A study on the effectiveness of the activities taken for Street children in Drop in Centers

A dissertation
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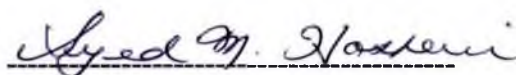fulfillment of the requirement for the degree of Master of Development Studies

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Chapter 01

Introduction

"Street children" is a term used to refer to children who live on the streets. They are deprived of family care and protection. Most children on the streets are between the ages of 10 and 14 years old, and their populace between different cities is varied

In November 1989 General Assembly of United Nations accepted the Child Rights Convention assembling 54 Articles. It became an international law in September 1990. This is the agreement with highest consensus in human history. Total 192 countries acknowledged the agreement. Bangladesh is one of the countries given consent first.

According to the convention every human being below 18 years old is a child. But among the children of Dhaka city, situation of the street children is very vulnerable. Everyday we could find many children doing hazardous jobs at the street or park, in the market places, in front of the cinema hall, bus terminal and rail station or at the traffic signal. These are the street children. In 2004, with the guidance of social welfare department, BIDS did a study that showed that there are a number of 210602 street children in Dhaka city and among them 26% are girl. The street girls suffer more than the boys. These children are deprived from their rights. They have the rights to live like all the human being. Nameless, cluster less these children sometimes called as Tokai, Pichchi, Pathkoli or street children. In the society they are discriminated. Even the state does not protect their rights that mentioned in the UN Child Rights convention. So, including Govt. all should be aware and take responsibilities to protect the rights of the street children.

2   Literature Review

2.1   Defining Street Children...

The question of how to define a *street child* has generated much discussion that is usefully summarized by Sarah Thomas de Benítez in, "The State of the World's Street Children: Violence."

'Street children' is increasingly recognized by sociologists and anthropologists to be a socially constructed category that in reality does not form a clearly defined, homogeneous population or phenomenon (Glauser, 1990; Ennew, 2000; Moura, 2002). 'Street children' covers children in such a wide variety of circumstances and characteristics that policy-makers and service providers find it difficult to describe and target them. Upon peeling away the 'street children' label, individual girls and boys of all ages are found living and working in public spaces, visible in the great majority of the world's urban centers.

The definition of 'street children' is contested, but many practitioners and policymakers use UNICEF's concept of boys and girls aged under 18 for whom 'the street' (including unoccupied dwellings and wasteland) has become home and/or their source of livelihood, and who are inadequately protected or supervised (Black, 1993).

Street Children is a widely used term in the English language and has analogues in other languages such as French (les enfants des rues), Spanish (niños de la calle), Portuguese (meninos da rua) and German (straßenkinder). *Street kids* are also commonly employed although it is sometimes thought to be pejorative. In other languages children who live and/or work in the streets are known by many names such as in Banala *we in Bangladesh call the children living on the street "Phatho Shishu", Phatho Kally, Tokai".*

Street children is a term used to refer to children who live on the streets. They are deprived of family care and protection. Most children on the streets are between the ages of 10 and 14 years old, and their populace between different cities is varied. Street children, or "street urchins", are, in particular, those that are not taken care of by parents or other protective guardians. Street children live in abandoned buildings, containers, automobiles, parks or on the street itself. A great deal has been written defining street

children, but the primary difficulty is that there are no precise categories, but rather a continuum, ranging from children who spend some time in the streets and sleep in a house with ill-prepared adults, to those who live entirely in the streets and have no adult supervision or care.

A widely accepted set of definitions, commonly attributed to **UNICEF**, defines street children into two main categories:

Children on the street are those engaged in some kind of economic activity ranging from begging to vend. Most go home at the end of the day and contribute their earnings to their family. They may be attending school and retain a sense of belonging to a family. Because of the economic fragility of the family, these children may eventually opt for a permanent life on the streets.

Children of the street actually live on the street (or outside of a normal family environment). Family ties may exist but are tenuous and are maintained only casually or occasionally.

Street children exist in many major cities, especially in developing countries, and may be the subject of abuse, neglect, exploitation, or even in extreme cases murder by "clean up squads" hired by local businesses.

In Latin America, a common cause is abandonment by poor families unable to feed all their children. In **Africa**, an increasingly common cause is **AIDS**.

Department of social welfare of Bangladesh in their **ARISE** project which was funded by **UNDP** defined street children as:

Children below 18 years of age who live on the streets day and nights, as they have no shelter of their own; they have either no parent or have been deserted by parents; Children below 18 years of age who work on the street and return to others; Children below 18 years of age who work/live on the street with their family; Children below 18 years of age who work on the street and return to their family

In Bangladesh people who works with street children consider all the children as street children who fall on the above four category. In the present study all the four categories of children as mentioned above considered as street children.

Young people who spend a considerable time in living and/or working on streets of the world's cities. Different countries describe street children in different ways. However, two general categories have been frequently used to describe them:

Children living and working on the street without family
Children working on the streets who maintain regular contact with their families

Source: Review and analysis of child rights laws in Bangladesh. In the perspective of street children, a publication of appropriate resources for improving street children environment (ARISE), Department of Social Science, Ministry of Social Welfare, supported by UNDP:

Terms of Reference (TOR) for subcontracting the activities of the project "Appropriate resources for improving street children's environment (ARISE)"

BGD/97/028 in six divisional cities of Bangladesh
Department of Social Services, Office of the National Project Director

So from the discussion above we may conclude defining street children as who do not get proper attention from their parents; who do not feel any social bondage; who do not see any social protection around them; who have been deserted by their parents physically or mentally or both; and also the children who have no parents/guardian in reality and live in the street.

2.2 Underlying Causes...

Children may end up on the streets for several basic reasons: They may have no choice – they are abandoned, orphaned, or thrown out of their homes. Secondly, they may choose to live in the streets because of mistreatment or neglect or because their homes do not or cannot provide them with basic necessities. Many children also work in the streets because their earnings are needed by their families. But homes and families are part of the larger society and the underlying reasons for the poverty or breakdown of homes and families may be social, economic, political or environmental or any combination of these.

In a 1993 report, **WHO** offered the following list of causes for the phenomenon:

Family breakdown is one of the causes of being children living in the street; sometimes armed conflict may cause some children to be uprooted from their parents and take shelter in the street. Many times around the world poverty stricken children have to take shelter in the street being inattention from their parents. Now and then nature strikes some part of the world causing some children living on the street. Famine is one of the major causes for families and children to take shelter on the street. Sometimes some children become prey to physical and sexual abuse which causes their mental vacuum and lost integrity and take shelter on the street.

The orphaning of children as a result of **HIV/AIDS** is another cause that might be added to this list.

The most obvious example of how social change can dramatically increase the rate of homelessness among children that should be added the restoration of capitalism in former USSR and East Europe, although because of political reasons mainly only communists bring this up. The counterargument by capitalists is that the economic collapse was caused by the socialist economy being there in the first place.

In