child make both domestic law and the Convention insignificant in the lives

of children in many remote and traditional villages. This fact poses serious problems, even though it is considered to be a temporary situation.”⁷⁴

“In certain areas of the [Solomon Islands], customary marriage practices may, for example, allow a female child of comparatively young age to be married to a person chosen by her parents, but against her own will. In such cases any potential advocate for the girl’s interests might be deterred for several reasons. Persons who might help would not be welcome interfering in family affairs. Such persons may also be uninformed of the child’s legal rights under the Constitution. Or an advocate may not be willing to disrupt the highly valued cohesion of the community in such a circumstance. Though such hypothetical situations may or may not be uncommon, a legal case must be presented before the strength of the constitutional protection can be effectively measured.”⁷⁵

8.1. All-inclusive education or separate schools?

National constitutions and laws vary considerably in their approach to the question of whether all children should be educated together. Some envisage a country-wide, uniform network of public schools, others guarantee plurality by affirming the freedom of parents and communities to establish and operate educational institutions of many kinds. In Indonesia, for example, the 1999 Law on Human Rights has stipulated that “*every child has the right to access to education and schooling as befits [every child’s] interests, talents and intellectual capacity.*” The dual system of public and private, free and fee-based, religious and secular schools has thereby been enshrined in national law, which also guarantees freedom for fund-raising for “*private schooling and education*”.⁷⁶

Religious/ secular schools

As far as religious versus secular education is concerned, some constitutions affirm that education can be provided by religious communities, while others regulate religious education in public schools. For example, the 1957 Constitution of Malaysia and the 1963 Constitution of Singapore specify that “*every religious group has the right to establish and maintain institutions for the education of children in its own religion, and there shall be no discrimination on the ground only of religion in any law relating to such institutions or in the administration of such law.*”

This kind of approach safeguards the collective religious and/or linguistic identity of particular communities, but raises important questions from the viewpoint of individual rights, as well as challenging the role of education as a public good. The parallel existence of public and private schools raises two particularly important issues:

⁷⁴ Report by Papua New Guinea, CRC/C/28/Add.20 of 21 July 2003, para. 80.

⁷⁵ Report by Solomon Islands, CRC/C/51/add.6 of 12 July 2002, para. 476.

⁷⁶ The House of Representatives of the Republic of Indonesia - Legislation Number 39 of 1999 Concerning Human Rights, Jakarta, 23 September 1999, State Gazette of the Republic of Indonesia No. 165 of 1999.

- first, the public-/private-school divide may replicate, and indeed contribute to, existing material inequalities within and between communities; the poverty gap often coincides with racial, ethnic, religious or linguistic divisions in society, and there needs to be a thoughtful examination of the existing models of education, and how these can help eliminate discrimination and enhance societal inclusion through participatory approaches;

- second, governments are now seen to have even greater responsibility to education: in addition to ensuring that all educational institutions conform to prescribed quality standards, they must also guarantee that those standards are informed by a clear commitment to human rights. The contents of educational curricula and textbooks, methods of instruction, or administration of school discipline may conflict with universally guaranteed human rights, especially the rights of the child.

To meet their human rights obligations, therefore, governments must carefully and thoughtfully weigh up the impact of the different schools systems on achieving education for all. We have noted that various grounds of exclusion and discrimination combine, trapping new generations – especially girls – in a vicious circle where a lack of access to education leads to their exclusion from the labour market, which then reinforces and increases individual and familial poverty. The lack of recognition of basic rights, starting with the right to registration at birth and the right to citizenship, inevitably leads to children being denied the right to education. Domestic servants may start working at the age of four, at least 80 per cent are girls, and 70 per cent come from categories victimized by discrimination, such as ethnic minorities or migrants.⁷⁷

*Stages in
achieving
all-inclusive
education*

*Education as a
right*

There are four typical stages that can be identified as education systems move towards establishing an all-inclusive policy. The first stage involves recognizing education as a right. Where the right to education is recognized, non-citizens are often explicitly excluded. Children without identity documents may be implicitly denied entry where such documents are required for enrolment. In many countries, non-citizens are denied the right to any kind of schooling. The Convention on the Rights of the Child unequivocally asserts that every child has the right to education, but reports under human rights treaties have revealed that a lack of citizenship may constitute the most widespread legal obstacle to the enjoyment of this right. Again, girls and women are particularly victimized, because gender discrimination is often embedded in laws which may state that a child can only acquire the citizenship of its father.

Where there is a recognition of education as a human right, the second stage involves segregation, whereby girls, indigenous people, children with disabilities, or members of minorities are given access to education but confined to separate, routinely inferior schools.

⁷⁷ *Sub-commission on the Promotion and Protection of Human Rights - Child domestic workers in Benin, Costa Rica and India. Submission by Anti-Slavery International to the 25th session of the Working Group on Contemporary Forms of Slavery, Geneva, 14-23 June 2000.*

Towards integration

The third stage involves moving from segregation towards integration. Groups newly admitted to mainstream schools have to adapt, abandoning their mother tongue or religion, or their usual residence if they are enrolled in boarding schools. Girls are admitted to schools whose curricula were designed for boys. Indigenous and minority children are placed in schools that provide instruction in an alien language and that often teach them an interpretation of history that denies their very existence. Assimilation entails the imposition of uniformity: integration acknowledges diversity but only as a departure from the “norm”, and newcomers have to adjust to the standard which favours male over female or speakers of the dominant national language over those speaking a vernacular.

Schools respond to diversity

The fourth stage requires that schools respond to the diversity of their students. The previous onus on children to adapt to whatever education was available is replaced by adapting education to the best interests of each child.

These different stages can be recognized in various parts of education systems in all countries around the world, but no country can be said, as yet, to have achieved full compliance with all international human rights obligations in education. Thus, international human rights bodies are always critical when assessing a country’s compliance, pointing out shortcomings and suggesting improvements.

It is vitally important that human rights be recognized and protected on a permanent basis, especially taking into account legislative changes around the world. Greater autonomy in developing education systems and curricula as a freely-traded service must be balanced against individual rights, particularly each child’s entitlement to free and compulsory education.

8.2. Public or private education?

The obligation to make primary education free of charge is frequently, albeit erroneously, associated with the government provision of primary education through state and/or public schools, although it may be implemented through subsidizing a diverse range of primary schools. Some countries have only public schools, others only private, while most have a mixture.

The meaning of “private” varies a great deal. In its broadest sense, it encompasses all non-state schools, some of which may actually be partially or even fully funded by the state. The assumption behind the term “private” is that all such schools are profit-making, while in fact many are not. The term is applied to formal and non-formal education, religious and secular schools, minority and indigenous schools, as well as schools for children with special needs. Some private schools supplement state institutions and provide education in a particular minority language or religion, or accommodate children with physical or learning disabilities. Others are established as an alternative to state-provided education.

The right to education by its very nature requires regulation by the state because the state is responsible for ensuring that all educational institutions comply with prescribed standards. The exercise of parental freedom of choice in educating

Liberalization of education

their children generates a wide variety of schools, and these standards ought to be observed in them all in order to safeguard education as a public good as well as to protect children against abuse.

The urgency to reaffirm the right to education has been heightened by resumed negotiations on liberalizing trade in education services. Exporters of education services have set the tone, slanting education towards an internationally traded service, and it is therefore important to define the nature and scope of that part of education that should remain exempt and continue as free to the public. The question is: are we heading towards a view of education as a commodity or towards realizing education as a right?

New Zealand notes that it is an issue centring on “*the divide between public policy and commercial activity*”,⁷⁸ and the implications for education are profound. International human rights law defines free and compulsory education as a government obligation, thus implying that it should be a free public service, while permitting private education for those parents who desire and can afford it, bearing in mind most private schools charge for their services.

The process of privatization is increasingly creating two parallel education systems, with two corresponding tiers of quality, and public education has been dubbed “poor public education for the poor”. The option of free education for many parents is not “free” in any meaningful sense of the word because their responsibility to their children leaves them little choice but to join the exodus from public education to private schools. This makes children’s education dependent on the purchasing power of their family, which is in direct conflict with international human rights law which requires governments to ensure equal access to education for each child.

The General Agreement on Trade in Services (GATS) contains an important and relevant provision: it does not extend to services provided “*in the exercise of governmental authority*”. Articles 1(3)(b) and (c) of GATS set out this legal proviso:

“(b) ‘services’ includes any service in any sector except services supplied in the exercise of governmental authority;

(c) ‘a service supplied in the exercise of governmental authority’ means any service which is supplied neither on a commercial basis, nor in competition with one or more service suppliers.”

This exemption potentially covers all public compulsory education. Thus, individual governments can exempt all education from liberalization and/or privatization, or at least primary and/or compulsory education. The list of countries in Table 19 demonstrates that some countries have included all parts of their education in their liberalization commitments, which may jeopardize the

⁷⁸ World Trade Organization - Negotiating proposal for education services: Communication from New Zealand, S/CSS/W/93 of 26 June 2001.

preservation of education as a free public service if it is not adequately funded. Moreover, a shift towards characterizing education in terms of property rights may be a precursor to the subjecting of all education – including primary and/or compulsory education – to liberalization.

Table 19: Liberalization commitments in education under GATS

| WTO member | Commitments by education sub-sectors | | | | |
|---------------------|--------------------------------------|---------------------|------------------|-----------------|-----------------|
| | Primary Education | Secondary Education | Higher Education | Adult Education | Other Education |
| Albania | X | X | X | X | X |
| Armenia | | | X | X | |
| Australia | | X | X | | X |
| Austria | X | X | | X | |
| Bulgaria | X | X | | X | |
| China | X | X | X | X | X |
| Congo, D. R. | | | X | | |
| Costa Rica | X | X | X | | |
| Croatia | | X | X | X | X |
| Czech Republic | X | X | X | X | X |
| Estonia | X | X | X | X | X |
| European Community | X | X | X | X | |
| Gambia | X | | | X | X |
| Georgia | X | X | X | X | |
| Ghana | | X | | | X |
| Haiti | | | | X | |
| Hungary | X | X | X | X | |
| Jamaica | X | X | X | | |
| Japan | X | X | X | X | |
| Jordan | X | X | X | X | X |
| Kyrgyzstan | X | X | X | X | |
| Latvia | X | X | X | X | |
| Lesotho | X | X | X | X | X |
| Liechtenstein | X | X | X | X | |
| Lithuania | X | X | X | X | |
| Rep. of Macedonia | | X | X | X | |
| Mali | | | | X | |
| Mexico | X | X | X | | X |
| Moldova | X | X | X | X | X |
| New Zealand | X | X | X | | |
| Norway | X | X | X | X | X |
| Oman | | X | X | X | X |
| Panama | X | X | X | | |
| Poland | X | X | X | X | |
| Rwanda | | | | X | |
| Sierra Leone | X | X | X | X | X |
| Slovak Republic | X | X | X | X | X |
| Slovenia | | X | X | X | |
| Switzerland | X | X | X | X | |
| Taiwan | X | X | X | X | X |
| Thailand | X | X | | X | |
| Trinidad and Tobago | | | X | | X |
| Turkey | X | X | X | | X |
| USA | | | | X | X |
| Total | 31/44 | 36/44 | 35/44 | 34/44 | 20/44 |

Relatively few WTO members have made specific commitments to liberalize their education sectors, and many of those that have been made are only partial. This is largely because negotiations are still at an early stage. Nevertheless, it is surprising that almost as many commitments to liberalization have been entered for primary education as for higher education, as Table 19 shows. These commitments are, it is important to note, irrevocable as well as legally enforceable.

9. LOOKING AHEAD

The development of national education strategies is influenced by many factors, not least the financial implications of opting either for public or private, free or fee-based education, a decision which all governments face today. Human rights criteria should – but often do not – form part of such decisions, especially where international human rights law clearly specifies government obligations, such as ensuring free and compulsory education for all children or eliminating gender discrimination *in* and *through* education.

Governments in all countries have to choose between a multitude of policy priorities, notably the level of public investment in education while under tight budget constraints. For developing countries, such decisions are even more difficult and perhaps of even greater significance, because needs tend to vastly exceed available resources. To implement rights-based education requires i) a knowledge of the global human rights standards that should inform education strategies, and ii) the development of necessary skills to adapt these standards to national conditions. The aim of this manual has been to provide a resource for achieving both these.

The manual does not claim that answering key questions is easy or that there are ready-made global recipes to resolve complex problems. Rather, it has outlined the core global human rights standards contained in international law, which defines government obligations and which mandates the incorporation of human rights in national education strategies.

Human rights are defined as government obligations because they do not materialize spontaneously through the interplay of market forces or charity. Prioritizing the rights of children derives from the fact that children cannot wait to grow; deprivation of education is difficult, often impossible, to redress subsequently. The rationale behind global human rights standards is to assist with their incorporation in national education strategies, because education has a multiplying effect: where the right to education is effectively guaranteed it enhances the enjoyment of all other rights and freedoms, while when the right to education is denied it precludes the enjoyment of many, if not all, other human rights. Government human rights obligations are based on the premise that education is a public good and institutionalized schooling a public service.

*Affirming need
for free and
compulsory
education*

Historically, free and compulsory education has proved to be essential for the elimination of child labour. Similarly, all-encompassing and free primary and secondary education for girls has often helped raise the age at which they marry and bear children. As a result, children in subsequent generations are easier to educate, partly because they are fewer in number and also as they are born to better-educated parents.

Education is key to affirming the whole range of human rights, hence the increasing consensus on the need for human rights mainstreaming in the schools system. With the benefit of hindsight, it is easy to see why past models which defined education as the springboard to guaranteed, life-long employment in the civil service collapsed when governments ceased to be their country's principal employer. Having learned that lesson, education policies need to be developed that will ensure the future workforce are equipped to adapt themselves to ever-changing labour markets. In addition, statistics have traditionally measured only the prescribed learning outcomes of a school's curriculum from an internal perspective; however, the extent to which the schools system contributes to the skills and abilities of a country's graduates is crucial for making education self-sustaining.

Education reform has been a standard feature of many countries since the turn of the millennium, with adaptation to the process of globalization often the driving force behind these reforms. However, rarely is there a blueprint which articulates the key aims of education, defines the sources and deployment of resources whereby these aims are to be achieved, specifies the government and public institutions responsible, defines the rights and duties of all stakeholders, and outlines the procedures for their enforcement.

Finally, the need to integrate education in overall development strategies offers the opportunity for other central issues to be discussed, which can then help take education in the direction desired by all key stakeholders. This is precisely the reason that EFA goals, as well as international human rights law, insist on national plans. This manual has been written to facilitate this process by summarizing, as briefly and simply as possible, the most relevant human rights issues that should inform such a plan.

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TOOL GUIDE

Booklet 1 describes what is an inclusive, learning-friendly environment (ILFE) and what are its benefits for teachers, children, parents, and communities. It also will help you to identify the ways in which your school may already be inclusive and learning-friendly, as well as those areas that may need more improvement. It will provide you with ideas about how to plan for these improvements, as well as how to monitor and evaluate your progress.

Tools

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Tool 1.1

What is an ILFE and Why is It Important?

Inclusion is really about practical changes that we can make so that all children, including those with diverse backgrounds and abilities, can succeed in our classrooms and schools. These changes will not merely benefit the children we often single out as children with special needs, but all children and their parents, all teachers and school administrators, and everyone from the community who works with the school.

WHAT DO WE MEAN BY “INCLUSIVE” AND “LEARNING-FRIENDLY”?

What is “Inclusive”?

Over the years, the term “inclusive” has come to mean “including children with disabilities” in “regular” classrooms for children without disabilities. In this Toolkit, “inclusive” means **much** more.

“Inclusive” does include children with disabilities such as children who have difficulties in seeing or hearing, who cannot walk, or who are slower to learn. **HOWEVER**, “inclusive” **also** means including **ALL** children who are left out or excluded from school. These children may not speak the language of the classroom; are at risk of dropping out because they are sick, hungry, or not achieving well; or they belong to a different religion or caste. They also may be girls who are pregnant, children affected by HIV/AIDS, and all girls and boys who should be in school but are not, especially those who work at home, in the fields, or elsewhere (migrants) and who have paying jobs to help their families survive. “Inclusive” means that as teachers, we have the responsibility to seek out all available support (from school authorities, the community, families, children, educational institutions, health services, community leaders, and so on) for finding and facilitating **ALL** children to learn.

Moreover, in some communities, all children may be **enrolled in school**, but some children still may be excluded from **participating and learning in the classroom**. For instance, they may be children:

- ◆ for whom a lesson or textbook is not written in their first language;
- ◆ who are never asked to contribute;
- ◆ who never offer to contribute;
- ◆ who can't see the blackboard or a textbook or can't hear the teacher; or
- ◆ who are not learning well and no attempt is made to help them.

These children may be sitting at the back of the classroom and may soon leave altogether (drop out). As teachers, we are responsible for creating a learning environment where ALL children can learn, ALL children want to learn, and ALL children feel included in our classrooms and schools.

What is "Learning-Friendly"?

Many schools are working to become "child-friendly," where children have the right to learn to their fullest potential within a safe and welcoming environment. The aim is to improve each child's participation and learning in school, rather than concentrating on the subject matter and examinations. Being "child-friendly" is very important, but it is not complete.

Children come to school to learn, but as teachers, we are always learning, too. We learn new things about the world to teach our students. We learn to teach more effectively—and enjoyably—so that all students learn how to read or do mathematics, and we learn new things from our students as well. This Toolkit is one step in this direction.

A "learning-friendly" environment is "child-friendly" **and** "teacher-friendly." It stresses the importance of students and teachers learning together as a learning community. It places children at the centre of learning and encourages their active participation in learning. It also fulfils our needs and interests as teachers, so that we want to, and are capable of, giving children the best education possible.



Action Activity: Understanding Inclusive, Learning-Friendly Classrooms

Which classroom below do you think is inclusive and learning-friendly?

Classroom A.

Forty children are sitting on wooden benches behind desks with their exercise books open and their pens in their hands. The teacher is copying a story on the chalkboard from the *Grade 3* textbook, making sure that she writes it exactly as it is written in the textbook. The boys, who are sitting on the right side of the room, copy what the teacher has written into their exercise books. The girls, who are sitting on the left side of the room, wait for the teacher to move so that they can see what she has written and copy it into their exercise books. As she writes, the teacher asks, "Are you copying the story that I am writing?" Everyone answers, "Yes, teacher."

Classroom B.

Two groups of children are sitting on the floor in two circles. Both groups contain girls and boys. The *Grade 3* teacher is teaching shapes to the children. In one group, the children are talking about circles. The teacher has shown them some common round objects that she had asked the children to bring from home. The children handle the objects and then work together to make a list of other objects that are circular in shape. In the other group, some of the children are holding rolled up newspapers that look like long sticks. The teacher calls a number, and the child with that number places her stick on the floor in the centre to begin forming a square. One child with hearing difficulties adds her stick to form a triangle and smiles at the teacher. The teacher smiles back at her and says "very good," making sure that the child can see her lips as she speaks. A parent, who has volunteered to be a classroom helper for a week, pats her on the arm, and then turns to assist a student who is confused about where to place his stick in order to form a new shape.

Now, answer the following questions:

- ◆ Which one of these classrooms do you believe is inclusive and learning-friendly?
- ◆ In what ways is it inclusive and learning-friendly? Brainstorm your list below.

1. _____

2. _____

3. _____

4. _____

5. _____

Compare your list with a colleague's. What items on your lists are the same? What items are different? You may have many different answers. Some of your answers may include how the children are seated, the teaching materials that are being used, who is in the classroom, and the ways they interact with each other (their relationships). These characteristics are very different in the two classrooms, and they tell us what kind of learning environment it is.

The table below presents some of the characteristics of a learning-friendly classroom. You may think of many others. Particularly important is the "Relationships" section. In an inclusive classroom, we need to form close relationships with our children and support them as much as we can, so that each child can learn as much as possible.

Characteristics of an Inclusive, Learning-Friendly Classroom

| | Traditional classroom | Inclusive, learning-friendly classroom |
|---------------------------------|--|---|
| Relationships | Distant (the teacher addresses students with her back towards them) | Friendly and warm. The teacher sits next to and smiles at the child with a hearing impairment. The parent-helper praises this child and assists other children. |
| Who is in the classroom? | The teacher as well as students with quite similar abilities | The teacher, students with a wide range of backgrounds and abilities, and others such the parent-helper |
| Seating arrangement | Identical seating arrangements in every classroom (all children seated at desks in rows; girls on one side of the room, boys on the other) | Different seating arrangements, such as girls and boys sitting together on the floor in two circles or sitting together at tables |
| Learning materials | Textbook, exercise book, chalkboard for teacher | Variety of materials for all subjects such as math materials made from newspapers, or posters and puppets for language class |
| Resources | The teacher is interacting with children without using any additional teaching materials. | The teacher plans a day in advance for the class. She involves the children in bringing learning aids to the class, and these aids do not cost anything. |
| Evaluation | Standard written examinations | Authentic assessment; Observations; Samples of children's work over time such as portfolios (see Booklet 5) |



Reflection Activity: What's Our Situation?

Think about the elements of an inclusive, learning-friendly classroom given in the table above, and ask yourself the following questions?

- ◆ What type of classroom do I work in?
- ◆ What changes can I introduce to make my classroom more inclusive and learning-friendly?
- ◆ How can I make the topics I teach more interesting for my children so they will want to learn about them?
- ◆ How can I arrange my classroom so that ALL of the children are learning together?
- ◆ Who can help me to create an ILFE (for example, the Principal, other teachers, my students, parents, and community leaders)?

WHAT ARE THE IMPORTANT ELEMENTS OF AN ILFE?

ALL children have the right to learn, as set forth in the Convention on the Rights of the Child (CRC) to which virtually all governments in the world have ratified. Moreover, all children **can** learn, without regard to their physical, intellectual, social, emotional, linguistic, or other conditions. This includes disabled and gifted children; street and working children; children of remote or nomadic populations; children from linguistic, ethnic, or cultural minorities; children affected by HIV/AIDS; and children from other disadvantaged or marginalized areas or groups.¹ Furthermore, while all children can learn, they may not all learn the same things at the same time, and with the same results, but this is completely normal and acceptable.

With so many differences, children need to learn in a variety of ways—not just by copying information from the chalkboard onto a slate or into a notebook. Copying from the chalkboard is probably one of the least

¹ UNESCO (1994) The Framework for Action on Special Needs Education, p. 6.

effective ways for children to learn. We'll learn more about this in Booklet 4 of this Toolkit on creating inclusive, learning-friendly classrooms.

Teaching children with diverse backgrounds and abilities is a challenge, so we need to understand **how** to teach such children. We are not born knowing how to do this, and we cannot learn everything we need to know in teacher training. We need to learn by observing and talking to experienced teachers, by going to workshops, by reading books, and by exploring other resources such as this Toolkit. We then need to practice what we have learned in our classrooms. An ILFE is thus important not only for the development of **ALL** of our children, but for our own professional development as teachers as well.

In an ILFE, everyone shares a common vision of how children should work and play together. They believe that **education needs to be inclusive, gender-fair (girls have the same rights and opportunities as boys) and non-discriminatory, sensitive to all cultures, as well as relevant to the daily lives of children and their families.** Teachers, administrators, and students respect and celebrate their different languages, cultural backgrounds, and abilities.

An ILFE teaches children life skills and healthy lifestyles so that they can make informed decisions and protect themselves from illness and harm. Moreover, in an ILFE there is no child abuse, no cane, and no corporal punishment.

An ILFE encourages teachers and school administrators, children, families, and communities to help children to learn within the classroom and outside of it. In the classroom, children—and not just teachers—are responsible for their learning and actively participate in it. Learning is linked to what children want to be in life (their aspirations), and it is meaningful for their daily lives. Learning helps children to develop new aspirations as their knowledge grows, and they can work towards a future life that may be better than the one they are living.

An ILFE also considers our needs, interests, and desires as teachers. It gives us opportunities to learn how to teach better; it provides the best resources possible for teaching; and it celebrates our successes through appropriate rewards and recognition.



Action Activity: What is an ILFE?

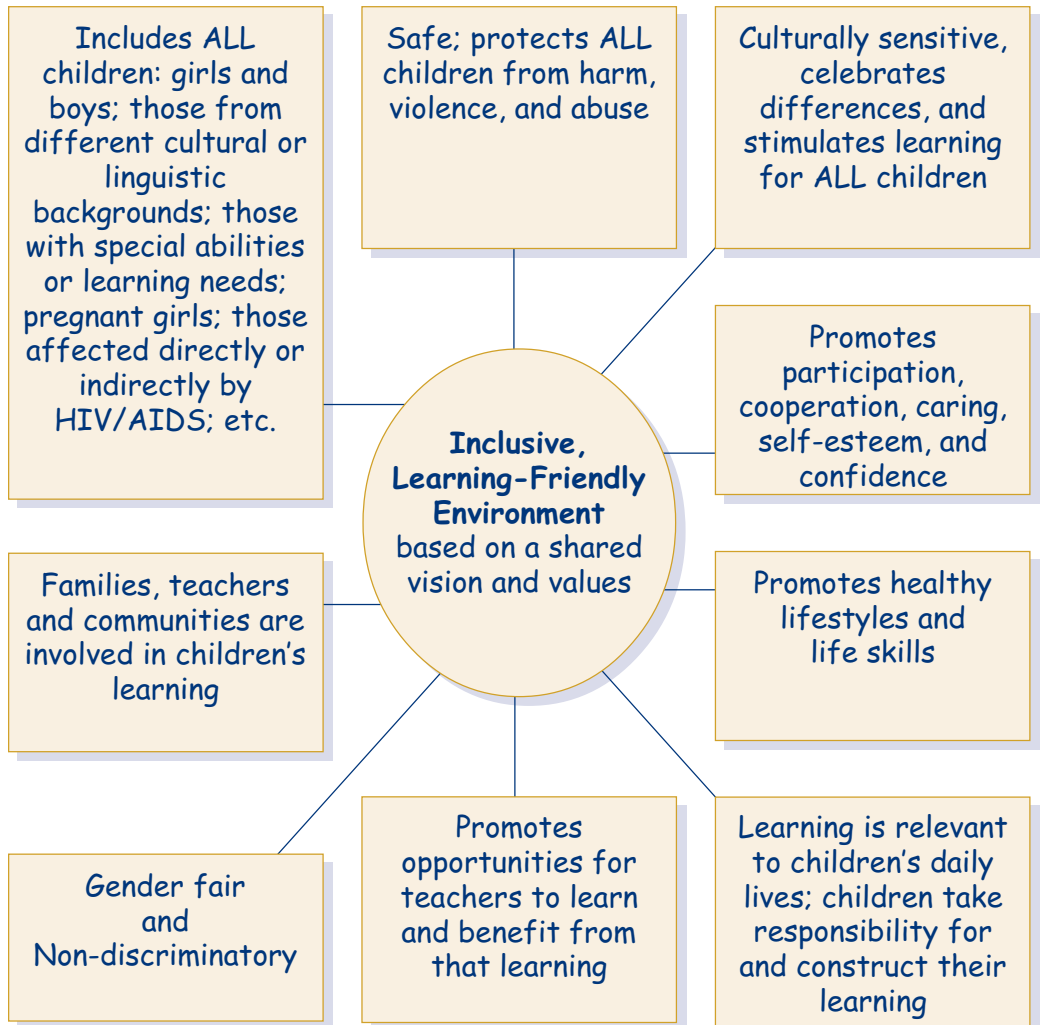
Brainstorm with your colleagues what you think are the important elements of an inclusive, learning-friendly environment, be it a classroom, school, or another place where children learn.

- ◆ On a large writing surface (such as a blackboard or poster paper), draw a large circle in the middle and write in the circle "ILFE."
- ◆ On the outside of this circle, ask your colleagues to write down one or two characteristics that they feel are most important in an ILFE.
- ◆ Compare your diagram with the one on the next page. Are any characteristics missing?
- ◆ Then ask yourselves, which characteristics do our school or classrooms have, and which do we need to work more towards? How can we improve our school or classroom to become an ILFE? List your ideas below.

ILFE Characteristics We Have:

ILFE Characteristics We Need to Work On, and How:

Characteristics of an Inclusive, Learning-Friendly Environment



Remember: Changing from a traditional school or classroom to one that is inclusive and learning-friendly is a process, not an event. It does not happen overnight. It takes time and teamwork. Yet, it can yield many benefits for us professionally and most importantly for our children, their families, and their communities.

WHAT ARE THE BENEFITS OF AN ILFE?



Reflection Activity

Please read the following case study.

A Papua New Guinea Village School

In 1980, parents from communities in a northern province of Papua New Guinea demanded a relevant education for their children, one that would teach children the values of the village and help them to appreciate the life, culture, language, and identity of the community. The provincial government, a university, and a non-governmental organization* (NGO) introduced the Viles Tok Ples Priskul (village vernacular pre-school), which enrolled children 6 to 8 years of age in a non-formal programme in the local language.

Tok Ples schools use locally gathered and inexpensive materials, so teachers can implement the teaching ideas of Tok Ples easily and without high cost. Local people write original stories in their own language. These may include traditional stories, legends, songs, or poetry. Students write stories based on real experiences and then make a book with local materials, complete with illustrations. This book is added to the class library and used during group reading time. Students also act out stories by themselves, use puppets that they create, and have story discussions in class.

Children come out of the Tok Ples schools with an appreciation of their culture and more able to function in their own language. They are more excited, self-confident, and curious about learning. They ask more questions. The children go on to do very well in the formal school system.

Teachers often recount their own memories of feeling confused and frightened when they began school and the teacher spoke to them in a language they could not understand. Most teachers are relieved that their students do not face the same difficulties. Some teachers report

mixed feelings, however. On the one hand, they feel that they had better control of their students when they were meek and passive; yet, on the other hand, they are excited that children are learning faster since the new concepts have been introduced.

By using the local language in their schools, Tok Ples is ensuring that Papua New Guinea continues to have wide cultural and linguistic diversity.

*Dutcher N (2001) Expanding Educational Opportunity in Linguistically Diverse Societies. Center for Applied Linguistics: Washington, DC. and [http:// www.literacyonline.org/explorer/index.html](http://www.literacyonline.org/explorer/index.html)
Summer Institute for Linguistics

Now, reflect on the Viles Tok Ples pre-school. How do you think children, teachers, parents, and communities benefit from these inclusive, learning-friendly environments? List your ideas below.

Benefits for Children

1. _____
2. _____
3. _____

Benefits for Teachers

1. _____
2. _____
3. _____

Benefits for Parents

1. _____
2. _____
3. _____

Benefits for Communities

1. _____
2. _____
3. _____

Compare your ideas with those of another teacher, then read the section below together. How many ideas did you come up with? Did you learn any new ideas and benefits?

Benefits for Children

Through an ILFE, children become more self-confident and develop greater self-esteem. They take pride in themselves and their achievements. They learn how to learn independently both inside and outside of school. For example, they can learn how to ask good questions. They learn to understand and apply what they learn in school to their everyday lives, such as in their play and in their home. They also learn to interact actively and happily with their classmates and teachers. They learn to enjoy being with others who are different from themselves, including how to be sensitive to and adapt to these differences. All children learn together and value their relationships, no matter what their backgrounds or abilities.

Children also become more creative, and this improves how well they learn. They learn to value their native language, to appreciate their cultural traditions, and to consider themselves as also being different from others, which is normal and something to respect and to celebrate.

Through an ILFE, children improve their communication skills and are better prepared for life. Children gain—or can regain—self-respect for themselves as they learn to respect others.

Benefits for Teachers

Teachers also receive important benefits from teaching in an ILFE. They have more opportunities to learn new ways to teach different kinds of students. They gain new knowledge, such as the different ways children

learn and can be taught. While looking for ways to overcome challenges, they can develop more positive attitudes and approaches towards people, children, and situations. Teaching becomes a joy, not a chore.

Teachers also have greater opportunities to explore new ideas by communicating more often with others from within and outside their school, such as in school clusters or teacher networks, or with parents and community members. By applying these new ideas, teachers can encourage their students to be more interested, more creative, and more attentive. As a result, the children and even their parents can give teachers more positive feedback. They also can receive increased support from the community and be rewarded for the good work they are doing.

Teachers can experience greater job satisfaction and a higher sense of accomplishment when ALL children are succeeding in school to the best of their abilities. Remember, however, that "ALL children succeeding" does not necessarily mean that all children successfully pass a written examination. It means accepting diversity in the different ways children learn as well as how they show their success in learning; for instance, when they can successfully explain and apply a concept to the teacher or to the class, instead of answering questions about it on an examination.

In schools that are inclusive and learning-friendly, teachers may have more volunteers working in their classrooms, which reduces the teaching workload. Under the teacher's guidance, these volunteers will more likely want to help when they understand how what is learned in the classroom is important for the lives of children and their families.

Benefits for Parents

Through an ILFE, parents learn more about how their children are being educated. They become personally involved in and feel a greater sense of importance in helping their children to learn. As teachers ask them for their opinions about children, parents feel valued and consider themselves as equal partners in providing quality learning opportunities for children. Parents can also learn how to deal better with their children at home by using techniques that the teachers use in school. They also learn to interact with others in the community, as well as to understand and help solve each other's problems. Most importantly, they know that their children—and ALL children—are receiving a quality education.

Benefits for Communities

An ILFE can offer many benefits to the community, too. The community develops a sense of pride as more children go to school and learn. They discover that more “community leaders of the future” are being prepared to participate actively in society. The community sees that potential social problems, such as petty crimes or adolescent problems, may be reduced. Community members become more involved in the school, creating better relations between the school and the community.



Action Activity: Challenges to Becoming an ILFE?

With all these benefits, why don't all schools have inclusive, learning-friendly environments? Below is a short list of some of the obstacles (barriers) to becoming an IFLE that may affect some schools. For each obstacle, identify some ways to overcome it within your school.

1. Change takes energy, openness, and willingness. If teachers have many domestic responsibilities or many non-teaching administrative duties at school, such as attending frequent meetings, they may feel that they don't have the time or the energy to change.

Ways to Overcome this Obstacle:

- a. _____
- b. _____
- c. _____

2. Teachers do not understand what an ILFE is, or think they do not have the resources, that are needed to become an ILFE.

Ways to Overcome this Obstacle:

- a. _____

b. _____

c. _____

3. Parents and even teachers may not understand the benefits of an ILFE and are concerned that including all kinds of children in the school will affect their children negatively.

Ways to Overcome this Obstacle:

a. _____

b. _____

c. _____

Learning From Experience: Including Children with Disabilities

We have discovered that children are much more human and more honest than adults. During the last four years, they have not asked such questions as, "What is the matter with my friend?" or "Why is he behaving like this?" We have not had a case of a child unwilling to play. When a friend with disabilities has to be given a mark, there is absolute silence in the classroom, and after his answer, there is applause. Everyone is sharing the happiness of success. Friends do not differ in anything. They go together to the swimming pool, on excursions, parties, and birthdays. But I can quite freely say that in the classes where there are no children with disabilities, the children behave differently. Sometimes children with disabilities are laughed at, pushed aside, and stared at by others. Fortunately, there is an immediate reaction from the pupils from the classes where there are such children, and they defend their friends. Moreover, it is very important that all parents accept the children. At the beginning of the first grade when parents notice a child with a disability, most of them keep their distance, with such remarks as, "Why should my child sit next to such a pupil?" or "He will disturb my child during classes." Fortunately, these reactions last for only a month or two. When the parents realize that their children

have accepted such friends, they begin to help them as well. They help them get dressed, pack their bags, and take them home. The parents of the other children want me to hold a parental meeting where I will explain what kind of disability is in question. I can conclude freely that within a short period of time both the children and parents adjust, the class functions perfectly.

*"Including Children with Disabilities, an interview with
Katica Dukovska Muratovska."*

<http://www.unicef.org/teachers/forum/0100.htm>



Tool 1.2 Where are We Now?

IS OUR SCHOOL ALREADY AN ILFE?

Many schools may be well on their way to becoming inclusive and learning-friendly, and they are seeing the benefits of doing so for their teachers, children, parents, and communities. In creating an ILFE, the first step is to determine the extent to which your school is **already** inclusive and learning-friendly. Thereafter, you will know what further steps your school still needs to take to become fully inclusive and learning-friendly.

The checklist below will help you to assess your school. Fill it out as honestly as possible. Place a checkmark beside each of the items that your school is already doing. Don't worry if many of the items are not checked. Through this Toolkit, we can work on these together. After completing this assessment, you will have information to begin planning and implementing an ILFE in your school. You will learn how to do this in the next Tool in this Booklet.



Action Activity: ILFE Self-Assessment

What is your school already doing to create an inclusive, learning-friendly environment?

School Policies and Administrative Support

Your school:

_____ has a mission and/or vision statement and policies about inclusive, learning-friendly education, including a policy against discrimination;

_____ has a master list of all children in the community, whether enrolled or not, and has individual records of why children have not enrolled;

- ___ conducts regular campaigns to encourage parents to enrol their children, ones that emphasize that ALL children should be enrolled and are welcome;
- ___ has copies of documents or resources at national or regional levels that address inclusive education for children with diverse backgrounds and abilities;
- ___ knows which professional organizations, advocacy groups, and community organizations offer resources for inclusive education;
- ___ shows in specific ways that school administrators and teachers understand the nature and importance of inclusive education;
- ___ has prepared a list of barriers that prevent the school from fully developing an ILFE and a list of ways to overcome these barriers;
- ___ is aware of and is changing school policies and practices—such as costs and daily schedules—that prevent some girls and boys from receiving a quality education;
- ___ provides flexibility to teachers to pursue innovative teaching methods for helping all children to learn;
- ___ has links with the community, is responsive to the needs of the community, and provides opportunities for exchanging ideas with the community to bring about positive changes in inclusive practices;
- ___ responds to needs of the staff and is not exploitative;
- ___ has effective support, supervision, and monitoring mechanisms in which everyone participates in learning about and documenting changes in inclusive practices, as well as in making future decisions.

School Environment

Your school:

- ___ has facilities that meet the needs of all students, such as separate toilets for girls and ramps (not stairs) for students with physical disabilities;

- ___ has a welcoming, healthy, and clean environment;
- ___ has a steady supply of clean, safe drinking water and serves or sells healthy, nutritious food;
- ___ has (or has a plan to develop) a diverse school staff (women and men with different backgrounds in race, ethnicity, physical ability, religion, language, socioeconomic status, etc.);
- ___ has staff, such as counselors and bilingual teachers, who can identify and help with the students' individual learning needs;
- ___ has processes and procedures in place that help all teachers and teaching staff, parents and children to work together to identify and assist with students' special learning needs;
- ___ focuses on teamwork among teachers and students;
- ___ has links with existing health authorities who provide periodic health examinations for children.

Teachers' Skills, Knowledge, and Attitudes

Teachers. . .

- ___ can explain the meaning of "inclusive" and "learning-friendly" education and can give examples of ILFEs;
- ___ believe that all children—girls, poor or wealthy children, language and ethnic minority children, as well as those with disabilities—can learn;
- ___ are involved in finding school-age children who are not in school to see that they get an education;
- ___ know about diseases that cause physical, emotional, and learning disabilities; and can help unhealthy students to get proper care;
- ___ receive annual medical examinations, along with other school staff;

- ___ have high expectations for **ALL** children and encourage them to complete school;
- ___ are aware of resources that are available to assist children with more individual learning needs;
- ___ can identify culture and gender bias in teaching materials, the school environment, and in their own teaching, and can correct this bias;
- ___ help students learn to identify and correct gender and culture bias in learning materials and correct it in a culturally sensitive manner;
- ___ adapt curriculum, lessons, and school activities to the needs of children with diverse backgrounds and abilities;
- ___ use content, language, and strategies in their teaching that help all students to learn;
- ___ can assess children's learning in ways that are appropriate to the children's abilities and needs;
- ___ are reflective and open to learning, adapting, experimenting, and changing;
- ___ are able to work as a team with other teachers, children, parents and community members, as well as education authorities.

Teacher Development

Teachers. . .

- ___ attend workshops or classes on developing an ILFE classroom and school, receiving advanced professional training on a regular basis;
- ___ give presentations to other teachers, parents, and community members on developing an ILFE classroom;
- ___ receive ongoing support for improving their understanding of subject matter content (such as mathematics);

- ___ receive ongoing support for developing teaching and learning materials related to ILFE;
- ___ receive ongoing support from school administrators through regular observation and a written supervisory plan;
- ___ have a work area or lounge where they can prepare lesson materials and share ideas;
- ___ can visit "model" ILFE schools.

Students

- ___ ALL school-age children in the community attend school regularly.
- ___ ALL students have textbooks and learning materials that match their learning needs.
- ___ ALL students receive regular assessment information to help them monitor their progress.
- ___ Children with diverse backgrounds and abilities have equal opportunities to learn and to express themselves in the classroom and at school.
- ___ ALL children are followed up if their attendance is irregular and corrective actions are taken.
- ___ ALL children have equal opportunities to participate in all school activities.
- ___ ALL students help to develop guidelines and rules in the classroom and in the school regarding inclusion, non-discrimination, violence, and abuse.

Academic Content and Assessment

- ___ The curriculum allows for different teaching methods, such as discussion and role-play, to meet different learning rates and styles, particularly for children with special learning needs.

- ___ The content of the curriculum relates to the everyday experiences of ALL children in the school whatever their background or ability.
- ___ The curriculum integrates literacy, numeracy and life skills into all subject areas.
- ___ Teachers use locally available resources to help children learn.
- ___ Curriculum materials include pictures, examples and information about many different kinds of people, including girls and women, ethnic minorities, people of different castes and social/economic backgrounds, as well as people with disabilities.
- ___ Children with learning difficulties have opportunities to review lessons and improve upon them, or to have additional tutoring.
- ___ Curriculum and learning materials are in the languages children use in and out of school.
- ___ The curriculum promotes attitudes such as respect, tolerance, and knowledge about one's own and others' cultural backgrounds..
- ___ Teachers have various assessment tools to measure students' knowledge, skills, and attitudes (including student self-assessment), rather than only depending upon examination scores.

Special Subject Areas/Extra-curricular Activities

- ___ Children with physical disabilities have opportunities for physical play and development.
- ___ Girls have the same access to and opportunities for physical play (such as equal time on the football field) and other extracurricular activities as boys.
- ___ All children have opportunities to read, write, and learn in their own language when they first enter school and, if possible, continuing thereafter.

___ The school shows respect for children of all religions; children have opportunities to learn about different religious traditions, as appropriate, during the school day.

Community

___ Parents and community groups know about ILFE and are able to help the school become an ILFE.

___ The community helps the school reach out to ALL children who have been excluded from school.

___ Parents and community groups offer ideas and resources about the implementation of ILFE.

___ Parents receive information from the school about their children's attendance and achievement.

This self-assessment checklist will help you and your colleagues to begin planning and creating an ILFE in your school. The next Tool in this Booklet will guide you in how to do this, so don't forget this checklist! Remember also that implementing an ILFE is an ongoing process. You, your colleagues, parents, and community members will want to review this checklist at different times of the year to monitor whether you are moving at an acceptable rate toward becoming an ILFE.

HOW CAN OUR SCHOOL BECOME AN ILFE?

How would you answer a teacher from another school who asks, "What do we need to do to become a school that has an Inclusive, Learning-Friendly Environment?" Reading and discussing the text below will provide you with ideas for answering this teacher.



Action Activity: Becoming an ILFE in a Thai School

In 1950, Meanprasatwittaya ("M") School was founded on the outskirts of Bangkok, not far from both skyscrapers and slums. Its mission was to serve all children, no matter how poor or rich their families. In 1986, the school Principal introduced active, child-centred learning into the school. She invited all teachers in M School to attend a four-day workshop led by an educator with years of experience in this kind of teaching and learning. The workshop was participatory and activity-based. The focus was on improving teaching and learning in the classroom. Many of the teachers were excited about the active learning. They began to make creative materials and to try new ways of teaching in their classrooms. The Principal viewed ongoing supervision as one of her most important tasks, and she encouraged teachers to observe and share their ideas with each other. This sharing of ideas fostered creativity and increased teachers' confidence. They began to give workshops for each other. They visited other schools to learn new things, and they invited teachers from all over Thailand to visit their school.

M School works hard to use the resources that are around them and to find new resources to support the school's development. They have developed a school mission, vision, and culture around ILFE that celebrates their Buddhist religious and cultural traditions. For example, teachers and students take time for daily meditation and reflection.

As part of its mission, one objective of M School is to show Thai society that all children can study well together. In the 1990s, the Principal, the school-parent committee, and teachers gathered information on how to serve **all** children in the community. They invited and began to admit children with autism, Down's syndrome, hearing impairments, hyperactivity, and learning disabilities into the school. Before the children began to enrol, teachers again received special training in techniques and strategies to use in their classrooms. They have seen and they believe that in this inclusive, learning-friendly environment, all children—everyone—benefits. When a new highway was built in front of the school, M School invited the children of the construction workers who were not attending school to come and learn

with all the other students. Parents donated school uniforms for the workers' children and the school fees were waived.

Change—both active learning and including all children in the school—was introduced step-by-step over several years. The Principal knew that everyone needed time to change from old to new practices. Now every three to five years the school writes a new charter that focuses on school priorities for student learning. Everyone at school works to develop the charter. The school takes a collaborative, team approach to the change process: "everyone participates; everyone is a learner."

After reading this case study, what steps of change did "M" School take to become more inclusive and learning-friendly? List some of the major ones below, and then share your answers with your colleagues.

1. _____
2. _____
3. _____



Reflection Activity: What's Our Situation?

Now, reflect on changes that have taken place in your setting that may be helping you to become an ILFE. Recall a positive change in your classroom, school, or community. List the steps or important elements that you or others took to achieve this change.

1. _____
2. _____
3. _____

HOW TO CREATE AND SUSTAIN CHANGE

The items below are important in bringing about lasting change in schools. Which steps listed below match those on your list above? Which steps are different? Discuss why they are different with your colleagues, and how they can be promoted in your school.

- 1. Leadership** for change is essential; without it, nothing will change. Someone—the head teacher, senior teacher, or the teacher who is most interested and committed to change—needs to be the “change agent,” the one who is responsible for organization, supervision, and leading the way.
- 2. Workshops and other learning opportunities** for teachers that are participatory and activity-based are needed to introduce and sustain change. For example, begin with Staff Development Days that allow teachers to experience child-centred teaching. Give them opportunities to discuss openly their questions and concerns about an ILFE. Encourage teachers to observe each other and give constructive feedback. As children with different needs are enrolled in the school, hold additional workshops that help teachers: (a) to understand how these children learn; (b) to learn new ways of teaching; and (c) to identify changes within the school that will help these children to learn. Be sure to follow up on the workshops in terms of how well they have helped teachers, what areas need additional support to promote changes in teaching and learning, and what future workshops should be held.
- 3. Improving teaching and learning in the classroom** is the focus of change in becoming an ILFE. Remember that the school itself **IS** a classroom. But while the school represents the overall environment, you and your classroom are the closest to the children. You see them most often, you work with them most closely, and your teaching methods have the greatest impact on their learning.
- 4. Information** collected in the school and community, as well as information about ILFE need to be used to manage and make positive decisions in an ongoing manner. We'll look at some of the ways to collect and analyze this information later in this Toolkit.

5. **Resources** need to be mobilized and used effectively. Families and communities can be especially important here, as we will learn in Booklet 2 on working with families and communities to create an ILFE.
6. **Planning is crucial.** A flexible, long-term plan (3-5 years) can serve as a guide for step-by-step change. It should allow teachers, the school staff, and the community time to change from old to new beliefs and practices. Teachers and parents should participate in setting objectives. The more involvement from everyone in the beginning, the better.
7. **A collaborative, team approach** to the ongoing change process is needed. "Everyone participates; everyone is a learner; everyone is a winner." This attitude can foster creativity and confidence, and it promotes the sharing of duties and responsibilities.
8. **The mission, vision, and culture** of the school need to be developed around the key characteristics of an ILFE as discussed in the first Tool in this Booklet. Everyone—teachers, administrators, children, parents, and community leaders—should be involved in developing the school's mission and vision.
9. **Ongoing contact and communication** with parents and community leaders is necessary in order to gain their confidence, to make sure ALL children are in school and learning to their fullest abilities, as well as to increase the community's sense of ownership and the sharing of resources between the community and school.



Action Activity: Dealing with Resistance

Not everyone will want to change, and some people may actually resist changing their long-standing beliefs and practices. Discuss with your colleagues some of the major reasons why schools—even your own school—may resist becoming an ILFE. List these below. What are some of the ways this resistance can be overcome?

1. Point of Resistance: _____

Ways to Overcome It: _____

2. Point of Resistance: _____

Ways to Overcome It: _____

3. Point of Resistance: _____

Ways to Overcome It: _____

4. Point of Resistance: _____

Ways to Overcome It: _____

5. Point of Resistance: _____

Ways to Overcome It: _____



Tool 1.3

Steps to Becoming an ILFE

HOW TO PLAN ON BECOMING AN ILFE

After assessing where your school is on the journey to becoming an ILFE, and recognizing how the change process takes place, you will want to decide what steps to take next to create a more inclusive and learning-friendly environment, be it a classroom or an entire school. Below are suggestions for steps to plan and implement an ILFE.² These steps need not be sequential, and they can be seen as elements that will help your classroom and school to become an ILFE. You can work towards developing these steps according to what you see as appropriate in terms of your time and situation. Moreover, there can be more ways of achieving each of the steps, and you may discover some of them. The important thing is to have a positive attitude towards change and creating an ILFE.

Step 1: Set Up an ILFE Team

Identify the people who will play a role in planning and implementing an ILFE and set up a coordinating group.

These people will make up the ILFE team. The team may include a few teachers, the head teacher, and two or three parents, or it may be larger. The coordinating group may include teachers, administrators, and other school staff members; educators and health care providers; people from marginalized groups; persons with disabilities; older students; parents; members of the community; and local organizations.

² The steps in this section were adapted from The All Children Belong Project, www.uni.edu/coe/inclusion/decision_making/planning_steps.html, and from Booth T, Ainscow M, et al. (2000) *Index for Inclusion: Developing learning and participation in schools* (Bristol, CSIE).

Step 2: Identify Needs

What do people already know and what do they need to learn?

1. Explore the knowledge of the coordinating group. What do the ILFE team members already know about the characteristics and benefits of an ILFE? What do you and they need to learn and how will everyone learn it (for instance, inviting guest speakers, visiting resource persons and resource centres)?
2. Explore the knowledge of students, staff, parents, caregivers, and members of the local community. Once the coordinating group is knowledgeable about an ILFE, decide what questions to ask others. This may involve simple individual interviews or group conversations, or you may design a short questionnaire.

Learn about the school and the community's children.

1. Review (or complete) the ILFE self-assessment checklist included at the beginning of the previous Tool on "Where are We Now." Make a list of what your school is doing already and what needs to be done to become an ILFE.
2. Find out which children in the community are not coming to school. Tools for doing this are presented in Booklet 3 on "Getting All Children in School and Learning."
3. Identify the educational needs of your students, AND those of traditionally excluded children in your community. Team members need to understand these needs as completely as possible in order to make good classroom and school plans for including these children. The team may need to complete an evaluation of students' learning needs if one has not been completed already. Parents can give the team any helpful information they have about their children.
4. Identify existing resources in your school and community. List all supports and services required for children with various backgrounds and abilities. These may include government services, NGOs, health clinics, and private agencies.

5. Describe the current education programme and the school environment. This description should clarify what facilities, furniture, and materials currently are available and in use. Are these accessible by ALL children? If not, how can they be made more accessible?
6. Identify and describe teaching and learning processes in classrooms. Visit classrooms and describe exactly what you see teachers and students doing. Are the classrooms inclusive and learning-friendly? Why or why not?

Analyze this information. Describe the changes that need to be made to make classrooms inclusive and learning-friendly. Consider class size, instructional strategies, teaching styles, teacher-student relationships, classroom assistants, and materials used.

Collect further information. The information you have gathered may raise new or additional questions. Gather additional information so that you can make your decisions based on all the relevant information, not on opinions or ideas.

Step 3: Create a Vision

Describe your desired classroom environment, or even your "Dream (Ideal) Classroom." When you and your children walk inside the classroom, what will it look like? What kind of furniture will it have? What will the teacher be doing? What will the students be doing? What will be on the walls? Consider girls and boys; those who do not speak the dominant language; those who have visual, hearing, or intellectual impairments; children of different religious or caste backgrounds—**ALL** children. If all school-age children in the community are in school, what will their different learning needs be and how will these be met? Write down as specifically as you can your "vision" of your "dream classroom," which will serve as your goal in creating an ILFE.

Next, describe your desired education programme and school environment. Consider the resources described above. What kind of support do you need ideally from the community, from local government, and from education officials? How can you get this support? Who can help

you to raise this support? How can children become involved? Write down these actions. They will help you to realize your "vision."

Step 4: Produce an ILFE School Development Plan

Develop a schedule of activities for creating and implementing your ILFE. You will need to describe in detail the changes that will be needed and when they will be implemented. You should also list materials and services, people responsible for providing these services, and any other resources that are needed. Your schedule should include realistic dates for implementing changes. It should have solid targets, but it should also be flexible to meet changing needs and conditions.

Provide for additional resources as needed. Prepare in advance to add needed resources (such as budgeting for an instructional aide, developing a peer tutoring system, or establishing a special parent-teacher committee for resource development).

Consider minds and hearts. Developing education so that it encourages the learning and participation of all learners takes place in two ways: through detailed analysis and planning, and through changes in people's hearts and minds. You can use the ILFE self-assessment checklist and these guidelines to do the detailed analysis. What will you do to try to bring about change in people's hearts and minds? For instance, how about starting by increasing the participation of parents and community members in your classroom. In this way, they can learn for themselves about the benefits of an ILFE, and they can help you more in your teaching and the children's learning. Booklet 2 on "Working with Families and Communities to Create an ILFE" will give you more ideas to try.

Step 5: Implement Your Plan

Provide technical assistance for staff as needed. Is technical assistance needed, such as workshops on special topics that are given by experienced persons? If so, what type of assistance is needed and who will provide it? How it will be implemented, and how often will it be provided?

Train school staff (teaching and non-teaching) and students as needed. Training topics can cover children's rights and their implications for education, gender inequality and gender equity, cultural and linguistic differences and similarities, disability awareness, specialized care instruction, clarification of personnel responsibilities, cooperative teaching strategies, and so forth.

Promote active parental involvement. The planning team should develop a system for parent/teacher communication. Who will be responsible for regularly communicating with parents? Parental input should be encouraged and seriously considered throughout the planning and implementation process.

Plan how you will deal with resistance. At "M" School, the Principal allowed teachers to change at the pace with which they were comfortable. Most teachers quickly adopted learner-centred teaching, but some did not. Most parents supported the school's decision to become more inclusive, but some were concerned about how many children with disabilities would be admitted. They didn't want the school to become known only as a "school for children with disabilities or special needs." The school solved this problem by setting a specific percentage. Use the information from the activity at the end of Tool 1.1 (Activity on Challenges to Becoming an ILFE) to identify what possible resistance may arise and the ways to overcome it.

Step 6: Evaluate Your Plan and Celebrate Your Success

Monitor progress and modify your plan as needed. The ILFE team is an ongoing resource to be used throughout the school year. Prepare a schedule of follow-up meetings. Decide how monitoring will be done and who will do it. Observe how the existing programme is going; decide if existing supports are adequate or need to be improved or eliminated.

Celebrate Your Successes! Achieving significant changes in an education programme—especially one that has included an investment of human and material resources—deserves to be celebrated! Since hopefully you have involved the community every step of the way, invite the community to celebrate the changes in your school by holding a fair, a festival, or an "Open School Day." In an Open School Day, parents, community members, and even officials are invited to the school.

Representative work from ALL children is displayed along with new teaching materials; teachers demonstrate their new skills of assessment and teaching; and children of all abilities demonstrate what they have learned.

HOW TO MONITOR OUR PROGRESS

What differences are we making? Are our classrooms and schools becoming more inclusive and learning-friendly? To find out whether you are successfully developing an Inclusive, Learning-Friendly Environment, you will want to ask two key questions:

1. Are we "inclusive and learning-friendly" in the ways we set out to be? (How can we improve on what we have done?)
2. What difference have we made, especially in improving children's learning?

You can evaluate the process (#1) and the outcomes (#2) of an ILFE both informally and formally. You and others inside the school can conduct informal evaluations, and then use the information you collect to shape or make changes in the programme. In addition to informal evaluation, it is wise to have trusted outsiders come in on a regular basis to conduct a formal evaluation. This evaluation may be part of a school accreditation visit, or just as a way to view the school through "fresh eyes." At "M" School during their annual Open School Day, parents fill out questionnaires to evaluate the school's facilities, performance, and the children's learning, as well as to recommend any improvements. They get many good ideas this way. Remember also that children are also good monitors and evaluators, and we should ask them too!

The ILFE self-assessment checklist that was given earlier in this Booklet can be used as a monitoring tool so that you can follow your school's progress towards becoming an ILFE over the course of one year, two years, several years, or even a decade or more.

In addition to the checklist, here are five ways to gather information in order to find out whether the school is moving towards becoming an ILFE.

1. **Keep diaries and records.** You and your fellow teachers can keep a short diary each month of what you have achieved in developing an inclusive, learning-friendly environment. This will include keeping records of activities, and of meetings in the school and the community. Class monitors or other pupils can also keep a simple diary of what has taken place and can discuss it with the teachers and the whole school each month. Community leaders or parents can visit regularly and keep records.
2. **Talk to other people.** Much of this activity is done informally as your ILFE programme develops, but sometimes you need to plan special occasions when you look for answers. You can do this by using a list of questions and recording answers. Talk to pupils, parents, and other teachers either individually or in groups. It is important for you to ask questions that gain information and bring out opinions, rather than answers that the people think you want.
3. **Assess knowledge and skills through essays.** What do other teachers and you know about the diverse student population in the school? You may want to ask other teachers to write an essay about what they know, and to list the questions about what they think they still need to know. This is also a good activity for students to do.
4. **Observation.** Whom and what do we observe? Head teachers need to observe teachers' instruction in classrooms as part of overall professional development. (Keep records of how often the head teacher visits the classroom and what the discussion is about.) Peer observation also is useful particularly as part of team teaching. Teachers from one class can observe pupils from other classes. Keep records of these observations and comments, and discuss them periodically in groups consisting of the head teacher and teachers.

Look at the buildings and the surroundings. Has your ILFE activities made an impact on the appearance of the school? Is it "barrier free"? Are the girls' and boys' toilets in different areas? Do girls and boys of all abilities have equal access to the playing fields?

Observe changes in the way pupils act and behave. Do they help each other in ways they did not before?

- 5. Documents.** Examine various school documents, such as newsletters, letters to parents, progress reports, and lesson plans. Do the written documents from your school that go out to parents and to the community reflect the inclusive learning environment you are trying to become? Do teachers' lesson plans and the curriculum syllabi reflect the Inclusive, Learning-Friendly environment of your school?



Tool 1.4

What Have We Learned?

You have come to the end of this Booklet, but you still have one more activity to do. Let's start by finding out what you have learned about inclusive, learning-friendly environments from this introductory Booklet? Can you complete the following tasks?

1. What is an ILFE? Explain what it means and describe what it looks like in a classroom (such as considering seating arrangements, learning materials, relationships).
2. List five characteristics of an ILFE.
3. List two benefits of an ILFE for each of these groups: children, teachers, parents, and other members of the community.
4. Why might some of these groups resist the change to becoming an ILFE?
5. List the important steps for introducing and maintaining change in schools. Describe the ways in which you have observed these steps in the process of change going on at your school.
6. What are the five major Programme Planning Steps for developing an ILFE? At what point in the change process is your school? What have you already done to become ILFE? Since it is an ongoing process, what do you still need and want to do?

Developing an Inclusive, Learning-Friendly Environment is a great way to go. In fact, if Education for All is going to come true, it is the **ONLY** way to go! It requires commitment, hard work, and the openness to learn many new things; and it brings with it the satisfaction of seeing all children learn—children who have been in school learn things from children newly enrolled in school who have been excluded, and the children who were excluded come to know the joy of learning.

This Booklet has asked you to think about the ways in which your school already is inclusive and learning-friendly, and has helped you to explore ways in which your school can become more inclusive and learning-friendly. Now ask yourself, **“What changes can I make in my classroom/school tomorrow?”** Come up with three personal targets and compare and discuss them with your colleagues. After one or two weeks, compare how you are progressing.

WHERE CAN YOU LEARN MORE?

The following publications and Web sites are also valuable sources of ideas and information.

Publications

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UNESCO (2001) *Open File on Inclusive Education: Support Materials for Managers and Administrators*. Paris.

UNESCO (1993) *Teacher Education Resource Pack: Special Needs in the Classroom*. Paris.

UNESCO (2000) *One School for All Children*. EFA 2000 Bulletin. Paris.

United Nations (1989) Convention on the Rights of the Child. Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989, entry into force 2 September 1990, in accordance with article 49.

Web Sites

Centre for Studies on Inclusive Education (CSIE).
<http://www.inclusion.uwe.ac.uk>

Enabling Education Network (EENET).
<http://www.eenet.org.uk>

International Labour Organization.
<http://www.ilo.org>

TOOL GUIDE

Booklet 2 describes how you can help parents and other community members and organizations to participate in developing and maintaining an ILFE. It gives ideas about how to involve the community in the school and students in the community. It will help you identify in what ways this is already going on, and it will offer ideas for involving families and communities even more in promoting and developing an ILFE.

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Tool 2.1

Teacher-Parent-Community Relationships in an ILFE

WHO IS THE “COMMUNITY”?

The community includes parents and guardians of our students, other members of their families, as well as neighbours near the school. It also includes senior retired head teachers, grandparents, and everyone who lives in the school's administrative area. If the school is in an urban area, the community may be defined somewhat differently and include merchants, shopkeepers, government workers, and others. All of these persons can make significant contributions towards improving children's learning in an ILFE.

In an ILFE, we are responsible for creating a learning environment where ALL children—girls and boys—can learn and feel included in a “learning-friendly” environment. Parents and community members have important work to do to support the development of ILFE in our schools and classrooms as well. For instance, they need to work with us to ensure that all out-of-school children are found, enrolled in school, and continue to learn well.

Unfortunately, while involving the community is crucial for developing an ILFE, in reality there is often a distance between the school and the community. This distance may be due to many reasons. There may be conflicts between the school's schedule and parents' schedules, especially when parents (many times single parents) cannot attend school activities because they are busy working. Sometimes we, as teachers, are assigned to schools with which we are not familiar. We may not even live in the community in which we teach, or we may even live at the school and return on weekends to see our own families in distant communities. For these and other reasons, communication often becomes one-way, from school-to-parent or school-to-community, and very rarely from parents-to-schools or communities-to-schools. Yet these obstacles must be overcome when a school begins involving families and the community in creating an ILFE.

Local Communities Involved in the School?

Educators in Chennai, India were challenged by the statement, "All local communities are involved in the school." Although they saw themselves as part of the larger community, they had very little contact with individuals or other organizations in the community. The only interactions they had were with other educational institutions. They felt on the margins of life in the neighbourhood. They did not know about others, and others did not know about them and what they did. In general, the educators wanted to work with more learners and parents to get their view of the school. Therefore, they started to work with parents in small groups to encourage more active discussion with teachers. They also invite local community members to the school to interact with the learners.

Booth T and Black-Hawkins K. (2001) Developing Learning and Participation in Countries of the South: The Role of an Index for Inclusion. UNESCO: Paris.

WHY SHOULD WE INVOLVE COMMUNITIES?

Communities are the overall context in which children live and learn, and in which they apply what we have taught them. The values and involvement of families, community leaders, and other community members are vitally important for getting all children in school and helping them to learn successfully. For instance, if families and communities value the education we give their children (and value us, as teachers, as well), then children will also value their opportunity to learn. It will encourage them to respect us and their classmates—especially those with various backgrounds and abilities—and encourage them to apply their learning in their daily lives.

Communities also offer a wealth of information and practical knowledge that we can use to improve our teaching and promote children's learning. For instance, we can incorporate traditional stories or songs into our language lessons, or use different techniques for growing local plants or raising animals in our science lessons.

Moreover, if we want to mobilize the resources needed to improve learning for ALL children, to improve the quality of our schools, and to achieve sustained, lasting change, then **we must work together!** Philippine schools that participated in education reforms made this observation:

Stand-alone interventions and quick-fix solutions have never worked. It is the interaction among the different interventions and the ways in which the teachers, the school administrators and supervisors, the parents and community members, and the children themselves have participated in the change process [that makes the lasting difference].

Feny de los Angeles-Bautista with Marissa J. Pascual, Marjorie S. Javier, Lillian Mercado-Carreon and Cristina H. Abad. (2001). Reinventing Philippine Education: Building Schools Filipino Children Deserve. The Ford Foundation, Philippines.

Communities have been a valuable resource for schools that have begun to develop an ILFE. BRAC schools in Bangladesh are one example.

An Early Model of Community Support for ILFE

In 1979 the first BRAC school opened in Bangladesh in response to the requests of women in a functional literacy class who wanted basic education for their children. BRAC stands for the "Bangladesh Rural Advancement Committee." BRAC, an NGO already involved in rural Bangladeshi communities, helped the mothers form a school committee, find a site for the school, identify a teacher, and manage the school.

BRAC identifies poor children, especially girls, through household surveys. The schools must enrol a majority of girls, have a focused curriculum, have child-centred teaching, and reject corporal punishment. When pupils finish BRAC's basic education curriculum, they can enter the government school. Many children have done so successfully.

School staff usually are residents of the community and maintain quite high levels of contact with parents. Parents decide the specific times for the school schedule, and they can change the hours during the year to conform with holiday and agricultural seasons. Parents informally monitor and follow up on teacher absences, which are very low. Each school has a School Management Committee made up of three parents, a community leader, and the teacher. Together they are responsible for managing the school.

BRAC staff members conduct monthly meetings for parents and teachers at a time that is convenient for the parents. Because it is held during the day, mostly women attend. One of BRAC's quality indicators is that parents of at least 70% of the children should attend the parents' meetings. On average about 80% of the children have a parent present. Parents can air their concerns about the school, but BRAC has addressed the main concerns of fees, other costs, distance, discipline, and scheduling, so there is little dissatisfaction.

Adapted from Rugh A and Bossert H. (1998) Involving Communities: Participation in the Delivery of Education Programs. Washington, DC: Creative Associates International, Inc.



Reflection Activity: How Communities Support ILFE

In what ways is the community involved in developing an ILFE in BRAC schools?

1. _____
2. _____
3. _____

In what ways does your community **already** help your school to maintain an ILFE?

1. _____
2. _____
3. _____

In what **other** ways could your community help your school to maintain an ILFE?

1. _____
2. _____
3. _____

Who from the community can act as leaders to create and maintain an ILFE?

1. _____
2. _____
3. _____

What can **you** do to encourage your community to help maintain an ILFE in your school?

1. _____
2. _____
3. _____

WHAT ARE OUR ROLES AND RESPONSIBILITIES?

As teachers, what are our roles and responsibilities in working with parents and community members so that they can support an ILFE?

All teachers have the responsibility...

1. to communicate regularly with the home—that is, parents or guardians—about their children's progress in learning and achievement;
2. to work with community leaders to find out which children are not in school and why, and to devise ways to bring them into school;
3. to explain the value and purpose of an ILFE to parents of pupils in their classes;
4. to prepare their pupils to interact with the community as part of the curriculum, such as through field trips or special activities and events;
5. to invite parents and members of the community to be involved in the classroom.

Some teachers also will take on the responsibility...

6. to work with other teachers and the head teacher to communicate about ILFE to parent and community organizations (School Management Committees, Village Education Committees, Parent Teacher Associations); and
7. to encourage and work with parents to be advocates for ILFE with other parents and in the community.



Action Activity: How Can We Work With Our Communities

Begin by listing every school activity that you are aware of that involves families and communities—such as field visits, parent-teacher meetings, holiday parades—and that brings teachers, children, their families, and communities together.¹ Next to each activity, write down:

- ◆ whether you assisted in this activity or not; and if so, in what capacity (such as “organizer” or “greeter”),
- ◆ the positive happenings that resulted from the activity,
- ◆ the negative or unexpected occurrences that happened and how these could be avoided in the future (for instance, few parents attended, which could be overcome by several announcements of the event being made in advance, rather than only one).

Underline those activities that you think are the most important. Circle those that are related directly to your class or teaching practices. Which activities did you underline and circle? For those that are only underlined, think about how you can incorporate them into your activities.

Also ask yourself, which activities are the most important in making your school and classroom inclusive and learning-friendly? Which activities are good events for promoting a better understanding of ILFE among families and communities?

Briefly summarize the relationship that has developed between you, your school, and the community because of each activity. For instance, “By holding a parent-teacher meeting at the start of the school year, I developed a better understanding of my students’ families, and more parents are volunteering to help with classroom activities?”

¹ This activity was adapted from *The Multigrade Teacher’s Handbook* (1994) Bureau of Elementary Education, Department of Education, Culture and Sports in cooperation with UNICEF Philippines, and UNICEF at <http://www.unicef.org/teachers/environment/families.htm>

Finally, look again at the positive activities and relationships between your school and community, and then identify ways in which they can be expanded; for example, holding an Open School Day at the beginning and end of each year, rather than only once a year. The Open School Day at the start of the year can focus on what the children will learn and how families can help, while the one at the end of the year can exhibit the children's work and celebrate everyone's achievements in working together and creating an ILFE.



Tool 2.2

Information and Advocacy for ILFE in Families and Communities

For educational interventions to have real impact, the community must fully support them and be actively involved in them. For the community to be actively involved, they need to be contacted, informed, and motivated.

CONTACTING FAMILIES AND COMMUNITIES

One of our most important responsibilities as teachers is to open lines of communication to families and other members of the community. Children learn better when their parents and other family members are interested in, and involved with, the school and with education. When we involve families in learning, we increase the potential for learning in our classrooms, and we create support for our teaching in many ways. Consequently, making contact with our children's families and important community members is vitally important in creating inclusive, learning-friendly environments.²

There are many effective ways to begin communicating with families. Below is a list of some of them. Try a method that you like the best, and are most comfortable in doing, and then go on to try the others.

- ◆ Hold meetings with family and community groups where you introduce yourself, describe your goals for teaching and for children's learning, the value of diversity in an inclusive, learning-friendly classroom, and discuss the ways in which families and community members can participate in your classroom activities.
- ◆ Once or twice a year, schedule informal discussions with parents to assess their children's learning. Show them examples of their children's work. Stress each child's talents and positive

² This section and activity were adapted from *The Multigrade Teacher's Handbook* (1994) Bureau of Elementary Education, Department of Education, Culture and Sports in cooperation with UNICEF Philippines, and UNICEF at <http://www.unicef.org/teachers/environment/families.htm>

achievements, and talk about how each child can learn even better if she or he overcomes certain obstacles.

- ◆ Send your students' work home to show parents how well their children are doing. Ask them for their opinions about their children's work, and what do they think their children should learn next.
- ◆ Encourage children to talk about what they learn at home and use this information in your lessons. Also talk with the parents about how what their children are learning in class relates to their life at home. In other words, show how their classroom knowledge can be used, or is being used, at home.
- ◆ Conduct community field visits or ask children to interview parents or grandparents about their own childhood years in the community, and then have the children write stories or essays about "Community Life in the Past."
- ◆ Encourage family members to participate in classroom activities and invite community experts to share their knowledge with your class.



Action Activity: Contacting Families and Communities

Begin by summarizing the ways in which you are currently involved with children's families and communities. How did you first communicate with them, and to what extent were they involved in their children's learning?

Look again at the different ways mentioned above on making contact with families and communities. Select two or three (or more) of these different ways, write them down, and then under each note:

- ◆ what materials you should prepare (if any);
- ◆ the ways by which you will communicate with the family or community members; and

- ◆ the approximate date and time of the activity, and other relevant dates, such as special occasions.

Next, decide if these different ways can be linked. For instance, you might want to hold a group meeting at the beginning of the year or school term. At this meeting, you can encourage or recruit family members as classroom assistants, and ask for community volunteer experts to give special talks to the children.

Write down the starting dates and other relevant times and events on your calendar or your date book so you can create a simple “family and community involvement plan.”

KEEPING REGULAR COMMUNICATION

Informing Parents about Their Children's Progress

As teachers in an ILFE, we need to communicate regularly with parents about their children. We may visit parents in their homes, send notes home with children about their progress, or invite parents to school to meet with us. Consequently, it is essential to create a welcoming atmosphere for all parents and community members at school.

Meeting with parents or guardians early in the year is important so that teachers and parents can develop a relationship and a partnership for children's learning. However, if parents have come to expect that our home visits or invitations to school only occur when a child is being punished, you will need to state clearly at the beginning of your visit or in your invitation to parents that this conversation will be different. Tell them that you want to learn about the child from them so that you can teach the child more effectively. Tell them also that you want to inform them about their child's skills, so that they can help the child at home and reinforce what the child is learning at school.

Teacher-Home Communication

In Thailand's Child-Friendly Schools, parents and community members answered this question on an assessment form, "What is most important for our school—and why?" One item that was mentioned as a high priority was teacher-home communication. They said, "Teachers and parents of all pupils make an appointment each term to consult about pupils' behaviour and learning. This is important because it can provide direction for solving problems among School Committee members, important members of the community, and the school; it increases sending news and communication from the school to the community; and it creates understanding between parents and teachers."

Hopkins J and Chaimuangdee K. (2000) School Self-Assessment: Participatory Learning and Action for Child-Friendly Schools. Chiang Mai, Thailand: The Life Skills Development Foundation, in collaboration with the UNICEF Office for Thailand, Bangkok.

It is important to inform parents regularly about children's progress in learning. This means using assessment methods that help teachers, students, and parents know which skills a child has developed in literacy, numeracy, life skills, and other subjects. Parents need to know what their child has learned well and what the child still needs to learn. One of the ways to do this creatively is through colour-coded charts, which are particularly effective with parents who are not literate. For example, in Chart 1 below, a colour corresponds to the skills needed for Grade 3 mathematics.

Chart 1. Colour-Coded Chart of Content and Tasks for Third Grade Mathematics

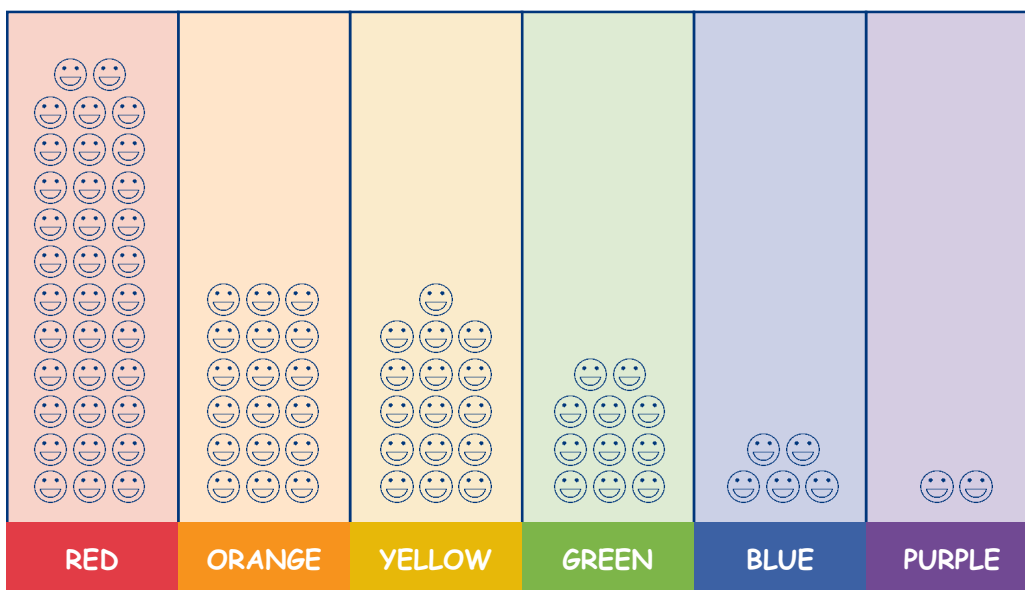
| Level | (8 out of 10 correct to proceed to next level) |
|--------|---|
| RED | <ul style="list-style-type: none"> • Values of currency (up to 1. 00) • Writing numbers • Subtraction - single digits; addition - single and double digit numbers |
| Orange | <ul style="list-style-type: none"> • Mental arithmetic (addition, subtraction) • Division - single digit numbers • Reading math problems |
| Yellow | <ul style="list-style-type: none"> • Multiplication • Subtraction and addition of double digit numbers • Measurement (distance, volume) |
| Green | <ul style="list-style-type: none"> • Identifying numbers up to 700 • Subtraction and addition by regrouping • Subtracting a triple and a double digit number • Identifying triple digit numbers |
| Blue | <ul style="list-style-type: none"> • Multiplication - double and single digit numbers • Division - double and single digit numbers • Reading word problems |
| Purple | <ul style="list-style-type: none"> • Multiplication - triple and single digit numbers • Measurement (distance, liquids) • Reading word problems |

Adapted from duPlessis J. (2003) Rainbow Charts and C-O-C-O-N-U-T-S: Teacher Development for Continuous Assessment in Malawi Classrooms. Washington, DC: American Institutes for Research.

Using Chart 1, colour-coded "Rainbow Charts" are then made to show children's progress and ensure that teachers, students, and parents together monitor the children's learning. In the Rainbow Chart (chart 2), each child has a "happy face" marker with her or his name on it. As they progressively improve their mathematics skills as indicated in the

colour-coded chart, their marker is moved to the colour that matches her or his skill level. If a teacher observes that some children have stayed in a level too long, she can try to find ways to help the children learn what is required to move to the next level.

Chart 2. Rainbow Chart of Pupil Progress



Whether teachers use a Rainbow Chart, a skill list, or a progress report card to send home, informing parents about their children's progress is enormously important in creating and sustaining school-home communication.

Informing Parents About ILFE

In talking with parents or guardians about their child's learning, it is important to explain how your classroom and school are becoming inclusive and learning-friendly. You may want to have a brochure from the school or a paper signed by the head teacher to help explain what you are trying to do. Also explain that by "learning-friendly" we mean that everyone—teachers, parents, and community members—will be helping the children to learn, and they will be learning along with the children as well. You can show them some of their children's work and describe what children do in a child-centred, active learning environment that differs from the school

they or their siblings or even their older children attended. You will need to explain carefully what you mean by “inclusive,” as we learned about in the first Booklet in this Toolkit, and use some of the case studies as examples of how inclusive learning can benefit **ALL** children.



Action Activity: Playing Favourites

When meeting with parents, you may need to help them understand what it means to “include the excluded.” One valuable activity for doing this is “playing favourites”.

In this activity, prepare badges of two different colours—such as red and blue—for people to attach to their clothes using tape or a pin. Each person should have one badge, giving some reds to women and some to men. Explain that in this activity some of them will be made to feel privileged while others will feel excluded.

Tell the people with red badges to sit at the back of the room or all on one side of the room. Then carry on a pleasant conversation with the people with blue badges. Ignore the red badge group; occasionally look sternly at them and tell them to sit quietly or to stop fidgeting or smiling. Continue to talk to the blue badge group. Continue this for five to ten minutes. You may even want to ask a blue badge person to tell the red badge group to be quiet. At the end of the ten minutes, tell everyone to take off their badges and sit together again. Ask these questions:

- ◆ How did it feel to have a blue badge? How did it feel to have a red badge? If you were wearing a red badge, did you want to have a blue badge? Could you do anything to get a blue badge? What did it mean to be excluded? Who did the excluding? Who were (or could be) the most vulnerable?

Remember that those individuals who are often excluded (such as children with disabilities) may feel even more ashamed, embarrassed, or punished by having a child with a disability; they are being doubly excluded. Moreover, those who are most vulnerable are poor children with disabilities who are of a minority ethnic group and do not speak the

dominant language and, in particular, girls. These children may be excluded for many reasons at the same time (for instance, being a poor, minority girl with a disability who cannot understand what is being said in class). Yet these are the very children we seek to include in our ILFE.

Now apply the lessons above to explain better what we mean by “inclusive” and “learning-friendly.” Discuss the benefits of “inclusive learning” and how an “inclusive, learning-friendly environment” can be created through partnerships between teachers and parents.

IDEA: This activity also can be used to help children understand what it means to be “excluded” and why it is important to value diverse backgrounds and abilities.

Informing the Community About ILFE

In addition to talking with parents, some teachers can work with the head teacher and the schools' ILFE team or coordinating committee to explain the development of an ILFE to larger groups including community members. If you are one of these persons, some of the ways you can explain ILFE include the following.

1. **Printed Information.** Prepare school brochures or newsletters to give out. Invite journalists from the local newspaper to visit the school and encourage the local press to write about ILFE. Show the journalists the benefits of an ILFE school, and explain the school's plan to provide a quality education for all children.
2. **Radio and TV Public Service Announcements** where schools use radio and television to show and tell parents about the need for schooling their children.
3. **Community or Group Meetings.** Plan to hold one- to three-day workshops or training sessions. These sessions are helpful in introducing the school to people who are new, especially for families whose children are not attending school. The sessions can explain the school's mission to educate all children and can explain the participatory, active learning environment of the school. Also

important is listening to and answering parents' concerns and questions during this first meeting and later meetings, as well as getting their ideas about how the quality of education at your school can be improved even more.

4. **Involve Social Services.** Since social services may well be involved in your school as it becomes more inclusive, stay in touch with them as one of your important strategies. They can provide important resources and help to protect the rights of your children.
5. **Link (network) with Other Schools.** In some countries, a minimum of three schools work together to support each other in becoming more inclusive. Teachers share ideas about new teaching methods they are using or ways they are involving community members in their classrooms. They host school workshops to update teachers' knowledge. They jointly organize community events to get all children in school, or jointly conduct field trips so that children can learn from communities other than their own.

MOTIVATING SUPPORT FOR AN ILFE

Parents as Advocates

Parents as Advocates for Change. In some communities, parents themselves will be the advocates for an ILFE at the school level, even before teachers and head teachers. In a northern province of Papua New Guinea, for example, parents demanded schooling for their children in their native language. The provincial government worked with the university and a non-governmental organization to provide low-cost education in the children's native language. In the BRAC schools of Bangladesh, mothers requested basic education for their daughters and sons who had been excluded from school due to the high cost and long distance.

Parents as Resisters of Change. In other communities, parents may resist change. Some parents, mirroring the values of society, may not want children who are different from their own to be in school with their children. These persons, should be the targets for the advocacy activities discussed below.

Parents as Willing Participants in Change. In other communities, parents may be very willing to get involved with the school—if you ask them, and if you explain to them what an ILFE is all about. If parents traditionally have not participated in their children's education, they will need to be invited in, welcomed, and invited to return again.

Advocacy Strategies

Advocacy involves education, publicity, gaining support, and getting others to tell your message. How can parents and community members become advocates for an ILFE?

1. **Encourage Parents to Tell Others about Your ILFE School.** Parent advocates may want to use some of the same information you used to tell them about ILFE, such as brochures, newsletters, or children's work. They can be especially effective in talking with parents who resist change, in explaining the value of diversity in the school and classroom through their own experiences or those of others, and in convincing them that quality education comes first in an ILFE school.
2. **Involve Parents in the Classroom to Help Traditionally Excluded Children.** As parents come to see that they are welcome in school and in your classroom, they may volunteer to come more often and assist you. If they do not, plan tasks for parents or community members and invite them to help you. For example, parents or community members can serve as volunteers in language instruction or for assisting children with disabilities. They can read to children and listen to children read. They also can supervise group activities and free the teacher to work with individual children or small groups who may need more attention. We'll explore other ways to involve parents and community members in the next Tool.
3. **Involve Parents in Child-seeking Activities for Traditionally Excluded Out-of-School Children.** For instance, hold a school enrolment fair at the school before the beginning of the school year to attract all families from the community to attend—and then enrol all children in school. Local merchants and businesses may want to contribute small gifts to be given away in a lottery, and parents and

teachers can donate special food and organize games. Singing and dancing may even be included. All activities focus on the importance of a quality education and the ways in which the school and community can work together to educate all children. One school enrolment fair in Guatemala that had clowns, special food, games, and door prizes, enrolled so many children that the school could not hold all the new children and had to begin making plans to build a new school building! Many other ideas for involving parents and communities in child-seeking activities can be found in this Toolkit's Booklet on getting all children in school and learning!

4. **Link School Management Communities with ILFEs.** Parent Teacher Associations (PTAs) or School Management Committees (SMCs) are ways of involving parents in a long-term relationship with schools. They help to provide on-site supervision, as well as improved quality and accountability.

Village Education Committees

The Community Support Program in the Pakistani state of Balochistan supported the establishment of women's village education committees. There are now over 1,000 of these groups, each with five members, modeled after the men's education committees. It has been difficult to integrate the sexes into a single committee in the conservative areas; however, the women have proven to be better at sustaining attendance and other daily activities in the all-girl schools.

For more information on this programme, see <http://www.worldbank.org> and search for "Balochistan."

5. **Outreach through Home Visits.** Connecting with families whose children have been traditionally excluded is not easy. One way to provide information about ILFE is for the school to ask someone from a traditionally excluded group, such as a disabled person or a person from an ethnic minority, to be an outreach person for the school. A group meeting with that person or individual home visits can be effective in explaining the school's approach to ILFE.



Tool 2.3

The Community and the Curriculum

THE COMMUNITY IN THE CLASSROOM

Practical contributions by parents and communities are important for ILFE development. Financial and in-kind contributions are concrete ways that parents can support children's learning. For example, community organizations, parent-teacher associations, and school management committees often get involved in helping to improve school facilities. This is important, especially for schools that may have physical barriers that prevent children with physical disabilities from entering buildings. If there are steps, community members can help to put in ramps in place of steps. In many countries, community organizations are also active in improving school water supplies and sanitation. If there are no separate latrines for girls, they build them.

Parents in a community in Malawi learned that teachers had no safe place to keep the learning materials they had developed to encourage pupils' participation in learning, so the community bought doors for the school classrooms and the head teacher's office. Parents from that community and 20 other communities in the same district began to provide old boxes, rubber shoes, and other materials for teachers to make learning materials to use with pupils in literacy and mathematics classes. One teacher noted that this experience of parents' involvement with schools at the curriculum level was contributing to the increased learning achievement and success of children at school.

Miske SJ. (2003) Proud Pioneers: Improving Teaching and Learning in Malawi through Continuous Assessment. Washington, DC: American Institutes for Research.

In the Philippines, one educator reported that they place a lot of effort on making parents feel that they are part of the school, and students are made to feel part of the community. Parents helped build the resource center which houses the 100-book library donated by UNICEF, while learning materials were made by the teachers and students or donated by NGOs. The students also helped make additional furniture and furnishings, such as the shelves for the resource center.

Feny de los Angeles-Bautista with Marissa J. Pascual, Marjorie S. Javier, Lillian Mercado-Carreon and Cristina H. Abad. (2001). Reinventing Philippine Education: Building Schools Filipino Children Deserve. The Ford Foundation, Manila.

We noted in the last Tool that one way to involve parents directly (mothers and fathers) is to invite them to visit the classroom. There are many ways in which parents, grandparents, and guardians can be involved in a pupil's education that will contribute to the ILFE nature of the classroom. Here are some ideas.

- ◆ Parents or other family members can volunteer to assist teachers with classroom activities, such as reading or preparing learning materials, helping with extra-curricular activities like sports or field trips, or organizing special activities like festivals.
- ◆ Parents can be classroom guest speakers who share information about their work and the world of work. They can talk about how education contributed to their expertise on the job. Parents who are not literate can talk about the history of the community, share folk stories, or demonstrate how to make traditional crafts.
- ◆ They can become involved in and attend PTA meetings and other school meetings to become informed, as well as attending special classroom events. At such events, they can meet their child's teachers, learn about the school's curriculum, and how to become involved in activities.
- ◆ They can donate needed materials to the school or help to find financial contributions to meet school and classroom needs.

- ◆ They can reach out to other parents whose children are not in school, or are thinking of dropping out, to encourage them to complete their education.
- ◆ They can participate in efforts to keep their children's schools or childcare centers safe and clean.
- ◆ They can help the school to hold an Open School Day. On that day, parents, community members, and officials are invited to the school. Representative work from ALL children is displayed along with new teaching materials; teachers demonstrate their new skills of assessment and teaching; and children of all abilities and backgrounds demonstrate what they have learned.
- ◆ Parents and members of the community can help to assess children's learning achievements. They can assign marks to the pupils' homework, and thus give their input into their children's learning.
- ◆ Successful graduates and dedicated parents can serve as role models, especially those with diverse backgrounds and abilities. Hold a career day every year. Invite these men and women to discuss their careers and how girls and boys can prepare for those careers.

Female Role Models

In schools where there are no female teachers, women from the community can be involved in role model programmes. Parents or other relatives of the students, as well as religious, artistic, athletic, or political figures from the community are usually willing to become involved with a school or classroom that tries to give girls positive role models.

If local women are available to do this, have them come in several times during the academic year. Ask them to address how they have worked with and for men and women, and how gender roles have affected their choices, successes, and failures. In addition to speeches, demonstrations of their work and consultations with individual students, they can help direct and comment on role-plays with students.

Have a female teacher and a group of girl students who have made it successfully to Grade 6 or Grade 11 visit rural schools where girls usually drop out at Grade 5 or earlier. All the girls should meet together to talk about what girls need to do to stay and do well in school. Have the visiting female teacher and older girls meet together with the girls and their parents to discuss specific ways to help girls stay in school and complete their education.

The Gender-Fair Teacher (2003) UNICEF/Eritrea

THE CLASSROOM AND THE COMMUNITY

Besides inviting parents and community members to the ILFE school, a relevant curriculum requires that children are in the community, learning as much as they can about various topics. For instance:

- ◆ Children can find articles or get information from their home or community that relate to a lesson at school.
- ◆ Children can interview parents or grandparents about their childhood.
- ◆ They can find plants or other materials that relate to a lesson.
- ◆ They can bring materials (such as used cardboard) that teachers can use to make teaching and learning materials.
- ◆ Children can participate in redesigning the classroom or in assessing and improving upon the school grounds so they are more "child-friendly" (especially for children with disabilities), safe (reduce conflict), and gender sensitive. Improving upon the school grounds can also lead to more outdoor classroom spaces.³
- ◆ Children can map their communities and assist in finding children who are not in school, but should be.

³ UNICEF. Children as Community Researchers. <http://www.unicef.org/teachers>

- ◆ Children can participate in community service activities. In Thailand's CHILD project, children regularly volunteered to clean the houses of elderly persons who were living alone. At the end of the day, they shared a meal and the elderly talked about the community's history and culture. Despite their differences in age, everyone developed closer relationships and better caregiving practices. In addition, the children also worked to keep roadways and paths in the community clean in order to avoid accidents.⁴

Class Activities that Focus on the Community. There are other ways that students can learn from their community and share in their community's activities. For instance, in northern Thailand a group of fifth grade students studied the environment of their community for science class during the year. They documented signs of deforestation and interviewed community members about the history of the forest in the community. They also discussed ways of planting trees in their community. At the end of the year, the students presented their study to all of their parents. These parents actually learned about the community from the students! They were impressed with what the students had learned, and the ways in which students presented the information. Parents and students together joined together to find solutions to the environmental problems in their community.

Student Participation in Meetings. Students can also extend their real-world experience by attending and participating in school-parent meetings, community meetings, or other civic events. You can role play the meeting in advance with pupils in the classroom and practice when they will participate and how. Students can organize activities and projects from their classroom lessons and show them in a student fair, or a small group of students can present a dramatic play, song, or poem. In this kind of activity, students get to explain to their parents or guardians what they are learning. This improves communication between the school and parents, and it reinforces for the child what he or she has learned.

In preparing a school-parent meeting on student learning, you need to pay special attention to which language or languages people will use in the meeting. Students and teachers need to decide how they will communicate with parents who do not speak a common language or who are hearing impaired.

⁴ For more ideas on children's participation, see <http://www.inmu.mahidol.ac.th/CHILD>



Tool 2.4

What Have We Learned?

This Booklet has given you several tools that you can use to involve families and communities in ILFE. Can you complete the following activities?

1. List the responsibilities of ILFE teachers in relating to the community.
2. In what ways do you tell parents about their child's learning skills?
3. List two ways in which mothers and fathers can help to include traditionally excluded children (a) in school and (b) out of school.
4. Name several ways in which the community can come into the classroom.
5. List several ways in which pupils can get more involved in their community or in using materials from home or community.

Involving the community is critical for the success of an ILFE. There are many ways in which you can prepare pupils to engage in learning in the community, and with their local environment. There are also many ways in which teachers can work with the parents or guardians of students to inform them about ILFE and encourage them to become advocates for the school in the community. This Booklet has listed many ideas for this. **Now ask yourself, "What can I do to start working more closely with my children's families and communities?" Come up with three personal targets and compare and discuss them with your colleagues, your students, and their families. After one to two weeks, compare how you are progressing and what further actions you can take.**

WHERE CAN YOU LEARN MORE?

The following publications and Web sites are also very valuable resources for encouraging closer school-family-community relationships.

Publications

Bureau of Elementary Education, Department of Education, Culture and Sports in cooperation with UNICEF Philippines (1994) *The Multigrade Teacher's Handbook*, Manila.

duPlessis J. (2003) *Rainbow Charts and C-O-C-O-N-U-T-S: Teacher Development for Continuous Assessment in Malawi Classrooms*. Washington, DC: American Institutes for Research.

Miske SJ. (2003) *Proud Pioneers: Improving Teaching and Learning in Malawi through Continuous Assessment*. Washington, DC: American Institutes for Research.

Rugh A and Bossert H. (1998) *Involving communities: Participation in the delivery of education programs*. Washington, DC: Creative Associates International, Inc.

The Gender-Fair Teacher (2003) UNICEF/Eritrea.

Web Sites

Children as Community Researchers. This is an excellent publication for promoting children's learning through the community. It can be downloaded at:

<http://www.unicef.org/teachers/researchers/index.html> or

<http://www.unicef.org/teachers/researchers/childresearch.pdf>

Children's Integrated Learning and Development Project.

<http://www.inmu.mahidol.ac.th/CHILD>

Community School Alliances.

<http://www.edc.org/CSA>

Supporting Home-School Collaboration by Sandra L. Christenson.

<http://www.cyfc.umn.edu/schoolage/resources/supporting.html>

UNICEF Teachers Talking about Learning.

<http://www.unicef.org/teachers/environment/commun.htm>.

This excellent Web site offers information on: learning and the community; teachers and communities; involving families in learning; communities helping schools; community life; and tips for improving schools.

TOOL GUIDE

Booklet 3 will help you and your colleagues to understand some of the barriers that keep children from coming to school and what to do about them. The Tools are presented in a building block fashion (step-by-step), and they contain ways of including traditionally excluded children that have been used widely and effectively by teachers throughout the world. After working through these Tools, you will be able to talk with other teachers, family and community members, and students about what conditions may be pushing children away from learning. You also will be able to identify where the children live, why they are not coming to school, and what actions can be taken to get them in school.

Tools

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Tool 3.1

Who May Not Be Learning?

One important step in creating an ILFE and involving families and communities in this process is to find those children in the community who are not going to school. Did you ever stop to think that maybe one of your students has a brother, sister, or friend who cannot, or will not, come to school. If we are dedicated enough to want to get these children into our inclusive schools and classrooms, keep them there, and assist them in learning the knowledge and skills they need for life, then we need to understand why they do not come to school!

DISCOVERING BARRIERS TO INCLUSIVE LEARNING

Read the following case study either to yourself or out loud to your colleagues.

"Tip" is 12 years old. Every morning, though burning summer or chilly winter, Tip wanders around the community trying to earn a living and save a small amount of money. Sometimes Tip helps to tidy up and clean the small dry goods store in the community, or Tip washes dishes at the nearby noodle stand. If nothing else is available, Tip picks up discarded bottles and cans to sell to the recycling centre down the road. When times are really tough, Tip may beg money from people who come to the community temple. On a lucky day, Tip may earn \$1 to \$1.5; on an unlucky day, less than \$0.5. In the quest to earn money, Tip is eager to say, "If they give me money, what they want me to do, I will do." Tip used to go to school, but now Tip wants to earn money rather than study.



Action Activity: Identifying Barriers to Inclusion

If you are working with your colleagues, organize yourselves into two or four groups. If you are working alone, try this activity by yourself.

- ◆ First, everyone should think quietly to themselves about some of the reasons why Tip may not be going to school. If it helps, each person can write brief notes. This should take about 5 minutes.
- ◆ A child's learning environment includes her or his school, family, and community. It also includes his or her "self," that is, whether he or she personally wants to go to school. Next, assign each group a learning environment. One group is the *SCHOOL*. Another group is the *FAMILY*. Another group is the *COMMUNITY*. And the fourth group is the *CHILD* (Tip). If you are working in two groups, each group can take two learning environments. If you are working alone, try to do all four of them.
- ◆ Give each group a large sheet of poster paper, and then ask them to write at the top of the sheet which learning environment they are working on. There should be one sheet per learning environment.
- ◆ Discuss in your groups what barriers may exist within your learning environment that may be causing Tip not to come to school. List these barriers on the poster paper for your learning environment, and then read the following section.

Some Reasons Why Children May NOT be In School

Tip (Child)

Whether a child can attend school—or would even want to attend—is affected partly by that child's characteristics or the situation in which that child finds himself or herself. For instance, the excitement and the hope of earning money may encourage a child to leave home and move to a big city rather than staying in school. Below are some of the major reasons associated with the *CHILD* that may affect whether she or he attends school. **Are there any other child-centred factors in your community, country, or culture that could affect whether a child attends school?**

Homelessness and the Need to Work. We see these children everyday, particularly if we live in cities, but we hardly ever notice them unless they are begging for money or soliciting in some other way. "The street" is their home and their source of livelihood. There are about 100

million street children worldwide. A child in the street may be a working child, usually a school dropout, or simply a homeless girl or boy. Street children are at high risk of being exploited because they are no longer firmly connected to their families, communities, and schools. Not all street children are without families, however. Some, like Tip, may work on the street to earn money and then return to their families at night. This may be particularly the case for children who see no value in education, who are not interested in school, who are too old to enter the school system, or who are affected by political conflicts where survival is more important than learning. Many street children, though, have little or no contact with their families, and they are without adult supervision. Moreover, they may have been abused physically or sexually at home, thus causing them to run away and end up on the street where they face similar violence.

Illness and Hunger. Children do not learn well if they are ill, hungry, or malnourished. Oftentimes, they are absent and may be classified as "slow learners." If they do not receive the attention they need, they may feel that they are not members of the class, and they may drop out of school. The effects of their illness or malnutrition may also have life-long consequences if they cause physical or intellectual impairments.

Birth Registration. In some countries, if a child like Tip does not have any proof that his or her birth has been registered, they cannot attend school or only be allowed a limited number of years of schooling. This affects particularly girls whose births have not been registered, and they are not eligible for admission into school or cannot take examinations. It also may affect migrants, persons from minority cultural groups, refugees, as well as families where home births are common, and where no birth registration offices are accessible.

Fear of Violence. Fear of violence when coming to school, at school, or going home from school may frighten children away. While boys often experience beating or bullying, girls are at risk of sexual assault or other forms of harassment. For victims, it takes a heavy toll on their self-esteem. Maybe Tip was a victim and no longer wants to go to school.

Disabilities and Special Needs. Most children with disabilities or special learning needs are not in school, especially when our schools and education systems have no policies or programmes for including children

with physical, emotional, or learning impairments. These are the children we usually think of when we talk about “inclusive education.” They are the ones who may never have come to school because of negative attitudes or beliefs that they cannot learn. Parents or community members also may be unaware that these children have the right to education and should attend school. Even a school’s facilities (such as stairways) may block such children from entering school. They also are the ones who often drop out because class sizes are too large, and we cannot devote enough time to their special needs. In addition, the curriculum content, our teaching methods, and even the “language” of instruction (spoken, visual) may not be appropriate for children with disabilities or other special needs.

Pregnancy. In some countries and communities, girls who become pregnant are excluded from school because of the fear that their “promiscuity” will encourage others to become sexually active. Even for a girl who is a victim of rape, her pregnancy may bring shame upon her family. Consequently, members of her family may no longer want to associate with her, and they see no reason for her to attend school.

Family Environment

Families and communities should be the first line of protection and care for children; for understanding the problems currently confronting children; and for taking action to address these problems in sustainable ways. In many countries, and according to those who work with children who have dropped out, the most effective means to prevent dropout is through strong and caring families and communities. Below are some of the major reasons associated with the FAMILY and COMMUNITY that may affect whether children attend school. **Are there any other family or community factors in your community, country, or culture that could affect children’s attendance in school?**

Poverty and the Practical Value of Education. Poverty often affects whether or not a child can attend school. Likewise, if a child does not attend school, she or he will not be able to earn an adequate living and may become poverty-stricken. Because of their financial burden, poor parents are often pressed to provide even the basic necessities of life. Hence, children like Tip must help to earn the family’s income at the expense of

their education and future life. This occurs especially when families do not feel that education is meaningful for their daily lives; thus, they do not understand why their children should attend school. Parents also may feel that their children will receive a poor quality education, and the skills their children will learn in certain jobs are more valuable than those they will learn in the classroom.

Conflict. Some parents, caught in an argument over money or other issues, may lash out at their children, thus leading to violence and abuse. This may contribute to irregular attendance or even encourage children, maybe even Tip, to runaway from home and school.

Inadequate Caregiving. Because of the need to earn money, parents may be forced to migrate away from home either temporarily or for long periods of time. As a result, they may put children like Tip in the care of elderly grandparents or others. These persons may not have the knowledge, experience, or resources to provide suitable child care. They also may not value education when money is needed so badly.

Discrimination and Stigmatization due to HIV/AIDS. Children whose parents have died from AIDS are less likely to attend school than those who have not lost a parent. In some countries, children—and particularly girls—are taken out of school to care for siblings or those who are ill, or to earn money to support the family. In other cases, such children may be thought to be “contagious,” so community members and even teachers actively exclude them from school. Maybe Tip, or a member of Tip’s family, is HIV positive.

Community Environment

Gender discrimination. Traditional beliefs about the status and roles of men versus women can restrict girls’ access to schooling. In communities where women are believed to be inferior to men, girls often are kept at home and away from school to do domestic work. This may be reinforced by traditional practices where girls marry at very young ages and leave their natal homes; thus, their contributions to their families are lost, and parents see no reason why money should be spent educating their daughters.

Cultural differences and local tradition. Children who come from families that are different from the community at large in terms of language, religion, caste, or other cultural features are especially at risk of being denied access to school. Sometimes, they are given access to substandard educational facilities, poorer quality instruction, and fewer teaching materials. They also have fewer opportunities for higher education than others. In some communities, moreover, there is a local tradition of beginning one's working life in childhood, without the benefit of quality schooling. This tradition is passed on from one generation to the next, perpetuating the cycle of poverty and illiteracy. Tip may be a member of one of these communities.

Negative attitudes. Negative attitudes towards children with diverse backgrounds and abilities is perhaps the biggest single barrier to including these children in school. Negative attitudes can be found at all levels: parents, community members, schools and teachers, government officials, and among marginalized children themselves. Fears, taboos, shame, ignorance, and misinformation, amongst others, all encourage negative attitudes towards such children and their situations. These children—and even their families—may develop low self-esteem, hiding away and avoiding social interaction, and becoming invisible members of their communities. This can lead directly to their exclusion from school, even though they have the same rights and needs as other children. Tip also may be a victim of negative attitudes.

School Environment

The mission of our schools is to effectively educate **ALL** children by giving them the skills they will need for life and life-long learning. Historically, our schools have not been equipped adequately to educate girls and boys with diverse backgrounds and abilities. While family and community circumstances may contribute to excluding children from school, making improvements in these conditions alone may not make our schools inclusive. Factors may exist **within** our schools that may actually discourage some children from coming to school, as well as contributing to poor attendance and early dropout, like Tip. **You** and your colleagues have an important role to play. You can change your school into a place where every child can come to learn. Below are some of the reasons why some children may not be

coming to your school? **Are there any other school-based factors that also could affect children's attendance in your school?**

Costs (direct and hidden). For many poor families, school fees, examination fees, contributions to school or parent-teacher associations, even the cost of a book, pencil, school uniform, or transportation can keep children like Tip away from school.

Location. In rural areas especially, if the school is located far away from the community, children like Tip may be kept at home where they are safe. Particularly for girls, the distance from their homes to the school may discourage parents from sending their daughters to school out of fear for their safety. Children with disabilities also may not attend school if there is no suitable transportation for getting them to school.

Scheduling. Tip may want to study but cannot learn during regular school hours. School timetables and calendars conflict with Tip's work schedule so that Tip cannot "learn as well as earn." Moreover, girls may drop out when going to school conflicts with their family responsibilities, such as domestic chores and caring for younger children.

Facilities. If our schools do not have adequate facilities, this may be one reason why some children do not come to school. For instance, lack of separate latrine facilities for adolescent girls during menses may discourage them from coming to school. Inadequate facilities, moreover, affect especially children with disabilities. Who knows, maybe Tip has a physical or other disability.

Preparedness. One of the most common reasons why children with diverse backgrounds and abilities are excluded from school is that the school and its teachers are not prepared to teach them. They do not know how to teach them, because they have not received the training, ideas, or information necessary to help these children to learn. Consequently, even if these children do come to school, they may receive less attention and a poorer quality education compared to other children.

Class Sizes, Resources and Workload. Large class sizes are common in all countries and can be a barrier to the inclusion of children with diverse backgrounds and abilities. In wealthier countries, class sizes of 30 are

considered too large, while in countries with limited resources class sizes of 60-100 may be common. Teachers thus take on heavier workloads and often become unhappy. Of course, small, well-managed classes are more desirable than classes with inadequate resources including materials and teacher time. However, the size of the class is **not** necessarily a significant factor for successful inclusion, if attitudes are **positive and welcoming**. There are many examples of children with diverse backgrounds and abilities being successfully included in large classes. As discussed further below, attitudinal barriers to inclusion are often greater than barriers posed by inadequate material resources.

Inclusion ... despite class sizes of 115+

In 1994, a study was carried out in two schools in Lesotho that were a part of the Ministry of Education's pilot inclusive education programme. One school, situated relatively close to the capital of Maseru, had average class sizes of 50, and had a history of integrating children with physical disabilities only. The other school was located in the mountains, an 8-hour drive from the capital. It had class sizes of over 115 girls and boys.

The teachers in the first school had negative towards the inclusive education programme from the beginning. The school had a good academic reputation and they feared that this would be threatened by spending time on "slow learners." They regarded the hostel for disabled children as the mission's responsibility, and one that had been imposed on the teachers.

The teachers in the mountain school, however, were so highly motivated that they were using their spare time during lunch breaks, on weekends and in the evenings to give extra help to those children who needed it, visit families, and even take children to hospital appointments. The fact that they had such large class sizes was not a barrier to inclusive education. The teachers were coping with the large classes in ways they found acceptable but, when asked their opinion, said that of course they would have preferred class sizes of 50-55.

Schools For All. Save the Children.
www.eenet.org.uk/bibliog/scuk/schools_for_all.shtml

SELF-ASSESSMENT FOR INCLUSIVE LEARNING

Summary of Barriers to Inclusive Learning

- **Child:** Homelessness and the need to work; Illness and hunger; Birth registration; Violence; Pregnancy
- **Family:** Poverty; Conflict; Inadequate caregiving; HIV/AIDS
- **Community:** Gender discrimination; Cultural differences and local tradition; Negative attitudes
- **School:** Costs; Location; Scheduling; Facilities; Preparedness; Class sizes, resources and workload

What other barriers did you list on your poster sheets in the previous activity or discuss amongst each other?

Make a "Master List" of all the barriers that have been thought of or learned about from reading and discussing the information given above.



Action Activity: Barriers and Opportunities

- ◆ Everyone should close their eyes and imagine that they are Tip or another child that is usually excluded from school. Decide for yourself what is your name, your age, your sex; where do you live, and with whom; what is the life situation in which you find yourself (such as with Tip).
- ◆ Think about what **opportunities** you may have in enrolling in school (for instance, a school may be close to your home), and what **barriers** there might be. You can refer to the list above, your master list, and your sheets from the first Tool in this Booklet on identifying barriers to inclusion.

- ◆ On a large sheet of poster paper, or any other writing surface, draw four circles inside each other. The smallest circle in the middle is the child, the next represents the family, the next represents the community, and the next represents the school. Label the circles.
- ◆ Using different coloured pens or writing styles to show **barriers** and **opportunities**, everyone should plot their thoughts on the chart for each level (child, family, community, school). **Do this is together in a group, not individually.** Even if one person has already written down an opportunity or barrier within a level, write it down again if it pertains to you as well.
- ◆ After everyone has finished, look at the chart you have made. Are there more barriers than opportunities? Are there more barriers than you ever expected? These barriers represent the challenges that must be overcome so that children like Tip can come to school and that can be overcome with help from you.
- ◆ What are the most common opportunities for each level and between levels (what opportunities are listed most often)? Are these "real" opportunities? Do they exist **now** for children with diverse backgrounds and abilities in your community, or are they what we think **should be** there? If they are what should be there, these are opportunities you can aim to achieve through action programmes. They represent the vision of what you want to achieve in removing barriers and expanding opportunities for inclusion.
- ◆ Are the opportunities and barriers evenly spread, or do they focus on one level more than another? This helps you to identify which level(s) should receive priority attention in developing interventions and overcoming barriers.
- ◆ Are there opportunities and barriers that are commonly repeated (written down several times) within and between levels? These could be good starting points for action!
- ◆ Are there barriers that fall within more than one level, such as negative attitudes (teachers, community members)? These may need coordinated efforts to overcome!



Tool 3.2

Finding Children Who are NOT in School, and WHY

The previous Tool helped us to explore reasons why some children may not be in school. The question that needs to be answered now is, “Which of these barriers—or maybe others—exist in my school or community?” To answer this question, we first need to know which children in our community are not attending school and then investigate some of the reasons why this may be happening. After we have this information, we can begin planning and implementing activities to get these children in school.

SCHOOL-COMMUNITY MAPPING

One effective tool that is widely used to identify children who are not in school is school-community mapping, which is also called school mapping or community based mapping. Like traditional maps, these maps show major community landmarks. More importantly, however, they also show each household in the community, the number of children and their ages in each household, and whether or not pre-school and school-aged children in those households are attending school. You can create these maps by following the steps below.

1. Enlist the help of community committees, or even dedicated volunteers, as well as other teachers in your school. This is a good activity for promoting a “whole-school” approach where all staff members (all teachers, assistants, caretakers, etc.) are involved. But don’t forget that there are many other community members who can assist in obtaining the information you need and creating the maps, such as local development volunteers, community elders, religious leaders, PTA members, and children themselves (we’ll talk about involving children later). This step will actually help to build stronger links between your school and the community it serves. It also can help your school to obtain community resources for action programmes (especially important for schools with minimal resources), as well as to

promote community ownership of the maps and the inclusive learning programmes that come out of the mapping and planning process.

2. Hold an orientation session for those who have volunteered to help with collecting information and creating the maps. Talk to them about why all children should be in school, the benefits of having a diverse range of students with varying capabilities, and how the maps can be important tools for finding those children who are not in school and encouraging them to come to school and enjoy learning.
3. At the orientation session, or during a follow-up session, prepare a rough map of the community. Some communities may already have maps, while others may not. Include major landmarks (roads, water sources, important places like the village health centre, places of worship, etc.) and all of the houses in that community.
4. Thereafter, conduct a household survey to determine how many members each household contains, their ages, and their levels of education. Information about the educational levels of children will help you to target those who are not in school, while information about adults may indicate which parents may benefit from activities like literacy programmes. In India and Benin (West Africa), these programmes are valuable because they help such parents to realize the value of learning for themselves and their children (especially girls). The household survey can be done in several different ways, such as through home visits (which also can be used to encourage parents to send their children to school), interviews with knowledgeable persons (even children), or using existing records. In Thailand, for instance, village census information is used to identify household members and their ages. This information is then compared with school enrolment records to see which children are not in school.
5. Once the information is collected, prepare a final map of the community showing its households, their members, ages, and educational levels. Then share the map with community leaders to identify which children are not in school and discuss some of the reasons why these families may not be sending their children to school. With this information, we can begin constructing action plans.

School Mapping in the Lok Jumbish (LJ) Project, Rajasthan, India

The LJ project mobilized a core team of committed men and women chosen by the community. After training, they conducted a survey recording the educational status of every household member. A village map was then prepared showing everyone's level of education in each household. The entire village then analyzed the reasons for children not going to school. In most places, even when there was a school, it was not functioning properly due to a lack of teachers or minimal facilities. Girls were not going because their parents would not allow them to walk long distances to attend school, and only male teachers staffed most schools. In response, the village team, women's groups, and local teachers implemented a wide range of activities like monitoring school enrolment and retention, starting non-formal centres, repair or construction of school buildings, school health programmes, and forums for adolescent girls. Other improvements included motivational and curriculum based training of teachers, production of suitable textbooks, and supplying good quality equipment and teaching learning materials for all schools in the project area. LJ also created a network of non-formal education centres with locally educated youth as instructors.

Mathur R. (2000) Taking Flight. Education for All Innovation Series No. 14. UNESCO Principal Regional Office for Asia and the Pacific, Bangkok.

CHILDREN'S PARTICIPATION IN MAPPING

The school-community mapping process is a "community-to-child" activity. In other words, how we can involve the community in identifying all children and getting them in school. Actually, though, the mapping activity can be undertaken as a "child-to-child" approach, one that can even be incorporated into your lesson plans. Children of all ages can make maps, and it can be an important activity in their learning.¹

¹ This section and the process of creating the map were adapted from "Children as Community Researchers," UNICEF Web site: Teachers Talking about Learning: www.unicef.org/teachers/researchers/basemap.htm. Readers are strongly encouraged to access this Web site, see examples of children's maps, and learn more!

The child-to-child mapping activity is an extremely effective way of mobilizing children's participation. They take the lead in identifying children who are not coming to school and in influencing parents and community members to allow them to attend school. For example, in Thailand's CHILD project, girls and boys in grades 4-6 worked together to draw a map of the communities and houses surrounding the school. They identified the children that lived in each house, and then noted on the map whether or not these children were attending school. As one project staff member noted, "If you can get three children to agree that a child lives in this house, then it must be true." Children can thus be leaders in creating school-community maps. They can even map valuable data about their community that no one may have thought to map before.

One useful way to begin is by having children create their own personal map of their community, which will help them to decide what should be shown on the school-community map. The ability of children to draw accurate maps varies greatly according to the child's age. But if their very different styles and abilities are accepted, children of all ages will enjoy producing useful features for the collective school-community map.

If a community does not have a map already, a simple one can be prepared from scratch. Ideally, the school-community maps should be large enough for the children to locate their own homes and those of their friends. These maps are a very valuable contribution for children to make for their community. Creating the map goes like this.

1. Begin by gathering your children together and making a list of all of the important places in the community (such as the school, temple, homes, health centre, shops, etc.), any important physical features (like roads, rivers, mountains, etc.), and any other important locations where community members often meet (such as fields or even wells where they often go to collect water).
2. Cut out several pieces of cardboard and then draw pictures of these important places, physical features, and locations on them. If cardboard or other materials are unavailable, use stones, wooden blocks, string, or sticks. You also might want to use a variety of items, such as cardboard squares or stones to represent houses and sticks to represent rivers. But be sure to help the children to remember what each symbol represents.

3. Ask the children to decide on the most important feature in their community, such as the school. Have them make a special symbol for it out of cardboard. It should be different from all of the other pieces so that it stands out. It will serve as the map's "reference point" (the place that everyone remembers and can relate to in locating other important places and features in the community).
4. Place a large piece of cloth, heavy paper, or other suitable writing material on the ground; gather the children around it; and ask them to decide where to put the "reference point" (such as the school) so that all of their homes can be put around it. For example, if the school is located close to their homes or in the centre of the community, place it in the centre of the map. If it is located far away from their homes and other places they often visit in the community, place it off to the side of the map.
5. Ask the children what other important places are located on the edge of their community. Place the symbols for these places on the map to establish its boundaries.
6. As a group, decide upon the community's major physical features (such as streets, fields, mountains, and rivers), and add these to the map. Make sure that all of the children agree on where their physical features should be located. You might want them to be free to carefully walk on or around the map to check this out. If they have already created "personal maps," have the children look at them again to make sure all of the features are on the large map.
7. When everyone agrees about where the important places, physical features, and other locations are located on the map, the children can draw them in with ink, paint, or felt pens to make them a permanent part of the map, instead of using cardboard or other non-permanent symbols.
8. The map belongs to the class so it needs to be dynamic, with new important features being added as the children think of them. To begin filling in the map and identifying children who are not in school, the children should begin by deciding on specific themes and then pinning small paper symbols on their map to represent these. Some of the most obvious themes to begin with are:

- ◆ the homes of ALL children in the community, the ages of the children, and whether or not they are in school;
 - ◆ homes of people who are important to their daily lives;
 - ◆ places children play or work;
 - ◆ places children avoid, such as places of danger (violence);
 - ◆ places children like and dislike;
 - ◆ places where children go alone, with their parents, with other relatives, with friends, with other adults; and
 - ◆ transportation routes (especially those they use to come to and return from school) and the means by which they do so (such as by foot, bicycle, motorcycle, automobile, etc.).
9. Walk with your children around the community to help them fill in the map with greater accuracy. During the walk, or even at a special meeting, invite adults from the community to talk with the children and make suggestions for additions to the map. This will start getting community members involved in identifying children who are not in school and create the support you need for action programmes.

After the maps are made, your students can identify which children in the community are not going to school and locate the families of these children. Your children—working with teachers, parents, and community leaders—can then help motivate parents to send their children to school. In Nepal under the Community-Education Management Information System (C-EMIS) project supported by Save the Children (UK), the children themselves visit parents of out-of-school children. They talk with the parents about the reasons why they do not send their children to school and what can be done to get the children in school.

The school-community maps need to be continually updated and used to identify children who may not be coming to school. Consequently, creating the maps can become a permanent part of the curriculum and children's learning. Moreover, the community should easily see the map.

Perhaps it can be posted in a community information centre or common meeting place, so that community members can comment on it. The map also can begin the community development process for getting all children in school. In a slum in Northeast Thailand, for example, village leaders used surveys and maps to find those children who were out of school because their births were not registered. They then visited the children's parents, sometimes travelling to nearby districts and provinces, to get the documents needed to register the children and get them in school. Now, in this slum all children are in school!

DISCOVERING WHY CHILDREN MAY NOT BE COMING TO SCHOOL

Working with your colleagues or your students, you have identified which children are not coming to school in your community, and perhaps you have even brainstormed some of the reasons why this may be occurring. The major question that needs to be answered now is: "What major factors characterize children who are being excluded from school, and particularly compared to those who are able to attend school?"

As we learned earlier, some factors may be visible, such as a physical, sensory, or intellectual disability; more hidden, such as inadequate caregiving or malnutrition; or even accepted and largely unrealized factors, such as gender roles or the responsibilities of children in their families.



Action Activity: Creating Child Profiles

The **Child Profile** is a tool to promote inclusive education and equity in the classroom. It is being used in many countries in Africa, Central America, as well as Central, South, and Southeast Asia. A child profile:

- ◆ helps community members and teachers to identify which children are not coming to school and why, as well as those at risk of dropping out;

- ◆ shows the diversity of children in the community in terms of their individual characteristics and those of their families; and
- ◆ helps to plan programmes to overcome factors that exclude children from school.

Child profiles are being used in Thailand as part of its School Management Information System (SMIS) as well as in the Philippines for its Student Tracking System (STS), both of which are developing Child-Friendly School Systems. In Bangladesh and some other South and Central Asian countries, child profiles are being used in a community-based manner as part of their Community/Child-Centred Education Management Information System (C-EMIS). Community members collect the information for all children in all households in the community. They identify those children that should be (or soon will be) in school, and then they get them in school. This system, as well as the SMIS and STS when they are used at the community level (not just in the school), therefore, can identify out-of-school children as well as those who are in-school but who are learning poorly. To create a child profile, follow the steps below.

1. Based on your school-community map, or community census records, make a list of all of the children who are not coming to school.
2. Brainstorm with your colleagues and those who helped to create the school-community map about what factors (barriers) may be causing children not to come to school. You can refer to the lists you made in the first Tool in this Booklet and categorize the factors based on those associated with the school, community, family, and child; but remember that some factors may fall into more than one category. These factors may not necessarily be the actual causes, but they are the ones that need to be investigated for each child.
3. Next, using these factors create a list of questions that when answered may give you some insights into why a child may not be coming to school. Below is an example of a list of questions that is being used in Child-Friendly Schools in the Philippines and Thailand to understand the situation of children with diverse backgrounds and abilities who

do not learn well.² The questions were developed to uncover the extent to which the barriers discussed earlier affect child learning and dropout. **You can develop your own list of questions based on the barriers you feel are common in your community. Be sure to include community leaders in this process. They can help you to identify ALL of the children who are not in school.**

Barrier: Cultural Differences and Local Tradition

- ◆ What is the child's nationality or ethnic affiliation?
- ◆ What is the child's religion?

Barrier: Gender Discrimination

- ◆ What is the child's sex?
- ◆ What is the child's age?

Barrier: Birth Registration

- ◆ Is the child's birth registered?

Barriers: Scheduling of Work and School; the Need to Work

- ◆ Does the child work either in or outside of the home to earn an income?

Barriers: Negative Attitudes; Fear of Violence

- ◆ If the child was ever in school, what was his or her learning status?
- ◆ If the child was ever in school, what was his or her attendance record?
- ◆ If the child was ever in school, did he or she often drop out for a long period of time (for instance, during planting or harvest)?

Barriers: Illness and Hunger; HIV/AIDS Affected; Pregnancy

- ◆ What is the child's health and nutritional status?

Barriers: School Facilities and Location

- ◆ Does the child have any disabilities that affect access to school facilities?

² Examples of the Child Profile from other countries such as El Salvador and Uganda can be found in: Toolkit for Assessing and Promoting Equity in the Classroom, produced by Wendy Rimer et al. Edited by Marta S. Maldonado and Angela Aldave. Creative Associates International Inc., USAID/EGAT/WID, Washington DC. 2003.

- ◆ Where is the child's home located with respect to the school (distance, travel time)?

Barriers: Caregiving; Conflict

- ◆ How old are the child's parents?
- ◆ Are both of the child's parents still alive; if not, which parent is deceased?
- ◆ What level of education does each parent have?
- ◆ Has any member of the family ever dropped out of school? Why?
- ◆ Are the child's parents still married?
- ◆ With whom does the child live?
- ◆ How many pre-school children are in the child's household?
- ◆ Who is the main child caregiver for these pre-school children?
- ◆ Has either parent ever migrated for work?

Barriers: Poverty and the Practical Value of Education; School Costs

- ◆ What is the major occupation of each of the child's parents?
- ◆ What is the secondary occupation of each of the child's parents (if any)?
- ◆ Does the family own land for income generation; if yes, how much land?
- ◆ Does the family rent land for income generation; if yes, how much land?
- ◆ What is the household's average monthly income?
- ◆ Does the family borrow money for income generation? If yes, how much, how often and during what time(s) of the year?
- ◆ How many people reside in the household?
- ◆ Is the household a member of any community development group?

4. Develop a questionnaire to collect answers to these questions. This questionnaire can be the list of questions above for which answers are noted, or it can be a more formal Child Profile form, such as the example given at the end of this Tool. Once the questionnaire is completed, it can then be: (a) sent to the children's homes to be filled out and returned to the school or a community leader; (b) filled out by a teacher during home visits; or (c) filled out based on interviews with the children themselves, or with their parents when they come to pick up their children from school.

5. After the questionnaires are completed and returned, create a descriptive case study for each child that incorporates answers to the questions above. Following is an example of a descriptive case study. This case study will help you to identify, link, and analyze the factors that may affect children's learning.

AYE belongs to the Hmong ethnic group living in Northern Thailand. She is believed to be 9 years old but does not have a birth certificate. Her father is deceased. Her mother is 30 years old and has not remarried. Aye's mother is illiterate. Her primary occupation is upland rice farming on a small plot of land. Aye's grandmother takes care of Aye and her five year old brother who does not attend pre-school. Aye's family is poor. She earns less than 500 baht per month. During the non-farming season, Aye's mother migrates to work in Bangkok as a laborer. Aye's family does not belong to any village development group and has no access to community resources. Aye attended primary Grades 1 and 2, but she dropped out soon after she entered Grade 3. Her mother could not afford to buy Aye's school uniform and could not afford the fee for transporting Aye to school, which is located 25 kilometers away from Aye's home. When Aye did attend school, half of her absences were excused, while the other half were due to illness. She is commonly affected by acute respiratory infections (ARI) and has mild iodine deficiency.

6. After the case studies are completed, look at them closely to see what factors may be affecting each child's ability to attend school and learn. Underline them to make them stand out and help you to link them. For Aye, these might be cultural differences, lack of birth registration, poverty, inadequate caregiving, no access to resources outside the family, as well as poor health and nutritional status.
7. Thereafter, compare the lists of factors between children. Which factors are most common? Use these factors as starting points to develop action plans to address the causes of children not coming to school. The next Tool in this Booklet presents ways to create these plans.

Mother When _____ (Please specify month and year)
 Yes To: City _____ ; Province _____ ; Country _____
 For how long _____ (Please specify month and year)

No

Entire Family When _____ (Please specify month and year)
 Yes To: City _____ ; Province _____ ; Country _____
 For how long _____ (Please specify month and year)

No

8. Monthly Household Income (please circle)

| | |
|------------------------|---------------------------|
| Below 1000 baht | Between 5001 - 8000 baht |
| Between 1000-2500 baht | Between 8001 - 10000 baht |
| Between 2501-5000 baht | Over 10000 baht |

9. Pre-school Child Care Giver

How many pre-school aged children in the family are not in school? _____

Who takes primary care of them during the day?

Parent _____ Other relatives (please specify)

At community day child care center _____ Paid child care worker _____

Others (specify) _____

10. Land/House Ownership

Does the student's family have access to land for income generation?
 (Not including land on which the house is located)

If Yes: Owner _____ hectare (land area)

Rented _____ hectare

Family-owned _____ hectare

No: _____

Others (specify): _____

Does the student's family have a house?

Yes _____ No _____

If Yes: Owned _____ Rented _____

Type of House/Dwelling (specify) _____

11. Distance of residence to school and means of transportation

How far is the school from the child's house/residence? _____ (specify distance)

What is the travel time from the child's house/residence to school? ____ (specify)

What means of transportation does the child use to go to school? (please circle)

Walk

Car

Motorcycle

Bicycle

Pedicab

Public bus

Others (specify) _____

12. Has any member of the household ever dropped out of school? ____ Yes ____ No
If yes, for what reason(s) _____
13. Has the student ever attended school? ____ Yes ____ No; if yes, for how long _____;
14. Has the child ever dropped out of school? ____ Yes ____ No;
if yes, for how long _____;
If yes, for what reason(s) _____
15. Is the family a member of any community development organizations? ____ Yes ____ No
If yes, specify organization _____
16. Does the child have access to any type of financial assistance to attend school?
____ Yes ____ No
If yes, from what source(s) (specify) _____
17. If the child has ever attended school, was the child frequently absent? ____ Yes ____ No
If yes, why _____
18. If the child has ever attended school, how frequently does/did the child fail subjects in school?
Never _____
Up to 25% _____
26 - 50% _____
Over 50% _____
19. Is the child malnourished (overly thin or short for his/her age)? ____ Yes ____ No
20. Does the child have access to a lunch program? Yes No
Does the child eat lunch regularly? Yes No
21. Does the child have any disabilities? If yes, please specify _____

22. Is the child affected by any chronic infection?
If yes, please specify _____, **OR**
is this information confidential? _____ Yes



Tool 3.3

Actions for Getting All Children in School

Now that we have identified which children are not coming to school and some of the reasons why this may be the case, we can now start planning how to get them in school. This section begins by describing the action planning process (also called micro-planning), followed by some ideas of actions that you might try, or adapt, for your school and community.

ACTION PLANNING

In the previous Tool, we used school-community mapping to locate which children are not in school. We created a map with the help of community members or our students and shared our information with others. We also collected information about each child who is not in school, created child profiles, and identified some of the barriers that are keeping them out of school. Now, we need to begin taking action to remove these barriers. To do this, you can follow the steps below to and create an effective action plan.³ This process is similar to that described in Booklet 1 of this Toolkit on steps for planning an inclusive, learning-friendly environment. The following tool, however, has been adapted for you to specifically start working to remove barriers to inclusion and get all children in school.

1. Form a team of persons who will help you to reflect on the information collected through school-community mapping and child profile, as well as to plan suitable actions. These may be the same persons who were a part of the ILFE creation process described in Booklet 2, or the ones who were specifically involved in the mapping exercise. Alternatively, you might want to expand your team to include other persons who might be very helpful in planning and particularly undertaking actions.

³ Adapted from: Toolkit for Assessing and Promoting Equity in the Classroom, produced by Wendy Rimer et al. Edited by Marta S. Maldonado and Angela Aldave. Creative Associates International Inc., USAID/EGAT/WID, Washington DC. 2003.

2. Divide this team into groups according to their roles or interests, for instance, school teachers, community women's group members, community leaders, school children, persons from the private sector, etc.
3. Next, each group should brainstorm a list of actions that they can take—as a group—to get all children in school and learning. Each group should consider the challenges in implementing each action. What is the likelihood of success? What are the obstacles to implementing each action? How can these obstacles be avoided? In order to avoid designing action plans that fail, it is important to consider these obstacles.
4. Once each group has decided on some possible actions for getting these children in school, bring all of the teams back together to share their ideas. Working together, identify which actions can be practically undertaken by considering the following issues and any others that you think are appropriate.
 - a. Which actions can have the greatest impact on the most children, or which actions should be given the highest priority in your particular situation? You might want to even begin by prioritizing your actions.
 - b. Are there any actions that are similar between groups that could be joined together? Working together on similar actions can help intensify efforts, save resources, and increase the potential for success.
 - c. Which potential actions show the greatest likelihood of success and should be started first? The best strategy is to start simple, to achieve success, and then to go on to a more difficult action. In short, build on success! For instance, it might be better to start by making the school more accessible for children with disabilities and then to go on to the more difficult challenge of improving attitudes towards having children with disabilities in the classroom.
 - d. Which actions can be undertaken using existing resources? Which ones will require outside help? To get those outside

resources, oftentimes it is necessary to show potential donors that you are working the best you can with what resources you already have. Hence, start with what you can do now, while working towards gaining what is needed from others in order to undertake later actions.

5. Next, everyone should work together to develop plans for the actions that were decided on above. These action plans should contain the following elements.
 - a. The objectives that you want to accomplish; for instance, to increase access to school by children with diverse backgrounds and abilities.
 - b. The strategies or methods that are needed to implement activities; for instance, meetings with parents of children with diverse backgrounds and abilities to find out the children's needs; followed by meetings with school administrators and teachers to assess school facilities and what activities should be undertaken to make them more accessible and learning-friendly.
 - c. The specific activities and their timing, such as those mentioned above.
 - d. The target people you will be trying to reach (for example, parents of children with diverse backgrounds and abilities and the children, themselves) and those involved in the activities (school administrators, teachers, PTA members, students, etc.).
 - e. What resources you will need and how can you get them.
 - f. What criteria will be used to evaluate the success of your action plan (for instance, all children in school).
6. Especially if several teams will be working on different actions, make sure that they have regular opportunities to share their experiences. Opportunities may arise to link actions between teams.

7. Provide opportunities for all teams to step back and observe what they are doing; to reflect on what is being, or has been, done; and to assess their level of success (what's working, what's not). Use this information to decide whether to continue an activity as planned or to change it, and then apply that decision (do it!).

IDEAS FOR ACTION

This section is an "idea generator." It briefly looks at some of the major barriers to inclusive learning that we discussed earlier, and then presents ideas of how they might begin to be overcome based on the experiences of schools and communities who are working to promote inclusive learning. These are ideas that you should consider, and expand upon, based on your own situation. They also can be used as a starting point for action planning.

Child Environment

Birth Registration. Children without birth certificates may not be able to go to school, or they may only be allowed to attend school for a limited number of years. What can we do to help these children?

- ◆ Work with communities and local government agencies to conduct annual "birth registration drives" so that all children have birth certificates.
- ◆ Contact community health centres and hospitals and work with them to develop strategies to encourage new parents to register their children at birth.

Discrimination and Stigmatization due to HIV/AIDS. Children affected by HIV/AIDS are less likely to attend school. They may need to care for a family member, or they are even actively excluded from school due to fear. What can we do to help?

- ◆ Work with local AIDS organizations to conduct HIV/AIDS sensitization workshops in your school and community to raise awareness and increase knowledge.

- ◆ Discuss the needs and concerns of parents whose children are not HIV affected (they have rights too!), and how these can be accommodated when HIV affected children come to school.
- ◆ Develop and enforce school health policies that welcome HIV affected children into school, accommodate their needs, and protect them from discrimination and violence.
- ◆ Establish peer counselling clubs as in the following case study.

Learning From Experience: The Thika HIV/AIDS Project.

FAWE Kenya (FAWEK) chose to work in Thika District because 17% of primary school kids and 22% of secondary pupils were HIV infected. FAWEK targeted primary school children in their early adolescent years (10 - 13 years) with the goal of establishing peer counselling clubs. The clubs would provide an avenue for young boys and girls to acquire basic knowledge, skills, and attitudes on adolescent sexuality, reproductive health issues, and sexually transmitted diseases including HIV/AIDS. The project targeted upper primary classes so as to emphasize abstinence and learning to say **No** to sex, which is the key route of HIV/AIDS transmission.

A workshop was organized for 64 teachers from 32 primary schools. The teachers subsequently served as patrons of the peer counselling clubs in their schools and provided guidance and counselling services. Through a highly participatory workshop, the teachers were equipped with knowledge, skills, and attitudes in HIV/AIDS counselling and were given resource materials to use in their schools.

Sixty-four pupils, a girl and boy from each of the 32 schools, accompanied by one teacher, participated in a two-day workshop. The teacher later served as the chief patron of the peer counselling clubs and the pupils as leaders of the clubs. An exhibition on HIV/AIDS, a video film "Bush Fire" and student presentations of poems and skits with HIV/AIDS messages supplemented the training. The girls and boys trained as peer counsellors, along with their teachers, are now creating awareness on HIV/AIDS on a larger scale, starting at their schools.

They use songs, poems, drama, debate, and talk shows, as well as counselling. Each of the 32 schools has an average of 250 girls. The project has reached about 8,000 girls and 800 teachers. Peer counsellors are given time during school assemblies and parents' meetings to make presentations. The impact is being felt beyond the schools, and messages are being transmitted in churches, market places and communities.

*HIV/AIDS and Girls' Education: The FAWE Kenya Experience.
Forum for African Women Educationalists. Nairobi, Kenya. www.fawe.org*

Fear of Violence. Children may not want to come to school if they are afraid of violence. What actions can we take to understand our school's situation better?

- ◆ Work with children and community members to map where violence occurs on school grounds, as well as in returning to or coming from home (discussed in more detail in the Booklet 6 on creating a healthy and protective ILFE).
- ◆ Work with community leaders and parents to establish "child watch" activities, where responsible teachers, parents, or other community members watch over areas of potential or high violence within and outside of school. This may include escorting children to safe areas when needed.

Illness and Hunger. Children who are hungry or sick do not learn well, especially those from hard core poor (urban and rural) families. What are some of the actions we can take to help these children (NOTE: additional actions are discussed in the Booklet 6)?

- ◆ Establish school feeding for learning programmes that provide regular, nutritious lunches or snacks. These may benefit girls, in particular.
- ◆ Work with local health service providers to establish regular health, dental, and nutrition screening and treatment programmes.

Pregnancy. In some countries and communities, girls who become pregnant are not allowed to come to school even though they have the right to be educated. The first step to ensure that this right is fulfilled is to establish school health policies that guarantee the further education of pregnant schoolgirls and young mothers. Steps in the policy making process are discussed in Booklet 6.

Family Environment

Poverty. While education can contribute to reducing poverty, poverty effectively blocks the education of many children. Since the root cause of poverty is economic, effective strategies to reach poor children and get them in school often must be based on short- and long-term economic incentives for the child and his or her family.

In Thailand, child-friendly schools are using information about children's learning achievements and their family backgrounds to identify those children who are learning poorly and are most likely to drop out, often because their families have little money and value their children's labour over their education. These children are given priority for livelihood skills training in such areas as silk and cotton weaving, sewing, woodworking, agricultural production, typing, computer training, and the like. This training increases family income while the children are in school, and it provides the children with skills that they can use throughout their lives. Some of these children have even received national and regional awards for their work. In some schools, family members of these children serve as "teachers" in teaching the children time-honoured skills, such as how to dye silk thread and weave it into traditional patterns. Such participation increases the value of the school in the eyes of parents through improving livelihoods and stressing the value of maintaining important cultural traditions. It also increases communication between parents and children about what the future—and the children's education—can bring to the family. **Can a similar strategy become a part of your school's curriculum?**

Value of Education. Poor parents often cannot provide even the basic necessities of life. Hence, children may become immediate sources of family income at the expense of their education. This occurs especially

when families, or even the children themselves, do not feel that education fits the needs of their daily lives. Hence, they do not value education and do not understand why children should go to school. What are some of the things that can be done to help these children?

- ◆ Incorporate “community walks” into lesson plans, where children visit the community to learn how certain lessons are important for their daily activities.
- ◆ Encourage parents and other community members to be “assistant teachers” in the classroom who share their local wisdom, explain its importance to life, and discuss its relevance to what is being learned in class.

Inadequate Caregiving. While the best care a child can receive should come from his or her parents, sometimes this is not possible, especially when parents must leave home for work. In such cases, the children may be placed in the care of persons whose knowledge, limited resources, and attention may not be adequate in providing suitable care. What are some of the actions that can be undertaken to help these children?

- ◆ On special days, invite caregivers to visit the school. Show them the children’s work, and give informal talks or participatory learning sessions on improving children’s health and well-being through better caregiving.
- ◆ Encourage regular “teacher-caregiver” conferences to discuss children’s learning progress and how better caregiving can improve it.
- ◆ Obtain childcare materials from government agencies and non-governmental organizations. Use them in school health or family life education programmes with children, and regularly send them home with children to read to their family members.

Community Environment

Gender Discrimination. In some societies, if a choice has to be made between sending a boy or a girl to school, the boy is most often chosen.

Girls are more likely to care for their families and work. This is not always the case, however. In Mongolia, for instance, boys often drop out early to begin working for their families, while girls continue their education. What can we do to encourage these children's equal access to school?

- ◆ Monitor attendance and collect information on girls and boys who are not in school (for example, through child profiles).
- ◆ Mobilize community (and especially religious) leaders to encourage girls and boys to attend school, maybe as part of establishing community education committees or as a PTA activity. Provide them with media materials for household distribution that show the value of education for girls and boys.
- ◆ Relate what is being taught in the classroom to the daily lives of the children and their families to encourage parents to send their daughters and sons to school.
- ◆ Advocate with parents to protect and provide for all of their children equally.
- ◆ Talk with parents to see if household tasks can be rearranged so that girls and boys can attend school regularly.
- ◆ See if a flexible school timetable is possible for girls or boys who have many other responsibilities. Work with local organizations to organize community activities that will give girls and boys the time they need to attend school, such as child-care programmes.
- ◆ Identify and support local solutions, such as organizing alternative schooling of good quality like home-based schooling where girls or boys cannot attend formal schools.
- ◆ Encourage the establishment of incentive programmes for girls and boys, such as small scholarships, subsidies, school feeding programmes, and donations of school supplies and uniforms.

Cultural Differences and Local Tradition. Inclusive schools embrace diversity and celebrate differences. For children who may speak another language or are from a different culture, we need to put special emphasis on the following.

- ◆ Work with parents and community members to modify class lessons and materials to represent the diverse cultures and languages of the community. This will help ensure that the community will find the materials authentic and useful, and it will encourage them to send their children to school. Ways for doing this are presented in Booklet 4 of this Toolkit.
- ◆ Use local stories, oral histories, legends, songs, and poems in developing class lessons.
- ◆ For children who do not speak the language of instruction in your classroom, work with bilingual teachers or others who speak the child's language (even family and community members) to develop an appropriate language-training curriculum for the classroom.

School Environment

Costs. For many poor families, the direct and indirect costs of sending their children to school may be overwhelming. What are some of the things that can be done to help these children?

- ◆ Discuss with school administrators, parents, and community members about what direct and indirect costs may be keeping children away from school.
- ◆ Identify ways to reduce (or waive) these costs; for example, through incentive programmes—like small scholarships, subsidies, food, school supplies, and uniforms—possibly coordinated through local charitable organizations.

Location. In rural areas especially, if the school is located far away from the community, families may not want to send their children to school. What are some of the actions that can be started to help these children?

- ◆ Find out which children are located the furthest away from school, such as through school-community mapping and child profiles.
- ◆ Work with parents and community members to identify ways to get these children to school and then home again safely.

Scheduling. Some children may want to study. But because school timetables and calendars conflict with their work schedules, these children cannot learn during regular school hours. Moreover, girls as well as boys may drop out when school conflicts with family duties. What are some of the things that can be done to help these children?

- ◆ See if a flexible school timetable is possible for children who need to work.
- ◆ Talk with local social service or charitable organizations to see if learning programmes already exist for children who need to work or live on the streets, or if these programmes can be established; for instance, after-school or weekend programmes whereby school children “teach” their out-of-school peers at local child or youth centres.

Facilities. If our schools do not have adequate facilities, this may be one reason why some children do not come to school. Consequently, we need to understand the ways in which the social and physical environments of our schools can be changed to include all children. For instance, if a child with a physical disability cannot attend a class on the second floor of a school, one solution is to simply switch the second floor classroom to the first floor. What are some of the actions that can be done to help these children?

- ◆ Work with families and community leaders to construct safe water supplies and separate latrine facilities for boys and girls (see Booklet 5).
- ◆ Determine the physical and emotional needs of children from diverse backgrounds and varying abilities. Identify how the school can be work to accommodate their learning needs.

Preparedness. Oftentimes schools are reluctant to fully include children with diverse backgrounds and abilities in their classrooms because the teachers do not know how to teach children with different learning needs and learning speeds. What can be done to help these teachers and children?

- ◆ Find out which children are not coming to your school and why? What types of backgrounds and abilities do they possess? What are their individual learning needs?
- ◆ Contact government education agencies, local non-governmental organizations, teacher training institutions, local charities, foundations, or even international agencies working on improving children's education in your country. Ask them if they know of any teachers, or other experts, who are already teaching children with diverse backgrounds and abilities like your children.
- ◆ Contact these teachers and ask if you and maybe some of your colleagues can visit their school to learn how to teach children with individual learning needs. If you cannot visit these schools because it is too expensive, ask if they can send you any resources that you can use in your classroom, such as sample lesson plans, descriptions of teaching methods, or samples of instructional materials that you can easily reproduce.
- ◆ If the resources are available, ask them also to visit your school to get their advice, as well as to talk with school administrators and other teachers about the value of teaching children with diverse backgrounds and abilities.
- ◆ When working with children, focus on what the child CAN do, rather than on what he or she can NOT do. This applies for all children, not simply those with diverse backgrounds and abilities.
- ◆ Above all. Don't become disheartened. Build networks and a good relationship with those who know how to teach children with diverse backgrounds and abilities, and keep in contact with them.

What a teacher can do for children with disabilities to increase their access to school and learning potential

1. Children with disabilities sometimes find it difficult to get to school. Try to organize transportation to school and make school accessible by ramps, and other resources that respond to specific needs.
2. When a child with a disability first comes to your school, talk with the family member who is with the child. Find out what the child's disabilities are and what he or she can do despite the disability. Ask about any problems and difficulties that the child may have.
3. When the child starts school, visit the parents from time to time to discuss with them what they are doing to facilitate the child's learning. Ask about plans for the child's future. Find out how you can best work with the family.
4. Ask if the child needs to take any medicines while in school.
5. If you do not have enough time to give the child all the attention he or she needs, ask the school or community to find a helper for you. The helper could give the children the extra help needed during school hours.
6. Make sure that the children can see and hear you when you teach. Write clearly so that they can read what you are saying. Also, let a child with a disability sit in the front of the classroom so they can see and hear better.
7. Find out if the child and the parents have problems about schooling. Ask if the family thinks that other school children are helpful to the child and whether the child gets on well at school.

UNICEF. <http://www.unicef.org/teachers/protection/access.htm>



Tool 3.4

What Have We Learned?

Barriers to inclusive learning may be visible, such as a physical disability; more hidden, such as inadequate caregiving or malnutrition and their affects on learning and attendance; or even generally accepted and largely unrealized, such as traditional attitudes, gender roles, or the customary roles and responsibilities of children in their families.

Children can be excluded from school for many inter-related reasons, not just one, and we may never have thought that these reasons existed. For instance, **cultural traditions** may dictate that children living in rural communities are expected to begin their working lives in childhood and not attend school. This may be particularly the case if families are **poor**, they cannot afford the **cost of schooling**, and they **do not value education** for the children's future.

Barriers to inclusion may exist at several levels and must be addressed at several levels. For example, when our **schools** do not provide a rewarding, quality education to meet the felt needs of a child and his or her **family**, the child may drop out, especially if he or she is from a minority culture and teachers and other **community** members do not want to be bothered with having to deal with him or her.

Even a single child may be faced by many inter-related factors that reduce even more their chance of attending school. For instance, a great deal has been written about the "double discrimination" or "multiple discrimination" faced by girls with disabilities, or by girls who must care for family members with disabilities or those affected by HIV/AIDS. In some cultures, girls are discriminated against from birth, have lower life expectancies, and receive less care, especially if they are disabled. They may be considered an extra burden or cause of despair, and their rights are less likely to be upheld. These problems are compounded if they are street children, working children, or from minority ethnic groups.

In all of these cases, special efforts are needed to identify these children, and several actions may need to be taken simultaneously to help get these children in school.

The first step in making our schools more inclusive is to find out which children are not coming to school. School-community mapping is a valuable tool for finding these children, and it can be done either as a school-community activity (community-to-child) or a classroom activity (child-to-child).

To understand why children are not coming to school, we need to take a child-centred approach. We need to learn what individual (child), family, community, and school factors most commonly block children from coming to school. These factors are the starting points for change and building inclusive schools.

The Tools in this Booklet also have taken you to the point of drawing up a plan of action for reducing barriers to inclusive learning in your school and community. To start this process, consider the following questions and agree on practical actions that you and your colleagues can take in your context.

- ◆ What have you learned from the Tools thus far?
- ◆ What are the key lessons for your context?
- ◆ What might be the main obstacles to inclusive learning and getting all children in school in your context?
- ◆ What are the main challenges facing you and your team?
- ◆ What steps are you going to take?
- ◆ What will be your indicators of performance or success?
- ◆ What specific activities could you plan for the next (school) year?
- ◆ When and how will you evaluate the progress that has been made?
- ◆ These plans and actions also may help you to make your classrooms more inclusive, a topic that is discussed in Booklets 4 and 5.

WHERE CAN YOU LEARN MORE?

The following publications and Web sites are valuable resources for getting all children in school.

Publications

Govinda R. (1999) *Reaching the Unreached through Participatory Planning: School Mapping in Lok Jumbish, India*. Paris: International Institute for Educational Planning/UNESCO.

Hart R. (1997) *Children's Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care*. New York: UNICEF and London: Earthscan.

Mathur R. (2000) *Taking Flight. Education for All Innovation Series No. 14*. Bangkok: UNESCO Principal Regional Office for Asia and the Pacific.

Rimer W et al. (2003) *Toolkit for Assessing and Promoting Equity in the Classroom*, Edited by Marta S. Maldonado and Angela Aldave. Washington DC: Creative Associates International Inc., USAID/EGAT/WID.

Staff Development Division, Bureau of Elementary Education, Department of Education, Philippines, and UNICEF. (2002) *Student Tracking System Facilitator's Manual*. (A good source for learning about how to develop child profiles.)

UNESCO (2003) *Sharing a World of Difference: The Earth's Linguistic, Cultural and Biological Diversity*. Paris.

Volpi E. (2002) *Street Children: Promising Practices and Approaches*. WBI Working Papers. Washington, DC: The International Bank for Reconstruction and Development/The World Bank.

Web Sites

Barriers to Girls' Education: Strategies and Interventions.
UNICEF Teachers Talking About Learning.
http://www.unicef.org/teachers/girls_ed/barriers_02.htm

Child Protection. UNICEF.
http://www.unicef.org/protection/index_bigpicture.html

Children as Community Researchers: Creating a Community Base Map.
UNICEF. <http://www.unicef.org/teachers/researchers/index.html> or
<http://www.unicef.org/teachers/researchers/childresearch.pdf>

Equity in the Classroom, A Semi-Annual Newsletter, August 2000.
Creative Associates International, Inc. This newsletter gives valuable insights and case studies on the challenges of bilingual education and strategies for teaching linguistically diverse learners. It can be accessed at: <http://www.caii.net/EIC/Resources/eicnewsJuneweb.pdf>

Gender in Education: Promoting Gender Equality in Education. UNESCO Asia and Pacific Regional Bureau for Education, Bangkok, Thailand.
<http://www.unescobkk.org/gender>

HIV/AIDS and Policies Affecting Children.
http://www.hri.ca/children/aids/factsheet_detail.htm

Leslie J and Jamison DT. Health and nutrition considerations in education planning. 1. Educational consequences of health problems among school-age children.
<http://www.unu.edu/Unupress/food/8F123e/8F123E03.htm>

Save the Children (UK). Schools for All.
www.eenet.org.uk/bibliog/scuk/schools_for_all.shtml

UNICEF Teachers Talking About Learning.
<http://www.unicef.org/teachers>

TOOL GUIDE

This Booklet will help you to understand how the concept of learning has changed over time as our classes have become more child-centred. It will give you tools and ideas about how to deal with children with diverse backgrounds and abilities that attend your class, as well as how to make learning meaningful for all.

Tools

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Tool 4.1

Learning about Learning and Learners

LEARNING AND TEACHING

In this Toolkit's Introduction, we said that "inclusive" meant including not only children with disabilities in the classroom but ALL children with diverse backgrounds and abilities. Actually, getting these children into our classrooms is only half of the challenge. The other half is in meeting all of their different learning needs, as well as in giving individualized attention to those children who are usually excluded from the classroom or from participating and/or learning in the classroom.

Our classrooms are diverse in terms of the types of children we teach and the ways that they learn. New research tells us that **children learn in different ways** because of either hereditary factors, experience, environment, or their personalities. Consequently, we need to use **a variety of teaching methods and activities** to meet the different learning needs of our children.

At first, this can be a frightening idea. Many of you may be working in large classrooms and may wonder, "How can I use different teaching methods to suit individual children when I have over 50 different children in my classroom?" Actually, this is one of the reasons why some of us may resort to "rote learning." We simply repeat information over and over, and have the children repeat it to us over and over again, hoping that they will remember it. While this may be an easy method for managing many children, be honest, it IS boring for our children and for us. Sooner or later, there is no enjoyment or challenge for us in teaching and definitely no enjoyment or challenge in learning for children.

To change this situation, we need to learn new ways of teaching and use these regularly with ALL of our children. They will then enjoy the different ways that they can learn, and ALL of the children will be able to learn. Some teachers are already using a variety of different methods, and they are finding teaching to be more rewarding for them as well.

Ms. Shikha Chanda is a teacher at the Kanchijhuli government primary school of Mymensingh district, which is about 120 kilometers away from Dhaka City, the capital of Bangladesh. She has been there for several years, but recently she was astonished to see the excitement of her pupils as they filed into class each morning. Her children are 6-10 years of age. She has been learning about learning in the IDEAL project and trying to apply her new-found knowledge about new approaches to learning in her classroom. She is happily surprised by the results.

"The IDEAL project trained me in this new teaching-learning approach and I noticed the difference immediately. Before, my children were listless and became tired very easily from the constant lecturing and repetition of the lesson. Now they look alert and speak out and are no longer shy."

Multiple Ways of Teaching and Learning in Bangladesh.
<http://www.unicef.org/teachers/forum/0301.htm>



Reflection Activity: How Were YOU Taught?

Think about how you were taught in school and how you were taught to teach. Write down how you felt about these methods.

| | Teaching method(s) used | Comments. Were these methods teacher-directed (like rote memorization) or child- (learner-) centred? |
|-------------------------|-------------------------|---|
| When you were at school | | |
| During teacher training | | |

Which of these teaching methods helped you to learn the best? Are you using these in your classroom? How are your children responding to these methods? Are they actively and happily learning, or are they just sitting quietly listening to you? How are they performing well on their examinations, quizzes, or other assessments?

HOW CHILDREN LEARN

No child is “learning impaired.” Given the right conditions, ALL children—girls and boys—can learn effectively especially when they “learn by doing.”

For many of us, we learn best by “learning by doing,” that is, through actually doing activities and gaining experience. This is what we really mean when we talk about “active learning,” “children’s participation in learning,” or “participatory learning.” It’s getting children to learn new information through different activities and teaching methods. These activities are often linked to children’s practical experiences in everyday life. This linkage helps them to understand and remember what they are learning and then to use what they have learned later on in life.

What are some of the different ways that children learn? Knowing these different ways will help us to develop learning activities that are more meaningful for children **and** us. They will help especially those children who have traditionally been excluded from learning but who we want to keep in our inclusive, learning-friendly classrooms.

Sensory Learning: Sight, Sound, and Movement

What are your children doing when they first come into your class in the morning? Hopefully they are looking at you (sight), listening to you (sound), and watching what you and others are doing (movement). **THEY ARE LEARNING!**

These three senses—sight, sound, and movement—are all important in helping children to learn. For children with disabilities, they learn in the same way as non-disabled children. However for these children, one of their senses—hearing, sight, or movement—may be more limited, and they may learn at a slower pace than their peers without disabilities.

Over the years, we have learned that 30% of children learn successfully when they hear something, 33% when they see something, and 37% through movement. As the old saying goes, "I hear and I forget; I see and I remember; I do and I understand." This is very important! If we only teach children by having them listen to us, then only about one-third of our students is learning anything. The same situation exists when we ask them only to write something down in their notebooks.

Shikha in Bangladesh understands that different children learn in different ways, so she varies her teaching: "We don't just use the chalk and board method. Teaching through song, dance, recitation, and acting is much more fun, and it is very easy because the children really concentrate and feel they are learning through joyful activities."

For teachers, this means that when we are planning lessons, we need to plan to use visual materials (posters, drawings, etc.), to use tasks that involve discussion (hearing and listening), and to provide opportunities for movement of some form (for example, drama or dance that is possibly linked to the different cultures represented in your classroom).

Remember that some children may have sight or hearing difficulties and will not receive the same sensory input as other children. Ask yourself, "What activities will be relevant to them, and how can I as a teacher adapt an activity to make it more relevant so ALL of my children can learn?"

Multiple Ways of Learning

We know that some children learn best through reading and taking notes, others through studying visual materials, and still others through body movement (dance, sports) or musical activities. Some like to work on problems individually, while others like to interact with others to find solutions. Hence, children learn in many ways.

If we can observe or discover the many ways by which children in our inclusive classrooms learn, we can help ALL children to learn better, and we will gain greater satisfaction from teaching.

Shikha, from Bangladesh, noted that before she began changing her approach to teaching, attendance was low, yet now it has increased and more children attend school regularly. "Now they are eager to come to school. Before the new system, the teachers would come into the class and tell the children to just get on with their reading and our aim was to keep everyone quiet and studious. Now most of the teaching is through participatory techniques and activity based learning."

Active and participatory learning can use the many ways that help children to learn. Seven pathways by which children learn include the following.

- ◆ **Verbal or linguistic**, where some children think and learn through written and spoken words, memory, and recall.
- ◆ **Logical or mathematical**, where some children think and learn through reasoning and calculation. They can easily use numbers, recognize abstract patterns, and take precise measurements.
- ◆ **Visual or spatial**, where some children like art, such as drawing, painting, or sculpture. They can easily read maps, charts, and diagrams.
- ◆ **Body or kinaesthetic**, where some children learn through body movement, games, and drama.
- ◆ **Musical or rhythmic**, where some children learn best through sounds, rhyme, rhythm, and repetition.
- ◆ **Interpersonal**, where some children learn easily in groups through cooperative work. They enjoy group activities, they easily understand social situations, and they can develop relationships with others easily.
- ◆ **Intra-personal**, where some children learn best through personal concentration and self-reflection. They can work alone, are aware of their own feelings, and know their own strengths and weaknesses.

When children learn, they may use several pathways to help them to understand and remember. Therefore, it is important for us to use different teaching strategies that cover a mix of these learning pathways.

Shikha has tried to apply her understanding of multiple pathways to learning:

"From the topic of the lesson and what the children need to learn, I think through the seven pathways to learning and try to build around them activities that are relevant to the topic. For example, a topic in one of my social studies classes dealt with the seasons and seasonal fruits. The children and I wrote a poem on fruits, while some designed and produced colourful fruit masks. Each child chose a favourite fruit, put on a mask and played a fruit role. The children worked in groups and did some reading and writing as well.

A similar approach was used for the topic 'Occupations in our community.' Children named the different occupations, imagined, and role-played what they would like to be, discussed them in groups, read stories about them, and played a game matching pictures with tools. I always combine language skills in social studies lessons. I am still trying things out, and I need to get our local community to understand that learning is not restricted to the classroom."

We need to develop lesson plans and manage classrooms in ways that ensure active and effective learning for all children. We'll learn more about lesson planning in the next Booklet on managing inclusive, learning-friendly classrooms. But Shikha knows the importance of lesson planning.

"Without a doubt, lesson planning is more time-consuming now, but it is fun and a challenge to my creativity. It is sometimes also difficult to get the right kind of resources that I need, but I have learned to involve the children in designing the lessons. With a knowledge of what is needed, they bring materials from home. We also develop materials together in class, such as masks for a play, tools for different occupations, games, and poems."



Reflection Activity: Improving Your Lessons

- ◆ Pick one lesson that you enjoy teaching but maybe your students are not performing up to your expectations. Alternatively, pick a lesson that you would like to teach more enjoyably.
- ◆ What are the major points (information) that you want the children to learn?
- ◆ What methods are you using to communicate this information? Why do you think they are not working? For instance, are the children only using one of the pathways of learning?
- ◆ What different activities can you use in your teaching so that children can use several of their senses (sight, sound, movement) in learning? What different pathways to learning do these activities entail? (See Shika's ideas above.)
- ◆ How can you incorporate these activities into your lesson plan?
- ◆ How can your children contribute to designing the lesson, especially those children who usually do not participate in class or those children with diverse backgrounds and abilities?
- ◆ Try out the lesson! If you feel comfortable in doing so, ask your students if they enjoyed the lesson. What activities did they enjoy the most? Can you use these activities to teach other lessons?

Barriers to Learning

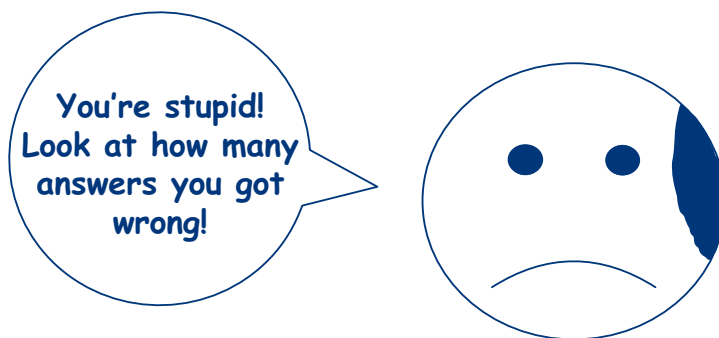
Can you remember a child in one of your classes who was unusually timid, didn't like to participate, never raised his or her hand in class, and also was not learning well? One of the reasons for this child's behaviour may be that he or she has low self-esteem. This child is not confident in his or her abilities, or he or she may think that they are not a valuable class member. Studies have shown a close relationship between how children see

themselves and their learning performance. They found that a child whose self-esteem is lowered by negative feedback (criticism) soon learns that it is better not to try. Rather than failing, the child just avoids the task.



Action Activity: The Value of Self-Esteem

Take a piece of paper and draw a simple face. This is one of your children. Think of the things that adults might say to this child that may make him or her feel badly about themselves. For each example that you can think of, or observe during the week, tear a piece of the paper away.



It only takes three or four of these comments to tear away a child's sense of self-esteem.

NOTE: You can do this activity with children to help them understand the feelings of others and how their actions affect those feelings.

When we hear negative comments being made to children, we need to turn them into positive ones. For example, the negative comment, "Look at how many answers you got wrong!" could be changed to "Look at how many answers you got right! Let's find a way for you to get even more of them right next time. What helped you to remember the answers to the ones you got right?"

Before they will fully participate in learning, children need to believe that they can learn. Children are developing their self-esteem and their identity as they grow, and adults have a strong role to play in this growth.

Children can be damaged when their sex, ethnic backgrounds, or abilities are not valued, or they are used to make them feel inferior.

We cannot give children positive self-esteem, but we can provide the right environment and conditions for it to develop. ALL children should:

- ◆ feel that they and their contributions are valued;
- ◆ feel safe (physically and emotionally) in their learning environment; and
- ◆ feel that they are unique and their ideas are valuable.

In other words, children should be valued for who they are. They should feel safe, be able to express their views, and be successful in their learning. This helps children to enjoy learning, and teachers can reinforce this enjoyment through creating a more joyful classroom. Such a classroom is one where children's self-esteem is promoted through praise; where cooperative and friendly groupings are encouraged; and where children feel successful and have fun learning new things.



Action Activity: Improving Self-Esteem

This activity can be done with teachers, students, parents, or others.

- ◆ Divide a large piece of poster paper or other suitable writing surface into three equal columns.
- ◆ In the left hand column, list situations in your classroom or school where students may NOT feel valued, safe, or unique.
- ◆ In the middle column next to each situation, list why you think that the outside environment or people make the children feel this way.
- ◆ In the right hand column, list what can be changed to make the children feel valued, safe, and unique, as well as how these changes can come about?

Use this activity as a starting point for developing action plans to improve children's self-esteem and learning in your classroom, school, and community.

Children Actively Create Their Own Knowledge and Meaning

Children learn by linking new information with information that they already know. This is called mental construction. Talking and asking questions together (social interaction) can improve learning, which is why pair and small group work is so important.

Our role as teachers is not to pour information into children's minds; neither is it right to leave children to discover everything for themselves. We should actively find ways of supporting learning that use information that the children already know (their prior learning).

A child might be slow to adjust to learning in school, and he or she doesn't know what to say when you ask a question. In this case, you will need to establish a good relationship with the child so that you can understand how the child learns best. For example, what simple tasks can this child do? What letters in the child's name does she know and can copy legibly? Which numbers does she know and can associate with simple objects in the room? What are the special things this child likes and can talk about to the teacher, to another child, or even to a simple hand puppet in the classroom? Can this child sing or play games?

In addition, how can we relate school to the child's home and community?



Action Activity: Linking Home and the Classroom

In the table below, list activities that your children may have learned at home and that they could also use in school.

How can you incorporate this information into your lesson plans? How can you involve your children in designing the lessons?

| Name of child | What has this child learned at home? | How can this be used at school? |
|---------------|--------------------------------------|---------------------------------|
| | | |
| | | |
| | | |
| | | |

No child comes to school who has not learned anything at home or in their community. Whether in school or out of school, children respond to new situations in many different ways. Some of these ways will be useful in school, while others may not. It is our responsibility to find out what the child knows and what skills he or she has learned already. We can then build upon their knowledge and skills in teaching them new things. But to do this, we must closely observe our children and how they learn new ideas, skills, and values. In many cases, the experiences of girls will be quite distinct from those of boys.

In school, our children are faced with many tasks that may be very different from the tasks and problems they must solve during their play. Some children may never have held a pencil before; others may never have seen a book; still others may not speak the language that you and their classmates speak. Consequently, it is very important to build many links between what children already know and can do well and the new tasks that your classroom and lessons require. How can this be done?



Action Activity: Building Links for Learners

At a basic level, schools are expected to teach children how to read and to use numbers. When children come to school, and even on their first day of school, what are some simple activities that you can do so that your children will be successful in learning to read and use numbers? Here are some examples. Can you think of others?

- ◆ With children, label objects around the room with the names that we give them (in the language or languages that the children use), for instance, desk, chair, children's names on desks, chalkboard, numbers grouped with objects, etc. Which children can associate the objects with the words that stand for them?
- ◆ Make sure you tell each child at least one thing that they can do well.
- ◆ Write out the words of a song that children already know or can learn quickly. See who can guess which words are which. New words can be introduced within a song that children already know well. Singing is an important part of learning because it aids children's breathing; builds vocabulary, rhythm, and rhyme; and develops solidarity within the class.
- ◆ Be clear in giving directions in the classroom. Organize older children to help younger children understand the directions that you give.

You may have a child arriving in your class who cannot speak the language of the classroom. In this case, it is very important to find out what this child can do. It is useful if you can speak to the child individually, using his or her name, and in their own language. If this is not possible, seek out other children or even others in the community who can help you to communicate and to make the links between his or her language and your classroom activities. For instance, can you use a song in the child's native language to teach the child new words that are used in your classroom's language of instruction? The words to the song that the child already knows in her or his native language can be substituted gradually with those of your classroom's language. Can you use this song to teach all of your children about the value of different languages?

By creating simple tasks that children can successfully achieve, and especially at the beginning of the school year, even the most timid child will be off to a good start. They will be confident that school is a good place to be, a place where they can feel safe, and a place to explore and learn. It's **LEARNING-FRIENDLY!**

Tips for Teaching and Learning

- ◆ Lessons need to be structured around “big ideas” rather than unconnected pieces of information. In this way, children have an umbrella under which they can fit new information with what they already know. A big idea can be something like “water is important to life,” and the topic could be “today we will learn how to keep water clean.”
- ◆ We need to consider children’s developmental needs. Some children will need more time to progress than others.
- ◆ We need to be facilitators of learning and recognize the unique characteristics of our learners. The learning environment should support all learners.
- ◆ Students need to talk together with their teacher and with one another during activities that are both individual and team-oriented.
- ◆ We need to plan activities that encourage ALL children to work as a team, such as working in pairs or small groups on relevant tasks.
- ◆ Students must be able to find the curriculum useful to them, be encouraged to ask questions and consider information, and be able to construct their own understanding of the subject matter.
- ◆ We need to ask good questions to allow students to explain their ideas. Rather than asking questions that require a “Yes” or a “No” answer only, we need to ask open-ended questions to allow children to express their views, ideas, and opinions; for instance, we can ask questions that end with “what do you think?”
- ◆ Thoughtful questions asked by the teacher and active discussion among students will stimulate children to search for information. Interacting with others, receiving new information, and reflecting on ideas help children to construct new knowledge.

REMEMBER: Before starting a new topic, you need to ask all of your children what they already know about the topic. Asking this question will help children to relate to the topic, if it is a familiar one, and help them to understand and learn more quickly. Much of their knowledge may have been learned outside of the classroom, such as in their homes and communities. This information will help us to link what they already know from everyday life to what new knowledge we are trying to teach them. Moreover, some children may be “experts” on certain topics, such as fishing or growing vegetables, and these children should be given opportunities to present their knowledge for the benefit of others in the class.

In addition, children will learn better through **cooperative** learning (“we can do this together”) rather than competitive ways of learning (“I’m better at this task than you because you are”). If organized well, small group work encourages children to work and learn together. This interaction is especially important when the groups contain both boys and girls or when they contain children with diverse backgrounds and abilities. Moreover, cooperative learning can improve discipline in class because children are working together rather than being disruptive. This gives us time to support individual children or smaller groups.



Tool 4.2 Dealing with Diversity in the Classroom

VALUING AND ENCOURAGING DIVERSITY

All classrooms are diverse because all children are unique. The diverse classroom can have positive benefits for all learners. Children have different experiences, skills, knowledge, and attitudes. All children can contribute and bring some ingredients to the learning "soup." The teacher serves as a facilitator who provides the right environment and opportunities for all children to learn actively.

Children (and sometimes adults) need to learn that diversity is a gift, not a liability. In Booklet 2 under Tool 2.2, we learned an activity called "Playing Favourites" where parents and even children learn what it means to be excluded and why inclusion is important for everyone. Similar activities, like the following, can be undertaken to help children and parents understand the value of diversity.



Action Activity: Gift Giving - Getting to Know Each Other

Teachers in a cluster group can use this activity when they meet for the first time. They can also use it when they meet their students at the start of a school year or even at the first Parent-Teacher Association meeting.

For this activity, participants work in pairs. They should ask each other open-ended questions to find out what special qualities each person has that would benefit the group. The final statement should be written on a small "gift card" and state something like:

"My friend's name is and he brings the gift of patience."

"My friend's name isand she brings the gift of a sense of humour."

Each pair of participants then takes turns in presenting each other's skills to the entire group. They should talk about how these skills can benefit everyone. The teacher, or other facilitator, should also have decorated a box into which each participant drops his or her gift card after presenting their friend to the whole group.

This activity can highlight the need for teachers to value all children in their class, and that many personal qualities are not obvious to the casual observer. Our responsibility is to scratch the surface and discover the unique quality that each child possesses. We can then set up learning experiences that allow these qualities to be developed and used.



Action Activity: Yellow Pages - Getting to Know Each Other and Learning from Each Other

In this activity, participants are organized into pairs and are asked to think about their talents, interests, or hobbies. They then describe to their partner some aspects of their interest and teach them something that they did not know. If possible, each participant should have a yellow piece of paper to write on. They should listen to their partner first and then write the talent or skill at the top, followed by their partner's name, and a few things that they learned about the skill. For example,

Skill: Catching fish

Jan Mouzinho

What I learned...

Better to fish at night.

Calm water is good.

Wait for the moon.

Different bait for different fish.

After the partners have finished talking about their interests, and depending on the time available, the facilitator can ask a volunteer to come to the front of the room. Other participants can then ask up to five questions to try to discover her partner's talent. Alternatively, the volunteer can act out her partner's talent, and others can guess what it is.

The yellow pages can then be grouped on a board in clusters, such as all gardening skills together, all skills in the arts, or all skills in sports together, and so forth.

What can we learn from these activities?

In East Timor, teachers mentioned that:

- ◆ We learned to listen to each other;
- ◆ We got to know each other better;
- ◆ We learned to communicate better, verbally and non-verbally;
- ◆ We are a good team with many talents;
- ◆ We learned to ask open questions; and
- ◆ We learned from each other.

The facilitator can mention that one of the most important lessons is **we can see that everyone has a talent, and these talents can be used in our work as teachers and learners.**

Teachers must assume that every child brings something positive with them that they can contribute. However, the teacher must discover it. Children can also be peer teachers, and they can learn from each other.

INCLUDING DIFFERENT KINDS OF THINKING, LEARNING, AND KNOWING IN THE CLASSROOM

In the previous Tool, we learned that **children learn in many different ways and at many different levels**; that is, there is diversity in learning. Consequently, we as teachers need to devise different ways of learning using different teaching methods, so that all children can understand the information we are teaching and can learn in a meaningful way, especially those with diverse backgrounds and abilities.

The range of teaching-and-learning activities in the classroom runs from memorization and repetition all the way to solving problems and thinking creatively.

Memorization Analysis Synthesis Problem solving

In our classrooms, we can look for ways to address this entire range. For example, we can:

- ◆ **use blocks, models, and other objects to teach mathematics**, which taps into children's fine motor skills and their visual understanding;
- ◆ **invite children to talk about (or write about) ideas and processes in mathematics**, which links their verbal thinking to understanding mathematics concepts;
- ◆ **ask children to draw pictures for the stories that we read to them**, which connects their visual thinking to the words and events in the story; and
- ◆ **guide children in making maps of the area around school**, which links their experience of movement in space to visual and mathematical concepts. When children survey their community, identify problems within it, and use their skills cooperatively to suggest solutions to these problems, they are learning how to apply what they learn in school. Apart from being good education, this process helps the community to understand the work of the school, and they may be more motivated to support the work of teachers (see Booklets 3 and 6).

For your classroom to be fully inclusive, you need to make sure that the curriculum is accessible to and relevant for ALL children in terms of what you teach (content), how you teach it, how the children learn best (process), and how it relates to the environment in which the children are living and learning.

We also need to consider those children who have learning difficulties or show learning faltering. Are we planning for those children who may have difficulty with the standard curriculum, such as those children with visible physical, sensory, or intellectual impairments, or children from poverty-stricken families, or those who do not speak the language of instruction? Will the curriculum still be accessible to these children as well as others? How can we go about this?



Action Activity: Observing Diversity

1. Write down the children in your class who have clear strengths in certain subjects, such as mathematics, writing, discussion skills, etc. Describe how these strengths are demonstrated in class.
2. Write down the children who have **other** talents that may be indirectly related to classroom learning. Is one child a good model maker? Does another show good coordination in sports and games? Does another have very good social skills? For instance, children with Down's syndrome often have very good social skills.
3. Now draw a circle on the page to represent the rest of the children in the classroom that you haven't linked to special skills or talents. In the next week, observe these children more closely. If you notice that one of them likes a certain activity, write it down. How does this activity or how the child performs it reflect his or her ways of learning? How can these ways be incorporated into your lessons?

In observing and dealing with diversity, we need to identify what provisions we can make, that is, the positive ways of helping children to learn, especially those with learning difficulties. We should not focus on what we have to "give up" (concessions), such as our time, but on the learning benefits for our children. For instance, can we ask another child to read to the child and be his writer? At the same time, can we identify what valuable skills a child with difficulties has, and how his or her partner can learn these skills? In other words, we need to establish a relationship where both children are able to contribute to each other's learning.

CHALLENGES TO DIVERSITY

All societies are diverse. Having many different children with many different backgrounds and abilities in a single inclusive classroom is a reflection of society, and it does have its challenges. We need to consider what each child needs to learn and how he or she learns best. We need to discover how to get all children to want to learn together happily. Three challenges that can prevent children from learning together are bullying, prejudice, and discrimination. Learning how to deal with these challenges in an inclusive classroom is one of the most important jobs a teacher must do.

Bullying

Bullying is one form of violence. In Booklet 6 on creating a healthy and protective school environment, we will learn other forms of violence that may exist in a school, how to map violence in the school, and how to develop effective school policies and activities against violence. In this Booklet, we will look at bullying specifically, since threats and fear can prevent children from learning in our inclusive, learning-friendly classrooms.

When we think of bullying, usually we think of one child or group of children (the offenders) threatening another child (the victim) oftentimes because the victim is different in some way. They may be better than the offenders in terms of learning (they get better grades); they may be from a different cultural group, such as having a different religion; or they may just be poor. The behaviour of adults and teachers, not just children, also can be considered bullying. There are several types of bullying; for example:

- ◆ physical bullying, such as being beaten by peers, a teacher, or caregiver;
- ◆ intellectual bullying where children's ideas are ignored or not valued;
- ◆ emotional bullying due to low self-esteem, harassment, embarrassing moments in school, or rewards withdrawn, which may be related to intellectual threats;
- ◆ verbal bullying, such as name-calling, insulting, repeated teasing, and racist remarks;

- ◆ indirect bullying like spreading rumours or excluding someone from social groups; and
- ◆ cultural or social bullying stemming from prejudice or discrimination due to differences in class, ethnic group, caste, sex, etc.

Bullying is usually some form of aggressive behaviour that is hurtful and deliberate. It can continue for weeks, months, or even years. Without help, it is often difficult for those being bullied to defend themselves.

In many societies, those who are different are often bullied. Their difference may be due to sex, ethnicity, a disability, or other personal characteristic. Although boys are often involved in physical bullying activities, girls may use more subtle, indirect forms of bullying, such as teasing, and they may bully in groups rather than individually.

The bullied child often does not admit that he or she is being bullied because they fear that the bullying will increase. For children who are being abused by an adult, they may be unwilling to admit it because they fear that adult and possibly adults in general.

For teachers, it is difficult to deal with bullying because it often takes place outside of the classroom, such as on the way to school or in the play area. However, the effects of bullying usually influence how well the abused child learns in our classroom.

We need to take bullying seriously and find ways of knowing the extent of bullying in our classrooms. Observation is a key skill, and we need to observe children during play as well as in the classroom. Children who are always on their own, who have few friends, or who are different in some way, could be targets for bullying. Signs of bullying include:

- ◆ children who suddenly lose confidence;
- ◆ children who avoid eye contact and become quiet;
- ◆ those who achieve poorly but were learning well previously; and
- ◆ those who begin to attend school irregularly or begin to have unexplained headaches or stomach-aches.

Discussions with parents and other caregivers are necessary, but we should be alert to changes in the children's behaviour. We should make our own notes in order to identify changes in children's patterns of behaviour that may reflect bullying.

It also is possible to undertake a survey to gain a picture of the relationships within the class or school. Two questionnaires are presented below. The first one is a quick checklist on bullying behaviour. The second one is a more extensive questionnaire to collect responses about relationships in and around the school and our classrooms.¹ You can ask your students to fill in the questionnaires anonymously (no names).

1. Occurrence of bullying

| | Did not happen | Once | More than once |
|---|----------------|------|----------------|
| I was pushed, kicked, or hit on purpose. | | | |
| Other children told bad stories about me. | | | |
| I had things taken from me. | | | |
| I was called nasty names because I'm different in some way from the other children. | | | |
| I was called nasty names for other reasons. | | | |
| I was laughed at or insulted for no reason. | | | |

¹ These checklists have been adapted from checklists originally designed by Tiny Arora and published in "Tackling Bullying in Your School: A Practical Handbook for Teachers," S. Sharp and PK Smith, editors. Routledge. 1994.

| | Did not happen | Once | More than once |
|---------------------------------------|----------------|------|----------------|
| I was left out of a game on purpose. | | | |
| Someone was bad to me in another way. | | | |

2. Relationships questionnaire

I am a boy _____

I am a girl _____

Age _____

Grade _____

| During this week in school, another child: | Did not happen | Once | More than once |
|--|----------------|------|----------------|
| called me names which I did not like | | | |
| said something kind to me | | | |
| tried to kick me | | | |
| gave me a present | | | |
| was unkind to me because I am different | | | |
| said they would hurt me | | | |
| tried to make me give them money | | | |
| tried to frighten me | | | |
| stopped me joining their game | | | |

| During this week in school, another child: | Did not happen | Once | More than once |
|--|----------------|------|----------------|
| told me a joke and then laughed at me | | | |
| tried to make me hurt other children | | | |
| told me a lie and got me into trouble | | | |
| helped me carry something | | | |
| helped me with my class work | | | |
| was rude about the way I walked | | | |
| was nasty because of the colour of my skin | | | |
| played a game with me | | | |
| tried to break something of mine | | | |

After analyzing the questionnaire's results, we can identify those who are willing to say that they are being bullied and those who may be the bully. Be cautious, however. Some children may be the victims, but they may not admit it even in this questionnaire. Since the questionnaire is anonymous, at least it will help you to understand the extent of bullying in your class. From this information, you can start to plan further actions with other teachers, parents, caregivers, and the children, themselves.

Actions Against Bullying

To prevent or reduce bullying, teachers can take a range of actions:

- ◆ conduct exercises to help children to relax and reduce tension and using games to help children to get to know each other better and respect each other;
- ◆ increase the amount of cooperative learning within the classroom;
- ◆ improve the assertiveness of children by giving all students more power, such as by allowing them to make class rules and take responsibility within a student committee;
- ◆ increase responsibility within the class by establishing committees and to work more closely with parents and the local community;
- ◆ develop child-to-child strategies to deal with conflict in non-violent ways; and
- ◆ allow our children to identify what disciplinary measures should be taken towards those who bully others.

Teachers can also use drama or puppets to explore the extent of bullying, its causes, and solutions to it when it occurs in or outside of school. For example, teachers in Guyana made puppets and developed short plays to illustrate aspects of racial bullying. They then developed action steps that they could take to help children caught in these situations. Discussions or debates on sensitive issues can also be used along with stories or role playing to allow children to try to say "No!" assertively as well as to find the right language to use against bullies and abusers.

Prejudice and Discrimination

Oftentimes, the roots of bullying are prejudice (unjust behaviours or opinions about people) and discrimination (unjust distinctions between groups of people; "they" versus "us"). One way to understand how prejudice and discrimination operate in our classrooms is through our own experiences.



Action Activity: Understanding Discrimination

This activity can be done with teachers, parents, or older children. The purpose is to develop their understanding of how different forms of oppression (prejudice, discrimination) in schools affect individuals. In addition, this activity encourages a person to reflect on how he or she may have been affected by prejudice or discrimination.

Several important lessons can emerge from this activity, such as the following.

- ◆ Everyone can be both the victim of oppression as well as the oppressor.
- ◆ Individuals recognize prejudice and discrimination aimed at them, even at a very early age.

Instructions: The time required for this activity will depend on the size of the class or participant group. Allow ten minutes per student or per number of students in each small group.

Divide the participants into groups of five or six. Ask them to share a story about a time they saw prejudice or experienced discrimination in a school setting. A few hints and guidelines will be helpful.

1. The prejudicial or discriminatory practice did not have to be intentional.
2. Their experience can involve students, teachers, administrators, or just the general atmosphere of the school.
3. Mention that they might think about curricula, teaching styles, educational materials, relationships, or other aspects of the school environment.
4. Remind your participants that identity is multidimensional. Usually people think immediately about race or ethnicity in this activity. Try to help them to see other dimensions of

discrimination or prejudice, such as believing that girls are not good at science or that children with disabilities cannot play sports.

5. Finally, suggest that their experience can be either of being oppressed or of being the oppressor. Few people will ever choose the latter, but when someone does, it provides a powerful moment for reflection.

Allow each participant five minutes to share her or his story, and, if necessary, allow another five minutes for them to answer questions about their experience. It is important to learn about everyone's experience and to draw out how the incidents made the persons feel when they happened. You might also ask individuals how their experience has affected their own attitudes and practices or their own ideas about how the situation could have been avoided.

When everyone has had an opportunity to tell a story, you can ask several questions to start a discussion about prejudice and discrimination in classrooms and schools.

1. How did you feel about sharing your personal story about prejudice and discrimination?
2. What is something you learned either from your own experience or from someone else's story that might lead you to do something differently in your own teaching or daily life?
3. What were some of the connections you found among the stories? Were there any consistencies you found interesting?
4. Did anyone have difficulty remembering an incident or pinpointing when she or he first recognized prejudice or discrimination in a school setting? If so, why?
5. Did stories told by others remind you of additional incidents in your own experience?

BIAS IN THE CURRICULUM AND LEARNING MATERIALS

Prejudice and discrimination can be reflected unintentionally in our curriculum and learning materials. This is the case especially for girls, children affected by HIV/AIDS, as well as other children with diverse backgrounds and abilities. For instance, children living or working on the streets may be depicted in school books or story books as pickpockets or thieves, and working children may be depicted as poor even though they may have many strengths, such as excellent social and survival skills. If our curriculum materials are inclusive of children with different backgrounds and abilities, they will be more sensitive to the diversity of children and their circumstances. They also will be more relevant to children's learning.

The same situation applies to materials that are inclusive of girls. As we learned in Booklet 3, the social roles assigned to women and men ("gender roles") may be different within a society. Traditional beliefs about the status and roles of men versus women can restrict girls' access to schooling. In communities where women are believed to be inferior to men, girls are often kept at home and away from school to do domestic work. Such roles, beliefs, and actions that discriminate against girls may be reflected in the teaching materials we are using. When girls see themselves represented in textbooks as being passive and boys active, they may assume that they too should be passive. This often leads to poor performance especially in mathematics and science. For example, girls may be discouraged or afraid to use mathematics materials or engage in science investigations because these may be regarded as "boys' activities."

Equity in curriculum design, therefore, is important for ensuring inclusiveness in the classroom. The teaching materials we use are inclusive when they:

- ◆ include **ALL** children, including those with diverse backgrounds and abilities;
- ◆ are relevant to the children's learning needs and abilities, as well as their way of life;
- ◆ are appropriate to the culture;

- ◆ value social diversity (for example, socio-economic diversity; poor families can be very good families for children; they may come up with creative solutions for problems, and they could be depicted as inventive);
- ◆ are useful for their future life;
- ◆ include males and females in a variety of roles; and
- ◆ use appropriate language that includes all of these aspects of equity.

How can you assess whether or not the materials you are using reflect gender and ethnic equity?

1. **Check the illustrations.** Look for stereotypes, that is, images or ideas about people that are widely held and accepted though they may not necessarily be true (such as men as “breadwinners” and women as “child care providers”). In the illustrations, are people of one cultural group or men the dominant characters? Who is doing what? Are children with disabilities passive watchers, or are they involved, such as playing ball with others? Do they look enthusiastic?
2. **Check the story line.** How are problems presented, conceived, and resolved in the story? Does the story line encourage passive acceptance or active resistance by “minority” characters (such as tribal peoples or persons with disabilities)? Are the successes of girls and women based on their own initiative and intelligence, or are they due to their “good looks”? Could the same story be told if the actions or roles given to men and women in the story were reversed?
3. **Look at lifestyles.** If the illustrations and text attempt to depict another culture, do they simplify or offer genuine insights into other lifestyles?
4. **Look at relationships.** Who has the power? Who makes decisions? Do women function in essentially supportive yet subordinate roles?

5. **Note the heroes.** Are the heroes usually from a specific cultural group? Are persons with disabilities ever heroes? Are women ever the heroes? Are poor persons ever heroes?
6. **Consider effects on child's self image.** Are there any suggestions that might limit any child's aspirations? This might affect children's perceptions of themselves. What happens to a girl's self-image when she reads that boys perform all of the brave and important deeds but girls don't?²

One way to begin looking at these issues is to use the following checklist to assess your learning materials in terms of equity and inclusiveness.

Checklist for Assessing Equity in Learning Materials

| Criteria: | Content | | Illustrations | |
|--|---------|----|---------------|----|
| | Yes | No | Yes | No |
| Are the roles of boys and girls balanced (such as doctor, teacher, field worker, trader)? | | | | |
| Are the types of activities for boys and girls equal (such as sporting activities, reading, talking, working)? | | | | |
| Do both boys and girls have similar behaviours (such as active, helping, happy, strong, productive)? | | | | |
| Do girls sometimes take the role of leader? | | | | |
| Are girls shown as confident and able to make decisions? | | | | |
| Do girls act as "intelligent" as the boys? | | | | |
| Are girls included in outside activities as much as boys? | | | | |

² Council on Interracial Books for Children. (1980) Guidelines for Selecting Bias-Free Textbooks and Storybooks. New York.

| Criteria: | Content | | Illustrations | |
|---|---------|----|---------------|----|
| | Yes | No | Yes | No |
| Are girls and boys solving problems in the texts? | | | | |
| Are girls and boys working together in a way appropriate to the culture? | | | | |
| Are the topics interesting to girls? | | | | |
| Are the topics interesting to minority children? | | | | |
| Is there a gender balance in stories about animals? | | | | |
| Are women described in history? | | | | |
| Are women included in literature and art? | | | | |
| Are ethnic minority people included in history, literature, and art? | | | | |
| Does the language include girls (or are terms, such as "he" or "his", usually used)? | | | | |
| Is the language appropriate for use in the local community (such as objects or actions that can readily be recognized)? | | | | |
| Does the language encourage ethnic minority boys and girls to be interested in the text ? | | | | |
| Are the words not discriminating against ethnic minority people? | | | | |

Books should reflect the diversity of gender roles, racial and cultural backgrounds, individual needs and abilities, as well as a range of occupations, income levels, ages, and family types (for instance, some single parent families).

If there is little choice in the books that are available in your school, then we must “correct” what we have and add details that are missing from the text. Perhaps you, your colleagues, and your children can draw additional illustrations to add to books to make them more balanced in terms of the roles of women, minority groups, and others with diverse backgrounds and abilities.



Action Activity: Assessing Equity in Teaching Materials

Now that we have learned what to look for, take a textbook or reference book and try to analyze it using the points mentioned above. This would be a good activity for a group of teachers to undertake. Moreover, once the concepts are explained clearly, even older children can help to analyze the materials and make recommendations about how they can be adapted to become more inclusive. Parents or other caregivers may be able to help draw new illustrations to add to what you and the children have made and to correct some of the bias within learning materials using information and examples from local cultures. Use the table below to help your analysis.

| Areas for analysis | What evidence? Which page? | What action to improve materials? | Any help needed? |
|-----------------------|-------------------------------|--------------------------------------|------------------|
| Check illustrations | | | |
| Check the story line | | | |
| Look at lifestyles | | | |
| Look at relationships | | | |

| Areas for Analysis | What evidence? Which page? | What action to improve materials? | Any help needed? |
|--|-------------------------------|--------------------------------------|------------------|
| Note the heroes | | | |
| Consider effects on a child's self image | | | |
| Diversity of characters | | | |
| Language | | | |

GENDER AND TEACHING

Teachers and schools may unintentionally reinforce gender stereotypes. We may:

- ◆ call on boys to answer questions more often than we call on girls;
- ◆ assign housekeeping tasks to girls and tool-using tasks to boys;
- ◆ reward boys for right answers and withhold praise from girls;
- ◆ criticize girls for wrong answers;
- ◆ give more responsibilities to boys than girls (such as being the head of the class or head of a group); or
- ◆ make use of textbooks and other learning materials that reinforce harmful gender stereotypes.

Moreover, many teachers may be completely unaware that they treat girls and boys differently. As teachers, we have a clear responsibility to create opportunities for all children, boys and girls, to learn to the best of their abilities.

Remember that it is not necessary to oppose ideas that are important to a local culture or community. However, it is necessary to understand how such ideas influence our teaching practices and the opportunities for learning that all children should have.



Action Activity: Gender Equity

Either working alone or as a classroom activity, undertake a short survey to get a better understanding of your own school and community. In the table below, write down those jobs that are normally done by boys and girls in the home or local community (such as fetching water, cooking, looking after other children, or tending animals) and those jobs that teachers expect children to do in school (such as sweeping the floor or moving desks). Are the jobs we are giving boys and girls in school the same as those at home or in the community? Do these jobs reflect traditional beliefs about the roles of men and women? Do they stop girls from doing activities that they are fully capable of undertaking?

| | Boys | Girls | Comments |
|-------------------|------|-------|----------|
| Home or Community | | | |
| School | | | |

Based on your survey, what actions can you and your students take that will ensure that ALL children have the opportunity to learn how to do certain jobs and to take responsibility?

What actions can you and your students take within the school and community to encourage school staff and community members to allow all children to participate equally and to contribute to their own, their school's, and their community's development?

DIVERSITY AND DISABILITY

Strategies for Students with Disabilities²

When we are creating inclusive classrooms and are trying to include children with a range of abilities, we need strategies to help these children learn to their fullest. Some of these strategies include the following.

- ◆ **Sequence.** Break down tasks and give step-by-step prompts or instructions.
- ◆ **Repetition and feedback.** Use daily testing of skills, repeated practice, and daily feedback.
- ◆ **Start small and build.** Break down a targeted skill into smaller units or behaviours, and then build the parts into a whole.
- ◆ **Reduce difficulty.** Sequence tasks from easy to difficult and only provide necessary hints.
- ◆ **Questioning.** Ask process-related questions ("how to") or content-related questions ("what is").
- ◆ **Graphics.** Emphasize pictures or other pictorial representations.
- ◆ **Group instruction.** Provide instruction or guidance for small groups of students.

² Excerpted from: Swanson HL. (1999). Instructional components that predict treatment outcomes for students with learning disabilities: Support for a combined strategy and direct instruction model. *Learning Disabilities Research and Practice*, 14 (3), 129-140.

- ◆ **Supplement teacher and peer involvement.** Use homework, parents, or others to assist in instruction.

In addition, you can encourage other children to take responsibility for classmates with disabilities by pairing each child who has a disability with a child without a disability. Ask the partner to help with important activities; for example, assisting the child with a disability to get where he or she wants to go, such as the library, latrine, and so on, as well as assisting them on field trips or during team games. Explain to the partners that they might sometimes need to protect a child with a disability from physical or verbal harm, and tell them how best to do this.

Talk to your children about different disabilities especially ones that they may see in children at school or in the community. One way of doing this is to ask an adult with a disability to visit your class and talk with your children.

Explain to the children that disabilities are caused by diseases, accidents, or genes. For example, you can explain that an infection in the eye or ear can cause difficulty with seeing or hearing.

To help children without a disability accept children with disabilities, tell them stories describing what people with disabilities can do.

Children Who Have Difficulty Seeing

Identifying Children Who Cannot See Well

Some children cannot see as well as others. If this is discovered early, we can do a lot to overcome the problem. Moreover, children who suffer the most may be those with diverse backgrounds and abilities, because their inability to see well may antagonize their already difficult situation of being set apart. They are at even greater risk of teasing, harassment, and bullying. Hence, it is very important to find out if children can see well while they are still young. There are different ways of doing this. Other children can help to find out whether a child sees properly and learn to help them.

Some of the signs of a child who may not be seeing well are when the child:³

- ◆ bumps into things easily;
- ◆ has difficulty in reading objects that are close by or far away;
- ◆ has difficulty writing in straight lines;
- ◆ has difficulty threading needles;
- ◆ holds books very close to his or her face when reading and may have tears;
- ◆ may complain of headaches or itchy eyes;
- ◆ fails to catch balls when playing;
- ◆ wears clothes inside out;
- ◆ arranges items incorrectly; or
- ◆ brings the wrong objects when asked to bring something.

Checking Children's Eyesight

Identifying as early as possible children who cannot see is vitally important for helping them to learn and stay in school. There are many simple techniques that you and your students can do to identify these children, such as the following example.

³ This section on "Children Who Have Difficulty Seeing" was adapted from: Baily D, Hawes H and Bonati B. (1994) *Child-to-Child: A Resource Book. Part 2: The Child-to-Child Activity Sheets*. London: The Child-to-Child Trust.

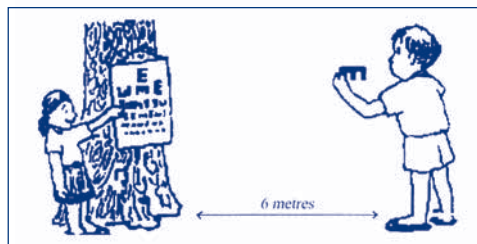
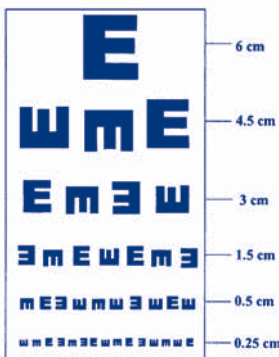
Developing a Simple Eye Chart

Step 1. Make a stencil containing six "E" shapes, one that is 6 cm in height, and the others that are 4.5 cm, 3 cm, 1.5 cm, and 0.5 cm, and 0.25 cm. It is very important to give each letter the correct shape. Each "leg" of the "E" should be the same size, and each space between the legs of the "E" should be the same size.

Step 2. Using the stencil or stencils, ask each child to make an "E" shape of the right measurement and to colour it black.

Step 3. Glue each 'E' onto a large white wooden board or a sheet of heavy cardboard. The chart should look like the chart below.

Step 4. Let the children test each other. Hang the chart where the light is good. Make a line on the ground six metres from the chart. The child being tested stands behind this line and holds a large cardboard "E." Test each eye separately while the other eye is carefully covered. Another child points to the shapes on the chart. The child should point to the larger letters first and then to smaller and smaller letters. **The child being tested must hold up his "E" in the same direction as the one being pointed to by his friend.**



Step 5. When the children know how to give the test, help them to think of ways to give the test to young children, especially those who will soon be going to school. At school, the children in higher grades can test the sight of those in the lower grades. Also, consult local health workers and eye specialists to see if a similar vision testing activity can be developed to fit your local language and culture.

Helping Children Who Do Not See Well

When a child who has difficulty seeing first comes to the school, meet the child and the parents alone. Let the child know who you are by talking with the child and explaining what you are doing. Let the child touch you.

Next, introduce the child to his or her classmates. Explain that this child goes to school like everyone else, and he or she can do many things using their other senses, such as touch, hearing, and smelling. Suggest that while the child may need some help with specific tasks, they can all learn from each other.

Introduce the classmates to the child. If the child cannot see them, tell the child the names of some of the children. Let the child speak with each one of them until the child remembers their voices and names. Let the child touch them. Then tell the child the names of the other children so the child will begin to know all the children in the class.

Children with difficulty seeing usually do not know when people are near them. They cannot see which person they have met. When you are with a child who cannot see well, speak to him or her, so the child will know that you are there. Tell the children in your classroom to do the same.

Write on the blackboard using large letters, and teach your children to write in this way. Read out instructions; never assume that everyone can read them from the blackboard. Specify what is shown on visual aids (such as "on the left side is ..."). Allow children to feel teaching aids if they cannot see them; for example, maps can be outlines with string. Each child who has difficulty seeing needs a reader to help him or her. The reader will read and explain books to the child and help the child to learn. The reader can be a classmate, an older child, a friend, or a volunteer teacher.

A child who can partially see may be able to learn to read and write in the same ways that other children learn. Teach the child first to write letters and numbers. You can start to teach the child to write with chalk on a slate. Fix pieces of string across the slate so that the child can touch and use them as guidelines while writing. When a child begins writing on paper, fix the strings in the same way on a piece of wood. Teach the child to place the paper under the strings.

Children Who Have Difficulty Hearing or Speaking

Children who have difficulty hearing or speaking often do not communicate, or they communicate poorly. This is because although we use different ways to communicate, we use hearing and speaking most often.

Identifying Children Who Cannot Hear Well

Some of the signs that can tell us if a young child is having difficulty hearing include the following.⁴

- ◆ The child does not notice voices or noises if he or she does not see where they are coming from.
- ◆ The child is disobedient or is the last person to obey a request.
- ◆ The child's ears are infected, or liquid or pus is coming out.
- ◆ The child watches people's lips when they are talking.
- ◆ The child turns his or her head in one direction in order to hear.
- ◆ The child speaks rather loudly and not very clearly.
- ◆ Sometimes the child appears to be quiet and perhaps rude and prefers to be alone.
- ◆ The child may not do as well at school as he or she should.

Communicating with a Child Who Has Difficulty Hearing

Some children who are born without hearing may not learn to speak. They should be taught other ways to express their thoughts, needs, and feelings, such as artistically or through movement and gestures. If there

⁴ Adapted from: Baily D, Hawes H and Bonati B. (1994) *Child-to-Child: A Resource Book. Part 2: The Child-to-Child Activity Sheets*. London: The Child-to-Child Trust.

is a child in your class who cannot hear or speak, use different communication methods with this child, such as speaking; hand, face, or body movements; or writing. Teach the other children to use different ways to communicate with the child.

Before speaking to the child, get the child's attention, so he or she will know that you are speaking. Make sure that the child can see you clearly. Stand in the light so that it falls on your face.

Children who have difficulty hearing or speaking are sometimes irritable. They may pay attention, or they may not listen carefully to what is being said. Observe them carefully. If they do not pay attention, find ways to make them interested in what you are saying. For example, seat yourself and your children in a circle so everyone can see each other's faces. This will help listening and understanding. Use visual clues to introduce the lesson, such as a picture, object, or key word.

Some children who have difficulty hearing can hear more clearly if others speak close to their ear. Find out if this helps the child you teach. If so, speak close to the child's ear when you communicate with him or her. Tell other children to do the same.

When you communicate with the child give him or her time to listen and to think. If the child responds by making sounds that are not proper words, repeat correctly and slowly the words the child has tried to say. Make sure that the child can see your face as you say the words correctly.

When you speak, move parts of your body to make what you say clearer to the child who has difficulty hearing. Also use your hands when you speak; for example, you may use your hands to show the size of objects.

Use movements and expressions as often as possible whenever you are with the child who has difficulty hearing. The child will then learn what these mean. Teach the other children to use expressions and movements to communicate with the child who has difficulty hearing.

Try to understand the different ways in which the child expresses himself or herself. Also continue using different methods of communication with the child to make him or her understand what you want.

Children who can hear some words should be taught to speak. Some children learn to speak clearly; others try to but only succeed in making certain sounds that can be understood. You may be able to get some help in developing sign language skills from non-governmental organizations, foundations, or educational institutions that specialize in assisting children with hearing impairments.

If hearing-aids are used, be aware that they amplify all sounds including background noise. It can also be hard to distinguish between voices if several people speak at the same time. Encourage children with hearing difficulties to sit with a friend who can take notes for them, so they can concentrate on lip-reading



Action Activities: Games and Exercises

Games and exercises can be ideal opportunities to create a more inclusive classroom. Try to introduce ones that everyone can enjoy, such as the following.

Physical exercise helps all children to be healthy. When you organize exercise periods for your class, make sure that children with various backgrounds and disabilities join in as much as they can. For example, for children who cannot see to play ball games, put a bell inside or on the outside of the ball so that the children can hear the ball as it moves.

Some children are not able to play very active games. Include games for them which can be played with less effort or which are played sitting down. Moreover, most children enjoy music even if they cannot move or sing because of a disability. In addition, children who have difficulties in learning often enjoy music. Even children who cannot hear may enjoy music, especially if it has a rhythm that can be seen through body movements (such as dance), or if the instruments with which the music is played give off rhythmic vibrations that they can feel.

Examples of Games

Game 1. Learning by Looking

One child closes his or her ears with their fingers, while another child tells a funny story to the group.

Then one of the other children pretends to be the teacher. The "teacher" asks each child to answer questions about the story.

When the "teacher" has finished asking questions, he or she asks the child who had his or her ears closed to open them and listen. The "teacher" asks this child to tell the group what it felt like not to be able to hear the story very well. The child is asked to explain what he or she was able to understand from the faces and gestures of the teacher and the other children.

The child who can tell most of the story from reading the faces and gestures wins the game. Each child should have the chance to have his or her ears closed. This will help the children to understand the problems of a child who has difficulty hearing. They will then be able to understand the child's problem.



Game 2. Learning by Touching

One child has his or her eyes covered and stands in the middle of a circle made by the other children.

One-by-one, the children in the circle go to the child with the covered eyes. This child touches the faces of each one of the others and tries to guess who each person is. Only one minute is allowed to guess the name of each child.



The child who can recognize the most faces of his or her friends wins the game.

Each child should have the chance to have his or her eyes closed. This will help the children to understand the problems of a child who has difficulty seeing.

HIV/AIDS AND DISCRIMINATION

In the world today, an increasing number of children have contracted HIV/AIDS at birth from their infected mothers. Other children may be discriminated against or totally excluded from school because they live in a family where one member has HIV/AIDS. Another effect of HIV/AIDS is that many children may have lost their parents to early death from AIDS, and these children may be living with grandparents, other relatives, or on the street.

Two major issues face teachers in addressing HIV/AIDS in their schools. The first is the practical health issue of dealing with children who have HIV/AIDS. To do this, you need to be well informed about all infectious diseases, so you can talk about AIDS in reference to them. You can talk with local health workers and get up-to-date information especially in term of the prevalence of all infectious diseases in your area as well as AIDS. You may also obtain important information materials on HIV/AIDS that you can share with your colleagues and students. This information sharing can help to correct any misunderstandings about the disease and those it has affected. On the practical side, everyone at your school should participate in keeping the school a clean and healthy place for children. Supplies of latex gloves and chlorine bleach will be necessary to clean up of blood, vomit, and faeces.

The second issue is how to answer children's questions about HIV/AIDS including ones on sex, sexual health, and disease. You will feel more comfortable talking to children if you have thought about some of the questions that may arise in discussion, for example "How do people get AIDS?" and "What is a condom?"

When a child does ask you a question, try to:

- ◆ **listen** carefully;
- ◆ **take seriously** what they say;
- ◆ **answer at their level**; and
- ◆ be as **honest** as possible.⁵

If you don't know the answer to a child's question, don't be afraid to say that you will need time to find out the correct answer. If you are a teacher in a school where children are affected by HIV/AIDS, please read Booklet 6 in this Toolkit carefully. It has many suggestions and activities for teaching you, your children, and your colleagues important skills for understanding HIV/AIDS, as well as how you can teach children about preventing its transmission.

⁵ <http://www.avert.org/children.htm>



Tool 4.3

Making Learning Meaningful for ALL!

LEARNING FOR LIFE

Earlier in this Toolkit we learned that one potential barrier to inclusive learning and getting all children in school is “value of education.” On the one hand, parents and children may not see how the information learned in school is meaningful for their daily lives. For parents that depend on their children to help earn an income, they and even the children themselves may feel that “learning to work” is more important than being in school.

Even for children who do not need to earn an income to support their families, they may feel bored in the classroom if they don’t see the connection between what they are learning now and what they will become in the future. Hence, they may not value school and may not attend regularly, if at all.

Our challenge, therefore, is to create a learning-friendly environment, one that motivates children to learn by linking what they are learning to their interests and their daily lives. This linkage is important because as you teach your children, in their minds they are trying to link what they are learning NOW with what they have ALREADY learned in life, be it in the classroom, family, or community. How can we create this linkage? Let’s look at a case example.

While driving through Manatuto, East Timor, three girls try to stop our vehicle by waving strings of small fish. We stop. The children, aged 8-11, rush to sell their silver catch for a few cents. It is 11 o’clock on a Friday morning. It is not a national holiday. Should these girls be in school? The question is, “Would they be better off in school?” They are actively learning...they are learning by doing...they are supporting their families with vital proteins or a little cash if they can sell the fish.

The District Supervisor, who was also in the vehicle, was disappointed that the girls were not in school, but he explained that if they were in school, they may be learning in a foreign language because their mother tongue is not taught in school. The schools have very few books and learning materials, so the children spend a lot of time listening to the teacher or copying from the board. The only book that the teacher can use is printed in Portuguese.

He continued to say that many teachers were not trained. Moreover, since there were no houses for teachers to stay in, they do not live in the local area. The teachers might not know that the children spend their time playing on the beach and fishing. The textbooks also include examples of activities like fishing from Portugal rather than Manatuto, and usually only boys are shown fishing while girls are doing the cooking. The District Supervisor said that they were trying to make changes in order to make schools more 'friendly' to both boys and girls, but it was difficult and would take time.

If the teachers in Manatuto knew the children better and were aware of the environment from which the children come, then they could adapt the curriculum to include more local topics and examples. They could ask some of the parents to come in and explain how they go about fishing, and they could bring in nets and other equipment that they use. Children could go home and draw the different fish that are caught locally and make a poster for the classroom wall. They could measure the weights and lengths of the fish and make a graph showing the various sizes of fish that have been caught. From these and other active learning activities, children would be more motivated to come to school, and their learning would be more meaningful for them and for their parents.



Action Activities: Linking Learning to Community Life

Review the national curriculum and list its important topics on the basis of what your children have already learned and what you think they should know in relation to their daily lives. Try to link topics that fit with the

annual cycle of the community, such as the agricultural or fishing calendar, or topics that will help them survive, such as health topics.

Think about the children in your class and their community. Do you know about their parents' occupations? Do you know where most of the children live? Are many children absent from school? When are they absent? Do you know why? Does your school have a child learning profile containing this information (see Booklet 3)?

Consider the topics that you will teach this term and complete a table like the one shown here. List the topics, see how relevant the topics are to children's daily lives, and think of ways of making them more meaningful.

| Topic | Links to children's daily lives | Ways to adapt the topic |
|--|---|---|
| <u>Example:</u> Trees in a rainforest | The community in which the children live has a lot of trees or is located near a forest that is not a rainforest. | First study local forests by observing and doing practical activities that link science, mathematics, and language. Then make the connection to forests in the region and then finally globally like rainforests. |
| Your Example: | | |

CREATING A LEARNING-FRIENDLY ENVIRONMENT FOR MEANINGFUL LEARNING

Preparing for Meaningful Learning

"Meaningful learning" means that we link what is being learned (the topic or content) and how it is taught to the everyday lives of children and their families. As we all know, teaching is a complex activity. We must consider many things when preparing for meaningful learning. Above all, no one can make a child learn. Children will learn when they are motivated to learn. They will learn when given opportunities to learn effectively and when they

feel that the skills they have will lead to success. They will learn when they receive positive feedback from friends, teachers, and parents who compliment them on how well they are learning. How can we prepare for meaningful learning? Here are some questions to ask yourself in preparing your lessons.

- ◆ **Motivation.** Is the topic meaningful and relevant to the children? Are they interested in what they are expected to learn?
- ◆ **Opportunities.** Are the opportunities suited to the developmental level of the children? For instance, is the topic too hard or too easy for many of the children? Are the activities appropriate for both girls and boys? Are they appropriate for children with diverse backgrounds and abilities?
- ◆ **Skills.** Do the children have the skills to achieve the expected result?
- ◆ **Feedback.** Is the type of assessment and feedback given to the children designed to increase motivation to continue learning?



Action Activity: Linking Learning with Children's Lives

Try again to think of a topic that you will be teaching. Add it to the table above. Can you make connections with any of the children's daily activities? For example:

- ◆ housework (preparing food, looking after brothers and sisters, cleaning);
- ◆ looking after animals;
- ◆ finding food by hunting, fishing, or gathering; or
- ◆ growing food and working in the fields.

Creating a Meaningful Learning Environment

For meaningful learning to occur, the classroom should be learning-friendly. Learning-friendly classrooms encourage students to ask open questions, identify problems, start conversations, and discuss solutions with teachers, friends, and family. ALL children—boys and girls, as well as children from diverse backgrounds and abilities—feel confident and comfortable to participate fully.

In a learning-friendly classroom, you must play different roles. In the past, our role has been that of an “information giver.” But in order to help our children learn to their fullest, we must expand our role to that of facilitator, manager, observer, and learner. What do these new roles entail?

- ◆ **Facilitator.** We need to provide appropriate learning opportunities for children and encourage them to freely present ideas and talk about important issues in a constructive manner.
- ◆ **Manager.** To be a successful facilitator, we must plan well and carefully guide the discussions, giving every child a chance to express their views.
- ◆ **Observer.** Observation of the children as they work in a group, in pairs, or alone will help us to understand the children and to plan even more meaningful learning activities. For instance, can an activity that a pair of children is doing well be expanded into a group activity? Can the two children be the group's leaders?
- ◆ **Learner.** We become learners when we reflect on our lessons and how well the children have been learning. We can then develop ways to make what is being learned even more meaningful. For instance, was one activity effective in helping children to understand a difficult topic or concept? Can this activity be applied to other topics and concepts?

CREATING GENDER-SENSITIVE LEARNING EXPERIENCES

We learned in this Toolkit's Introduction that "gender" refers to the social roles that men and women are assigned within a given culture, such as "men as breadwinners" and "women as child caregivers." Gender roles are created by society and are learned from one generation to the next as part of the society's culture. Gender roles are not static because they change over time, similar to other cultural traditions and perceptions. Unfortunately, these roles can harm the learning of our children because they often restrict how girls and boys behave and what they are allowed to learn. The following case study is an example of how this can occur.

Suan's Story

Suan lived in a village near Pakse, in Southern Laos. She was nine years old and in Grade 3. She enjoyed walking to school with her two brothers, Lee and Hing. She was a good pupil and tried hard in school, but she did not find school easy. Suan's difficulties were caused by what she had to do at home before she came to school. She had many duties to perform. Suan's sister had stepped on a mine while playing and lost one of her legs. She would often wake up Suan to comfort her as she still felt the pain. Each morning, Suan had to get up before the rest of the family to carry wood and light the fire. She had to pound rice so that it could be cooked. After that, she had to wash and feed her young sister. By the time Suan arrived at school, she was very tired. Her brothers were never asked to help at home. They only went fishing with their father on the weekend, so they had time to do their homework.

When Suan went to school, she tried very hard to concentrate. However, she found it difficult to pay attention all the time because she was so tired, and the topics she studied were very different from her daily life. The teacher often got angry with her, particularly one day when she fell asleep during a lesson.

After being scolded by the teacher, Suan decided to be absent from school. She thought it would help her parents if she stayed home every day to collect the water and firewood, care for her sister, and

learn about looking after the animals. So Suan started to miss more days from school, and finally she decided not to go to at all. She stayed at home every day and helped her mother. She did not finish Grade 3. Her brothers, Lee and Hing, both finished primary school. They could read and write and were ready to move on to junior secondary school.

Suan is just one example of how gender roles and duties can lead to marginalization and dropout among girls. Gender can also affect the learning of boys when they feel that school is meaningless and it is more important for them to work and support their families. Moreover, girls and boys are socialized into a way of thinking about themselves and what they can do. For example, you might hear "boys don't cry" or "girls shouldn't play rough games." In the same way, some girls may not feel confident in mathematics or science because they have been told that these are "boys' subjects." Yet, all children can achieve well given the right opportunities.

If we are to include all children in our inclusive, learning-friendly classrooms, then we need to ask ourselves: "Do all of my children have the time and energy to complete the tasks I have assigned?" One of the ways to help answer this question is to conduct a small classroom project on how much work girls and boys do at home. Ask your children to talk about or write a short story on "What I Do At Home." You might be surprised at how much work your children, especially girls, have to do for their families. You can then adjust your learning plans to fit the children's needs.



Action Activity: Raising Gender Awareness

Here are two classroom activities you can do to raise gender awareness.

1. Discuss with children in groups (girls together, boys together, as well as mixed groups) what they think is expected of them because of their being male or female. What do boys and girls think of each other's roles or expectations? Do they see changes?
2. Ask boys and girls to identify characteristics of boys and of girls. Make two rows. In one row, list what is perceived as female characteristics. In the second row, list what is perceived as male

characteristics. When you are finished, change the word "female" to the row of male characteristics and the word "male" to the row with female characteristics. Ask the children to think whether these roles could also apply to the other sex? All of them or only some of them? Why? Hopefully, the children will come to the conclusion that all gender roles can be exchanged, except for the purely biological ones.



Reflection Activity: Gender Awareness in Teaching

Consider some of the following statements. Complete the table and work out what actions might be needed to improve the situation in your classroom.

| Statement | Often | Sometimes | Never | Actions needed |
|--|-------|-----------|-------|----------------|
| I examine my learning materials to see if there are positive role models for girls and boys. | | | | |
| I encourage girls to achieve well in mathematics and science. | | | | |
| I use cooperative learning methods; there is no need for harsh discipline. | | | | |
| Older girls who are achieving well help younger girls with mathematics and science. | | | | |
| ALL children in my class are given opportunities to express themselves and achieve success in the core subjects. | | | | |

To help girls feel more at ease in school and to ensure equal opportunities for them, work with your colleagues and school administrators to undertake the following actions.

- ◆ Support the revision of learning materials and the elimination of gender and other biases (see Tool 4.2), such as the lack of inclusion of children with disabilities or of children of ethnic minorities in textbooks, or the stereotyping of poor children, street children, and working children. This is a task for the whole school to undertake, but individual teachers need to be aware and know how to take action. Just a sticker on a book can indicate that the book is biased in some way, and it can lead to constructive class discussions about inclusion (see Booklet 1).
- ◆ Introduce a more flexible curriculum and self-directed learning materials, since some girls may have many demands on their time, such as domestic work and care for siblings. Both boys and girls from poor families often find little time to do school work, since the family needs everyone's help to survive. Try to complete learning activities during school time, and allow a choice when homework is being given.
- ◆ Usually teachers speak more to boys than to girls in many primary classrooms. Remember to give time ("waiting time") for children to answer your questions. If you do not have a colleague to observe you in the classroom, you can try a participatory activity with the children to assess whether you treat boys and girls differently. For instance, ask each child to collect five stones (you may already have a collection for use in mathematics). Ask each child to put one stone to one side of his or her desk every time you speak to him or her, ask them a question, or allow them to answer. Together you can assess the pattern of interaction and discuss why this might be happening. What other strategies can you use to treat children more equally? What skills will the children need to learn so that they can participate equally?

All of these components will strengthen your ability to create a learning-friendly environment for boys and girls. We may need to use single sex groupings for some practical activities so that girls can develop

their confidence and not be dominated by boys. Later, mixed sex groups would be appropriate so that girls and boys learn to cooperate together.

Many of the above activities will need the support of parents or other caregivers. For this reason, these issues should be discussed at school committee meetings, and a practical action plan should be developed. It will help all teachers if school policies on such matters as discipline and gender bias are discussed and agreed upon by all teachers and parents.

ACTIVE AND PARTICIPATORY LEARNING

Inside and outside the classroom, children are learning all the time. They should be active in their learning in order to practice what they have learned and gain competence. They should also be encouraged to work with **ALL** of the other children in their class, including those with diverse backgrounds and abilities. Cooperation encourages understanding and acceptance. Pair and small group work allow better participation and interaction amongst children and help to build independence as well as the ability to work constructively with others. Some examples of good learning opportunities include field visits and games for learning.



Action Activities: Field Visits

In field visits, children go outside of the classroom, for instance, to the school garden, to a well or a community dam, or to a community centre. They can observe specific organisms or natural phenomena, as well as learn from experts (learn more about how such visits can promote better health and hygiene in Booklet 6).

Field Visits to Support Group Work

In a visit to a community dam, for example, each group in a fifth-grade class can be given a set of assignments. Before going to the dam, group members can learn about the importance of water to human life and agriculture. At the dam, each group can be asked to: estimate the width

of the dam; map the area immediately affected by the dam; draw the different kinds of trees around the dam; or formulate questions while they listen to information offered to the class by a government engineer.

When the class returns from the dam, each group can use the information that they have gathered to prepare presentations or reports of their observations. They can also discuss the importance of the dam with their families.

In visits to the school garden, each group can perform a single task, with each task complementing the others. For instance, they can catalogue the types and estimate the numbers of insects; catalogue the kinds and numbers of plants; look for signs of mammals, such as holes, burrows, or gnawed roots; or map and measure the garden. In the classroom, the groups can add their reports to a class "garden reports centre" or create a class garden display. Depending on the nature of the field visit, you can undertake various actions before the field trip so that children will learn better while they are on the field trip. The actions that you can do in advance include:

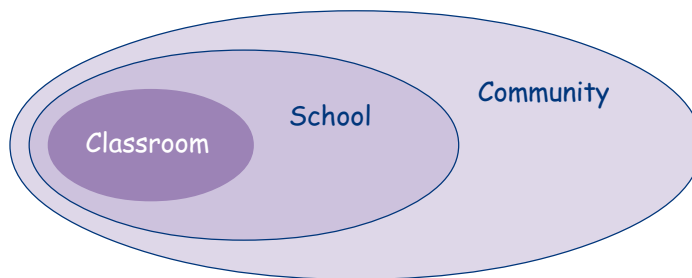
- ◆ conducting preparatory research, whole-class discussion, or inquiry about what the children might see during the field trip;
- ◆ obtaining assistance from helpers or family members to organize the field trip and participate in it;
- ◆ finding opportunities to listen to and interview experts; and
- ◆ assigning specific activities for groups, pairs, or individual students that will help them to understand what they will see during the field trip.

The field visit allows for meaningful learning. It also is an example of integrated learning where, for instance, research on the dam or garden involves mathematics, science, language, and social studies.

Circles of Learning

This is a good activity to do by yourself in order to plan your lessons. It is also one that you can do with your students!

Identify all of the different opportunities for field visits within a short distance from your classroom. In the middle of a piece of paper, draw a small circle or oval to represent your classroom. Around it, draw a circle to represent your school. Around the school circle, draw a larger circle to represent your community, town, or district. Start with the school circle. Does the school keep farm animals or other types of animals? Is there a garden plot? Are there trees or fields? Are there bird nests or ant hills? Within the school circle, list the names of every learning opportunity outside the classroom. Are you able to create a new learning environment for children, for instance, a school garden?



Next, move on to the circle for your community, town, or district. Consider the shops and businesses that might be interesting for the children to study. Is there a farmer with special crops, such as citrus trees, or special animals? Is there a museum, a forest, park, or a field? Write the names of these learning opportunities in the circle.

Use the sites on your school grounds to help your class learn about appropriate behaviour outside the classroom and to learn how to work together in groups.

Remember those children who have walking difficulties or impairments. How will they have access to these learning opportunities? You may need to survey the route first. You also may need the help of parents or other students.



Action Activities: Games for Learning

Children love to play games and, given the opportunity, they will make up rules for new games. In these games, they may use balls, bottle caps, stones, string, leaves, or other materials. Games that involve role-playing, problem solving, or use of specific skills and information are good ways to get children interested in what they are learning.

Games can incorporate active learning which can improve the children's communication skills as well as their skills in analysis and decision-making. Examples of such games include dominoes, bingo, and five questions (where children try to guess what an object is by asking only five questions). You and your students can design the materials for many games, and you can adapt the same game for different purposes and different grades.

These games and their materials can be changed to connect more directly to the curriculum. You can, for example, create domino cards with geometric shapes that can be matched with each other. For example, a square shape on one domino can be paired with a domino with the name of the shape in words (square).

Learning Games. Can you and your students create learning activities based on simple games? Here's how!

- ◆ Observe or discuss with your students what games they play outside. What rules do they use for keeping score? Do they sing songs or use rhymes? Are there different games for girls and boys? Why?
- ◆ Ask children to develop a book of games from which other children can learn. Can children research games that their older family members may have played when they were at school, or those that are a part of the local culture or cultures?
- ◆ Connect any of these games or activities to a topic that you teach, for example, mathematics.

Both field trips and games can motivate all children to learn. Here are some more ways to increase motivation.

- ◆ Use concrete examples from the local area that are meaningful to boys and girls as well as children with diverse backgrounds and abilities.
- ◆ Provide opportunities for these children to use what they have learned in their daily activities, such as fishing, growing rice, or collecting water.
- ◆ Use a variety of teaching methods that are interesting and involve children's active participation in learning.

MAKING MATHEMATICS, SCIENCE, AND LANGUAGE MEANINGFUL FOR ALL

Mathematics, science, and language (reading and writing) are the core subjects in most of our schools. They are also the most challenging for children. In all of these subjects, children learn abstract concepts that may be difficult for them to understand, unless your children can link these abstract concepts to what they do in their daily lives. Once they make this connection and can understand an abstract concept, they can start applying it through one or several important skills. The following sections will give you some ideas about how you can make these subjects more learning-friendly for all of your students and more fun for you to teach.

Learning-Friendly Mathematics

We use mathematics when we guess how long it will take us to walk home. We use mathematics to estimate how much water will fill a bucket, and how much three kilograms of potatoes will cost at the market. We use mathematics when we are selling fish at the side of the road. We use mathematics when we dance (numbers of steps), when we play music, and when we sing (use of rhythm and time).

In school, however, mathematics often seems to be unrelated to the activities we do every day. If we try, we can help children make the connections between mathematical skills, mathematical concepts and thinking, and the mathematics of daily life, such as that which is used at the market. For instance, role-playing, where children pretend to go to the market, can be fun and meaningful for children in learning mathematics. It is also an opportunity for children to develop confidence when speaking in front of a class.

Build Basic Skills Using Concrete Objects

Young children can more easily understand addition, subtraction, multiplication, and division when they use objects, such as small stones, dried beans, shells, thin sticks, or fruit seeds. These objects can help make mathematics something that students can see or feel (for instance, for those children with visual impairments), not just think about.

When children see or touch and then move the objects themselves, they experience the processes physically, step-by-step, as well as mentally. Visual learners and those who learn by touch can benefit greatly by using such practical materials.

Remember, though, that girls may have less experience in using certain materials than boys, such as materials that are heavy. Make sure that boys and girls play with soft and hard materials (such as cloth and stone) as well as those that are lightweight or heavy. Girls and boys should be encouraged to participate in all activities so that they gain confidence in using their knowledge and skills. They will also improve their abilities to work with others who are different from themselves.

Use Objects with Different Shapes

Differently shaped objects help children understand volume, dimension, and geometry. These objects can include cubes, pyramids, rectangular blocks, cylinders, and other shapes carved from wood or made by folding thick paper. Ask groups of children to explore the school and its environment to discover the range of shapes that are used in everyday

life. For example, a tin can is a cylinder, a brick has rectangular sides, triangles make the shape of roof supports, etc.

Teachers in East Timor spent half an hour during a workshop exploring the area around the school for geometrical shapes. They found boxes, hats, cans, balls, etc. and displayed them to illustrate the range of shapes that can be found in and around the school. In groups, they took one example and tried to work out the relationship of the lengths of the sides, the area, and the volume. They developed a formula that could be applied to other examples of the same shape. One group filled a cone with water to compare the volume with the volume of a cylinder. During training, learning about theory is not enough. Teachers need to apply theory in practical ways so that they can create meaningful lesson plans.

Use Different Teaching Methods: **DO**, **TALK**, and **RECORD**

In developing their mathematical skills, children need to be involved in doing practical activities; they need to learn how to talk about mathematics; and they need to record (write down) how they have tried to solve mathematical problems.

- ◆ The **DO** part of this process relates to the activity (for example, counting out the beans and then subtracting some).
- ◆ The **TALK** part is a discussion with a partner or in a small group, such as "I think it should be 6 not 5 because...."
- ◆ The **RECORD** part entails writing down the process of finding the answer, so that the teacher can talk with the child about other ways to solve the problem.

For example, children can be asked to measure certain shapes and work out perimeters and areas (**DO**). Each group can discuss their measurements (**TALK**). Each group's results can be combined with those of other groups and then written down to show the results of the entire class (**RECORD**). Class discussion is likely to follow.

For fractions, children can be given cut pieces of fruit or vegetables to help them visualize and understand halves and quarters (DO). They can discuss whether a half is bigger than a quarter (TALK), and they can learn how to write a fraction, for instance $1/2$ (RECORD). Once again, using real materials like fruits and vegetables allows children to use several of their senses, such as sight and touch, and to link mathematics to activities in everyday life.

Linking Mathematics to Daily Life

By making mathematics practical, you enable children to draw connections between simple operations and more complex ones. Focus on mathematical functions in daily life, such as calculating time and distance for travel from home to school, estimating the amount of space needed for a sports field, and estimating the cost of vegetables bought at the market. Because they are practical tasks, and because they focus on elements that are familiar to students, such problems develop mathematics skills using real objects, not just abstract ones.

Children can further build their understanding of mathematical concepts when they use language to describe the ways that they are applying mathematics. Give girls and boys frequent opportunities to write down or describe verbally, in their own words, each step in their solutions, and what each step means. As in other subjects, you need to observe children working, and talk with them about how they found their answers. You need to be patient and try different methods if a child is having difficulties.

You can help children with different learning styles and different learning needs by basing their mathematical understanding on a range of different activities, such as those they do regularly during the day. You can help them by using concrete objects and by describing mathematical concepts verbally, visually, and through touch. Consequently, we are ensuring that learning mathematics is meaningful for **ALL** children.



Action Activity: Mathematics and the Community

List the different ways that your community uses mathematics; for instance, ask your children to undertake a simple survey on how mathematics is used in their homes. This is a good way to get them thinking. Begin with your own routines and activities, and list every way that you have used mathematics over the course of the last week.

Talk with your children or community members and find out if there are any local stories or legends that involve time or distance, or if there are any songs or dances with an interesting rhythm or timing. Incorporate these into your lesson plans.

Use local names and places so that children can better understand your questions. For instance, John walks from his home for half a mile to collect water from the community well. His bucket can hold 5 litres of water. How far does John have to walk with his full bucket to reach home? (Using this example, there could also be a discussion about the tasks boys and girls do within their families and communities).



Action Activity: Mathematics and Health

There are many opportunities for children to learn about their health and development through practical mathematical activities.

- ◆ Children can measure their height and weight. These measurements are recorded on graphs for all the children and updated frequently. In Thailand's CHILD project, children in Grades 5 and 6 were trained to be "Growth Monitoring Promoters" who measured, monitored, and provided recommendations to improve their own and their friends' nutritional status.⁶ Their information helped the school and local health workers to identify malnourished children so they could be enrolled in the school lunch programme (see Booklet 6).

⁶ For more information, see <http://www.inmu.mahidol.ac.th/CHILD/>

- ◆ An illness survey can be carried out in the class or school. For instance, children can record the number of their classmates who have had measles, ringworm, malaria, or another health problem during a certain time period. The results are given as a ratio or percentage. Actions can then be taken to prevent some of these illnesses.



Reflection Activity: How Do I Teach Mathematics?

Analyze the way you teach mathematics by filling in the following table.

| Methods/activities | I often do | Not very often | What I need to do |
|--|------------|----------------|-------------------|
| Encourage boys and girls to use practical materials. | | | |
| Link mathematical questions to health or community activities. | | | |
| Use a mathematics learning corner. | | | |
| Check learning materials for gender bias. | | | |

Learning-Friendly Science

When we study science, we explore the smallest building blocks of matter and life, such as atoms, as well as the farthest reaches of space. The difficulty is that we know that atoms and galaxies exist. However, we—including our children—don't see them everyday, and we don't think about them regularly. We also do not talk about them on a daily basis. Consequently, to make science learning-friendly, we need to strike a balance between what is real (what we regularly see, touch, or smell) and

what is known (abstract things, such as atoms and galaxies). By starting with what is real and linking science to what children see or do everyday, children can develop better communication skills. They can more easily talk about science and "real life." They can then work towards understanding and talking about ideas or concepts that are more abstract scientifically.

As in mathematics, science learning can be encouraged through concrete activities about such topics as: plants and animals, the human body, water and landforms, natural and man-made environments, sound and music, the solar system, etc. Moreover, labeling a drawing of a plant is a way of integrating writing and drawing skills, and it is an excellent form of communication in science. It is also a good step towards labelling other, more abstract, things like planets or internal organs of the body.

In all of these areas, the key is to discover ways that children can explore their own experiences with these topics. For example, to learn about sound and music, they can experience pitch and vibration using stringed instruments, even home-made ones. To learn about the solar system, they can observe the phases of the moon, or they can chart the movement of the sun by using a stick and measuring the angle of the shadow every hour of the day.

These kinds of concrete experiences can be supported by good introductions to scientific processes. In learning about science, students can practice their observation and questioning skills, and they can design experiments to answer their own questions.

Children can be introduced to the roles that science and the scientific method play in society. For example, when girls and boys experiment with how to dry fruit in a simple solar drier, or to make compost, they are learning good science while also finding practical solutions to community problems.

It is important that we as teachers learn important scientific concepts so that we can easily relate our children's daily activities to those concepts and help them to learn. For example, classifying is a key concept in science. Classification of living and non-living things is a good starting point. You can use rocks and vegetables as practical examples. One model for helping children to understand classification goes like this.

Steps for Helping Younger Children with Classification

1. What do I want to classify?
2. What things are alike that I can put into a group?
3. In what ways are these things alike?
4. What other groups can I make? How are the things in each group alike?
5. Does everything fit into a group now?
6. Would it be better to divide any of the groups or to combine them together?
7. Can I draw a diagram to represent how I have classified the objects?

Other Ways of Thinking and Knowing

In many communities and cultures, people have developed other ways of understanding nature and the world around them. These ways of understanding may be linked to social experiences or observations rather than scientific experimentation. Some children may become confused because the way that things are explained in school may be different from the stories that they have heard at home. For example, members of the community may know special herbs or other means for healing, or they may tell stories that explain the creation of the land around them that may not agree with the information in our textbooks. Yet, these stories are an important part of a community's culture and are taught from one generation to the next.

In East Timor, there is a story about an alligator (lafaik) that is linked to the origin of the island, which is shaped like an alligator. In class, this story leads to discussions about landscape, habitat, and life cycles, as well as other concepts, such as fear and danger.

Inclusive learning means embracing a diversity of ideas as well as a diversity of children and their learning styles. Children need to understand that there are many different ways to explain objects or events, and we are willing to accept different explanations without judgement. Young learners may have already learned stories, sayings, and even special ways of knowing and healing. As teachers, we need to find ways to respect these ways of thinking, while helping learners to gain an understanding of science as a specific form of knowledge.



Action Activity: Science and Daily Life

Identify some of the ways that scientific knowledge can contribute to our understanding of the ways we live our lives. For example, water is a topic that can be explored in many ways, and it is vital for every person's life. By studying water, we can integrate different forms of scientific knowledge as well as link with other subjects, such as mathematics, language, and social studies. When we boil water to purify it; for instance, we are killing invisible micro-organisms that were unknown before scientists discovered them. When we use a hand pump to pump water out of a well, we are using a simple machine, the lever, to create a vacuum. When clouds form, lightning strikes the earth, and rain falls, we experience the forces of nature.

Design one new lesson that connects scientific knowledge and investigation to daily life.

- ◆ What resources will you use in teaching your students?
- ◆ Will learners be asked to frame a question? For instance, will the shadow formed by the stick at 9.00 a.m. be longer than at midday?
- ◆ What activity can they do to test their questions?
- ◆ What information resources, such as a textbook, can they use?
- ◆ How will you assess their understanding of the activity?

| Topic | Practical investigation | Local materials used | Link to daily life | Assessment method |
|-------|-------------------------|----------------------|--------------------|-------------------|
| | | | | |
| | | | | |
| | | | | |

Lesson Planning and Teaching

Practical science needs careful planning so that all children can take part in a safe way. Consider some of the topics within your science curriculum that can relate closely to children's daily lives.

When planning lessons, it is important to plan how the children will participate in their learning. Usually, this depends on the different teaching methods we select. One example of an effective teaching method is: **Think, Ink, Pair, Share**. This method encourages participation even among timid students or those who may feel left out.

- ◆ Ask children an open question, such as one that asks them to decide on something or express an idea.
- ◆ Ask them to THINK about their answer.
- ◆ Ask them to write (INK) notes about their answer (slates are useful for writing short notes in this method).
- ◆ Ask them to exchange their views with a partner (PAIR).
- ◆ Ask for volunteers (girls and boys) to SHARE the results of their discussions with the entire class.

This method ensures that all children have the opportunity to answer and discuss their ideas or answers. This is very important. Ask yourself, "In my classroom, are there children who almost always raise their hands

first to answer my question?" The problem is that as soon as these children's hands are raised to answer you, other children stop thinking. They may need a longer amount of time to prepare their answers, or they assume that other children will answer your question. Moreover, many children are afraid to express themselves, particularly if their mother tongue is not normally used in the classroom. Sometimes girls are disadvantaged by the way a teacher asks questions or if he or she usually asks boys to answer questions, such as those in science or mathematics. Hence, both boys and girls need opportunities to understand a question and to develop confidence in answering that question. The pair work presented in the teaching method above allows all children to practice correct vocabulary and to express their views with one other person. This exchange builds their confidence and encourages their participation in answering your questions or those asked by their classmates.

Linking Science and Daily Life

Linking science with daily life makes it meaningful for children. It helps us to plan our lessons and organize our classes. One good way of doing this is to start with what the children already know using the KWLH method.

| K | W | L | H |
|---|---|---|---|
| | | | |
| | | | |

K - Stands for helping students recall what they **KNOW** about the subject.

W - Stands for helping students identify what they **WANT** to learn.

L - Stands for helping students identify what they have **LEARNED** as they read or conducted an activity.

H - Stands for **HOW** they can learn more (other sources where additional information on the topic can be found or more questions to be asked).

Learning-Friendly Language Skills

Language skills are extremely important because they affect children's abilities to learn in all other subjects. Meaningful learning will take place if the language of instruction is meaningful. Sometimes the home (local) language will need to be used so that all children have access to information, can communicate their ideas, and can be understood in a meaningful way.

Talking, listening, reading, and writing are skills that need to be used and combined so that children develop an all-round language ability. Two actions that can help you are:

- ◆ creating opportunities for listening and for reading, because learners comprehend information and build understanding through both ways; and
- ◆ using pair and small group work to help children listen and express themselves. For instance, ask children to develop short plays. The plays will help them express themselves in their own language and learn about sequencing in a story (that is, this event happened, and then this event happened, and then finally this event happened).

You can create opportunities for children to listen by reading stories out loud to the class. You can also invite people from your community to visit the class and tell about their jobs, their lives, or the history of your area. Be sure to invite older people; they often have more stories to tell and more time to tell them. When people are invited, prepare the visitor first by explaining the purpose of his or her visit. Help girls and boys develop their social skills. Who will welcome the visitor? How do we welcome someone we do not know? How do we talk to an elder? Where will the visitor sit? How do we thank someone who has helped us? These are also good ways of practicing communication as well as social skills.

Approaches Reading

Many parents worry about their child learning to read. This anxiety sometimes puts pressure on children and may make learning to read a punishment instead of a pleasure. Reading is complicated, and there are

many different ways of helping children to learn to read. Two approaches that are used are the **Phonics** approach and the **Whole Language** approach.

In the Phonics approach, a written word is broken down into its component letters. These written letters are matched with their corresponding sounds and then blended together to produce the word.

The Whole Language approach involves forming the meaning between the whole word and the spoken one, normally in the context of how the word might be used. The word might be presented in a short phrase, such as "One blue ball...".

Both approaches should be used because different learners will learn to read in different ways. To teach reading to a variety of learners, with different learning styles and backgrounds:

- ◆ use a variety of approaches;
- ◆ never separate skills from meaning;
- ◆ remember that readers learn to read and write because they want to communicate;
- ◆ know that learning to read takes place in a supportive environment where children build positive attitudes about themselves and the language; and
- ◆ read daily to small children to introduce them to reading for information and entertainment, and to show them that you enjoy reading too.

Other Ways to Support Reading

Children should have appropriate books and articles to read, and these can be available in a special reading and writing area. If books are not available, you may be able to create your own books that present local stories and folk tales. (You can also create big books for reading to groups of students.) Other ideas include the following.

- ◆ Invite small children to tell stories about their observations of the world around them and about events in their lives such as holidays or family celebrations. They will learn how to sequence events in a story, as well as how to change the type of language they use depending on the story's purpose and its audience. If they have difficulties in writing, someone (such as an older child or a parent) can write down the story as the child speaks. The child can then illustrate his or her own story.
- ◆ Create a classroom "reading-and-writing" environment by posting charts of alphabets, pictures, word lists, and other information. These may come from stories, lessons, or the children's own work. You can also label different objects around the room. If there is little wall space, you can hang letters, words, and pictures on a string across the room. If there is a local newspaper, headlines, articles, and pictures can be displayed to illustrate the different uses of language.
- ◆ Mix language practice with other subjects. For instance, when children have developed skills in writing, they can write descriptions of plants or sources of clean water for science class. Invite them to write story problems for each other in mathematics, or they can write about how they solved a scientific question.
- ◆ Guide older learners in small group discussions, as well as dramatizations of stories from class, to give them an opportunity to frame ideas in their own language. By role-playing situations from school or by using puppets to focus on social issues, such as bullying, the children will also be developing their "emotional well-being" and how to handle difficult situations well.
- ◆ Give all learners the opportunity to write, to share their writing out aloud, and to talk about their writing. All writers benefit from reading their work to themselves while they are working on it as well as to others. Working in "writing pairs" can help your students to try out ideas and decide on the best vocabulary to be used. All except the earliest writers (young children who are just starting to write) can benefit from peer editing groups in which they read their work, share constructive criticism, and plan revisions.

Tips for Teaching Writing

Teaching writing is important, but it is also difficult. If you give your children the chance to write often, and the chance to revise and refine their writing, you will be building the foundation for successful writing. Above all, make writing meaningful! Young writers, both girls and boys, can express themselves about topics that are important to them. These can include their families, special events in the community, topics in social studies, and so forth.

Children's writing should have a specific purpose and an audience. Children often are writing just for the teacher, but in life we use writing for many different types of audiences. We need to alter our writing style to suit the purpose and the audience; for example, a list, a letter, or a note for ourselves; or a poster or a story for younger children. This is meaningful writing. Here are a few other tips:

- ◆ Invite young writers to write freely without worrying about correctness. Children who are just learning to write can build language structures and expression even if they use imaginary spellings and strange punctuation. Imagined or made up spelling is a normal part of writing development. The child is "hearing" and trying to decide on what the word could look like. They need to use their own strategies first. Children need to try and work out spellings on their own. At the same time, they should be learning how to memorize and how to use a dictionary.
- ◆ Words should be learned in context either with a picture of the word, such as a "house or ball," or using the word within a phrase like "the yellow house" or "the purple ball."
- ◆ You can teach young children to spell in many ways, such as spelling out loud, spelling games, and crossword puzzles. However, when they write and become too concerned with correct spelling and punctuation, they may have difficulty building a deeper relationship with the language. Rather than correcting spelling, you need to be observing and writing down children's writing problems. You can then diagnose their difficulties and provide them with specific support in that area, such as how to use adjectives effectively or create meaningful comparisons (analogies).

The goal of writing is to communicate an idea well so that everyone understands it. The central rule for teachers of writing is to create opportunities for meaningful communication, such as the following.

- ◆ Invite young learners to dictate stories to a “scribe” who could be you, the teacher, a volunteer from the community, or an older student. (Remind the learner to be patient and speak slowly to the person who is writing.) The young storytellers can then illustrate their stories. This exercise builds a bridge between speaking and writing. This is also an activity we can use to help children who can see to learn about those who cannot see.
- ◆ Ask young learners to write about their lives and experiences. Whether it's a visit to their grandparents or any other experience outside the classroom, young writers write best when they write about something they know well.
- ◆ Conduct short writing periods. For children under the ages of 8 or 9, they may become very tired holding a pencil or piece of chalk to make the letters, while they are also trying to focus on the message they want to communicate. Writing often, for brief periods, is much more effective than trying to write for a long period of time.
- ◆ Encourage young writers to keep journals or diaries to help them structure their thoughts. Journal writing is important because it's not public. For the writer, it can be a chance to write in a very free way. For this reason, if you are planning to collect and review children's journals, you tell them so in advance.
- ◆ Give writers the chance to revise their writing. Professional writers may spend up to 85 percent of their time revising their first drafts. In classroom writing assignments, it's important to encourage students to write freely and in their own words. They should try to cover all of their thoughts on a topic. (Revision is more important for students over the ages of 8 or 9 who have begun to write more naturally to express themselves.) Give comments on their ideas and the sequence of their story. Show them how to use a dictionary so that they can learn to correct their own spelling or perhaps with a spelling partner.

- ◆ Allow opportunities for every imaginable kind of writing. When older learners write about how they solved a mathematics or science problem, or about how the weather affects the lives of their family members, they are using writing as an effective tool.
- ◆ Publish writing to make it meaningful. Girls' and boys' writing can be "published" on classroom walls or made into simple books. It can also be shared with learners in other classes, with families and the community, and with friends. When learners write letters to a community leader or a visitor—whether to ask questions, offer opinions, or simply express appreciation for a visit—they have the opportunity to write about things that are important to them and that have a real purpose and an audience.



Reflection Activity: Teaching Language Meaningfully

Think about your current teaching practices and your children.

- ◆ Which ways of using language receive minimal attention in your classes? How can you improve this situation?
- ◆ Do you give opportunities for children to talk together in pairs and discuss in groups of four?
- ◆ How can you make learning and using language more interesting, relevant and meaningful?

An NGO in Bangladesh, Working for Better Life (WBL), organizes student debates about issues that children feel are important and are affecting their lives. They learn how to debate; they find out about the issues; they write about them (or make drawings or posters); and they inform other, younger children in their schools. Sometimes parents participate in the debates, or teachers or schools debate amongst each other. One group of students was able to get teachers to stop smoking in school and in their classrooms!

Based on articles in <http://www.workingforbetterlife.org/index.htm>



Tool 4.4

What Have We Learned?

LEARNING ABOUT LEARNING AND LEARNERS

- ◆ All children can learn, but they learn in different ways and at different rates.
- ◆ As teachers, we need to provide a variety of learning opportunities and experiences for children.
- ◆ Children learn by linking new information with what they already know. This is called mental construction.
- ◆ We must also help parents and other caregivers to support children's learning, so children know how to link what they learn in class to their home life, as well as how to link what they learn at home with what they are learning in class.
- ◆ Talking and questioning together (social interaction) strengthens learning, which is why pair and small group work, if well organized, is very important.

As well as knowing more about how children learn well, we reviewed some of the barriers to children's learning. One major barrier is low self-esteem. Low self-esteem reduces children's motivation to learn and can have damaging effects on their cognitive and social development. Self-esteem can be promoted through an improved learning environment. This environment is one where appropriate praise is given when children are successful, where efforts count as much as results, where cooperative and friendly grouping is encouraged, where children know that they are cared for, and where they will be supported when learning.

DEALING WITH DIVERSITY IN THE CLASSROOM

In this Booklet, we explored ways to make the curriculum accessible and relevant for ALL children in terms of what you teach (content), how you teach and how children learn best (process), and the environment in which the children are living and learning. When planning lessons it is necessary to think of these three areas: **content**, **process** (such as teaching methods), and **environment**.

We also looked at **threats** to children's learning and at bullying in particular. We must remember that:

- ◆ threats from and fear of others (teachers, parents, and other children) can prevent children from learning;
- ◆ differences, such as ethnicity, religion, and social class, can be used by bullies to justify their bullying;
- ◆ observation is a key skill for any teacher, and we need to observe children during play and in the classroom to identify poor social relationships between children that could threaten their learning; and
- ◆ once teachers have assessed their situation, they need to be **proactive** in preventing opportunities for bullying rather than **reacting** to a situation after it has already occurred.

Prejudice and discrimination are also barriers to children's learning. They can be reflected unintentionally in our curriculum and learning materials. This is the case especially for girls as well as children with diverse backgrounds and abilities.

We have included a checklist to analyze textbooks for bias. Are you able to review your textbooks and learning materials for bias or unintentional discrimination? What actions will you take when you find it; for example, can you provide new illustrations?

Children with learning difficulties can be provided with an environment where they learn how to help themselves. Are you aware of those children

who, for whatever reason, have difficulty learning? What actions can you take to help them? Some will need understanding and support from other children, but the goal is to provide learning activities that they can have easily access without asking for help.

In many countries, children with HIV/AIDS or those who live in families where a member has HIV/AIDS can suffer discrimination. Do you know enough about HIV/AIDS in your community? Have you discussed sensitive issues, such as HIV/AIDS, with other teachers?

MAKING LEARNING MEANINGFUL FOR ALL

The key idea in this Booklet is how to make learning more meaningful for all children. We need to make learning meaningful so that all children will want to come to school, will be motivated to learn, and will know that what they learn is relevant to them.

You will need to link issues in your local area with the curriculum and topics you are teaching. Allow children to bring into the classroom the knowledge that they and their parents already have.

Meaningful activities include pair and small group work outside of the classroom, where children can explore and understand their own environment.

Making learning meaningful may require adapting the national curriculum to fit the local context of your school. This can be done more effectively through work with other local teachers.

Have you been able to adapt textbook examples and activities to relate better to your local area?

The core subjects in school are mathematics, science, and language. You can motivate children to want to learn these subjects by developing and playing games. Mathematics and language games can make learning fun as well as meaningful. If you are able to work with a group of teachers or parents, then several games can be developed for use in the classroom.

Mathematics can be made more meaningful by using practical materials and solving problems that are common in everyday life. These problems can relate to measurements and calculations around the school, at home, or at the market.

In **science**, concrete experiences help children to understand scientific concepts. In learning about science, students can practice their observation skills. They can be encouraged to ask questions and plan experiments to explore different answers to their own questions.

By investigating their local area, children can be introduced to the role that science plays in society. They can find practical solutions to community problems while learning valuable scientific concepts and skills.

Have you been able to find time to allow children to investigate problems rather than just learn the answers from the textbook?

We considered different teaching methods, such as “Do, talk, and record” and “Think, ink, pair, share.” These methods help children interpret their ideas together, improve understanding, and increase their participation in class.

Are you able to use different teaching methods in science and mathematics? Do you have practical materials in your classroom for children to explore scientific and mathematical concepts?

Language is not just a subject; it is a range of skills that children need in order for them to access the curriculum and to help them think and learn. They need to be able to talk, listen, read, and write in as many situations as possible. We can develop these skills in all subjects.

Are you able to make language learning meaningful by providing opportunities for language learning in science and mathematics?

WHERE CAN YOU LEARN MORE?

The following publications and Web sites are valuable resources for creating inclusive classrooms.

Publications

Baily D, Hawes H and Bonati B. (1994) *Child-to-Child: A Resource Book. Part 2: The Child-to-Child Activity Sheets*. London: The Child-to-Child Trust. This is an excellent resource for activities that children can undertake in terms of understanding child growth and development, nutrition, personal and community hygiene, safety, recognizing and helping those with disabilities, disease prevention, safe lifestyles and understanding children in difficult circumstances.

Council on Interracial Books for Children. (1980) *Guidelines for Selecting Bias-Free Textbooks and Storybooks*. New York.

O'Gara, C and Kendall N. (1996) *Beyond Enrollment: A Handbook for Improving Girls' Experiences in Primary Classrooms*. Washington, DC: Creative Associates International, Inc. for the ABEL 2 Project, US Agency for International Development.

Seel A and Power L. (2003) *Active Learning: A Self-Training Module*. Save the Children UK, London.

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BULLYING—the no-blame approach.

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Bullying and gender.

<http://www.bullyingnoway.com.au/issues/gender.html>

Countering discrimination.

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Gender in Education Network in Asia (GENIA) A Toolkit for Promoting Gender Equality in Education.

<http://www.unescobkk.org/gender/gender/genianetwork.htm#toolkit>

Meaningful, engaged learning.

<http://www.ncrel.org/sdrs/engaged.htm>

Multiple intelligences. Pathways to learning.

http://www.thomasarmstrong.com/multiple_intelligences.htm
<http://www.educationalvoyage.com/multiintell.html>

Partnership on Sustainable Strategies for Girls' Education.

<http://www.girlseducation.org>

UNICEF Teachers Talking about Learning.

<http://www.unicef.org/teachers>

Working for Better Life.

<http://www.workingforbetterlife.org/index.htm>

TOOL GUIDE

This Booklet will give you practical advice about managing diverse classrooms. It explains how to plan for effective teaching and learning, how to use resources effectively, how to manage group work in a diverse classroom, as well as how to assess your students' progress and thus your own progress.

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Tool 5.1

Planning for Teaching and Learning

Juan is a teacher in the Philippines who works in a small school in the mountains. He has not had much training, but he volunteered to teach when there was no teacher willing to work so far away from the town. Although he loves children, he finds teaching very challenging. There are so many things to think about: what to teach, what materials to use, where to get the materials from, how to teach a large class with different grades, how to plan lessons for different grades, etc. How can one teacher do everything?

In many countries, and particularly in rural areas, teachers may find their work especially challenging. Although we should be able to react to children's interests, we also need to be well organized. We need to **MANAGE** teaching and learning. This Tool will give you many ideas about planning for teaching and learning, maximizing the use of available resources, as well as managing an inclusive, learning-friendly classroom containing children with diverse backgrounds and abilities.

CLASSROOM ROUTINES

Regular classroom activities help children to start work quickly and meaningfully at the beginning of their school day. Children should agree on the rules and routines and, better yet, they should organize them. For example, a student group or committee can be in charge of taking the register and reporting to the teacher about absences.

When developing routines with children, it is important to explain and decide upon: (i) what is to be done; (ii) who is to do it; (iii) when is it to be done; and (iv) why is it important to do this routine activity regularly. Following are some ideas about routines that you can organize with your children:

- ◆ what work they need to do at any one time, particularly for those who may arrive late because they have far to walk, as well as for those children who are waiting for the class to start;
- ◆ how books and other learning materials should be distributed, collected, and stored, and who should take responsibility for these activities (perhaps rotating this responsibility among individual children, girls as well as boys, or teams of children);
- ◆ how children can get help from each other when they need it and the teacher is unavailable;
- ◆ what to do when they have finished an activity;
- ◆ how to get the teacher's attention in a non-disruptive manner;
- ◆ what are acceptable levels of noise;
- ◆ how to move around the classroom in a non-disruptive manner; and
- ◆ how to leave the classroom.

Children should actively develop some of these rules because they are more likely to abide by them if they have participated in setting the rules. However, some rules may be non-negotiable, especially when they are intended to protect children; for instance, rules about when they can leave the classroom, or rules about contacting the teacher before leaving the school grounds, especially if they are being accompanied by an adult who is not their parent or guardian.

CHILDREN'S RESPONSIBILITIES

ALL children should participate in helping with classroom duties and tasks. In this way, you will be helping yourself to manage the classroom while also teaching your children responsibility. Here are examples of some of the responsibilities you can assign to your children:

- ◆ a teacher for younger children or those who may need additional help in learning;

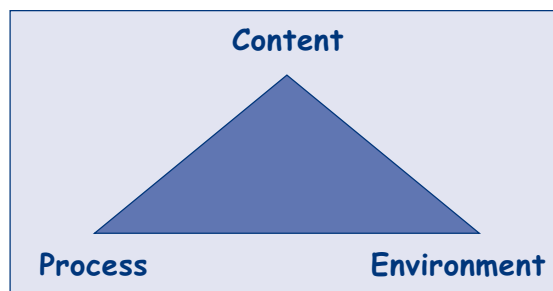
- ◆ a group leader or committee member who makes sure that a learning activity or routine is completed, and who successfully reports back on what has been learned or accomplished;
- ◆ a member of a health committee who makes sure there is water and soap or ash for hand washing and clean water for drinking;
- ◆ taking the attendance register and recording it on an attendance chart; and
- ◆ emptying and recording suggestions in the class suggestion box.

Choosing which responsibilities to give children depends upon their ages and levels of maturity. However, not just the brightest or the most “sensible” children should benefit from being given real responsibilities. ALL children in your classroom should be involved, no matter what their sex, learning ability, or cultural background. Moreover, we need to be careful not to reinforce gender stereotypes by asking girls to water the plants and boys to move the desks. Given the right support, ALL children can participate in and benefit from all classroom tasks and routines.

LESSON PLANNING

To make the best use of your time and the time available for learning, lessons need to be well planned. Of course, this takes time at first, but it is an important professional skill for all teachers, and a time-saver in the long-run.

One framework that you can use for planning is the curriculum triangle.



In this framework, **content** means what topic has been identified in your national curriculum documents. However, and especially for classrooms containing children with diverse backgrounds and abilities, this topic needs to be meaningful to the children and adapted to fit the local community in which they live.

Process is how the content is taught. This may involve using different teaching methods to meet the needs of different learning styles or in order to maximize the time available for teaching and learning (see peer tutoring below).

Environment includes the physical environment—including learning resources for lessons that could be available in learning corners—as well as the psycho-social environment; for instance, an emphasis on building self-esteem through cooperative group activities.

Activities: Start a lesson with a “name game” to get children to remember each other’s names at the start of the year. This activity helps to build solidarity in the class. Another activity is called “gift giving.” Children work in pairs, talking to each other and asking questions. After a few minutes, they write down what they have discovered about their partner and then report back to the class on their partner’s personal qualities or “gifts.” They can report back like this: “My friend’s name is Maria and she brings the gift of a sense of humour.” “My friend’s name is Joe and he brings the gift of being a good listener.” This activity shows that everyone can bring something to the class and that these personal qualities are valued.

Children learn best when they are active and thinking. They also learn well when activities are based on real life experiences and contexts so that they can apply their knowledge more effectively. Teachers who know their children and community well can more easily include local examples when planning lessons.

Unfortunately, however, many teachers have never been guided towards planning lessons. They have been taught to rely on textbooks. In some cases, this is because a textbook is the only available teaching aid.

In any case, they must plan how to communicate the information in the textbook in a manner that their children will understand. For the inclusive classroom, this planning is not a luxury, it is a necessity because we must consider the needs of children with diverse backgrounds and abilities. We need to know at least the following.

- ◆ What are we teaching (topic, content)?
- ◆ Why are we teaching it (goals/objectives)?
- ◆ How are we going to teach it (methods/process)?
- ◆ What do the children already know (prior learning; pre-testing)?
- ◆ What will the children do (activities)?
- ◆ How will we manage the lesson (including organizing the physical and social environment)?
- ◆ Will activities be appropriate for **ALL** children?
- ◆ Will the children have the opportunity to work in pairs or small groups?
- ◆ How will children record what they have been doing (learning products, such as drawings)?
- ◆ How will we know if the children have been learning (feedback and assessment)?
- ◆ What do we do next (reflection and future planning)?

Some of the ways we can organize ourselves and plan our lessons well is through using a simple lesson planning matrix, a lesson plan outline, or a daily lesson planning format as in the examples here. Try to use at least one of them in planning your lessons; maybe start with just one topic or lesson. They will give you a firm start in organizing your teaching; a way to monitor whether or not children are understanding what is taught; and a chance for you to think about what to do next and how to improve your teaching.

Lesson Planning Matrix

| Topic | Objective | Teaching methods | Pre-test | Classroom arrangement | Children's activities | Learning products | Feed-back | Comments (Reflection) |
|-------|-----------|------------------|----------|-----------------------|-----------------------|-------------------|-----------|-----------------------|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Lesson Plan Outline

Subject: _____

Class or Teaching Group: _____

Number of Children: _____

Time: _____

Learning Objectives:

What do you want the children to learn in this lesson?

Think about the knowledge, skills, and attitudes you want them to learn. Choose two or three to focus on in one lesson.

Resources:

What resources do you need for the lesson? What materials do the children need? How can the children help to obtain resources?

Children with More Individualized Needs:

Are there children in the group who will need extra help?

What kind of support will you need to provide to these children?

Do you need to help them on an individual basis?

Do you need to make sure that they are sitting in an appropriate place in the classroom? (Often it helps to have children who need extra help at the front of the room where you can easily help them, especially if your classroom is crowded.)

Introduction:

Tell the children what you want them to learn in this lesson. Some teachers write this on the board at the start of the lesson. Think about how you will start the lesson. Remember to review briefly what the children learned in the previous lesson. Try starting with a problem for the children to solve, with an open-ended question, or with a picture to discuss that can lead on to your main activities.

Main Activities:

What do you want the children to do in the main part of the lesson? Make sure that your tasks ensure that the children will reach the learning objectives.

Try to include a variety of activities; for example, try asking the children to work in pairs or small groups.

Decide how you will introduce and explain the tasks.

Decide how you will spend your time when the children are working on a task. This is often a good time to support children who need extra help.

Conclusion:

Choose an activity or discussion at the end of the lesson that reinforces the learning objectives. Ask the children what they have learned.

Self-Reflection After You Have Taught the Lesson:

Use this space to write a quick note for yourself on how the lesson went and how you could improve it the next time. Did the children achieve the objectives? Were all of the children involved? What could you do differently next time?

| Teacher's Daily Lesson Planning Format | | |
|--|----------------------|------------|
| Date: | | |
| 1. | Learning Objectives: | Resources: |
| | Lesson Structure: | |
| 2. | Learning Objectives: | Resources: |
| | Lesson Structure: | |
| 3. | Learning Objectives: | Resources: |
| | Lesson Structure: | |
| 4. | Learning Objectives: | Resources: |
| | Lesson Structure: | |
| 5. | Learning Objectives: | Resources: |
| | Lesson Structure: | |



Tool 5.2

Maximizing Available Resources

Successful teachers maintain an interesting learning environment for all children without regard to age, sex, ability, or background. Their classrooms are exciting and stimulating places in which to learn. Even if learning materials are scarce and furniture is poor, the classroom can be well ordered, clean, and made interesting with some creative thought and a willingness to ask for help. Here are some ideas!

If it is possible, desks or chairs should be able to be moved easily to facilitate group work. There may be more than one chalkboard or other suitable writing surface. There should be adequate display space for children's work, so they can take pride in showing others how well they are doing. There may be learning or activity corners for specific subjects or even a small "library."

We may find it hard to maintain an organized and stimulating classroom, especially if animals and vandals can easily destroy classroom materials. For this reason, we need to work with parents and community leaders to protect displays and learning materials. Some materials may have to be put away each day in a secure box or cupboard. Children may have to take responsibility to take things home and bring them back the next day.

Rural schools in Chad, for example, may have a metal chest to store books, since termites and other insects easily destroy these materials for learning.

In Bangladesh, several chalkboards may be found around the classroom at the children's level, so that they can sit in a group and use the chalkboard for planning, discussing ideas, problem-solving, etc. In some classrooms, the lack of desks and chairs is beneficial. A large learning space, covered with a clean, locally made carpet, can be easily changed from a science investigation space to a drama space, and groups can easily be formed and reformed without disturbing other classes.

In a highly populated state in India, the lower wall space is painted black and children use it as their own writing space, drawing and writing with a chalk. This school has been constructed under the District Primary Education Programme (DPEP) of India that makes schools available to children within 1 km of their residence even in the remotest areas. The school buildings have been especially designed and constructed with child-friendly elements like the above-mentioned children's chalkboard.

PHYSICAL SPACE

Room to Move

Children need to be able to move freely between groups of desks or chairs—or even between other children sitting on the floor—without disturbing others. Vary the seating arrangement so that you and the children can find the best seating arrangement for the entire class and small group work.

Note To Remember: Can children with disabilities enter and move around the classroom easily? Are children with diverse backgrounds and abilities sitting with all of the others and not segregated? Are boys and girls sitting together or separately?

Light, Heat, and Ventilation

Arrange the desks so that the children do not have to work facing into direct sunlight. The light should come from the side of the child.

Brains need oxygen! Classroom corners can be very stuffy. If there is poor ventilation in your classroom, you may need to allow children to do some activities outside of the class. Rotate the seating position of children so that they are not always sitting in corners with poor light and ventilation.

Some children may have difficulty in seeing or hearing. Make sure all children have been tested and have an appropriate place to sit.

LEARNING CORNERS

Children are often curious about the natural world around them. Science and mathematics corners can stimulate children's curiosity and improve learning. Children can collect and organize all of the things that interest them, and these resources can be available for use by **ALL** children. Children may grow seeds in these corners, collect fruits, and display objects they have found, such as seashells. You will need to think carefully where these learning corners should best be located so that **ALL** children can work in these areas without disturbing others.

- ◆ For science and nature corners, living things like fish can be very appropriate in an active classroom. However, children need to learn how to care for living things, to reduce cruelty, and to return them to the wild after study, if possible.
- ◆ In the mathematics corner, empty cans (with lids) and packets can fill the shelves. They can serve as learning materials themselves (for instance, equating numbers with objects), as well as places to keep other materials, such as coins and bank notes. Such "paper money" can be made from cardboard and paper and used in role-playing activities, such as going to the market. Scrap materials can also be stored here for future use, such as cardboard, string, wire, tape, pieces of dress material or other cloth, plastic, etc.

Objects found, labeled, displayed, and used by the children help them to make the link between school, daily life, and the local community. Local craftspeople and musicians can visit the school and talk with children. Perhaps they can leave objects, such as tools and instruments, for children to explore and draw, at least for a short time. When leaving precious items, security is an issue and must be considered seriously.

Children should participate fully in organizing and managing the classroom and learning materials. There can be small groups, teams, or committees that can establish and maintain the learning corners. Their participation will help to manage classroom learning materials, and it will help the children to develop responsibility and citizenship skills. Classroom committees can comprise a coordinator and secretary who are held accountable by the rest of the class to take their responsibilities seriously.

Some classrooms are not large enough to have separate corners. In East Timor, parents weave baskets that are stacked on the floor, full of shells, stones, seeds, and anything else that can be used in science and mathematics lessons. The important thing with all of these learning materials is that they are used by the children.

DISPLAY AREAS

Proper displays of teaching aids and children's work in your classroom will help children take an interest in their learning and feel a sense of belonging to the class. Parents will also be more interested and will understand better about the work going on in the classroom. The work of **ALL** children should be appropriately displayed to show their unique abilities.

Children like to see their names by their work because it makes them feel proud. Change the displays regularly so the children remain interested and to allow each child to have some good work displayed during each term. Work displayed and then taken down can be used to build children's portfolios for assessment and reflection (see Tool 5.4 to learn about portfolios and portfolio assessment).

An interesting display board can be a good teaching aid, and it will provide a lively focus in the classroom. Display boards can be made from local materials, such as woven palm, with help from the local community. Display boards are important because they give you the opportunity:

- ◆ to give children information;
- ◆ to display children's work and improve their self-esteem;
- ◆ to reinforce the lessons you have taught;
- ◆ to provide feedback information on important activities, such as "finding out" activities at home and inquiry work in the community;
- ◆ to encourage children to work together and support each other, no matter what their background or ability; and

- ◆ to make sure all children can learn from each other's work.

If your classroom does not have solid walls, you can hang children's written work or drawings on strings across the classroom or along the walls. Work can easily be attached to the strings with tape, staples, or thorns. This "washing line" can also be used for language and mathematics information ("hanging learning corners").

In East Timor, teachers have used broken umbrellas as a framework for mobiles, with letters of the alphabet, pictures, etc., for reinforcing language activities. String for hanging visual aids is made from woven palm or banana leaves. Traditional glue comes from a fruit. Parents and other caregivers have helped to provide these local materials, and they have found out more about teaching and learning in the process. They are now better able to talk to their children about their learning at school.

CLASS LIBRARY

Many rural communities lack library facilities, thus children do not have access to many books. A class library can be created just by using a cardboard box that is decorated and then filled with locally made books. When children create their own books, no matter how simply made, they take pride in seeing their story "in print." They also learn about how books are made, classified, and cared for. You can even have children make "zig zag" books. These books are made from pieces of paper that are folded two or three times, with text on each "page," like a brochure. The children can illustrate these "books," and they can become treasured reading materials when few books are available.

Books made by children can be very effective teaching aids. The explanations or illustrations that children include in their books may help another child to understand an important concept. Children look at problems in a different way than adults; they use language that is easier to understand; and they may communicate important information successfully, even more so than the teacher. Watch for useful books made by your children!

Moreover, books can be used to teach other skills, especially for children who may have difficulty seeing. For example, a “book” can be made by gluing objects onto pages. A child learns what these objects are by feeling them; for instance, a triangle is pasted onto a page so that children with sight impairments can learn what a triangular shape feels like. Even children who can see well may enjoy creating such “feeling books,” and they can practice using them by closing their eyes. “Feeling posters” that rely on touch rather than sight can also be made and put in display areas.

In some countries, a classroom or school library is an important community resource, especially when children “publish” the results of their community data collection projects (such as school-community maps as presented in Booklet 3). Information about weather, rocks and soils, agricultural calendars, the locations of specific houses, etc. can oftentimes be used by community workers and non-governmental organizations when planning community development activities.



Action Activity: Assessing Resources

Look around your own classroom and identify what resources you have now, as well as what you and your students may be able to make during this school term or year. Ask the children what they would like in their classroom and add it to the table below.

| Classroom Resources | When should we start this project? | What resources are needed, and where can they be obtained? | What help can we get? | How will children use or learn from these resources? |
|--|------------------------------------|--|-----------------------|--|
| Display board for children's work | | | | |
| Learning corner or basket for mathematics and science. | | | | |

| Classroom Resources | When should we start this project? | What resources are needed, and where can they be obtained? | What help can we get? | How will children use or learn from these resources? |
|--|------------------------------------|--|-----------------------|--|
| Language area for storytelling, a small library, etc. | | | | |
| More than one chalkboard | | | | |
| Class committees established to organize learning materials | | | | |
| Small class library containing books or other materials made by children | | | | |



Tool 5.3

Managing Group Work and Cooperative Learning

APPROACHES TO GROUP WORK

Effective teaching means combining different teaching and learning approaches. This provides for children's individual needs and makes the classroom a lively, challenging, and friendly place. You can use four possible approaches.

- (1) **Direct teaching to the entire class.** This approach works especially well for introducing topics, provided that you prepare questions in advance to ask children at different grade levels and different abilities. You can use whole class teaching for telling a story or making up a story together with children, for writing a song or poem, for problem-solving games, or for doing a survey. Since every class has children at different developmental stages, you have to choose and adjust the content to make it suitable for all of the grades and abilities you are teaching.

To encourage **ALL** children to participate in all learning activities, we may have to provide different tasks for different groups of children. For example, you can give story-writing to one group, completion of sentences to another, and model-making to yet another. It is also possible to give the same task to all of the students, but you should expect different results. Remember: No two children, or groups of children, are the same. All classrooms are diverse. For instance, for the same task, one group of children can produce a story, another a list of corrected sentences, and yet another a model or poster.

- (2) **Direct teaching to a group of one grade (especially in multigrade settings).** While you are teaching one group, the other groups do their own work. Peer teaching can be especially useful here when children are confident. At first, groups will not have developed the skills to be

able to work consistently without guidance. But with practice and specific skills-based activities, they can learn to work cooperatively.

- (3) **Individual teaching** is when you work with a child on a one-to-one basis. This may be to help a child who has fallen behind because of absence, who has learning difficulties, or who is new to the class. You may also need individual teaching to assist "gifted" children and encourage them to do tasks that are more challenging. However, you need to keep individual teaching brief during lesson time so that you can teach the majority of children in the class.
- (4) **Small group teaching** is when you divide your whole class into small groups for learning. This is a very effective strategy, but you need to be well organized and well prepared. It can be time consuming in terms of preparation, and children also have to be prepared to work together. However, this is a very effective way of meeting the needs of diverse classes.

USING DIFFERENT CLASS GROUPINGS

You can group children in many different ways; for example, single grade groups, mixed grade groups, same sex groups, mixed sex groups, same ability groups, mixed ability groups, interest groups, social or friendship groups, pairs, threes, or fours. Children gain a great deal from being grouped in different ways and at different times.

Be flexible. Move children between groups. Children need to be given the chance to sit and work with as many of their classmates as possible, younger or older, as well as those with diverse backgrounds and abilities. This helps to teach them patience and to recognize the talents of all of the children in the class.

Beware of labeling children as slow learners. Some children may be slower than others in mathematics, but they may be particularly bright in doing practical, hands-on work, such as conducting science projects or making children's books. We need to be careful because children who feel they are failures in their teacher's eyes will soon feel that they are actually failures. They may lose interest in school, because they don't receive any

rewards from learning. They begin to believe that they simply don't have the ability to do better, so they might as well drop out and earn money for their families.

Prepare materials to facilitate group work. Remember that games, work-cards, and other materials, though they may be time-consuming to make, can be used over and over again. They can be exchanged or copied during school cluster meetings. Don't forget that your children can help you to make these materials, which will reduce your workload while giving them a valuable learning opportunity and greater self-esteem.

Think about your classroom layout. How best can the furniture be arranged quickly and easily for effective group work? Children will have to learn to organize and re-organize the classroom depending on the activity. Work with them to decide the best classroom arrangement for everyone.

Make sure routines are firmly established. Children need a clear understanding of how to move to a group, how to get started, what to do when they have finished their task, etc. Develop routines as early as possible.

ALL children should be given the responsibility of leading groups. Group leaders have a key role to play in helping the teacher, such as passing on instructions, distributing materials, leading the group through the activity, and reporting back to the teacher.

In Colombia, a large sheet of paper for monitoring progress is put up on the wall. Children sign it when they have completed an activity, and the teacher will add a grade later. This prevents a queue of students forming at the teacher's desk, waiting for their work to be marked.

COOPERATIVE LEARNING

Cooperative learning occurs when children share responsibility and resources, as well as when they work toward common goals. The development of cooperative group skills involves time, practice, and reinforcement of appropriate behaviours. The teacher plays an important role in establishing

a supportive environment, one in which children feel they can take risks, and an environment where all children's opinions are valued.

Cooperative group work can help all learners by increasing their understanding and promoting enjoyment and positive attitudes towards work and about themselves. But in order for **ALL** children to benefit from cooperative group activities, they need opportunities to develop a variety of skills and roles. For example, many girls may need experience as presenters, and many boys may need experience as scribes (note takers). **ALL** children need to develop positive speaking and active listening skills.

Some children may not have learned how to value the ideas of others. This can be particularly obvious when children work in mixed groups. Girls will often accept the ideas of boys in order to avoid conflict. Many boys tend to dismiss or ridicule the ideas of girls. This same situation can occur among children who are from minority groups or do not speak the language of instruction well. They will tend to follow the larger group of children.

If some children continually dominate discussion time, other children miss out on opportunities to express their ideas and clarify their opinions. How can children with diverse backgrounds and abilities become confident in asserting their ideas? In some cases, it may be necessary to have single groups of children (for instance, same sex groups) at first so that skills and confidence are developed. These groups can then be mixed later on as children develop their communication and interpersonal skills.

In some cultures, people believe that real learning comes only from the teacher. Hence, they do not see the value or the benefits of working in cooperative groups. While this belief should be acknowledged, the skills children develop through cooperative learning will be useful to them regardless of their different backgrounds. It is important to inform parents of changes in teaching and learning approaches. They can also help with producing visual aids or games, for example, so that they understand what the teacher is trying to do.

Cooperative skills can be most effectively developed within meaningful contexts. Activities that are open-ended and require divergent thinking (such as problem-solving tasks) are particularly suitable for developing cooperative group skills.

INTERPERSONAL SKILLS FOR LEARNING

Building group spirit leads to the success of the whole class. Competitions that divide girls from boys, segregate children with diverse backgrounds and abilities, or promote favouritism hinder the learning of **ALL** children. As a teacher, you can help children to think of themselves as a **learning team** or a **learning community** in which the success of one child helps everyone to succeed.

Effective communication involves listening, speaking, and taking turns. These are skills needed for cooperative group work and skills for democratic citizenship. A good teacher **manages** communication to be sure that no child or small group of children always answer all the questions or dominate the discussion.

Active listening, in which children take responsibility for hearing and understanding what each other says, is a vital part of the learning environment. Clear speaking is equally important, as well as stating thoughts and feelings without interfering with the rights of others. Accepting and using the local language in class will also help all children to participate.

In summary:

- ◆ Cooperation enables learners to work together, as well as share responsibilities, materials, roles, and learning opportunities.
- ◆ Small groups of children can divide roles and share responsibilities. In a science activity, one child might weigh different materials, while another might record results. Halfway through the activity, the children might exchange roles. Cooperation must be practiced if groups of children are to work independently.
- ◆ Problem-solving and negotiation help learners resolve conflicts and make decisions. Children have to learn and practice conflict management skills that are based on good communication skills and patient attitudes.

- ◆ To learn how to think, children need to be encouraged to agree upon goals, to assess alternatives, to make decisions and support them, and to follow through to learn the outcomes of their choices. All of these processes depend on group-spirit, communication, and cooperation.

ESTABLISHING GROUND RULES FOR GROUP WORK

Guidelines for participation, or “ground rules,” can help you to organize discussion sessions with your children. These guidelines provide the basis for open, respectful dialogue and allow **ALL** children to participate. The best way to create ground rules is to allow the children to generate a list.

1. Listen actively, respect others when they are talking, but participate fully.
2. Speak from your own experience (“I” instead of “they”).
3. Do not make personal attacks; focus on ideas, not the person.

It is also important to set a ground rule for how participation will be managed. For instance, so that everyone has a chance to speak, the group can use a “magic microphone.” This can be a shell or stone that is passed around, and when someone receives the shell, it is their turn to speak if they want. If they would prefer to “pass,” then they pass the shell onto the next person. This can reduce domination by one or two confident speakers.

Re-visit the ground rules occasionally and, if time allows, ask whether the children would like to add any new rules or change old ones.



Action Activity: Assessing Interpersonal Skills

Observation is a key skill for assessing interpersonal skills. Try to analyze the way one particular group works.

| Skills | Child A | Child B | Child C |
|-------------------------|---------|---------|---------|
| Listens well | | | |
| Expresses clearly | | | |
| Takes a leadership role | | | |
| Supports others | | | |

Based on your observations, you can provide extra activities for some children in order to develop a particular skill that is necessary for group work.

MANAGING PEER LEARNING

Peer Tutoring

Peer tutoring, also known as peer teaching and child-to-child learning, occurs when more able or older children finish their own work and then they help younger or other learners to finish their assignments. Tutors help these children with their work, they do not do it for them! A special time each day may also be set aside for children to help each other to learn mathematics or language, either one-on-one or in small groups.

Peer tutoring is very a worthwhile educational technique because it helps to meet the individual needs of children. It also promotes a cooperative, rather than a competitive, approach to learning. Mutual respect and understanding are built between the children who are working together. The child "tutor" takes pride in teaching, while he or she also learns from the experience. It also helps to solidify what they have learned, and they benefit greatly from being given responsibilities in the classroom. When they are learning with their "peer tutor," the learners also develop a better ability to listen, to concentrate, and to understand what is being learned in a meaningful way. Children's explanations to each

other can sometimes succeed where the teacher has failed. Children look at problems in a different way than adults, and they use language that is more learner-friendly.

Peer Teaching in Reading

In reading, peer teaching often is used to help slower readers or to provide extra reading for all of the younger children in the class.

- ◆ It can have a positive effect, both educationally and socially, on the child teacher or tutor and the child learner.
- ◆ It can be a very practical way of bringing individual help to reading.
- ◆ Also, perhaps surprisingly, the child tutor's reading level often improves!
- ◆ The amount of time the younger child is actively involved in reading is increased by using this technique. The younger or weaker reader benefits greatly from the undivided attention of the other. The teacher often does not have enough time to give this kind of individual help to every child.

However, it is necessary to explain carefully to the child tutor exactly what you want him or her to do. Tutors must understand what you expect of them. They should work with the youngster in a quiet, friendly, and supportive way. Impatience should be avoided. Here is an example of a peer-teaching technique in reading.

The paired reading technique. This technique is based on reading that:

- a. alternates between joint reading aloud by both tutor and learner, and independent reading by the learner; and
- b. uses positive comments to promote correct, independent reading.

The child tutor is trained:

- ◆ to introduce the book in an encouraging way;

- ◆ to delay correction of errors until the learner has tried to correct them by himself or herself;
- ◆ to discuss the passage after it has been read; and
- ◆ to check up on his or her own performance as a teacher, and on the progress of the learner, by completing report cards and check-lists.

This approach follows the Shared Reading idea that is gaining popularity in many Pacific Island schools through the introduction of initiatives like Ready to Read. The Shared Book experience often involves large books with print that is large enough for the entire class to read with the teacher. Some island teachers have attended in-service training in this technique and have written and constructed their own big books."

Pacific Literacy and the Essential Dimensions of Reading
http://www.learningmedia.com/html/cr_us_pl-share.htm

SELF-DIRECTED LEARNING

Self-directed learning is important because children need to learn independently of the teacher. This allows both the student and teacher to make the best use of the time available. Here are some ideas to help you increase independent learning in your classroom.

- ◆ You can ask children to learn part of a lesson from the textbook or prepare for a new lesson.
- ◆ They can undertake a survey so that they have their own data to work on during a lesson.
- ◆ You can give children in higher grades practical exercises to develop new concepts and introduce new content.
- ◆ You can use the child-to-child approach to get children planning and taking action to improve health or other areas. You can then evaluate their action afterwards.

The purpose of using different teaching approaches and groupings—like peer tutoring and self-directed learning—is to shift the focus of learning from being teacher-directed towards being learner-centred. This promotes the development of children as independent, self-directed learners and releases the teacher to attend to the needs of individual children and groups.

PLANNING FOR DIFFERENTIATION

Differentiation is simply attending to the learning needs of a particular child or small group of children, rather than the more typical pattern of teaching the entire class as though all the children were alike. Here are some of the fundamental principles that support differentiation.

- ◆ **A differentiated classroom is flexible.** Teachers and children understand that materials, ways of grouping children, ways of assessing learning, and other classroom elements are tools that can be used in a variety of ways to promote individual and whole-class success.
- ◆ **Differentiation of instruction comes from effective and ongoing assessment of the needs of learners.** In a differentiated classroom, student differences are expected, appreciated, and recorded as a basis for planning lessons. This principle also reminds us of the close connection that should exist between assessment and instruction. We can teach more effectively if we are aware of our children's learning needs and interests. In a differentiated classroom, a teacher sees everything a child says or creates as useful information for understanding the learner and for planning lessons for that learner.
- ◆ **All children have appropriate work.** In differentiated classrooms, the teacher's goal is for each child to feel challenged most of the time, and each child finds his or her work interesting for most of the time.
- ◆ **Teachers and children are collaborators in learning.** The teacher assesses learning needs, facilitates learning, and plans an effective

curriculum. In differentiated classrooms, teachers study their children and continually involve them in decision-making about the classroom. As a result, children become more independent learners.

What Can be Differentiated?

Content. Content consists of facts, concepts, generalizations or principles, attitudes, and skills related to the subject and topic being studied. Content includes what the teacher plans for children to learn, as well as how the child actually learns the desired knowledge, understanding, and skills. In a differentiated classroom, essential facts, materials to be understood, and skills remain constant for all learners. What is most likely to change in a differentiated classroom is how children gain access to core learning. Some of the ways a teacher might differentiate access to content include the following:

- ◆ using objects with some learners to help children understand a new mathematical or scientific concept;
- ◆ using texts at more than one reading level;
- ◆ using a variety of reading-partner arrangements to support and challenge children who are working with text materials;
- ◆ re-teaching children who need another demonstration; and
- ◆ using texts, tape recorders, posters, and videos as ways of conveying key concepts to different learners.

Activity. An effective activity involves children in using an essential skill to understand a key idea, and the activity has a specific learning goal. For example, you can differentiate an activity by providing various options at differing levels of difficulty (such as option 1 is easy, option 2 is somewhat difficult, or option 3 is very difficult). You can also differentiate an activity by providing various options that are based on children's different interests. You can offer different amounts of teacher and student support for each activity.

Products. You can also differentiate products. Products are items a child can use to show what he or she has learned and understands. For instance, a product can be a portfolio of children's work, an exhibition of solutions to a problem, an end-of-unit project, or a challenging paper-and-pencil test. A good product causes children to rethink what they have learned, apply what they can do, and extend their understanding and skills. Among the ways to differentiate products are the following.

- ◆ Allow children to help design products around essential learning goals.
- ◆ Encourage children to express what they have learned in different ways.
- ◆ Allow for varied working arrangements (for example, working alone or as part of a team to complete the product).
- ◆ Provide or encourage use of varied types of resources in preparing products.
- ◆ Use a wide variety of assessment methods.



Reflection Activity: Lesson Planning

When lesson planning, are you able to differentiate learning content and activities?

Do ALL children have access to information and differentiated activities so that they can learn in their own particular style and at an appropriate level?

Do you use a variety of good "products" to show what each child has learned?

MANAGING BEHAVIOUR IN THE INCLUSIVE CLASSROOM

Children may misbehave if they are not noticed or cared for. They may need attention, particularly if they are not receiving adequate care or attention at home. Moreover, we (as adults) may disapprove of certain behaviours, but this should never mean disapproving of the child as a person. It is important to separate the behaviour from the child! Some of the ways to deal with misbehaviour include the following.

- ◆ Classrooms need one main rule, namely: Respect One Another.
- ◆ If we create an interesting curriculum with materials that are meaningful to children, then they will be interested and become involved.
- ◆ We need excellent observation and recording skills to determine what causes a particular behavioural problem.
- ◆ **Most importantly**, we need to create an environment where children are actively engaged and motivated. That will be good teaching for all children. It also means the teacher is not always the person in control, but she is one of a team of problem-solvers including children, parents, and other teachers.

Other common strategies for content area instruction and solving behaviour problems include peer tutoring and cooperative learning, as discussed above.

Problem-Solving Approach

A problem-solving approach involves a team consisting of the child, parents or caregivers, teachers, and external professionals who ask questions about the classroom's physical environment, social interactions, instructional environment, as well as non-school conditions.

As we learned in the Tool on bullying, it is not just the behaviour we are interested in but the reasons for this behaviour. We need to know something about children's needs and what they are trying to communicate.

Needs that Children Try to Communicate

| Self needs | What it sounds like |
|-------------------|--|
| Gratification | I want it now! |
| Task avoidance | I don't want to! |
| Panic | I am scared! |
| Social needs | What it sounds like |
| Attention seeking | Look at me! |
| Power seeking | I want to be in charge! |
| Revenge | I didn't want to be part of this group anyway! |



Action Activity: Analyzing Problem Behaviours

Choose just one child who concerns you because of his or her inappropriate behaviour, and note down why this behaviour concerns you. Is it that it disrupts your lesson? Does it affect the learning of other children? Is the behaviour related to a particular time of day, day of the week, or a particular curriculum activity? How is the situation at home for the child? You might want to consult the child's profile if your school has it (see Booklet 3).

Start to undertake a study of the child so that all of the factors that might affect the child's behaviour are considered.

What actions can you take with the child, their peers, parents, and within your classroom that might help the child to change his or her behaviour? Try out each of these actions.

Which actions appear to help the child? Keep a record of successful actions. You might need them again with other children.

Teachers need to observe children's behaviour and to note it down consistently so that patterns can be observed. Once the classroom is a safer and more cooperative place to learn, there are likely to be fewer difficulties with behaviour.

Positive Discipline

There are times when discipline is necessary. But the question is, "What type of discipline is the best?" Remember that the goal of discipline is not to control children and make them obey. Rather, it is to give them skills for making decisions, gradually gaining self-control, and being responsible for their own behaviour. Also, remember that misbehaviour is an opportunity for teaching new, positive behaviours.



Reflection Activity: What is Your Approach to Discipline

Read through each of the boxes in the table below and put a tick in the box that you think you are most likely to use. Be as honest as you can. Use this table to explore your approach to discipline and to maintaining order in your classroom. By reflecting on and confronting your approach, you may discover areas in which you could adopt alternative actions as well as those areas in which you are using discipline effectively.¹

| Negative Disciplinary Measures | Tick if Yes | Positive Disciplinary Measures | Tick if Yes |
|--|-------------|--|-------------|
| I tell learners what NOT to do, often beginning with a negative statement. | | I presents learners with possible alternatives and focus on their positive behaviours. | |
| I attempt to control the behaviour of learners by punishing bad behaviour. | | I focus on rewarding learners for their efforts as well as good behaviour. | |

¹ Alternatives to Corporal Punishment: The Learning Experience. (2000) Department of Education, Ministry of Education, Pretoria, South Africa.

| | | | |
|---|--|--|--|
| <p>My students follow the rules because of fear, threats, or bribery.</p> | | <p>My students abide by the rules because they participated in making them and have agreed to them.</p> | |
| <p>The consequences of breaking a rule are often punitive, illogical, and unrelated to the learner's behaviour.</p> | | <p>The consequences of breaking a rule are directly related to the learner's behaviour.</p> | |
| <p>When I use time out, it is meant to isolate and banish a learner for a set time period.</p> | | <p>When I use time out, it is open-ended and managed by the learner. He or she determines their readiness to gain self-control and return to the class.</p> | |
| <p>I do not take the needs and circumstances of learners into consideration.</p> | | <p>I base my actions on empathy and an understanding of the individual and his or her needs, abilities, circumstances, and developmental stages.</p> | |
| <p>I regard children as in need of control from an external source, for instance, myself, the Principal, or the children's parents.</p> | | <p>I recognize that children have an innate sense of self-discipline and can be self-directed. They can be guided to learn self-control on their own.</p> | |
| <p>Even for minor issues or mistakes, I am constantly reprimanding or punishing my children.</p> | | <p>I regard mistakes as an opportunity for my children and myself to learn. I treat my children with empathy and give them opportunities to sincerely regret their misbehaviour.</p> | |
| <p>I criticize the learner because of his or her behaviour.</p> | | <p>I focus on the behaviour, not the learner, and on helping the child to change it in a positive, constructive way.</p> | |

In a Child-Friendly School in northeast Thailand, a young girl was often disruptive in class, and she stole items and money from her fellow students. She was also classified as a chronic learning falterer because she failed her exams almost continuously. Rather than continually punishing the girl for her misbehaviour, or seeking to have her expelled from school, her teacher began to give her more responsibility. For instance, the teacher asked her to be the class "monitor" when the teacher needed to leave the room for a short time. The teacher asked her to help younger children with their studies and to help to organize learning materials before and after class. Almost immediately, the girl stopped misbehaving and adopted a different personality. She became calm and caring towards her fellow students and attentive in class. Moreover, her learning performance improved dramatically.

Approaches to Positive Discipline

How can you establish a positive disciplinary environment in your classroom? Here are some ways to create a positive culture of learning and teaching.²

Adopt a whole school approach and make sure that your classroom discipline reflects the school's policies.

Establish ground rules in your classroom and get your children to participate in setting them. Be serious and consistent in implementing these rules.

Know your children and focus on developing positive relationships with them.

Manage the learning process and the learning environment enthusiastically and professionally. Be always one step ahead through good planning. For example, anticipate that some children may finish their work before others, and have something for them to do while they wait, such as involving them in setting up classroom displays. Be self-critical. If something doesn't work, consider all of the reasons why this may be so,

² Adapted from: Alternatives to Corporal Punishment: The Learning Experience. (2000) Department of Education, Ministry of Education, Pretoria, South Africa, as well as the MCH Early Childhood Development and Parent Education Program at <http://www.health.state.ok.us/program/mchecd/posdisc.html>

including that perhaps you could have done something differently.

Develop learning materials, teaching methods, and classroom management practices that include conflict management, problem-solving, tolerance, anti-racism, gender sensitivity, and so on.

Be inclusive. Leaving learners out, or not understanding their needs and circumstances, can alienate them.

Give learners the opportunity to succeed. Learners who feel positive about themselves and their ability to succeed will make better learners.

Allow learners to take responsibility. Provide them with opportunities to be responsible, be it in the way they conduct themselves in class, in running a community project, in taking care of a class pet, or in filling in the class attendance sheet for the teacher.

Give attention seekers what they want - ATTENTION! Even if a learner constantly seeks attention through misbehaviour, find ways that you can engage him or her in a positive way, even if it is through simple strategies like giving them a task to do, sending them out of the room for a few minutes on an errand, giving them responsibility for something, or anything else that will acknowledge them.

Be a model. Children always imitate the adults in their lives. They will copy manner, tone of voice, language, and actions, both appropriate and inappropriate. The most powerful teaching skill you can learn is to model the behaviour that is expected from the child. Setting a good example is critical in teaching. For instance, how can we expect children to resolve conflicts in a non-violent manner if adults use physical punishment to punish children?

Focus on solutions instead of consequences. Many teachers try to disguise punishment by calling it a logical consequence. Get children involved in finding solutions that are related, respectful, and reasonable.

Talk respectfully. Communicating with a child cannot be done effectively from a distance. The time spent talking to a child and making eye contact with him or her is quality time. Many teachers have noticed a

dramatic change in a "problem child" after spending five minutes simply sharing what they both like and do for fun.

Tell them what you want. Children respond better to being told what to do rather than what not to do; for example, instead of saying, "Stop kicking the desk!" say, "Please keep your feet on the floor."

Give choices. Giving a child choices allows him or her some appropriate power over his or her life, and it encourages decision-making. The choices offered must be within acceptable limits and the child's developmental and temperamental abilities. As children grow older, they may be offered a wider variety of choices and allowed to accept the consequences of their choices.

Use professional assistance. If there are learners who display particular difficulties in class, and especially if it involves bullying or other aggressive behaviours, seek help from your colleagues and, if necessary, from professionals, such as psychologists or counsellors.

MANAGING THE ACTIVE AND INCLUSIVE CLASSROOM

Managing active learning involves many different elements. When there is a balance among self-directed learning, peer tutoring, group work, and direct instruction, it makes our jobs easier, and it helps children learn along many pathways. Here are some of the key items that you can consider as you increase the active learning levels in your classroom.

Planning. Create a weekly plan scheduling classroom activities. Indicate whether children will be working independently, in groups, or as a whole class. In a multigrade classroom, each group may be working on a different activity.

Preparing. Prepare for each classroom activity by reviewing your teaching manual or outlining a lesson plan. Check to make sure that ALL children can participate in the learning activities.

Gathering resources. Collect or create the resources that are needed for the activity. These could be stones or sticks for use as

mathematics objects, seashells for use in an art activity, or beans to be sprouted in science to study plant growth.

Connecting learners to activities. Whether the learning activity is a whole-class discussion or projects pursued by groups, you can introduce it to your class through direct instruction. Try to make the information or skills to be learned meaningful to children.

Connecting learners to each other. Take advantage of the ways children can help each other learn in pairs and groups. Promote peer tutoring whenever possible.

Guiding and observing. When children are working on activities or projects (whether on their own, in pairs, or in groups), move throughout the classroom. Make yourself available for answering questions and guiding learners in overcoming obstacles. Use this time also for assessment; for instance, assess how well children are concentrating and the ways that they are interacting.

Focus on participation. All of these methods and ideas help create opportunities for active learning for all. For instance, in these classrooms girls are not dominated by boys, younger children are not dominated by older children, and children with diverse backgrounds and abilities are not ignored nor left out of any activity or learning opportunity.



Reflection Activity: How Do You Rate Your Classroom?

| My classroom | 1 Yes | 2 Could do better | 3 Needs a lot of improvement |
|---|----------|----------------------|---------------------------------|
| My classroom is tidy. | | | |
| I make good use of the space in my classroom. | | | |
| There is plenty of light in my classroom. | | | |

| My classroom | 1 Yes | 2 Could do better | 3 Needs a lot of improvement |
|---|----------|----------------------|---------------------------------|
| There are interesting things in my classroom: (i) on the walls, and/or (ii) in the mathematics and science corners. | | | |
| ALL children have access to practical materials for mathematics. | | | |
| ALL children are free to move around the room to get learning materials. | | | |
| ALL children are interested in their learning. | | | |
| ALL children can work easily (i) with a partner, and/or (ii) in small groups. | | | |
| ALL children often ask questions. | | | |
| ALL children feel confident in answering questions. | | | |
| Children who have sight and hearing difficulties have access to materials that can help them. | | | |
| Learning materials have been adapted to remove gender or ethnic bias. | | | |
| ALL children in my class can take responsibility. | | | |



Reflection Activity: Taking Action

Think about what you have been reading and consider how you can apply some of the ideas to your classroom. Once you have thought about the questions and examples in the table below, identify a possible activity that would work with your class.

At the end of a week:

| Self reflection | Example | Possible planned activity |
|---|---|---------------------------|
| Have I planned activities where ALL children have been given the opportunity to express their feelings? | After reading a story, ask the children how they feel about what happened. Do they think it was a sad or a happy ending? | |
| Have I planned activities where ALL children are physically active? | Give opportunities for games or take a walk around the school grounds to see if all children are playing. | |
| Have I planned activities that will challenge both girls and boys intellectually? | Give the children time to work on a problem-solving activity. | |
| Have I planned activities which allow ALL children to interact socially? | Organize children in groups to build a model, solve a problem cooperatively, work in the garden, be a member of a class committee, etc. | |



Tool 5.4

Active and Authentic Assessment

Mala sits in the corner crying. She has failed her exam at the end of Grade 3. She tried very hard all during the year and gained good marks when doing practical investigations and weekly tests. Three weeks before her examination, her mother fell ill and Mala took all the responsibility for looking after her brothers and sisters. She had to miss some days from school while everyone else in her class was preparing for the exam. The night before the exam she stayed up all night looking after her mother. During the examination, she could not concentrate and could not remember much of what she had learned because she was so tired. Her crying helped her to express her disappointment. She would have to repeat the whole year again. She would not continue with her friends. She felt like dropping out of school.

Many children, and especially girls and children from poor families, drop out of school due to demands from home and, sometimes, because they do not enjoy school. The story above illustrates this problem, and it also highlights the problem of testing children just once a year to assess their progress. As teachers, we need to understand children better and to learn how to assess their learning in many ways. Consequently, a more complete picture of children's development and achievement can be created.

WHAT IS ASSESSMENT?

Assessment is a way of observing, collecting information, and then making decisions based on that information. Continuous assessment means making observations continuously to identify what a child knows, what he or she understands, and what he or she can do. These observations are made at many times during the year, for instance, at the beginning, middle, and end of terms, or even more frequently. Continuous assessment can be achieved through: observations; portfolios; checklists of skills, knowledge, and behaviours; tests and quizzes; and self-assessment and reflective journals.

Continuous assessment ensures that **ALL** children have opportunities to succeed in school. By using continuous assessment, the teacher can adapt his or her planning and instruction to the needs of learners so that all will have the chance to learn and succeed.

In continuous assessment, all learners have the chance to show what they know and can do in different ways according to their different styles of learning. Continuous assessment can tell you which children are falling behind in their understanding of particular topics. You can then design new learning opportunities for those particular children. The continuous feedback that children receive by this process helps them to know if they are learning well, as well as what actions they need to take to make progress.

Continuous assessment can help you to talk with parents and caregivers about the strengths and weaknesses of the child so that they can participate in an integrated programme, such as one that links classroom activities with those in the home. Usually, the results of end-of-year exams arrive too late for parents to help a child who might not be learning well.

LEARNING OUTCOMES

As we learned in the last Tool, each learning activity should have an objective that needs to be assessed in some way. The assessments should describe learning outcomes; that is, they should tell us how well a child has developed a set of skills, knowledge, and behaviours over the course of a learning activity, topic, or a larger curriculum unit. Descriptions of learning outcomes are often called learning standards or objectives, and they may be identified for specific subjects, skills, and grade levels.

Learning activities and assessments improve when the teacher identifies specific learning outcomes. When planning a new learning activity, begin by identifying the learning outcomes. You may wish to answer the following three questions when planning your activity.

- ◆ What skills will be used or developed by the children?
- ◆ What information will be learned?

- ◆ What behaviours will be practiced?

The answers to these questions can be phrased as learning outcomes. For example, if you create a unit in which fifth-graders learn about time-distance equations in mathematics, you might develop the following outcomes.

- ◆ The learner working independently will use multiplication and division to solve time-and-distance equations as a homework assignment.
- ◆ The learner working in a learning pair will write his or her own mathematics story problems that express time-and-distance equations in space-travel scenarios.

We can see that these learning outcomes specify:

1. Who,
2. What will be done, and
3. Under what conditions.

These elements are then combined, as in:

1. The learner working in a small group,
2. will create a map of the school grounds, and
3. in one-inch scale.

Other examples include:

- ◆ (1.) The learner (2.) will be able to use simple addition to solve a problem (3.) in a realistic context.
- ◆ (1.) The learner (2.) will be able to work as a member of a group to complete research activities and present findings (3.) in writing.

When we are looking at specific outcomes, such as in science or mathematics, it is helpful if we have a guideline stating the different levels of outcome we expect for a specific activity. Below is one such guideline.

Outcomes for a Classifying Activity

- 4** - The child puts the items into meaningful groups. The child discusses each group's important characteristics. The child makes conclusions.
- 3** - The child puts the items into meaningful groups. The child discusses each group's important characteristics.
- 2** - The child puts the items into groups that do not have much meaning.
- 1** - The child puts the items into groups that do not make sense.
- 0** - The child does not try to do the task.

AUTHENTIC ASSESSMENT APPROACHES AND TECHNIQUES

Authentic assessment means involving the child in evaluating his or her own achievements. Authentic assessments are performance-based, realistic, and instructionally appropriate. Observation, along with talking with children about their learning, can take place at any time.

Observation

During systematic observation, young children should be observed when they are working alone, in pairs, in small groups, at various times of the day, and in various contexts. Observations can include the following.

Anecdotal records. These are factual, non-judgmental notes of children's activities. They are useful for recording spontaneous events.

Questions. A useful method of gathering information is to ask children direct, open-ended questions. Open-ended questions, such as “I’d like you to tell me about ...”, help you to assess the child’s ability to express himself or herself verbally. In addition, asking children about their activities often gives insights into why they behave as they do.

Screening tests. These tests are used to identify the skills and strengths that children already possess, so that teachers can plan meaningful learning experiences for their students. Results should be used along with more subjective materials, such as that contained in portfolios as discussed below. Assessment information should not be used to label children.

Observation can reflect learning successes, learning challenges, and learning behaviours, as in this example of a teacher’s observations of the progress made by Francisco, an East Timorese boy who is learning English as a second language.

Francisco

12 March. Francisco is writing an autobiography about his family in East Timor. He is organizing his information logically, but he is using incorrect verb tenses in his writing.

16 March. Writing clinic with Francisco and four other students focusing on the use of the past tense in recount writing (writing about past events). Francisco is editing his draft.

20 March. Francisco is now overusing the past tense in his recount writing. Needs more explanation and work on this.

1 April. Francisco and Joe working well together using an encyclopaedia to research facts about East Timor. Francisco taking brief, accurate notes of important information.

Portfolio Assessment

Content

One method of authentic assessment is to create and review a portfolio of the child's work. A portfolio is a record of the child's process of learning, that is, what the child has learned and how he or she has learned it. Portfolios enable children to participate in assessing their own work. The portfolio keeps track of a child's progress; it follows the child's success rather than his or her failure. Moreover, the portfolio should follow the child if he or she moves to different schools.

Samples of work that can be placed in portfolios can include: written samples, such as essays, stories, and reports; illustrations, pictures, maps, and diagrams; as well as mathematics worksheets, other assignments, and graphs. Children's non-curricular activities can also be recorded, such as taking responsibility in a classroom committee.

You can select samples that demonstrate specific aspects of a child's work. You can also invite children to select from their work those that they want to put in their portfolio for their parents to see and, if possible, sign. Then every semester or term, the whole range of work is given to the child's family for review.

When children are advanced to a new grade level, teachers may pass on specific sections of the children's portfolios to their new classroom teachers. This will help these teachers to become familiar with the varied talents and needs of their new students.

Each portfolio entry should be dated and the context of the piece be given. The context might be stated like this: "This was a piece of unaided free writing. Only the theme was given and some basic vocabulary. Thirty minutes were given for this task."

Using the Portfolio in Evaluation

The material in a portfolio should be organized in chronological order. Once the portfolio is organized, the teacher can evaluate the child's achievements. Appropriate evaluation always compares the child's current work to his or her earlier work. Portfolios are not meant to be used to compare children with each other. They are used to document an individual

child's progress over time. The teacher's conclusions about a child's achievements, abilities, strengths, weaknesses, and needs should be based on the full range of that child's development, as documented by the items in the portfolio and her own knowledge about how the child is learning.

Using portfolios to assess children provides teachers with a built-in system for planning parent-teacher meetings. With the portfolio as the basis for discussion, the teacher and parent can review concrete examples of the child's work, rather than trying to discuss the child's progress in the abstract.

Case Study

Active Assessment in the Philippines, an interview with Marissa J. Pascual, a very experienced teacher from the Community of Learners School for Children in the Philippines. She is also a trainer for the UNICEF-assisted Multigrade Education Programme.³

Questions:

How do you go about assessment?

How do you integrate the work of assessment into further learning?

What do the changes in focus mean to you?

I usually maximize the first few weeks of classes for gathering valuable information about my students' current levels through a variety of ways.

Observation

I have learned over the years that a lot of important information can be gained from simple observations. This valuable information is very useful in helping me set individually-appropriate objectives and choose activities that are suited to my students' needs and capabilities. I usually list down what I need to observe about a child or a group of

³ www.unicef.org/teachers/forum/0199.htm

children for each week. Knowing my focus for the week allows me to plan my activities and my schedule for observation. Knowing what to observe and when to observe enables me to do my work in a more systematic and efficient manner.

During the first weeks, I always find it important to observe children in varied reading situations, such as reading independently during silent reading time; reading with a group of children during literature group shared reading; reading orally in class or to a peer or adult in class; and reading to look up specific information about a given topic. It allows me to gain information about my students' ability to construct meaning from text, apply fix-up strategies (such as using pictures and context clues, sentence structure, and substitutions) when they encounter new and difficult words in text, self-correction and to react critically to what they read.

These initial observations also allow me to see how the child views reading and how he views himself as a reader. At the start of the year, I also ask them to answer a questionnaire that allows them to reflect on their attitudes towards reading as well as how they view themselves as readers.

Diagnostic Tests for Grammar, Spelling, Vocabulary, Mechanics of Writing

The results of these assessments, combined with the information I get from my observations, help me decide what changes to make in the curriculum that I initially prepared for the class during the summer. It helps me determine the lessons that I need to teach to the whole class or to particular groups of children in the immediate weeks.

First Month Writing Portfolio

The students' initial entries in their writing portfolio also provide valuable information about their current writing abilities. Their initial entries consist mostly of their outputs during creative-writing activities and short reports they prepare after they do research for other subjects. Again, this helps me determine what lessons to prioritize as well as determine student groupings for the first quarter.

During the year, I make use of both informal and formal methods of assessment. Informal methods are usually built-in to the daily classroom and school activities. Every teaching-learning activity that I provide each day involves a process of evaluating a student's ability to accomplish a task and fulfill an instructional goal.

I observe both the process and the outcome of my students' participation in an activity or while working on an assigned task. For example, looking at results of short exercises after a mini-lesson gives me an idea as to whether I need to re-teach a particular concept using a different method or give the child more time to do practice exercises related to the lesson. Going over their writing portfolio also allows me to see if they are able to apply grammar concepts taken up in class. Again this informs the decision-making process regarding subsequent learning experiences or strategies.

Since my students' needs and abilities vary, as well as the pace in which they accomplish their work, it is necessary to take these into consideration when planning the lessons and activities that I would provide in class. To facilitate classroom management, an important investment is to determine who among my students have common needs and strengths and then group them accordingly. This enables me to plan my day or week more efficiently while ensuring that their current needs are met.

I also use formal methods of evaluation in class. These include short tests or quizzes, individual tasks and projects (such as writing projects or research papers), and group projects, in addition to the tests given during the Quarterly Assessment Week.

A student's achievement level and school performance is always based on a combination of both built-in/informal evaluation and the more formal and periodic evaluation. In this sense, evaluation is cumulative. I also take into consideration my students' investment in the teaching-learning process based on their potential. After every quarter, I summarize the strengths and needs of each child in my class. I set new objectives for the succeeding quarter and plan new activities that will enable me to meet my objectives. I also revise my groupings as needed.

For me, the evaluation process is not complete without bringing in the input of my students. At the end of each quarter, I give out self-evaluation questionnaires for them to answer as well as hold individual conferences to evaluate a quarter's work together, revisit goals and set new ones for the subsequent quarter. This part of the evaluation process is important to me because it provides me with an opportunity to help my students learn about themselves and their capabilities. This becomes part of the basis for setting new goals for the subsequent quarter. During conferences, I ask a student to bring out his task folder, notebook, writing portfolio or writer's workshop folder and other projects he had worked on during the quarter.

Over the years, I have come to learn that every bit of information that a teacher can gain about a child at different periods within the year—whether through informal or formal means—must be carefully validated and revalidated before one makes important curriculum decisions. For instance, getting good scores in grammar exercises is no guarantee that the child has already mastered a particular skill. In my experience, there have been many instances when a student would be able to get a perfect score in a grammar exercise but would have difficulty applying this concept when writing his composition. When there is a disparity between a child's performance in exercises and in compositions, I have found it helpful to provide more opportunities for group compositions with a teacher serving as a facilitator. This allows me to model the use of a particular grammar concept during composition-writing.

As a teacher, it is important for me to always reflect on whatever new information that I gain about a particular child or group of children at any given time. I always try to analyze the implications of the new information. For instance, if there is a pattern observed in the errors that a student makes in reading or in compositions, it can signal that this child may benefit from re-teaching a particular concept or that he may require follow-up activities to master a particular skill. Every new piece of information sets me to thinking about what help my students need and how I can best help them.

FEEDBACK AND ASSESSMENT

Feedback is an essential element in assessing learning. Before giving feedback, it is important that a safe, secure, and trusting relationship exists between the teacher and the child.

Children benefit from opportunities for formal feedback through group and class sessions. When this works well, there is a shift from teachers telling pupils what they have done wrong, to pupils seeing for themselves what they need to do to improve, and then to discussing it with the teacher.

Negative feedback is illustrated by: "Why can't you improve your spelling? You're always making mistakes." Negative feedback reduces children's self-esteem and does not lead to improved learning.

Positive and constructive feedback is illustrated by the following: "Sita, I like the way you started your story and the ending was quite exciting. If you use a dictionary to check some of your words, then this will help you with your spelling. If you are not sure about the first letters, ask Joa." Positive feedback acknowledges strengths, identifies weaknesses, and shows how improvement can be made through constructive comments.

Characteristics of Effective Feedback

- ◆ Feedback is more effective if it focuses on the task and is given regularly while it is still relevant.
- ◆ Feedback is most effective when it confirms that the pupils are progressing well and when it stimulates the correction of errors or other improvements in a piece of work.
- ◆ Suggestions for improvement should act as "scaffolding;" that is, pupils should be given as much help as possible in using their knowledge. They should not be given the complete solutions as soon as they have difficulties. They should be helped to think things through for themselves often in a step-by-step manner.

- ◆ The quality of discussion in feedback is important and most research indicates that oral feedback is more effective than written feedback.
- ◆ Pupils need to have the skills to ask for help and feel comfortable in doing so in the classroom.

Self-Assessment

Children need to:

- ◆ reflect on their own work;
- ◆ be supported to admit problems without risk to self-esteem; and
- ◆ be given time to work problems out.

Self-assessment takes place whenever the learner is to describe his or her own abilities, knowledge, or progress. Self-assessment builds knowledge and the love of learning. In addition, self-assessment can occur in discussions with children or in their own journals.

As soon as children can write, they should be asked to record their learning experiences in journals. When a learning activity or unit of study is completed, you can ask each student to reflect on their progress.

ASSESSING SKILLS AND ATTITUDES

It is difficult to assess many of the goals in education, yet skills and attitudes are fundamental to children's learning and future development. Consequently, we should try to assess these as best we can. Below are examples of the criteria used to assess four levels of skill and attitude achievement.⁴

Overall skill: Cooperation. Cooperation means being able to work with others and accept a variety of roles that involve listening, explaining, negotiating, and compromising.

⁴ This section is based on: Miriam S. (1993) *Learning from Experience*. World Studies. Trentham Books Ltd., United Kingdom.

| | Child A | Child B |
|---|---------|---------|
| Level 1: can work with a partner taking turns to listen, speak, and share ideas and resources | | |
| Level 2: can accept and negotiate others' differing and critical viewpoints | | |
| Level 3: can work in a mixed group (age/ability/sex) | | |
| Level 4: can lead any mixed group can suggest alternative solutions to problems using cooperative strategies | | |

Attitude: Empathy is to be willing to imagine the feelings and perspectives of other people.

| | Child A | Child B |
|---|---------|---------|
| Level 1: can accept that there can be more than one side to a disagreement can share feelings and explain behaviours | | |
| Level 2: can describe the feelings of characters in stories can recognize that another child or adult has reasons for wanting something different from you | | |

| | Child A | Child B |
|--|---------|---------|
| <p>Level 3: can explain that people do things differently because of their background and situation</p> <p>is able to challenge the use of insults in school based on gender, disability, nationality or poverty</p> | | |
| <p>Level 4: can challenge stereotypical statements made about people different from themselves</p> | | |

Activities that are often used in continuous and authentic assessment include both performance and product assessment. Performance assessment may include: science investigations; mathematical problem-solving using real objects; a dance performance; a role play with one or two others; dramatic reading; serving in a volleyball game; etc.

Products that can be assessed may include: an illustration or drawing; a model related to a science phenomenon; an essay or report; or a song which has been written and composed by the child.

WHAT CAN GO WRONG WITH ASSESSMENT?

The final outcome for students should be related to what they could do **before** and what they can do **now**. It should not be related to just a standardized test at the end of a year. Children in the same year group (class or grade) may have at least three years difference in general ability between them, and in mathematics there may be as much as seven years difference. This means that comparing children using one standardized test is unfair to many children.

A teacher, parent, or caregiver should not view this end-of-year test as the most important assessment as far as the child is concerned.

One of the greatest sources of low self-esteem in children is the use of comparisons, particularly in school. The end-of-year test should just be one component of an all-round, comprehensive assessment of children's progress. This assessment is aimed at raising the awareness of the teacher, the child, and their parents or caregivers about the child's abilities. It should also be used to develop strategies for further progress. We should not emphasize a child's deficiencies or weaknesses. Rather, we should celebrate what the child has achieved and decide how we can help them to learn even more.

Authentic and continuous assessment can identify what the children are learning as well as some of the reasons why children may not be learning (sometimes described as "learning faltering"). Some of these reasons include the following.

- ◆ The children have not learned the skills to do the task. Many learning tasks are sequential, particularly in mathematics and language. Children need to learn one skill, such as counting to 10, before they can attempt subtraction of numbers.
- ◆ The instructional method was not the right one for the child.
- ◆ The child may need more time to practice what he or she has learned.
- ◆ The child is suffering from hunger or malnutrition.
- ◆ The child has emotional or physical problems that cause difficulties in learning.

If a child is having difficulties, continuous assessment using authentic methods may reveal these difficulties, thus allowing us to give remedial help to the child. We should understand that not all children learn in the same way and at the same speed. Some children may have been absent during an important step in the sequence of learning. Additional instruction, when used at appropriate times, can provide children who are falling behind with other ways to learn knowledge and skills. "Learning partners," who have attained skills to a good standard, can be asked to help those who have been absent or who need more attention.



Reflection Activity: Assessing Progress

Think about last term. Think of one subject, such as mathematics or science. How did you assess your children’s progress? Through observation, weekly pencil and paper tests, something they produced (product), a portfolio, an end-of-term exam, etc.?

How will you report to parents or caregivers? Through an informal discussion, a report card, or at a parent-teacher meeting?

Awareness to Action. Now that you are better aware of the value of continuous assessment, what actions can you take to get a better picture of your children’s strengths and weaknesses? Can you establish portfolio assessment at your school, or at least in your class? Try to work out an assessment plan for the entire year. Try to think of ways that are manageable in your context, yet give a full picture of children’s progress throughout the year. Remember also that assessment should be included in your initial planning of topics and lessons.

| | Observation | Performance | Portfolio | Diagnostic tests | Others? |
|----------|-------------|-------------|-----------|------------------|---------|
| Daily | | | | | |
| Weekly | | | | | |
| By term | | | | | |
| Annually | | | | | |



Tool 5.5

What Have We Learned?

In this Booklet, we explored many of the practical management issues that need to be dealt with if our classrooms are going to provide learning opportunities for all children including those with diverse backgrounds and abilities. Some questions we need to consider are:

- ◆ Can parents as caregivers help us to manage the classroom (but not control it)?
- ◆ Can children learn to take more responsibility for their learning in the classroom?
- ◆ Can we make better use of local resources for learning materials?
- ◆ Can children help each other through peer teaching?
- ◆ Can we plan differentiated lessons so that all children can gain success at their own rate?
- ◆ Can we be proactive when we are managing behaviour in the classroom?
- ◆ When needed, can we use discipline as a positive tool for learning?

If a classroom is well managed, lessons well planned, and all stakeholders have an interest in children's learning, then all children can be successful in their learning.

We also reviewed some of the ways that children's learning can be assessed over the course of a year. We need to know where each child is starting from, because we know that children of the same age may learn at different rates. We need to provide them with feedback as they are learning (sometimes called "formative assessment"), and we need to know what progress they have made by the end of the year ("summative

assessment"). We looked at authentic assessment as a means for providing formative assessment for children and parents or other caregivers.

We learned that authentic assessment involves a variety of ways of assessing children's progress including direct observation, portfolios, problem-solving activities (perhaps in pairs or small groups), presentations (an example of a product of a learning activity), and some appropriate pencil and paper questioning.

Are you confident when reporting to parents or caregivers on the progress of all of the children in your class during the middle of a school year? Are there any ways in which you can include children in the process of assessment, for example, by asking them to choose pieces of work to include in their portfolio?

WHERE CAN YOU LEARN MORE?

The following publications and Web sites are valuable resources for managing the inclusive classroom.

Publications

A Tale of Two Kittens. A reader for children in primary school to learn about diversity; includes a teacher's manual. Human Rights Education Programme (Karachi/Pakistan). www.hrep.com.pk

Alternatives to Corporal Punishment: The Learning Experience. (2000) Department of Education, Ministry of Education, Pretoria, South Africa.

Miriam S. (1993) *Learning from Experience.* World Studies. Trentham Books Ltd., United Kingdom.

UNESCO (1993) *Teacher Education Resource Pack: Special Needs in the Classroom.* Paris.

UNESCO (2001) *Understanding and Responding to Children's Needs in Inclusive Classrooms: A Guide for Teachers.* Paris.

UNESCO (2004) *Changing Teaching Practices Using Curriculum Differentiation to Respond to Students' Diversity*. Paris.

Web Sites

Authentic Assessment: a briefing.

<http://home.ecn.ab.ca/~ljp/edarticles/assessment.htm>

Classroom routines.

http://www.ioe.ac.uk/multigrade/practical_advice.htm

Cooperative learning.

<http://www.jigsaw.org/> and <http://www.co-operation.org>

Guidelines for Portfolio Assessment in Teaching English by Judy Kemp and Debby Toperoff.

<http://www.etni.org.il/ministry/portfolio>

Managing group work and cooperative learning.

http://www.tlc.eku.edu/tips_cooperative_learning.htm

Multigrade Teacher Training Materials.

http://www.ioe.ac.uk/multigrade/teacher_training.htm

Positive Discipline.

<http://www.positivediscipline.com>

Quality Education for Every Student. This is a good Web site for explaining portfolio assessment.

<http://www.pgcps.org/~elc/portfolio.html>

UNICEF Teachers Talking about Learning.

<http://www.unicef.org/teachers>

TOOL GUIDE

This Booklet will help you and your colleagues to begin developing an effective school health and protection component. In Booklet 3, we worked to get all children in school. If our efforts have been successful, more children with diverse backgrounds and abilities will be entering your inclusive, learning-friendly classroom. These children are the ones who have the most to gain by learning in an environment that is healthy and safe.

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Tool 6.1 Creating Healthy and Protective Policies for ALL Children

Ensuring that all children are healthy, safe, and able to learn is an essential part of an inclusive, learning-friendly environment. This Tool presents activities that you can use to advocate for school health policies, to build consensus for their enactment, as well as to identify which policies are most urgently needed.

Improving the health and learning of children through school health and safety programmes is not new. Many schools have such programmes because they realize that a child's ability to attain her or his full potential depends on good health, good nutrition, and a safe learning environment. Children are only able to learn to their fullest when they feel the safest.

School health policies state what actions we will take to improve the overall health, hygiene, nutrition, and safety of our children, and especially those with diverse backgrounds and abilities. Such policies ensure that our schools are safe and secure and promote a positive emotional environment for our children.

Involving many partners including teachers, children, parents, community leaders, and social service providers is the best way to develop school health policies. The key is to get these people to begin thinking, talking, and agreeing to take action.

What do school health policies entail; what do they look like? The following table shows some of the major issues that schools face in trying to become healthy and protective, along with some of the major policies that they have enacted to ensure an inclusive, healthy, and protective learning environment for all.

Examples of School Health and Protection Policies

| Policy Issues | Examples of School Policies |
|---|---|
| Unwanted Early Pregnancy and Exclusion from School | <ul style="list-style-type: none"> ◆ Do not exclude pregnant girls from school. ◆ Encourage students to come back to school after childbirth. ◆ Include family life education in the curriculum. ◆ Prohibit all types of discrimination based on sex. |
| Tobacco and a Tobacco Free School | <ul style="list-style-type: none"> ◆ No smoking in schools by teachers and students. ◆ No selling cigarettes to children. ◆ No tobacco advertising and promotion. |
| Sanitation and Hygiene | <ul style="list-style-type: none"> ◆ Separate latrines for male and female teachers as well as boys and girls. ◆ Safe water in all schools. ◆ Active commitment from the PTA or School Management Committee for maintaining water and sanitation facilities. |
| HIV/AIDS and Exclusion | <ul style="list-style-type: none"> ◆ Skills-based health education focusing on HIV/AIDS prevention. ◆ Stimulate peer support and HIV/AIDS counselling in schools. ◆ No discrimination of HIV positive teachers and students. ◆ Ensure access to means of prevention. |
| Abuse of Students and Sexual Harassment including by Teachers | <ul style="list-style-type: none"> ◆ Ensure by law that violence, including corporal punishment, and sexual harassment are prohibited in the school by teachers and students. ◆ Make the law well-known and accepted by everyone, empower adolescents to report cases, and enforce effective disciplinary measures for abusers. |

| | |
|--|--|
| <p>Delivery of Simple School Health and Nutrition Packages</p> | <ul style="list-style-type: none"> ◆ Training and use of teachers to deliver simple health and nutrition interventions, in collaboration with health sector workers and with the involvement of the local community ◆ Regulation of food vendors and the quality, hygiene, and standard of the foods provided. |
|--|--|

Source: Focusing Resources on Effective School Health. Core Intervention 1: Health Related School Policies. <http://www.freshschools.org/schoolpolicies-0.htm>

ADVOCATING FOR SCHOOL HEALTH POLICIES

Enacting policies to ensure healthy, protective, and inclusive learning environments requires broad support. Gaining this support starts with advocacy, that is, developing meaningful, persuasive messages that help decision-makers see that policies are actually needed.



Action Activity: Identifying Messages for Healthy, Protective, and Inclusive Policies

- ◆ Assemble a small group of your colleagues who share an interest in promoting school health and in improving children’s learning. These persons may be the ones who actively worked to get all children in school, your school’s ILFE Coordinating Team (see Booklet 1), or those who have been involved in school-community mapping or constructing child profiles, as discussed in Booklet 3 in this Toolkit (the information from which could be included in this activity).
- ◆ Organize yourselves into two or three groups, and then ask everyone to think quietly to themselves about how the health and safety of our children and their families affect our schools. They can think of both positive and negative aspects. If it helps, each person can take written notes. This should take about 5 to 10 minutes.

- ◆ Give each group a large sheet of poster paper. Ask them to list their ideas about how the health and safety of children and their families affect the school.
- ◆ After each group has finished, share your ideas. Then, choose three or four of the most common issues cited by each group.
- ◆ Finally, work together to develop effective messages that you can use to justify why school health policies and which address these issues you listed. You can use the following example as a guide. These messages will be the basis for consensus building.

Reasons for Creating Healthy, Protective and Inclusive School Policies¹

Issues: We work hard to give our children the knowledge and skills they need for life. But school attendance drops when children or their family members are ill, when the school is not clean or not equipped with sanitary facilities, or when students fear violence or abuse on the way to, from, or in school.

Message: The time, money, and resources devoted to our schools are among the most important investments that we can make. But our investments in education pay off only if our children attend school.

Issues: Children, and especially girls as well as children from poor families, who are ill, hungry, weakened by parasitic disease, scared, or tired from doing domestic labour are not capable of learning well. Preventable physical and emotional health problems, especially those that affect vulnerable children, can interfere with learning in children in whom much time and effort have already been invested.

Message: We can do our job only if the girls and boys who attend school are capable of learning.

¹ Adapted from: World Health Organization (2000) Local Action: Creating Health Promoting Schools. Geneva.

Issues: School attendance drops when parents fear for the safety of their children, or when the school does not have the resources to offer basic health and nutrition services that benefit their children.

Message: Since our school's resources are usually limited, gaining access to additional ones rests on working with families and communities. But if they do not have confidence in the school, because the basic policies needed to ensure their children's health and safety are not there, then obtaining the additional resources we need will be next to impossible.

BUILDING CONSENSUS

Once our advocacy messages are developed, we need to communicate them so that we can build the support we need to initiate important school health policies. One way to build support is to share ideas and examples about what an inclusive, healthy, and protective school environment is, what it does, and what it offers students, families, teachers, and the community as a whole. Schools, in turn, will benefit from hearing what the community thinks about local health issues and how the school can help address them. We can start with two activities.



Action Activity: Consensus Building for Policy Development

Assemble a small group of people who share an interest in promoting health and improving children's learning. This may be your ILFE coordinating team or another group. Include the school principal and administrator, a school board or PTA member, interested teachers, students, parents, and other local leaders, such as religious leaders, local government leaders, or people who work with children and youth outside of the school. Also contact local health workers or others, such as social service providers, who can help you to identify and explain opportunities to promote health and improve children's learning. Try to include some health professionals who can talk about children's health problems and emphasize

the importance of and need for health promotion in schools. The group that you assemble may even become the School Health Team that will lead and monitor the school's health promotion policies and programmes over time.

Ask each person to give one or two examples of policies in your school or community that support children's health, safety, and learning, particularly for those children with diverse backgrounds and abilities. List these on large sheets of poster paper or other suitable writing surface. (This activity can also be done in small groups rather than individually.)

Ask each person to give one or two examples of policies that are needed or should be changed to improve these children's health, safety, and learning. List these in one column on the left-hand side of a large piece of poster paper.

Working together in a single group, identify some of the reasons why these policies should be enacted or changed. List these in one column (on the right-hand side of the poster paper).

Work together to develop actions plans to enact or change these policies (see Booklets 1 and 3 on developing action plans)



Action Activity: Consensus Building Through Sharing

Increase your base of support by sharing ideas and examples of school health activities. It is important that you recruit a range of people, such as formal and informal leaders, women, men, and students. Some of the actions that will help you to do this include the following.²

- ◆ **Talk about the basic threats to health that affect children's learning, in general, and how school policies and programmes can benefit students, staff, and the community. Meet with community leaders to discuss the basic ideas.**

² Adapted from: World Health Organization (2000) Local Action: Creating Health Promoting Schools. Geneva.

- ◆ Talk with parents and students to share information and get their ideas.
- ◆ Invite parents and other community members to an informal meeting, or hold an informal discussion after important school events when the most people are there.
- ◆ Promote the need for school health policies and programmes through public-education techniques, such as flyers, brochures, radio, speeches, and posters (these can even be created by students).
- ◆ Hold a contest to develop a local theme or slogan.
- ◆ Sponsor a street display in a busy area of the community, or encourage children during art classes to decorate the school or community centres with health promotion artworks.

As you promote the need for school health policies and programmes—especially those aimed at addressing the needs of children with diverse backgrounds and abilities—you will soon identify likely community supporters. These persons can be strong advocates, and they can help you to deal with any disagreements or misunderstandings that may arise over sensitive health issues and the role of schools in addressing them. Creating a Community Health Advisory Committee that represents all sectors of the community will be very helpful as well.

A Note to Remember:

School health policies should benefit girls and boys from **ALL** groups of society, not just those with diverse backgrounds and abilities. Policies that address the needs of all children are likely to gain the most support and be the most successful. Creating policies for separate categories of children is time-consuming and expensive, and it can cause conflict.

ASSESSING AND MONITORING OUR SCHOOL HEALTH POLICY SITUATION

Once you have support to develop effective school health and protection policies, the next question is: “Where do we go from here?” One of the best ways is to **assess and monitor** existing school health policies as well as prevailing community health problems. One of the ways to do these activities is to use checklists, such as the following.



Action Activity: Assessing and Monitoring School Policies

The checklist below is designed to determine: (a) if school health policies have been enacted; if not, they will need to be; or (b) if the policies have been enacted, whether or not the school has effective programmes to carry them out; if not, new actions will need to be developed. This checklist is not exhaustive, and you may want to add to it based on your school's situation. It is also a good activity to undertake as a follow-up action to the advocacy and consensus building activities discussed above. It will give you and your partners a chance to reflect on what needs to be done as a first step in action planning.³

Does my school have policies against discrimination that guarantee: (check if yes)

- ___ Respect for human rights and equal opportunity and treatment regardless of sex, physical, intellectual, social, emotional, linguistic, or other characteristics?
- ___ Protection from sexual harassment or abuse by other students or school staff and effective disciplinary measures for those who abuse?
- ___ Accommodations for students with disabilities so they can access classrooms and other facilities necessary for learning in a healthy environment?

³ Adapted from: UNESCO (2002) FRESH: A Comprehensive School Health Approach to Achieve EFA. Paris. (ED-2002/WS/8 Rev.)

- ___ That pregnant girls will not be excluded or dismissed from school?
- ___ That young mothers will be encouraged and helped to continue their education?
- ___ That children with diverse backgrounds and abilities receive quality education, such as girls, orphans, ethnic groups, those in unstable or crisis situations, and those affected by chronic illnesses?
- ___ That teachers and other staff are appropriately prepared, supported, and paid equitably?

Does my school have policies against violence and substance abuse that guarantee:

- ___ That the school is safe, healthy, and protective, where the physical environment and the psychosocial environment both encourage learning?
- ___ Zero tolerance for violence, bullying, or the use of corporal punishment; prohibition against weapons on school grounds?
- ___ A drug, alcohol, and tobacco-free environment?

Does my school have policies for safe water, sanitation, and environment that guarantee:

- ___ An adequate supply of potable water that is easy to get to and stored properly (particularly for drinking and hand washing)?
- ___ Separate latrines for male and female teachers as well as girls and boys?
- ___ Adequate numbers of latrines?
- ___ Proper management and treatment of garbage and other waste?
- ___ Proper maintenance of water and sanitation facilities?
- ___ Waste recycling education and mechanisms?

Does my school have policies to promote skills-based health education that guarantee:

- ___ The provision of age-appropriate, skills-based health and family life education to girls and boys as a regular part of the basic education curriculum?
- ___ Programmes to prevent or reduce risk-taking behaviours associated with unplanned pregnancy, substance abuse, HIV/AIDS, etc.?
- ___ Social support and counselling for students affected by HIV/AIDS, including orphans?
- ___ Provide for youth-friendly outreach and on-site services to address the health problems of adolescents, particularly girls?

Does my school have policies to promote health and nutrition services that guarantee:

- ___ Maintenance of school health records for each student?
- ___ Regular health, dental, and nutritional status screening?
- ___ Equal opportunities for physical exercise and recreation for girls and boys?
- ___ Teacher training and support to deliver simple health interventions?
- ___ Timely and effective emergency response mechanisms in cases of personal injury and natural disasters?
- ___ Access to food by vulnerable students, such as malnourished children?
- ___ Regulation of food service vendors and the quality, hygiene, and standard of food provided in the school?
- ___ Involvement of the local community in developing and providing health education and services targeting preschool and school-aged children?

A Note to Remember:

Take it Slowly! The pace of policy development, and the introduction of changes, should be slow so that those involved feel comfortable with the changes and fully understand the need for them.



Action Activity: Assessing and Monitoring Community Health Problems

The ability of children, and especially those with diverse backgrounds and abilities, to stay in school rests not simply on what policies and programmes we enact in our schools. It also rests on how well our policies relate to the major health problems in the children's communities.

For those problems that affect children and their learning environment most closely, school policies and programmes should be developed to solve them in the school and, working with local leaders, in the children's families and communities as well. Following is a tool for assessing and monitoring community health problems as a first step in talking with community leaders and then developing appropriate policy and programme actions.⁴

Directions: Based on your knowledge of health problems, use the list below to note those that are common in your community. Circle a number to indicate how serious each condition is:

1 = not a problem; 2 = fairly small problem; 3 = somewhat of a problem

4 = a serious problem; 5 = a very serious problem

Then describe ways in which each problem affects students, teachers, the school, and the community in terms of health and well-being, absenteeism, academic performance, repetition of grade levels, economic vitality, quality of teaching, and burden on health services. Finally, identify what school policy is needed to reduce the severity of a particular problem.

⁴ Adapted from: World Health Organization (2000) Local Action: Creating Health Promoting Schools. Geneva.

For instance, if tobacco use is a serious problem that hinders the health of teachers, family members, and children (through direct smoking or passive smoke), the school should formulate and enforce a policy to make the school tobacco-free. This includes prohibiting smoking by teachers and other school staff members on school grounds, so they can serve as good role models for the children by not smoking in front of them.

| Health problems | How serious | Effect on students, teachers, school, and community | Supportive school policies and actions |
|--|-------------|---|--|
| Alcohol abuse | 1 2 3 4 5 | | |
| Tobacco use | 1 2 3 4 5 | | |
| Immunizable diseases | 1 2 3 4 5 | | |
| Injuries | 1 2 3 4 5 | | |
| Vision and hearing problems | 1 2 3 4 5 | | |
| Helminth (worm) infections | 1 2 3 4 5 | | |
| Malaria | 1 2 3 4 5 | | |
| Mental health problems | 1 2 3 4 5 | | |
| Micronutrient deficiency (vitamin A, iron, iodine) | 1 2 3 4 5 | | |
| Protein energy malnutrition | 1 2 3 4 5 | | |
| Oral health problems | 1 2 3 4 5 | | |
| Respiratory infections | 1 2 3 4 5 | | |
| Unsafe water | 1 2 3 4 5 | | |
| Poor sanitation | 1 2 3 4 5 | | |
| HIV/AIDS and STI | 1 2 3 4 5 | | |
| Unintended pregnancies | 1 2 3 4 5 | | |
| Violence (domestic or non-domestic) | 1 2 3 4 5 | | |
| Other _____ | 1 2 3 4 5 | | |

DEALING WITH VIOLENCE: TURNING POLICIES INTO ACTION

Once attending school, children with diverse backgrounds and abilities are the most prone to discrimination and violence, oftentimes aimed at highlighting their “difference” from others and seeking to push them away from others within the school, and sometimes outside of it. At worst, this involves sexual harassment and physical violence which can lead to death.

Violence can take many forms and is understood differently in different cultures. In this Toolkit, violence is the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community. It results in or has a high likelihood of resulting in injury, death, psychological harm, poor physical development, or deprivation.

Although we usually think of violence in terms of one child hitting another, actually violence comes in three basic forms.

Self-inflicted violence refers to intentional and harmful behaviours directed at oneself, for which suicide represents the fatal outcome. Other types include attempts to commit suicide and behaviours where the intent is self-destructive, but not lethal (such as self-mutilation).

Interpersonal violence is violent behaviour between individuals and can best be classified by the victim-offender relationship. Types of interpersonal violence include bullying and harassment.

Organized violence is violent behaviour exhibited by social or political groups that are motivated by specific political, economic, or social objectives. Examples here include racial or religious conflicts occurring among groups, gangs, or mobs.

What are the causes of violence? The causes of violence are complicated and varied. Below is a list of factors that are thought to contribute to violent behaviour. You can use these factors, and even expand upon them, to assess how predisposed your school's children, families, and communities are to violence, and whether school policies and programmes are needed to counteract them.

Causes of Violence: Do These Exist in My School and Community?⁵

Child level characteristics

- ◆ knowledge, attitudes, thoughts about violence, and skill deficits, such as poorly developed communication skills
- ◆ drug and alcohol use
- ◆ having witnessed or been victimized by interpersonal violence
- ◆ access to firearms and other weapons

Family level contributing factors

- ◆ lack of parental affection and support
- ◆ exposure to violence in the home
- ◆ physical punitiveness and child abuse
- ◆ having parents or siblings involved in criminal behaviour

Community and other environmental factors that contribute to violence

- ◆ socio-economic inequality, urbanization, and overcrowding
- ◆ high levels of unemployment among young people
- ◆ media influences
- ◆ social norms supporting violent behaviour
- ◆ availability of weapons



Action Activity: Mapping Violence

Many of us may not think of our schools and communities as violent places. But unfortunately, much violence goes unnoticed because neither the victim nor usually the offender wants others to know about it. Moreover, violent episodes may occur outside the school, such as when a child is abused on her or his way to school, but the effects carry over into the school and your classroom.

Determining the degree of violence in a school can be done in several ways, such as by asking students to answer questionnaires (see Booklet 4 for examples), involving them in discussion groups, or through mapping.

⁵ Adapted from: World Health Organization (1998) WHO Information Series on School Health, Document Three - Violence Prevention: An Important Element of a Health-Promoting School, Geneva.

School mapping aims to determine where and when violence occurs within schools, what type of violence is involved (self-inflicted, interpersonal, or organized), and who are the most common victims and offenders. The mapping process is a valuable tool for monitoring and controlling violence because it can:

1. encourage students, teachers, and administrators to start talking about violence in schools, which can lead to more effective policies;
2. assist in evaluating violence intervention programmes that are created to support policies against violence in the school; and
3. increase the involvement of the school in other violence interventions.

To map violence in your school, you can use a process similar to that for school-community mapping as presented earlier. Start by giving teachers and students maps of the school—or they can create the maps themselves—and ask them to identify where they think violence occurs, when, under what conditions, and who is usually involved. You can then analyze these maps to identify problem locations where violence is, or is likely to be, occurring.

Other teachers have used such maps, and the results of their work suggest that violence occurs at predictable times and locations around the school grounds.⁶ Not surprisingly, violent events usually take place in locations where few or no teachers, or other adults, are present.

Teacher-initiated and implemented policies and interventions have the greatest likelihood of success in reducing school violence. However, children must be involved as well. Group discussions should be conducted to talk about where the “hot spots” for violence are located in the school, why some children are susceptible to violence, and what can be done to reduce violence in these locations and among these students.

⁶ Monitoring School Violence: Publications and Related Research Summaries. Global Program on Youth, University of Michigan, School of Social Work. This is an excellent Web site for resources on dealing with violence in the school. It can be found at <http://gpy.ssw.umich.edu>.

Increasing the participation of community members in stopping school violence can improve the community environment as well. This is particularly important where violence occurs outside of the school grounds, such as when children are coming to or going home from school. Here, the mapping strategy can be used to map violence in the community as well as the school.

The school-community mapping exercise presented in Booklet 3 can be used here, where children also map places in their communities where violence to children most often occurs, what type of violence is involved, and who are the most common victims and perpetrators. This type of mapping is an excellent first step in working with community members to identify why certain locations are the most violence prone, to propose solutions, and to undertake effective community-school intervention programmes.

Safe space for girls?

Many parents in Nepal refuse to send their daughters to school, fearing girls are at risk from being abused which will affect theirs and their families' reputations. How can children, especially girls, change their environment and make it a safer place to be and study? How would this impact on their educational lives? Save the Children supports projects in Nepal that facilitate research by children exploring ways to claim back unsafe spaces for themselves. By sharing findings and interacting with local government, school teachers, and parents, the children can begin to mobilize support and change.

Girls in the Surkhet district of Nepal, for example, expressed strong feelings of vulnerability in their community. Save the Children-UK developed a project in which the girls carried out the research themselves, exploring and analysing the types of space they occupied. Using Participatory Rural Appraisal (PRA) tools, the girls were able to determine the characteristics of a safe environment and developed an action plan to take back their "space." The girls mapped unsafe spaces in their village; boys were involved in the process only when the girls felt it was necessary. In order to reclaim their "space," the girls identified the need: (a) for parents to recognize the importance of girls' education; (b)

to avoid conservative traditions, such as sex discrimination within castes, between sons and daughters, and early marriage; (c) for girls to be able to demonstrate their ability within the community; (d) for people to speak out against the injustices and oppression of girls; and (e) to raise awareness of girls' rights and enable their access to equal opportunities.

As a result of the process changes have been identified within the community. The girls' group was consulted by community members on various cases of abuse or mis-treatment of girls. Teachers and boys within schools and the community are paying greater respect to girls than was hitherto the case. Boys who were initially teasers now support girls' efforts to manage change. Boys are beginning to advocate respect for girls through drama. Support groups for girls who have faced abuse have been established by local communities. Moreover, local government bodies believe the community groups provide a strong support system for girls often citing the groups as success stories, inviting them to events related to girls' rights and safety, and in one case providing financial support for future work.

*Contributed by: Irada Gautam, Sulochana Pokharel, Jasmine Rajbhandary;
Funded by: Save the Children (UK). 28 January 2002; Accessible through
<http://www.id21.org>*

Warning Signs for Abused Children

Sometimes girls and boys do not, or will not, tell us they are victims of violence or are in crisis. Rather, they show us. Although changes in a child's behaviour can be due to a variety of reasons, sometimes they arise from the stress of being abused physically or emotionally. Teachers who are alert to these changes can often intervene in abusive situations. Below is a list of external characteristics that an abused child may exhibit.⁷ Keep in

⁷ Source: National Center for Assault Prevention (NCAP). Education, Information and Resource Center, Sewell, New Jersey, 2000. <http://www.ncap.org/identify.htm>. NCAP also has an international division with some materials translated in Spanish, French, Vietnamese, Cantonese, Romanian, Russian, and Japanese. Learn more about this at: http://www.ncap.org/cap_international.htm.

mind, however, that some clues may be normal behaviours for a given child at a given time. Therefore, it is important to pay attention to children's regular behaviour patterns and to be aware of new behaviours that arise, extreme behaviours, or combinations of the following characteristics. If these warning signs are evident, the child should be immediately referred for counselling or other suitable measures (such as access to legal or social welfare services).

How to Identify a Potentially Abused Child (Emotionally, Physically)

Abused Children Are Often

- ◆ fearful of interpersonal relationships or overly compliant
- ◆ withdrawn, aggressive, or abnormally active (hyperactive)
- ◆ constantly irritable or listless, detached
- ◆ affectionless or overly affectionate (misconstrued as seductive)

Physical Symptoms

- ◆ bruises, burns, scars, welts, broken bones, continuing or inexplicable injuries
- ◆ sexually transmitted diseases
- ◆ vaginal or anal soreness, bleeding, or itching

Activity and Habit Clues

- ◆ nightmares
- ◆ fear of going home or to some other location
- ◆ fear of being with a particular person
- ◆ running away
- ◆ delinquency
- ◆ lying

Age Inappropriate Behaviours

- ◆ thumb sucking
- ◆ sexual awareness or activity, including promiscuity
- ◆ bed wetting
- ◆ alcohol or other substance abuse
- ◆ assaulting younger children
- ◆ taking on adult responsibilities

Educational Concerns

- ◆ extreme curiosity, imagination
- ◆ academic failure
- ◆ sleeping in class
- ◆ inability to concentrate

Emotional Indicators

- ◆ depression
- ◆ phobias, fear of darkness, fear of public restrooms, etc.
- ◆ chronic ailments
- ◆ self-inflicted injuries
- ◆ injuring or killing animals
- ◆ excessive fearfulness
- ◆ lack of spontaneity, creativity

Warning Signs for At-Risk Children

In their families, communities, or schools, other children may be in crisis. While not being abused directly, they may be in need of special protection either from stressful interpersonal relationships or substance abuse. Their circumstances and overt behaviours can help you to identify these children. Moreover, the use of other tools can also be valuable, such as the Child Profile presented earlier, which gives you information about the student and his or her family situation, as well as keeping observation records of student behaviour. Below are some of the characteristics of at-risk children and what can be done to help them.⁸

How to Identify and Assist an At-Risk Child

A student may be at risk if a combination of the following factors is present:

- ◆ a dysfunctional family
- ◆ parents who misuse addictive substances or suffer mental illness
- ◆ neglect
- ◆ inappropriate or aggressive classroom behaviours
- ◆ failure at or lack of commitment to school

⁸ Source: Education Queensland. Identifying At Risk Students.
http://education.qld.gov.au/health-safety/promotion/drug-education/html/m_risk.html

- ◆ limited social skills
- ◆ friends who use alcohol or drugs or participate in other risky behaviours
- ◆ low socioeconomic status
- ◆ experimentation with addictive substances at an early age
- ◆ a favourable attitude towards drug, alcohol, or tobacco use

The following signs or symptoms may indicate involvement with addictive substances:

- ◆ a marked personality change, mood swings
- ◆ physical changes, such as weight loss or gain, slurred speech, staggering gait, sluggish reactions, dilated pupils, sweating, over-talkativeness, euphoria, nausea, and vomiting
- ◆ a change in school performance
- ◆ guarded contact with others by phone or arranged meeting
- ◆ a pressing need for funds

These positive factors may help lessen effects of risk factors:

- ◆ strong family bonds, family involvement in the lives of children
- ◆ success at school
- ◆ good social skills
- ◆ involvement in local community activities
- ◆ a caring relationship with at least one adult, such as a teacher

Schools may be able to assist by doing some or all of the following:

- ◆ encouraging supportive and safe relationships
- ◆ ensuring regular and meaningful school attendance
- ◆ developing personal and social skills
- ◆ improving academic skills
- ◆ building supportive social networks
- ◆ encouraging positive values
- ◆ teaching an understanding of how to access information
- ◆ conveying an understanding of how to prevent involvement with addictive substances or other risky behaviours
- ◆ facilitating access to counselling

WAYS TO PREVENT VIOLENCE AMONG OUR CHILDREN

You can take the following actions to help prevent violence in your school.⁹

1. Set firm, consistent limits on aggressive and coercive behaviour in consultation with students and parents.
2. Teach young children healthy, non-violent patterns of behaviour and communication skills.
3. **Learn and apply effective, non-violent patterns of disciplining and consistently correcting children when they misbehave (using physical discipline or punishment teaches children that aggression can be an acceptable form of control).** (See Booklet 5 on ways to use positive discipline.)
4. Present yourself and others as effective role models for resolving conflict nonviolently.
5. Improve communication with your children (such as being available to listen).
6. Supervise children's involvement with media, schools, peer groups, and community organizations.
7. Establish appropriate expectations for **ALL** children.
8. Encourage and praise children for helping others and solving problems nonviolently.
9. Identify alcohol, drug, or other substance problems.
10. Teach appropriate coping mechanisms for dealing with crisis situations.
11. Get help from professionals (before it is too late).

⁹ Adapted from: World Health Organization (1998) WHO Information Series on School Health, Document Three - Violence Prevention: An Important Element of a Health-Promoting School. Geneva.

12. Lead community efforts to undertake an analysis of violence in the school and community (such as through the mapping exercise) and to develop, coordinate, and effectively implement school- and community-based support services.
13. Provide opportunities for children to practice life skills, especially how to solve problems nonviolently and to communicate effectively.



Tool 6.2 Giving Children Skills for Life!

SKILLS-BASED HEALTH EDUCATION

All children, and particularly those with diverse backgrounds and abilities, need skills to be able to use their health knowledge to practice healthy habits and avoid unhealthy ones. One way to impart these skills is through “skills-based health education.”¹⁰

Most schools teach some form of health education. But how is skills-based health education different from other approaches to health education?

- ◆ Skills-based health education focuses on changing **specific health behaviours** in terms of knowledge, attitudes, and skills. These help the child to choose and practice (not simply learn about) healthy behaviours.
- ◆ Skills-based health education programmes are **planned around student needs and rights** and, therefore, are relevant to the daily lives of young people.
- ◆ There is a **balance** in the curriculum of: (i) knowledge and information, (ii) attitudes and values, and (iii) life skills. The aim is to **turn knowledge into immediate action**.
- ◆ Rather than being passive receivers of information, **children participate actively** in learning through **participatory** teaching and learning methods.
- ◆ Such programmes are **gender-responsive**, that is, they address the needs and constraints of both girls and boys.

¹⁰ This section was originally developed from:
www.unicef.org/programme/lifeskills/whatwhy/distinguish.html

In skills-based health education, children participate in a combination of learning experiences in order to develop their knowledge, attitudes, and life skills. These skills help children to learn how to make good decisions and take positive actions to keep themselves healthy and safe. These skills can be practical, “doing” skills, such as knowing how to give first aid. They can also be ways of thinking, such as how to find out or solve problems, or ways of communicating, feeling, and behaving that help children work together with others, and especially those with diverse backgrounds and abilities.

These skills are often called **life skills** because they are essential for living a healthy happy life. The teaching of these life skills is sometimes called “life skills-based education,” a term that is often used interchangeably with skills-based health education. The difference between the two is in the type of content or topics that are covered. Not all of the content may be “health-related,” for example, life skills-based literacy and numeracy, or life skills-based peace education.¹¹

The term “life skills” refers to a large group of psycho-social and interpersonal skills that can help children make informed decisions, communicate effectively, and develop coping and self-management skills that can help them to lead a healthy and productive life. Life skills may be aimed at developing one’s personal actions and actions toward others, as well as actions to change the surrounding environment to make it healthy.

Life skills are also linked to the development of good attitudes. For example, one of the most important life skills that children should learn is the skill of listening to people. When you listen to them, you are showing them respect, which is an attitude. Four of the most important attitudes that need to be developed through skills-based health education include the following.¹²

1. Self-respect, such as I want to be clean, fit, and healthy.

¹¹ This section was originally developed from: <http://unicef.org/programme/lifeskills/whatwhy/define.html>

¹² Son V, Pridmore P, Nga B, My D and Kick P (2002) Renovating the Teaching of Health in Multigrade Primary Schools: A Teacher’s Guide to Health in Natural and Social Sciences (Grades 1,2,3) and Science (Grade 5). British Council and the National Institute of Educational Sciences: Hanoi, Vietnam.

2. Self-esteem and self-confidence, such as I know I can make a difference to the health of my family, even though I am still a child.
3. Respect for others, such as I need to listen to others, to respect them, and their customs, even when they are different or when I cannot agree with them.
4. Concern for others, such as I want to do my best to help others become healthier, especially those who particularly need my help.

The development of attitudes that promote gender equality and respect among girls and boys, as well as the development of specific skills, such as dealing with peer pressure, are central to effective skills-based health education. When children learn such skills, they are more likely to adopt and sustain a healthy lifestyle during schooling and for the rest of their lives.



Reflection Activity: Life Skills and YOU

Giving children skills for life requires that we, as adults, act as role models and develop and use these skills in our own lives. For this activity, ask yourself, "In what ways am I showing self-respect, self-esteem, self-confidence, respect for others, and concern for others?" Fill in the table below and identify what actions you can take to bring out these behaviours more for yourself and for the benefit of your students. Try out some of these behaviours over a two- to four-week period. Do you see any improvement in how you feel or how others treat you?

| | What I'm doing now | What I can also do (new behaviours) |
|---|--------------------|-------------------------------------|
| Self-respect (such as ways to improve myself) | | |
| Self-esteem, Self-confidence (such as ways that I show myself that I am a valuable person) | | |

| | What I'm doing now | What I can also do (new behaviours) |
|---|--------------------|-------------------------------------|
| Respect for others (such as ways that I show admiration for others or take into consideration the feelings of others) | | |
| Concern for others (such as ways I help others to improve themselves) | | |

After you have tried this activity, don't forget to try it with your students as well. Ask each of them to fill out the table and decide how they can improve their behaviours regarding self-respect, self-esteem, respect, and concern for others. This activity can be incorporated into your skills-based health education or life skills programme.

WHAT SKILLS ARE NEEDED?

There is no definitive list of life skills. The table below lists those that are generally considered important.¹³ Which skills are chosen and emphasized will depend upon the topic, the situation of your school and community, and, most importantly, student needs. Although the categories of skills listed in the table are separate, they actually overlap. For example, decision-making often involves creative and critical thinking ("what are my options") and the clarification of values ("what is important for me?"). Ultimately, when these skills work together, powerful changes in behaviour can occur, especially when supported by other strategies, such as school policies, health services, and the media.

¹³ This section was originally developed from:
www.unicef.org/programme/lifeskills/whatwhy/skills.html

| Communication and Interpersonal Skills | Decision-Making and Critical Thinking Skills | Coping and Self-Management Skills |
|--|--|--|
| <p>Interpersonal communication skills</p> <ul style="list-style-type: none"> • Verbal or nonverbal communication • Active listening • Expressing feelings; giving feedback (without blaming) and receiving feedback <p>Negotiation/refusal skills</p> <ul style="list-style-type: none"> • Negotiation and conflict management • Assertiveness skills • Refusal skills <p>Empathy</p> <ul style="list-style-type: none"> • Ability to listen and understand another's circumstances and needs and express that understanding <p>Cooperation and Teamwork</p> <ul style="list-style-type: none"> • Expressing respect for others' contributions and different styles • Assessing one's own abilities and contributing to the group <p>Advocacy skills</p> <ul style="list-style-type: none"> • Influencing skills • Persuasion skills • Networking and motivational skills | <p>Decision making and problem solving skills</p> <ul style="list-style-type: none"> • Information gathering skills • Evaluating future consequences of present actions for self and others • Determining alternative solutions to problems • Analysis skills regarding the influence of values and attitudes of self and others on motivation <p>Critical thinking skills</p> <ul style="list-style-type: none"> • Analyzing peer and media influences • Analyzing attitudes, values, social norms, and beliefs and the factors affecting these • Identifying relevant information and information sources | <p>Skills for increasing internal locus of control</p> <ul style="list-style-type: none"> • Self esteem and confidence building skills • Self awareness skills including awareness of rights, influences, values, attitudes, rights, strengths, and weaknesses • Goal setting skills • Self-evaluation, self-assessment, and self-monitoring skills <p>Skills for managing feelings</p> <ul style="list-style-type: none"> • Anger management for dealing with grief and anxiety • Coping skills for dealing with loss, abuse, and trauma <p>Skills for managing stress</p> <ul style="list-style-type: none"> • Time management • Positive thinking • Relaxation techniques |

In the previous Tool, we explored areas in which your school may need more effective policies, such as preventing violence and substance abuse, improving water and sanitation, etc., as well as what health problems might exist in the community. An important part of implementing and monitoring these policies is to give children the knowledge, attitudes, and skills to adopt healthy behaviours in exactly these areas.

Using the information from the policy analysis in the previous Tool, work together with your colleagues to determine which skills in the table are most important for your students to learn, given your school and community's prevailing policy and health situation. Then develop ways to integrate these skills into the subjects that you teach. Ideas from the HIV/AIDS section presented at the end of this Booklet will help you. Don't forget that children should participate actively in this process.

HOW CAN THESE SKILLS BE APPLIED?

By teaching children necessary skills, such as those listed in the table above, they will be able to deal with the many challenges in their lives that affect their health and the health of those around them. Following are some of the ways in which skills-based health education can be used in your school to prevent major health problems.¹⁴ Discuss with your colleagues about whether or not these problems are affecting your students, and if the skills listed under each problem should become the core focus of your skills-based health education programme. If so, the activities mentioned later for HIV/AIDS can be adapted to address these issues as well.

Prevention of Substance Abuse

Substance abuse means the excessive use of such addictive substances as drugs, tobacco, and alcohol. To identify students who are affected by substance abuse, you will need to observe their behaviours closely and also develop positive relationships with their families. They will then feel confident in sharing their concerns about their children. When used to prevent substance abuse, one or several life skills can enable students to:

¹⁴ This section was originally developed from:
www.unicef.org/programme/lifeskills/whatwhy/issues.html

- ◆ resist peer pressure to use addictive substances (decision-making, communication skills, coping with emotions);
- ◆ resist pressure to use addictive substances without losing face or friends (decision-making, communication skills, interpersonal relationship skills);
- ◆ identify social factors that may cause them to use addictive substances and to decide how they will personally deal with those causes (critical thinking, problem-solving, decision-making skills);
- ◆ inform others of the dangers and personal reasons for not using addictive substances (communication, self-awareness, interpersonal relationship skills);
- ◆ effectively request a smoke-, drug-, and alcohol-free environment (communication skills);
- ◆ identify and counter persuasive messages in advertisements and other promotional materials (critical thinking, communication skills, self awareness skills);
- ◆ support persons who are trying to stop using addictive substances (interpersonal relationships, coping with emotions, coping with stress, problem solving skills); and
- ◆ deal (cope) with substance abuse by parents and others (interpersonal relationship skills, coping with emotions, coping with stress, problem solving skills).

Violence Prevention

For violence prevention, one or more life skills can enable students to:

- ◆ identify and implement peaceful solutions for resolving conflict (problem solving, decision-making, critical thinking, coping with stress, coping with emotions, communication skills, interpersonal relationship skills);

- ◆ identify and avoid dangerous situations (critical thinking, problem solving, decision-making skills);
- ◆ evaluate ways to avoid violence that appear to be successful as depicted in the media (critical thinking skills);
- ◆ resist pressure from peers and adults to use violent behaviour (problem solving, decision-making, critical thinking, coping with stress, coping with emotions, communication skills, interpersonal relationship skills);
- ◆ become a mediator and calm those involved in violence (self awareness, problem solving, decision-making, critical thinking, coping with stress, coping with emotions, communication skills, interpersonal relationship skills);
- ◆ help prevent crime in their community (problem solving, decision-making, communication skills, coping with emotions); and
- ◆ reduce prejudice and increase tolerance for diversity (critical thinking, coping with stress, coping with emotions, communication skills, interpersonal relationship skills).

Healthy Nutrition

For healthy nutrition, one or more life skills can enable students to:

- ◆ identify personal preferences among nutritious foods and snacks, and then choose them over foods and snacks that are less nourishing (self awareness, decision-making skills);
- ◆ identify and counter social pressures to adopt unhealthy eating practices (critical thinking, communication skills);
- ◆ persuade parents to make healthy food and menu choices (interpersonal relationship skills, communication skills); and
- ◆ evaluate nutrition claims from advertisements and nutrition-related news stories (critical thinking skills).

Improving Sanitation and Hygiene

Improving sanitation, safe water supplies, as well as personal and food hygiene can greatly reduce illness and disease. An important component of hygiene improvement programmes is hygiene education. Using a skills-based approach to hygiene education, rather than only providing information, can help students to:

- ◆ identify and avoid behaviours and environmental conditions that are likely to cause water- and sanitation-related diseases (problem solving, decision-making skills);
- ◆ communicate messages about diseases and infection to families, peer and members of the community (communication skills, interpersonal relationship skills); and
- ◆ encourage others (such as peers, siblings, and family members) to change their unhealthy habits (critical thinking, communication skills, interpersonal relationship skills).

Mental Health Promotion

For mental health, skills-based health education can be one part of a broader effort to create a healthy psycho-social environment at school. A healthy school environment enhances students' psycho-social and emotional well-being and learning outcomes when it:

- ◆ promotes cooperation rather than competition;
- ◆ facilitates supportive, open communication;
- ◆ views the provision of creative opportunities as important; and
- ◆ prevents physical punishment, bullying, harassment and violence.

HOW CAN THESE SKILLS BE TAUGHT?

Children can only learn life skills if we use teaching methods that allow them to practice these skills, as well as when we practice these skills ourselves (role-modeling for children). That is why the **WAY** you teach is just as important as **WHAT** you teach. Here are some tips for active life skills learning.¹⁵

| Active Learning Method | Tips for Successful Teaching |
|---|---|
| <p>Discussion Groups:</p> <ol style="list-style-type: none"> 1. Help all students to become involved, share their experiences, and give their own opinions on an important health topic. 2. Help students learn to communicate with others and to listen to others as they share their feelings. | <ol style="list-style-type: none"> 1. Keep the groups small (5-7 students) 2. Choose the leaders carefully, making sure that girls are leaders as well as boys. 3. Ensure there are arrangements and rules that allow everyone to participate. 4. Ensure that tasks are clear and the groups know what they are going to report and how. 5. Ensure that the health topics chosen encourage students to think and draw on their own experience. |
| <p>Stories:</p> <ol style="list-style-type: none"> 1. Present information in an interesting way to help students understand and remember. 2. Introduce difficult and sensitive topics. 3. Develop students' imagination. | <ol style="list-style-type: none"> 1. Use stories to introduce new health topics and ideas. Make them really interesting and dramatic. 2. Make sure that students recognize and understand the story's main points including the feelings of the characters. 3. Lead on from stories to other activities, such as drama and drawing. |

¹⁵ Adapted from: Son V, Pridmore P, Nga B, My D and Kick P (2002) *Renovating the Teaching of Health in Multigrade Primary Schools: A Teacher's Guide to Health in Natural and Social Sciences (Grades 1,2,3) and Science (Grade 5)*. British Council and the National Institute of Educational Sciences: Hanoi, Vietnam.

| Active Learning Method | Tips for Successful Teaching |
|--|--|
| <p>4. Develop students' communication skills (listening, speaking, and writing).</p> | <p>4. Encourage students to tell the stories they have read or heard to other students and family members. Encourage them to tell and write their own stories.</p> |
| <p>Practical Demonstrations:</p> <ol style="list-style-type: none"> 1. Relate abstract knowledge to real things. 2. Develop practical skills and observation. 3. Encourage logical thinking. | <ol style="list-style-type: none"> 1. Use real things (such as food, mosquito larvae, etc.) instead of pictures whenever possible. 2. Get students involved in practical demonstrations. Do as little as possible yourself. 3. Ask them to describe what they are doing and why to other students. 4. Students can use themselves, such as for learning about the body, for demonstrating first aid. |
| <p>Drama and Role Playing:</p> <ol style="list-style-type: none"> 1. Develop all types of communication skills. 2. Allow students to explore attitudes and feelings, even over sensitive subjects, such as AIDS or disability. 3. Develop self-confidence. 4. Lead on to activities that help students to think clearly and make decisions. | <ol style="list-style-type: none"> 1. Help and encourage students to make up their own dramas. Do not prepare it all for them. 2. Explore making and using very simple puppets. 3. Use short role-plays frequently, such as "Pretend you saw someone doing this, what could you do or say...?" 4. Lead on from drama or puppets to discussion; for example, "Why did the people act like this? What might happen next time?" |

| Active Learning Method | Tips for Successful Teaching |
|------------------------|---|
| | <p>5. Always make sure that students have learned the health messages at the end of the drama.</p> <p>6. Monitor their behaviours outside of the classroom to see if the messages have been taken to heart.</p> <p>7. In difficult situations, perhaps where a child is being teased, encourage your students to think about what is happening and the ways to help that child. Use role-play to test these ways.</p> |

SKILLS-BASED HEALTH EDUCATION TO PREVENT HIV/AIDS

This section describes how skills-based health education can be used to prevent HIV/AIDS and reduce the stigmatization of those affected by the disease. The activities in this section, moreover, can be adapted for use in dealing with other health problems as discussed above.

Education is the key to reducing stigma and promoting greater understanding of HIV/AIDS. Your school is an important setting for educating children about HIV/AIDS, as well as for stopping the further spread of the HIV infection. Success in doing this depends upon how well we reach children and young adults in time to promote positive health behaviours and prevent the behaviours that place young people at risk.

Our crucial responsibility is to teach young people how to avoid either contracting the infection or transmitting it to others, as well as to promote the development of HIV-related school policies. In this way, we can make important improvements in the quality of health education provided to young people in our schools, and we can take an important step towards improving the health of our communities.

A skills-based approach to HIV/AIDS uses participatory (active) learning techniques to:

- ◆ help individuals evaluate their own level of risk;
- ◆ examine their personal values and beliefs;
- ◆ decide what actions to take to protect themselves and others from HIV; and
- ◆ acquire skills that will help them to carry through on their decisions.

Skill-based health education to prevent HIV/AIDS can be linked to other relevant issues already addressed in many of our schools, including pregnancy and reproductive health, population education, family life education, and prevention of substance abuse.

What are some of the ways you can begin a skills-based programme to prevent HIV/AIDS amongst our children? Let's look at some of these in terms of activities that you and your schools can do, as well as what you can do with our children.



Action Activity: What Teachers and Schools Can Do¹⁶

1. Be Informed and Active

- ◆ Acquire the most up-to-date, relevant information on HIV/AIDS, its modes of transmission and prevention, and its social consequences.
- ◆ Understand your own attitudes, values, and behaviours regarding HIV/AIDS, and develop confidence in communicating the messages you wish to convey to your students.

2. Establish Partnerships

- ◆ Develop a partnership with at least one other person in your school. Teamwork is recommended.

¹⁶ Adapted from: Schenker II, Nyirenda JM. (2002) Preventing HIV/AIDS in Schools. International Academy of Education and the International Bureau of Education. Educational Practices Series 9. Paris.

- ◆ Find out about organizations and services involved in HIV/AIDS prevention and care in your community. Meet with their representatives, and learn how they can help you with information, teaching aids, and other resources.

3. Introduce Open Communication

- ◆ Prepare yourself to openly discuss five to ten issues in the classroom that you consider most sensitive. Define and explain them, explore their advantages and disadvantages, and discuss them with colleagues.

4. Use Participatory Teaching Methods

- ◆ Gain experience and knowledge in using active learning and participatory methodologies. Practice these methods with a sample group of students before you use them with the entire class.
- ◆ Avoid lecturing your students; have them play an active role in class. Help your students become your partners in seeking information, analyzing it, discussing the epidemic, and identifying ways to prevent infection.
- ◆ Encourage questions, discussion, and the fostering of new ideas.

5. Use Innovative Teaching Sessions

- ◆ Use a curriculum that offers a variety of teaching mediums. Make the classes on HIV/AIDS special, relevant, and interesting for your students.
- ◆ Plan for multiple sessions, at least four classes spread out over time.
- ◆ Through participatory teaching, messages on HIV/AIDS prevention can be brought to the home by students. Develop "take home" information cards and letters, and suggest that parents talk to their children about HIV/AIDS.

- ◆ Involve parents and, if possible, other sectors in the community. Holding separate teaching and learning activities for parents may improve their communication with their children on HIV prevention.

6. Use Gender-Responsive Approaches

- ◆ Address the needs of both boys and girls, and promote learning about HIV/AIDS in both single sex and mixed-sex groups.
- ◆ Relate your teaching to the existing balance of power between boys and girls, and strengthen girls' negotiation skills.
- ◆ Carefully present scenarios with explicit situations to enhance girls' skills and courage to say "NO!"

7. Deal with Culturally-Sensitive Content

- ◆ Locally developed prevention programmes are most effective when they incorporate local traditions, methods of teaching, and terms.
- ◆ Identify the knowledge, attitudes, beliefs, values, skills, and services in your community that positively or negatively influence behaviours and conditions most relevant to HIV/AIDS transmission.
- ◆ Provide concrete examples from their culture when discussing HIV prevention with students.

8. Value of Peer-Based Support

- ◆ Develop a safe space for open discussions in class. Encourage students to support each other in learning about HIV prevention and in talking about risk taking.
- ◆ Acknowledge the existence of group norms. Try to influence their direction so that they support effective strategies for safer sex and the prevention for AIDS and drug use.
- ◆ Use your leadership to involve HIV positive peers or persons as AIDS educators in your teaching.

9. Actively Use Skills-based Education

Promote skills-based education that targets:

- ◆ life skills (negotiation, assertiveness, refusal, communication);
- ◆ cognitive skills (problem solving, critical thinking, decision-making);
- ◆ coping skills (stress management, increasing internal locus of control); and
- ◆ practical skills (using a condom).



Action Activity: What We Can Do With Our Children¹⁷

School children are the future community and must learn to be responsible for others as well as themselves. Guided by teachers, health workers, and community leaders, children can learn how to protect their family, their partners, and themselves against the AIDS virus. Children and young people can make decisions about their own behaviour and offer safer patterns of sexual behaviour for the community.

WHAT EVERY CHILD SHOULD KNOW

Schools should develop a health policy that every child should leave school knowing these essential facts. Health workers and youth group leaders can make a similar commitment to pass on this vital knowledge.

What is AIDS? AIDS is a disease caused by a germ, the HIV virus. AIDS makes people unable to protect themselves against many kinds of diseases, such as diarrhoea, tuberculosis, and pneumonia. Due to AIDS, these diseases can make people become very sick and die.

¹⁷ Source: Baily D, Hawes H and Bonati B. (1994) *Child-to-Child: A Resource Book. Part 2: The Child-to-Child Activity Sheets*. London: The Child-to-Child Trust. This is an excellent source for increasing children's participation in HIV/AIDS as well as other important health and child development issues. Readers are strongly encouraged to use it.

How is the AIDS Virus Spread?

- The AIDS virus is spread from one person to another person and then to other persons:
- by sexual intercourse with a person infected with HIV;
- when blood containing the AIDS virus gets from one person's body to another person's body, such as during blood transfusions or on needles and sharp instruments.
- From an infected, pregnant mother to her unborn child.

The AIDS Virus is Not Spread by Insect Bites, Touching, or Caring for People with the AIDS Virus!

All teachers, not just the health education teacher, have a responsibility to include teaching on AIDS, sexuality, and HIV infection in their lessons. There are also many opportunities for teaching about AIDS on other occasions where children and young people gather together, such as in clubs, religious meetings, youth, and scout or guide groups. The adults leading these sessions can choose the appropriate activities. (In the following examples the term "teacher" can apply to all adults working with children.)

When and where to discuss about AIDS:

- ◆ In health clubs or special anti-AIDS clubs, where the children learn about how AIDS is spread and make a commitment to protect themselves and teach others how to prevent AIDS.
- ◆ Sometimes it is easier to talk about these sensitive issues in single sex groups. The groups of girls or boys can discuss issues about AIDS, share their concerns openly, and support each other to have confidence in the decisions they need to make. It is easier if the adult involved is also of the same sex.

In getting the facts right about HIV/AIDS, children can:

- ◆ Play a true or false game. The teacher writes down true or false statements about AIDS on separate pieces of paper, such as "You can catch the AIDS virus from mosquitoes" (false); "You can't catch the AIDS virus by shaking hands" (true). On the floor mark three areas: "TRUE", "FALSE", and "DON'T KNOW". Each child takes one statement, places it on one of the three areas, and explains the reason for their choice. Anyone else can challenge the decision.
- ◆ Write quiz questions about AIDS and discuss the answers in pairs.
- ◆ Where possible, find out from newspapers or government health departments the number of AIDS cases in your country. Why might this prove difficult? What are the official attitudes to AIDS? Why? Why might these numbers be underestimates?
- ◆ Visit a local health centre. Health workers can talk about why they give injections and demonstrate how needles and syringes are sterilized.

In discussions and conducting role plays about avoiding AIDS, children can:

- ◆ Imagine how AIDS might affect their lives. They can shut their eyes and imagine their lives in two years' time. The teacher can ask questions like: "Who will you be living with?" "Who will your friends be?" "How will you show your love and friendship?" "Might you try drugs, alcohol, or smoking?" "How might AIDS enter your lives or the lives of your families and friends?" The children can then imagine their lives in 10 years' time and answer the same questions. Finally they can imagine that they are parents and have children aged 13. What advice would they give them?
- ◆ Make a role play about different married couples and how they treat each other. Which are the happiest marriages?
- ◆ Discuss situations when it is sometimes difficult to say "No" and list the reasons why this may be so. In pairs, children can role play

different situations, imagine how people might try to persuade them to do something, and how they could say "No" in a way that is polite but firm. Some of these situations might be:

- √ to have a cigarette,
- √ to go somewhere with a stranger, or
- √ to go out for the evening

In discussions and role plays about attitudes to others who have AIDS, children can:

- ◆ Collect newspaper cuttings concerning AIDS and discuss the attitudes the articles suggest.
- ◆ Write poems expressing their feelings about AIDS and its effects upon their own or other people's lives.
- ◆ Use pictures, such as of someone caring for a friend with AIDS, to help them to imagine how they would feel in the role of one person in the picture. They can ask questions about what events led to the scene shown, and what might happen in the future.
- ◆ Create short plays; for example, about caring at home for a person with AIDS. They can first act the play themselves, then each child can make a simple puppet for their character and perform the play with puppets to the rest of the school or the community.
- ◆ Fill in the details of a story; for example, a story about an imaginary school student thought to have AIDS. The children divide into groups representing, in this example, the student, other students, teachers, and parents. Each group separately considers: "What do I feel?" "What are the main effects on me?" "What do I want to happen?" After 15 minutes, the groups reassemble and share their discussions.
- ◆ Listen to the stories below, and then try to answer the following questions:

A young woman returns to her village from a neighbouring city. As she walks across the square people shout at her “AIDS! AIDS!” Her stepfather insists that she gets an HIV test before she lives in the family home. The test is positive.

Classmates of a girl whose father has AIDS refuse to be in the same classroom as she. At the insistence of her classmates' parents, the girl is expelled from school.

- ◆ What do you think about these situations?
- ◆ Why do people react in these ways?
- ◆ Will these reactions help to control the spread of AIDS?
- ◆ What would you do if you were any of the characters in these stories?

In communicating what they have learned, children can:

- ◆ Develop and perform songs, plays and puppet shows about AIDS.
- ◆ Design and make posters to display in class and on Open School Days.
- ◆ Join in promoting sports for better health of people with AIDS.

In assessing how well children have learned about HIV/AIDS, teachers can:

- ◆ Ask children different questions to find out if they know what does—and does not—spread the AIDS virus.
- ◆ Ask children to write stories about people catching the AIDS virus or about caring for people with AIDS. Then look at the stories. What do they tell us about children's knowledge and about their attitudes?
- ◆ Ask children to find out how many local schools or youth groups have clubs and activities that address AIDS. What do they do? Have the children joined them?

- ◆ Find out if children have either taken part in anti-AIDS campaigns, helped anyone with AIDS, or warned other children about the risks of AIDS.



Action Activities: To Help Students Understand and Act¹⁸

Understanding

1. Collect any information on HIV/AIDS and other Sexually Transmitted Infections (STIs). (Pamphlets, posters, other materials) available in their community. Discuss why HIV is dangerous, how it is spread, and how we can avoid getting it.
2. Do a quiz (true or false) to make sure students know the facts about HIV/AIDS.
3. Play the lifeline game to see if they know the facts about risky and non-risky behaviours. Draw a thick line on the classroom floor (the lifeline) and place three large cards along the line. Place card 1 'No risk' at one end. Place card 2 'High risk' at the other end. Place card 3 'some risk' in the middle. Think of about 12 relevant behaviours and write each one on a separate card. Give two or three behaviours to each pair of students. Ask them to discuss the behaviours and decide whether each behaviour is no risk, low risk, or high risk in relation to HIV. Invite pairs of students to come up and place their card on the relevant place on the lifeline and give their reason. Ask other students to comment and then comment yourself. Examples of behaviours could include: kissing, bathing together, taking drugs, sexual intercourse, shaking hands, breastfeeding, drinking from the

¹⁸ Source: Son V, Pridmore P, Nga B, My D and Kick P (2002) *Renovating the Teaching of Health in Multigrade Primary Schools: A Teacher's Guide to Health in Natural and Social Sciences (Grades 1,2,3) and Science (Grade 5)*. British Council and the National Institute of Educational Sciences: Hanoi, Vietnam. This is an excellent source that can be used in a variety of educational settings, not only multigrade primary schools. Readers are strongly encouraged to use it.

same cup, having a vaccination, having a blood transfusion, sharing a toothbrush, walking alone after dark, etc.

4. In groups, draw and then discuss a diagram showing why some young people have unprotected sex or inject drugs.
5. Discuss when it is difficult to resist social pressure. Ask students to imagine how people might try to persuade them participate in an unsafe practice and how they could avoid getting into unsafe situations.
6. Role play in groups to develop life skills. Ask your students to choose a situation in which they must resist social pressure, such as taking drugs. Divide your students into two groups; two or three of the students are the persuaders, and the others try to resist them. Ask the persuaders to try and convince the others to participate in an unsafe behaviour. Afterwards, help them discuss how it felt when they were asked to do an unsafe behaviour. How did it feel when the persuaders would not listen to what they said? In a real life situation, what might change your mind? At the end, summarize the importance of avoiding unsafe situations and of learning how to resist pressure.
7. Create short plays about caring for a person at home with AIDS. Discuss how it felt to be the person with AIDS. How did it feel to be the carer?
8. Listen to a story about an imaginary student who was thought to have AIDS. Divide the students into groups representing the student, other students, teachers, and parents. Ask each group separately to consider: "What do I feel?" "What are the main effects on me?" "What do I want to happen?" Discuss in the whole group.

Actions

1. Be careful to avoid unsafe situations.
2. Be strong, say "NO" to unsafe practices.

3. Help someone who has HIV/AIDS.
4. Write a poem about AIDS and read it to the family.
5. Make a drama about a dangerous character called HIV that tries to lead people into unsafe practices. Some people are persuaded but others resist. A group of children have learned how to avoid HIV, and they tell everyone else. The HIV character finds that fewer and fewer people will listen to it. Students can perform the play for other children and for parents.
6. Make posters and display them in the school, clinics, and community.
7. Join an anti-AIDS club and plan a series of weekly activities, such as visits, talks, drama, performing songs and dances, making posters, and writing stories or poems.



Tool 6.3

Providing School Nutrition and Health Services and Facilities

Although we sometimes do not like to admit it, our school environment can harm the health and nutritional status of our school children, particularly if it increases their exposure to hazards, such as infectious disease. Children with diverse backgrounds and abilities are especially susceptible to poor health and nutrition problems. School nutrition and health services and facilities can benefit these children the most through providing food, encouraging healthy hygiene habits, and working with parents and families to improve the availability of safe water.

Our schools can effectively deliver some health and nutrition services if the services are simple, safe, and familiar, and they address problems that are prevalent and recognized as important within the community. Furthermore, in the previous Tool, we learned about the importance of life skills in educating children to adopt healthy habits. But this education has less credibility if our schools do not have clean water and adequate sanitation facilities.

A realistic goal, therefore, is to ensure that our schools offer basic nutrition and health services as well as provide safe water and sanitation facilities. By providing these services and facilities, we can reinforce the health and hygiene life skills and messages we are communicating, and the school can act as an example for students and the wider community. This in turn can lead to a demand for similar services and facilities by the community. Moreover, if we are successful, then the community will see the school and ourselves more positively, and we perceive ourselves as playing an important role within and outside of our schools. This Tool will help you in this process by giving you a means for assessing your school's nutrition and health services and facilities, a step-by-step framework for establishing a school food and nutrition programme, as well as ways to involve children in creating a clean school environment.

ASSESSING OUR CURRENT SITUATION

Before we can formulate objectives and draw up an action plan, we need to assess our school's nutrition and health services. This process is similar to what we did to assess our school's policies in this first Tool in this Booklet. The process entails three main steps.

1. Complete the checklist below. Remember to encourage the participation of community members, health workers, parents, and children in the assessment and action planning process. Some additional participatory activities you can undertake include:
 - ◆ working together to complete the school policy and community health assessment profiles discussed in the first Tool in this Booklet on creating healthy school policies;
 - ◆ drawing maps of the school and community, indicating health service locations, water sources, latrines, and areas where children and adults usually defecate or urinate (this could be a part of, or an addition to, the school-community mapping activities discussed in Booklet 3);
 - ◆ developing unfinished stories that present real life health situations in your school or community; and
 - ◆ having children draw or write essays depicting "Our Clean, Dream School and Community."
2. Thereafter, prioritize those services and facilities that are most urgently needed considering your school and community's health situation.
3. Develop action plans for obtaining these services and facilities, thus improving your school's health and nutrition situation. You can use the action planning processes in Booklets 1 or 3 as guides in developing your plans.

Checklist for Nutrition and Health Services and Facilities¹⁹

This checklist is designed to determine if our school's health and nutrition services are adequate. This checklist is not exhaustive, and you may want to add to it based on your school's situation.

Does my school provide services that include: (check if yes)

- the establishment and maintenance of student health and dental records;
- height/weight screening to identify malnourished children;
- detection and treatment of micronutrient deficiencies (such as vitamin A, iron and iodine) that affect child learning;
- feeding programmes, such as healthy meals or snacks;
- detection and treatment of parasitic infections that cause disease and malnutrition;
- screening and remediation for vision and hearing deficits;
- basic first aid training;
- physical education, sport, and recreation classes;
- youth-friendly outreach or on-site services by specially trained staff for the prevention, testing, treatment, and psychosocial support or counselling for HIV/AIDS, pregnancy, substance abuse, sexual abuse, etc.;
- establishment and management of a system to make referrals to community-based providers of medical and mental health services that are not offered by schools;

¹⁹ Adapted from: (1) UNESCO. FRESH: A Comprehensive School Health Approach to Achieve EFA. Paris, 2002 (ED-2002/WS/8 Rev.), and (2) UNICEF and the International Water and Sanitation Centre. A Manual on School Sanitation and Hygiene. Water, Environment and Sanitation Technical Guidelines Series - No. 5. New York, 1998.

- ___ links to welfare and social support mechanisms, especially for orphans;
- ___ prevention from unintended injury;
- ___ first aid and emergency response equipment;
- ___ surroundings that are comfortable and conducive to learning, play, and healthy interaction, and which reduce the risk of harassment or anti-social behaviour;
- ___ accommodations for students with disabilities;
- ___ adequate lighting within and outside the school;
- ___ prevention of exposure to hazardous materials?

Does my school have facilities that provide: (check if yes)

- ___ an adequate and conveniently located water supply for safe drinking, handwashing, and latrine use;
- ___ regular monitoring and maintenance of all water supplies;
- ___ separate latrine facilities for girls and boys, as well as male and female teachers;
- ___ an adequate number of latrines that are readily accessible by all persons in the school;
- ___ the regular and effective use of water (with a scouring agent, like soap) for hand washing;
- ___ regular cleaning of latrine facilities and presence of cleaning materials;
- ___ sanitary drainage of wastewater;
- ___ the safe, efficient, and hygienic disposal of faeces;
- ___ waste (such as refuse and garbage) disposal and/or recycling mechanisms?

SCHOOL FOOD AND NUTRITION PROGRAMMES: HELPING CHILDREN WHO DO NOT EAT WELL

A hungry child cannot learn well. When he or she cannot get enough food at home (if they have a home), your school can be an important source of additional food, since malnourished children are ensured at least one nutritious meal a day. This meal may be especially important for children who must work as well as learn, who live on the streets, or whose families are in dire economic straits due to HIV/AIDS or other circumstances.

Moreover, providing nutritious food at school is a simple but effective way to improve literacy rates and to help children to break out of poverty. When school meals are offered, enrollment and attendance rates significantly increase. In traditional cultures where girls are expected to stay at home, school feeding and "take-home rations" often convince parents to send their daughters to school. In emergencies, school feeding provides a critical source of nutrition and ensures that education is not interrupted.²⁰

Nutritious meals ensure that children receive all of the nutrients they require for healthy growth and development. These include protein, fat and carbohydrates, as well as important micronutrients, such as vitamin A, iron, and iodine. All of these nutrients affect children's physical and intellectual development.

Implementing a school food and nutrition programme requires five basic steps. As with all such programmes, gaining the participation and support of parents and the community is extremely important in obtaining the resources needed to establish and maintain these programmes and ensure their success.

Step 1: Establish a partnership with a local health care provider who has the expertise needed to detect and treat protein-energy malnutrition (through weight and height screening) as well as micronutrient deficiencies. If your school has a nurse, she or he may be able to serve in this capacity.

²⁰ World Food Programme (2002) Fact Sheet: School Feeding. Rome.

Step 2: During the first month of school, assess the nutritional status of all children, and enrol those with deficiencies in a treatment programme under the supervision of the local health care provider. For children with protein-energy malnutrition, their weights and heights will tell you if they are undernourished (below average weight for their age), stunted (below average height for their age), or wasted (below average weight for their height). These correlate to first, second, and third degree malnutrition, respectively, and affected children will need food that is high in protein and energy. Children with signs of vitamin A deficiency may benefit from vitamin A capsules. Their meals should also be high in green leafy vegetables as well as orange and yellow fruits (such as ripe mangos and papaya). For children suffering from iodine deficiency, they can benefit from iodine capsules or the inclusion of iodized salt in their meals. Adolescent girls, in particular, may need appropriate iron supplementation.

Step 3: Based on the information gained in Step 2, determine the types of food supplements that can be offered by the school to meet the needs of your children. Ask the nutritionist or dietitian at a local hospital or health centre to help plan the school's nutrition programme and meal schedule. At this point, it is crucial to involve families and community leaders, since they can be valuable sources of assistance for establishing school nutrition programmes. For instance, they may be able to set aside community food stores to be used by the school to supply a school lunch programme. They may also provide assistance in establishing school gardens, or they may actually help to make the lunches or snacks for the children.

Step 4: As part of their life skills training, teach children what healthy foods they should be eating as part of the school's health education programme. For instance, children can discuss:

- ◆ whether they know any children who are too thin and undernourished; and
- ◆ what are the reasons why children are undernourished?

Remember to encourage older children to discuss the deeper reasons, such as, *Why is this child undernourished? Why does he or she lack food?* If the answer is, "His or her family is poor," then discuss:

- ◆ why is his or her family poor;
- ◆ what can be done to help this child who is malnourished; and
- ◆ what do I need to do to avoid becoming malnourished too?

Children can also participate in monitoring their own nutritional status and in developing the school's food for education programme. For example, in Thailand's CHILD project, school children were encouraged to become "Growth Monitoring Promoters" who measured and monitored their heights and weights, and then identified ways to improve their own and their peers' nutritional status. They also acted as "Iodine Promoters" who identified iodine rich foods and those foods that may inhibit iodine absorption. They also discussed the consequences of iodine deficiency with their families and tested the quantity of iodine in their families' salt supplies. Their knowledge also was used to improve their schools' lunch programmes.²¹

Step 5: Monitoring/Surveillance. At the end of the school year, Step 2 above should be repeated to see if the children's nutritional status has improved. This is also an important time to make plans for the feeding programme to be undertaken during the next school year. Once again, parents and community leaders **MUST** be actively involved in this process and encouraged to help their children remain well-nourished during school break.

While this strategy is presented here for improving children's nutrition, similar steps can be used to screen, take action on other health problems, such as dental health and the control of parasitic infections, as well as monitor the progress of these interventions.

IDEAS FOR CREATING A CLEAN SCHOOL ENVIRONMENT

Clean hands and clean water can go a long way in preventing diseases in your school and in your children's homes. While this may seem to be common sense, it is often a major challenge for many schools. Sometimes the motivation is not there, but more often teachers are at a loss about

²¹ CHILD Project Update. Promoting Children's Participation.
<http://www.inmu.mahidol.ac.th/CHILD>

how to teach hygiene and sanitation effectively, as well as how to mobilize the needed resources—oftentimes from the community—that are required to build safe latrines and water supplies. Effective strategies that are being used today are child-to-child and child-to-adult education on hygiene and safe water. Here are some activities that you might consider using to promote proper hygiene and safe water supplies in your schools.



Action Activity: Involving Children in Hygiene Education

Diarrhoea, worms, cholera, typhoid, polio, and some other diseases are caused by germs. These germs can pass from one person to another on the hands, in dust, in food, and in drinks. Here are some activities that you can incorporate into your school's skills-based health education programme to improve children's hygiene habits.²²

- ◆ **Discussion groups.** Why do some children—especially girls—not want to use a latrine? Are there any children who do not come to school because there are no suitable latrines for them? Talk about these reasons and agree on ways of encouraging use of the latrine. This is an important issue, because the lack of any sanitation facilities (latrines) for girls—or if they exist, separate from boys—is an important reason for girls not wanting to come to school (especially in South Asia). Girls don't want to share latrines with boys (for reasons both of modesty and safety). Heavy rates of urinary infections have even been reported among girl students in one South Asian country because of their inability to use a latrine during the entire school day!
- ◆ **Discussion groups.** Talk about the way to teach younger children—boys and girls—to use the latrine and keep it clean, and why this is important. Older children can discuss some things that help the germs to spread. Examples could be either taking a piece of cloth, wiping the bottom, and leaving the cloth lying around, or simply holding the child out bare-bottomed over the floor or the ground.

²² The source for this activity is: Baily D, Hawes H and Bonati B. (1994) *Child-to-Child: A Resource Book. Part 2: The Child-to-Child Activity Sheets*. London: The Child-to-Child Trust.

- ◆ **Role plays on practicing good hygiene.** Practice good habits at school with the children; for instance, use the latrine; keep it clean; keep hands clean after using the latrine; wash hands before taking foods. Encourage children to act out how they will practice good hygiene habits.
- ◆ **Stories.** Have the children write stories about when, how, and why they should practice good hygiene habits.
- ◆ **Teamwork.** Form a group to make regular inspections of the latrines. The group could check that the latrine holes are covered and that the latrines are clean. If they are not clean, the group could report to a teacher or health worker and ask advice about how to clean the latrines. This activity will help them to develop key life skills, such as decision-making, communication, and interpersonal skills.
- ◆ **Demonstrations (school or community).** Older children can build a child-size latrine in the school compound as an example, measure the pit and make a mould for the plate. A teacher or other adult should supervise the children who do the construction themselves. Parents can help by providing the materials like sand, cement, wood, etc. The children can be grouped according to the places from which they come. In class, they can develop plans for helping each other build child-size latrines at their homes. A progress chart in class can show each home with a small child. Put a tick when a latrine is built at that home and another when the small child has learned to use it. This may be done for boys and girls separately.
- ◆ **Monitor learning.** In discussion groups, or through essays, ask the children to explain:
 - √ what causes diarrhoea and how can diarrhoea be prevented;
 - √ why is it important to be careful about younger children's stools;
 - √ what are some good hygiene habits that can help to stop the spread of germs;
 - √ does the school now have a latrine and a place to wash hands;

- √ how many families have a special latrine or a special place for little children to defecate;
 - √ how the children helped to make the special latrine; and
 - √ how the children have helped younger brothers or sisters to learn better hygiene. Ask them to describe what they did.
- ◆ **Encourage community participation.** Teachers and health workers can emphasize the importance of keeping clean and using latrines to prevent the spread of diarrhoea. Science lessons can be used for learning more about germs; for example, what are germs and how do they spread disease. Teachers and parents can work with older children to plan and build a child-size latrine.
- ◆ **Encourage children's participation.** Children at school, and through scout, guide, and religious groups can spread the ideas of good hygiene, good food, clean water, and keeping clean, through their own good example. They can teach younger ones how to use a latrine and how to keep themselves clean, and help to build suitable child-size latrines where they are needed.

Sample Lesson Plan - Diarrhoea

Learning Objective: To enable student to explain the causes of diarrhoea.

Teaching Aid: Pictures (Latrine, not fly proof, exposed to flies, food swarming with flies, child eats the food, has stomach ache, frequent loose stools).

Teaching/Learning Activities:

1. Ask the students to look at the pictures in groups and answer the following questions.
 - a. What do you see?
 - b. What happened to the child in the pictures? Why?
2. Tell the students that the children in the pictures have a stomach ache, pass loose stools and vomit sometimes. Tell the students this is called diarrhoea.

3. Go on to explain that diarrhoea is caused by:
 - a. Eating food with dirty hands,
 - b. Eating unhygienic ("dirty") food,
 - c. Eating food exposed to flies,
 - d. Eating un-fresh (spoiled) food, and
 - e. Drinking unclean, unsafe water.

Source: Zarchin J, Aung TM and Jenkins J. (2001) Skills-based Health Education and Life Skills - The Myanmar Experience. SHAPE Project, UNICEF Country Office for Myanmar.



Action Activity: Involving Children in Safe Water

In teaching children about water and sanitation, it is important to communicate that every living thing needs water to live, but dirty water can make us ill. We must be careful to keep water clean and safe, especially where it is found, when we carry it home, when we store it, and when we use it. Here are some activities that you can incorporate into your school's skills-based health education programme to improve water safety.²³

- ◆ **Children can discuss:** Why is water important? List all of the things you can do with water at home, in the community, in hospitals, on farms, and in the whole country. For which of these do we like to have clean water? Is water which is clear or which has a good taste always safe, clean drinking water? (The answer is no. Why?) How do germs get into water? In what ways can water help us? In what ways can water harm us? Do some of the children often have an upset stomach or diarrhoea? Are there other people in the family who do, too? What about the babies? What do you think might have caused this illness?

²³ The source for this activity is: Baily D, Hawes H and Bonati B. (1994) Child-to-Child: A Resource Book. Part 2: The Child-to-Child Activity Sheets. London: The Child-to-Child Trust.

- ◆ **Group work in the community.** In small groups, let the children go to see the sources of water in the community and make a map to show where they are (make use of your school-community map if you have developed one as part of Booklet 3). Find out which sources are clean and well looked after, and which ones are dirty. Note these on the map. If the source is dirty, what is making it dirty? Watch how people draw water and how they carry it home. Is the water kept clean and safe? Discuss what you have seen with the other children.
- ◆ **Group work at school.** Make a list of illnesses that can be spread through unsafe water, and find out more about them. Examine the school's water sources. Where does the water come from? Are the latrines near the water source? How often is the water container cleaned? Are cups used? Are ladles used? Are cups and ladles washed before and after use? Is there somewhere to wash hands before eating and drinking? Do the students always use it?
- ◆ **Individual work at home.** Have the children make a list of all of the containers used for water in their home. Make a list of people in the family who had an illness that was caused by dirty water. Who collects the water for the home? Can you help them? Who keeps the water clean and protected? Is the water container covered? Is there a ladle? Do they wash their hands after using the toilet, and before eating and drinking? Find out from a health worker what is the best way to get clean drinking water in the community.

Children Can Help

Children can help to keep water clean and to take care of it. They can discover activities that are suitable for their age, and can do them alone, or in teams, or in pairs. Here are some examples of the kinds of things they can do.

- ◆ **At the source of the water,** children can help to keep the water supply clean. Explain to very young children that they must not urinate in the water or pass stools anywhere near the water. Collect rubbish and other objects from around the edge of the water source and take them away. Keep animals away from water. Where

there is a tap, help people to use it. This may mean helping old people to fetch and carry water. Make sure taps are turned off after use. Where there is a well, the surroundings must always be kept clean. If there are stones, help to build a small wall around the well. Check to see that the rope and the container are clean. Help to make a support (such as a hook) to hang them on so that they do not lay on the ground. If there is no cover for the well, help to make one if possible. If there is a special bucket provided, make sure people are not allowed to use their own container or bucket to lift the water out of the well. If there is a hand pump, make sure people use it carefully. It should not be pumped too violently, and it should never be used for play.

- ◆ **When people collect water and take it home.** Explain that the containers they use must be clean. If the water at the source is not clean, explain to people that they should filter or boil the water.
- ◆ **At home.** Explain to younger children that they should not put their hands, dirty objects, or anything else but the ladle into the water. Help to keep the container where the water is stored clean and covered. Help younger children to use a ladle to get water out of the storage container. Teach them to put the cover back on the water container when they have finished. Do not put the cover on the floor while taking water out of the container. Avoid spilling water on the floor, and store the ladle or jug used for taking water out of the storage vessel in a clean place. It should be put out of the reach of animals and not be placed on the floor.

Monitoring

After several weeks or months, children can be asked to discuss with the other children what they have remembered; what they have done to make water cleaner and safer; and what more they can do.

Is the place where water is collected cleaner? Has all the rubbish been taken away? Are water containers always clean, especially on the outside? Do more children wash their hands after defecating and before eating? How many people are still getting illnesses from unsafe water?

Tips to improve your school environment

(The following information, developed by Karin Metell, addresses ways to help create a hygienic and healthy school environment)

1. Assess the school environment. How can you make it more learning-friendly, safe, and healthy? Identify five areas for easy improvement and make an action plan together with the children
2. Assess together the hygienic habits of children and their parents in school and at home. Identify five bad behaviours that affect children's health and set goals to change them.
3. Make sure children have safe water for drinking in school!
4. Organize regular "Clean and Healthy School Days." For example, all students can clean their school compound once a week.
5. Select "child monitors for health" who report on disease prevalence in their community. Link monitoring to environmental action.
6. Invite children to make an environmental map of the community to identify resources and sites in need of protection and improvement. Take action!
7. Involve parents in concrete activities to improve hygiene facilities at school, such as constructing latrines.
8. Take early steps to an environmentally-friendly school by recycling, setting up a compost bin, arranging a kitchen garden, planting trees, and making sure that water is not wasted.
9. Arrange hand-washing facilities with soap or ash close to the latrines. Make sure they are used and maintained!

*From: Exploring Ideas. UNICEF Website: Teachers Talking about Learning.
www.unicef.org/teachers*



Tool 6.4

What Have We Learned?

CREATING HEALTHY AND PROTECTIVE POLICIES

School health policies that mandate a healthy, safe, and secure school environment are the guidelines we need to take action to improve the learning of all children. Determining what policies are needed requires the participation of many stakeholders within the school and community. Development and implementation of such policies—from advocacy, to consensus building, reflection, policy setting, and action—is a process of awareness-raising and partnership building. We can benefit by working closely with health officials and care providers, as well as with teachers, students, parents, and community leaders.

Once policies are in place, they must be effectively enforced and monitored by all parties—including students—to ensure that the benefit all children equally.

Now ask yourself, “What policy changes are needed in my school?” Discuss these with your colleagues and students, and then develop action plans for making your school a healthier place to learn!

GIVING CHILDREN SKILLS FOR LIFE!

Through skills-based health education, children develop their knowledge, attitudes, and life skills. They can then make decisions and take positive actions to promote healthy and safe behaviours and environments.

Skills-based health education programmes focus on changing specific health behaviours that are related to health needs of both girls and boys (gender sensitive). Children actively participate in learning information and, more importantly, how to turn their knowledge into immediate actions.

Some of the important life skills that children learn include communication and interpersonal skills, decision-making and critical thinking skills, as well as coping and self-management skills. These life

skills help children to deal with such issues as the prevention of substance abuse and violence, as well as to promote healthy nutrition, sanitation, hygiene, and mental health. They are particularly valuable in preventing HIV/AIDS and in reducing stigmatization for those who are affected.

Some of the ways we can integrate a skills-based education programme into our teaching is through using active learning methods, such as discussion groups, drama and role playing, as well as stories and demonstrations.

Now ask yourself, “What changes can I make in my classroom teaching to promote skills-based learning amongst my students?” Come up with three personal targets and compare and discuss with your colleagues and students. After one month, compare how you are progressing.

IMPROVING SCHOOL NUTRITION, HEALTH, AND SANITATION

Children with diverse backgrounds and abilities are particularly susceptible to poor nutrition, health, and sanitation. School nutrition and health services and facilities can benefit these children the most through providing food, encouraging healthy hygiene habits, and working with parents and families to improve the availability of safe water and sanitation facilities.

Our schools can effectively deliver some health, nutrition, and sanitation services if they address problems that are prevalent and recognized as important within the community and are simple, safe, and familiar.

Effective school nutrition, health, and sanitation practices can be valuable means for teaching children important life skills and allowing them to practice them at school.

Our schools should be examples for the community and our children. We should not only teach good health, nutrition, and hygiene habits; we should also practice them!

Now ask yourself, “What services or facilities does my school need, or need to improve with regard to nutrition, health, and sanitation?” Discuss these with your colleagues and students, and then develop action plans for improving your school’s situation!

WHERE CAN YOU LEARN MORE?

This Booklet has benefited immensely from the following sources, and these are gratefully acknowledged here. Readers are encouraged to consult these sources in order to learn even more about creating a healthy and protective ILFE.

Publications

Baily D, Hawes H and Bonati B. (1994) *Child-to-Child: A Resource Book. Part 2: The Child-to-Child Activity Sheets*. London: The Child-to-Child Trust. This publication is an excellent resource for promoting children’s participation in several areas. Readers are encouraged to use it in developing their lesson plans and activities.

Commonwealth Secretariat and Healthlink Worldwide (2001) *Gender and Relationships: A Practical Action Kit for Young People*. London.

Seel A and Power L. (2003) *Active Learning: A Self-Training Module*. Save the Children UK, London.

Son V, Pridmore P, Nga B, My D and Kick P (2002) *Renovating the Teaching of Health in Multigrade Primary Schools: A Teacher’s Guide to Health in Natural and Social Sciences (Grades 1,2,3) and Science (Grade 5)*. British Council and the National Institute of Educational Sciences: Hanoi, Vietnam.

Schenker II, Nyirenda JM. (2002) *Preventing HIV/AIDS in Schools*. International Academy of Education. Educational Practices Series 9. Paris.

UNESCO. *Best Practices of Non-Violent Conflict Resolution in and out-of-school: some examples*. Paris. Also obtainable from the Web site <http://unesdoc.unesco.org/images/0012/001266/126679e.pdf>

UNESCO (2002) *FRESH: A Comprehensive School Health Approach to Achieve EFA*. Paris. (ED-2002/WS/8 Rev.)

UNICEF and the International Water and Sanitation Centre (1998) *A Manual on School Sanitation and Hygiene*. Water, Environment and Sanitation Technical Guidelines Series - No. 5. New York.

World Food Programme (2002) *Fact Sheet: School Feeding*. Rome.

World Health Organization (2003) *Creating an Environment for Emotional and Social Well-Being*. Geneva.

World Health Organization (2000) *Local Action: Creating Health Promoting Schools*. Geneva.

World Health Organization (1998) *WHO Information Series on School Health*. Document 3. *Violence Prevention: An Important Element of a Health-Promoting School*. Geneva.

World Health Organization (1998) *WHO Information Series on School Health*. Document 4. *Healthy Nutrition: An Essential Element of a Health-Promoting School*. Geneva.

World Health Organization (1998) *WHO Information Series on School Health*. Document 6. *Preventing HIV/AIDS/STI and Related Discrimination: An Important Responsibility of Health Promoting Schools*. Geneva.

Web Sites

Barriers to Girls' Education: Strategies and Interventions. UNICEF Teachers Talking About Learning.
http://www.unicef.org/teachers/girls_ed/barriers_02.htm

Education Queensland. *Identifying At Risk Students*.
http://education.qld.gov.au/health-safety/promotion/drug-education/html/m_risk.html

Focusing Resources on Effective School Health.

<http://www.freshschools.org>

International Academic of Education. IAE has many publications in its "Educational Practice Series" including such topics as teaching, parents and learning, effective educational practices, teaching additional languages, how children learn, and preventing behaviour problems, amongst many others. You can download copies at:

<http://www.curtin.edu.au/curtin/dept/smec/iae>

International Bureau of Education. Copies of IAE's "Educational Practice Series" as well as other valuable publications are available at:

<http://www.ibe.unesco.org>

National Center for Assault Prevention.

<http://www.ncap.org/identify.htm>.

NCAP also has an international division with some materials translated in Spanish, French, Vietnamese, Cantonese, Romanian, Russian, and Japanese. Learn more about this at:

http://www.ncap.org/cap_international.htm.

School Health Web Site.

<http://www.schoolsandthehealth.org>

The Global Program on Youth. Monitoring School Violence.

<http://gpy.ssw.umich.edu>

UNESCO. Non-Violence Education.

<http://www.unesco.org/education/nved/index.html>



Foreword

The education of children with diverse backgrounds and abilities remains a major challenge in the Asia-Pacific region. In April 2000, the World Education Forum held in Dakar, Senegal, set as its second goal: “ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.” Realizing this goal means increasing school attendance and completion rates; eliminating bias within schools, national education systems, and curricula; and eliminating the social and cultural discrimination that limits the demand for schooling for children with diverse backgrounds and abilities.

Inequality in education remains a matter of concern for all countries, yet discrimination continues to permeate schools and educational systems. To bridge this gap, it is critical to sensitize teachers and education administrators about the importance of inclusive education. It is equally critical to give them practical tools to analyze their situation and ensure that all children are in school and learning to their fullest capacity, as well as ensuring equity in the classroom, in learning materials, in teaching and learning processes, in school policies, and in monitoring learning outcomes.

This Toolkit accepts this challenge and offers a holistic, practical perspective on how schools and classrooms can become more inclusive and learning-friendly. It builds on experience gained over many years and on the strategies and tools developed by many organizations and individuals working on inclusive education and, more recently, in the area of establishing Child-Friendly Schools. This Toolkit is meant to be user-friendly and a means of inspiration for teachers who find themselves working in ever more diverse classrooms. I hope you will find the Booklets in this Toolkit useful in gaining support for inclusive, learning-friendly environments and in creating and managing them through the full participation of educators, students, parents, and community members.

Sheldon Shaeffer

Director, UNESCO Asia and Pacific Regional Bureau for Education



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In addition, The Life Skills Development Foundation in Chiang Mai, Thailand; the UNICEF Office for the Philippines, Manila; and UNICEF Islamabad/Baluchistan co-organized workshops with teachers to get their feedback on the Toolkit as a whole, each of its Booklets, and their tools. We found this interagency cooperation most fruitful and hope it will continue through this Toolkit's dissemination process.

We have also used ideas and tools from several sources, the most prominent of which are:

Child-to-Child: A Resource Book. Part 2: The Child-to-Child Activity Sheets, by Baily D, Hawes H and Bonati B (1994) and published by The Child-to-Child Trust, London.

FRESH: A Comprehensive School Health Approach to Achieve EFA. UNESCO (2002) Paris.

Local Action: Creating Health Promoting Schools. World Health Organization (2000) Geneva. Also valuable resources were the documents in the WHO Information Series on School Health dealing with violence prevention, healthy nutrition, and preventing discrimination due to HIV/AIDS.

Renovating the Teaching of Health in Multigrade Primary Schools: A Teacher's Guide to Health in Natural and Social Sciences (Grades 1,2,3) and Science (Grade 5), by Son V, Pridmore P, Nga B, My D and Kick P (2002) and published by the British Council and the National Institute of Educational Sciences, Hanoi, Vietnam.

Understanding and Responding to Children's Needs in Inclusive Classrooms. UNESCO (2001) Paris.

UNICEF's Web sites on Life Skills as well as "Teachers Talking About Learning," New York. Accessible through <http://www.unicef.org>

We gratefully acknowledge the above sources and encourage users of this Toolkit to make use of them as well.

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Overview of the Toolkit

An inclusive, learning-friendly environment (ILFE) welcomes, nurtures, and educates all children regardless of their gender, physical, intellectual, social, emotional, linguistic, or other characteristics. They may be disabled or gifted children, street or working children, children of remote or nomadic peoples, children from linguistic, ethnic or cultural minorities, children affected by HIV/AIDS, or children from other disadvantaged or marginalized areas or groups.

WHO CAN USE THIS TOOLKIT?

This Toolkit was written especially for **YOU!** You may be a teacher in a pre-primary, primary, or secondary level classroom; a school administrator; a student enrolled in a teacher-training institution or one of its instructors; or just someone wanting to improve access to schools and learning for children who usually do not go to school, such as those with diverse backgrounds and abilities. This Toolkit will be especially valuable for teachers who are working in schools that are beginning to change into more child-centred and learning-friendly environments, possibly due to reforms introduced by the Ministry of Education, a non-governmental organization (NGO), or another project.

One important concept that we must all accept is that "All Children Are Different," and all have an equal right to education, no matter what their background or ability. Many of our schools and educational systems are moving towards "inclusive education" where children with diverse backgrounds and abilities are sought out and encouraged to attend ordinary schools. On the one hand, attending school increases their opportunities to learn because they are able to interact with other children. Improving their learning also promotes their participation in family and community life. On the other hand, the children with whom they interact also benefit. They learn respect and to value each other's abilities, no matter what they are, as well as patience, tolerance, and understanding. They come to realize that each person is "special" and to embrace diversity and cherish it.

For us, as teachers, embracing such diversity in our students is not an easy task. Some of us may have large classes, and we may already feel overworked. Including children with diverse backgrounds and abilities in our classes often means more work, but it need not be so. All we need to do is to manage the differences among our children by recognizing their strengths and weaknesses, planning lessons accordingly, using teaching strategies and adapting our curriculum to fit each child's abilities and background, and, most importantly, knowing how to mobilize our colleagues, parents, community members, and other professionals to help us provide a good quality education for all children.

This Toolkit is designed to help you do all of these! It provides you with useful tools to make your schools and classrooms more welcoming and lively places of learning for **ALL** children and teachers alike; places that are not only child-friendly but also teacher-friendly, parent-friendly, and community-friendly. This Toolkit contains a set of resource materials that you can use to think about your own situation and to start taking action by using some tools that have proven successful elsewhere, or by giving you ideas about what similar activities you can undertake. All of the Booklets in this Toolkit present ideas you can try. They also invite you to reflect on these ideas, discuss them with others, and, together with all the learners in your community, create a unique, dynamic, and inclusive learning-friendly environment.

This Toolkit, however, is not a definitive textbook, and it will not have an answer for every problem that you might face. To help you as much as possible, at the end of each Booklet we have also included lists of other resources you might find valuable. Please remember, however, that creating an inclusive, learning-friendly environment is a process, a journey. There are no set paths or ready-made "quick fix" solutions to follow. It is largely a process of self-discovery. It takes time to build this new kind of environment. But since "a journey of a thousand miles begins with a single step," this Toolkit will help you take the first step, and then the second, third, fourth, and so on. Since you and your students will always be learning new things, it will never be finished. Yet, it will provide an ongoing challenge as well as enduring satisfaction to students, teachers, administrators, special educators, parents, and the community.

HOW CAN YOU USE THIS TOOLKIT?

This Toolkit contains six Booklets, each of which contains tools and activities that you can do by yourself (self-study) to start creating an inclusive, learning-friendly environment. Some of these activities ask you to reflect on (think about) what you and your school are doing now in terms of creating an ILFE, while others actively guide you in improving your skills as a teacher in a diverse classroom. You might want to try these individual activities first, so you can become familiar with what is an ILFE, how it can be created in your classroom and school, and its benefits.

Because creating an ILFE requires teamwork, there also are tools and activities that you can do with your colleagues and supervisors, with your students, as well as with your students' families and communities. These activities are the ones that will help you sustain important changes in your classroom and school, so they continue to be inclusive and learning-friendly.

This Toolkit's six Booklets can be used in two ways. For those schools that are already involved in becoming inclusive and learning-friendly, such as those working to become "Child-Friendly Schools," you might want to choose a Booklet or Booklets that will help you in some special way, such as working with families or communities or managing a diverse classroom. For those schools that are just starting on the path to becoming inclusive and learning-friendly, you might want to work through each Booklet, starting with Booklet 1 and moving through Booklet 6. The Toolkit is designed to help you each step of the way because each Booklet builds on the one before it.

In addition, although the term "school" is used throughout this Toolkit, this term means any formal or non-formal learning environment where pre-school, primary, or secondary-level education takes place. In this Toolkit, therefore, the term "school" is used broadly to cover both types of educational settings. These environments can be a formal school or even an informal class held under shady trees. Consequently, you can use this Toolkit if you're a professional teacher or simply someone who helps children with diverse backgrounds and abilities to learn in informal settings (such as classes for street children).

WHAT WILL YOU LEARN?

Through this Toolkit, you will learn what an “inclusive, learning-friendly environment” is and how your school and classroom can create such an environment (Booklet 1).

You will also learn how very important families and communities are to the process of creating and maintaining an inclusive, learning-friendly environment, as well as how to involve parents and community members in the school, and how to involve children in the community (Booklet 2).

You will learn what barriers exclude rather than include ALL children in school, how to identify those children who are not in school, and how to deal with barriers to their inclusion in school (Booklet 3).

You will learn how to create an inclusive classroom and why becoming inclusive and learning-friendly is so important to children’s achievement, how to deal with the wide range of different children attending your class, and how to make learning meaningful for all (Booklet 4).

You will learn how to manage an inclusive classroom including planning for teaching and learning, maximizing available resources, managing group work and cooperative learning, as well as how to assess children’s learning (Booklet 5).

Finally, you will learn ways to make your school healthy and protective for ALL children, and especially those with diverse backgrounds and abilities who are more prone to becoming ill, malnourished, or victimized (Booklet 6).

LEARNING FROM OTHERS

Teachers and practitioners from around the world helped to develop this Toolkit. They include those who were directly involved in four Regional workshops and shared their tools and ideas for getting all children in school and learning. It includes those persons who have shared their knowledge and tools through other venues such as printed publications and the Internet. It includes those persons who served as “critical readers”

in reviewing early drafts of this Toolkit. And most importantly, it includes those schools and teachers from many countries who reviewed this Toolkit and provided valuable advice and additional tools for its improvement. Hence, you will be learning from many others. The tools in this Toolkit are being used in many schools in a wide range of countries, especially those located in the Asia and Pacific Region. One of the most important questions you can ask yourself in using the tools is: "How can I adapt this specific tool for use in my classroom or school?"

A NOTE ON TERMS

One challenge in developing this Toolkit was what terms should be used. Oftentimes, different terms are used to describe the same thing. Moreover, sometimes a term may imply an idea or feeling that is not intended. For example, we have avoided using any that would imply discrimination. We have also tried to keep the terms simple and the presentation itself as friendly and informal as possible.

In keeping with this Toolkit's theme, we have tried to use terms that are as inclusive as possible. Some of the most important terms that appear in this Toolkit include the following.

- ◆ The term "children with diverse backgrounds and abilities" is perhaps the most inclusive term in this Toolkit. It refers to those children who usually fall outside of (are excluded from) the mainstream educational system due to gender, physical, intellectual, social, emotional, linguistic, cultural, religious, or other characteristics.
- ◆ The term "learning environment" means any formal or non-formal setting where children gain knowledge and the skills to use that knowledge in their daily lives. Learning environments may take the form of schools and colleges or even cultural centres, hobby centres, or social clubs.
- ◆ "Inclusive education" or "inclusive learning" refers to the inclusion and teaching of **ALL** children in formal or non-formal learning environments without regard to gender, physical, intellectual, social, emotional, linguistic, cultural, religious, or other characteristics.

- ◆ “Learning-friendly” means placing the child firmly at the centre of the learning process. It also means recognizing that his or her total learning environment includes other actors (such as teachers, administrators, parents, and community leaders) who guide a child’s learning and are learners themselves. A learning-friendly environment is one in which children benefit not only from learning by themselves, but also from the learning of others whose needs are also taken into consideration. For instance, a learning-friendly environment gives children a chance to participate in their learning. It also is an environment in which teachers are helped and empowered to learn, in which they use and adapt new teaching methods, and in which parents and community members are actively encouraged to participate in helping their children to learn and their schools to function.
- ◆ “Classroom” refers to the actual place in which children come together to learn with the help of a teacher. It may include, for example, formal classrooms in public schools, informal learning classes for child workers held under trees, classes at youth centres for children living on the street, or even home-based learning sessions for those children who cannot attend any other learning environment, either temporarily or permanently.
- ◆ A “teacher” is any individual who systematically guides and facilitates a child’s learning within a specific formal or non-formal learning environment.
- ◆ The terms “student,” “learner,” or “pupil” refer to anyone who is participating in formal or non-formal learning at a primary or secondary level. They are used interchangeably in this Toolkit.
- ◆ “Children with disabilities” includes those children with physical, sensory, emotional, or intellectual disabilities and who are oftentimes excluded from learning in schools. They are children who were born with a physical or psychological disability, or they have acquired an impairment because of illness, accidents, or other causes. Impairments may mean that children will experience difficulty seeing, hearing, or moving, and they may learn more slowly and in different ways from other children. In many countries, not all

children who are identified as disabled are also identified as having special educational needs, and vice versa. These two groups, therefore, are not identical. Children with disabilities are capable of learning, and they have the same right to attend school as any other child. However, they are often excluded from school altogether in many countries of the Asia-Pacific region.

- ◆ Students with “special learning needs” or “special educational needs” means children who require greater attention to help them with their learning. In most countries, this attention is delivered in either special or ordinary schools or classrooms. Many countries label different groups of students as having special educational or learning needs, which sets them apart from regular students. When these terms appear in the Toolkit, therefore, it acknowledges the existence of this labelling practice. However, it does **NOT** assume that there is any actual educational difference between students with special learning or educational needs and regular students.
- ◆ “Sex” refers to the biological differences between men and women.
- ◆ “Gender” refers to the social roles that are believed to belong to men and women within a particular social grouping; for example, “men as breadwinners” or “women as child caregivers.” Gender roles are created by a society and are learned from one generation to the next as part of a society’s culture. Because it is a socially learned perception (for instance, learned in the family or in school), anything associated with gender can be changed or reversed to achieve equality and equity for both men and women. In other words, we can change the gender roles of “women as child caregivers” to “women as breadwinners” and “men as breadwinners” to “men as child caregivers,” or even “men and women as breadwinners and child caregivers.”
- ◆ “Family” means the main social unit within which a child is raised, and “community” refers to the wider social group to which the child and family belong.

A NOTE FOR TRANSLATORS AND ADAPTERS

This Toolkit was developed originally in the English language. But for it to be used widely, it will need to be translated into different languages and adapted to fit different contexts. For those of you who will be given the task of adapting and translating this Toolkit, please remember the following important points.

Style, Tone, and Vocabulary

This Toolkit is meant to be inviting and user-friendly. For this reason, it is written in a very informal, conversational style, as if you were talking to a teacher rather than simply writing for her or him. You are encouraged to also use this style in your translation, instead of using a formal—often overly complicated—one.

This Toolkit is written in a positive and encouraging tone. We want to encourage teachers and others to want to learn more, rather than to be condescending and pointing out what they should be doing or are doing wrong. Once again, you are encouraged to use this type of tone in your translation.

Although this Toolkit was written in English, we “pre-tested” it at three Regional Workshops (in Pakistan, the Philippines, and Thailand) to see if it was understandable to persons whose native language is not English. In order to make it understandable, this Toolkit uses a very simple vocabulary. We intentionally tried **not** to use complex terms and “jargon” (that is, words or expressions that some professionals may understand, but which are difficult for others to understand). However, some special terms can be difficult to translate. For example, the term “gender” may not exist in your language, but it is important to translate it accurately. If you find terms that you are not sure how to translate, check with professionals or agencies who may already be using the term and may have already translated it. For instance, “gender” is a term that is widely used in the areas of education, population, reproductive health, and children’s rights. If educators in your country have not translated the term (or it is translated inaccurately), check with other national and international organizations that work in these areas to see how they have translated it.

Context and Content

We have tried to use case studies and other experiences from many countries within and outside of the Asian Region. However, this may not be acceptable for your national context, particularly if, for instance, teachers prefer to see examples from their own country because they feel that they are more relevant. In such cases, you may need to search out other examples and use these instead of the ones in this Toolkit. However, please make sure that they agree with what is being explained in the text.

Overall, this Toolkit's content must be meaningful in terms of the context of your communities. For instance, there may be a need to include other groups of children who are out of school in Booklet 3, or to provide concrete local examples of "gender" issues and relations to help readers to understand the concept. Don't be afraid to adapt the Toolkit's content in such ways to fit your community context.

In addition, this Toolkit's content must be relevant to the realities of school life in your country. For instance, in countries where multi-grade teaching or single sex schools are common, you may need to adapt certain activities or recommendations to this setting.

In adapting this Toolkit's activities, techniques, and case studies to fit your local community and school conditions, work with teachers who are already involved in developing child-friendly schools or inclusive classrooms. They can help you to identify what other (or more appropriate) activities, techniques, or case studies can be added to each of the Toolkit's Booklets and Tools. Don't be afraid to remove one specific activity or case study in the original Toolkit if you have a better one from your own community or school setting.

Finally, when this Toolkit is to be "repackaged," it needs to be durable and user-friendly (for instance, able to be photocopied easily, with individual booklets rather than one large, heavy volume). You should consult local teachers to see what they prefer the final Toolkit to look like.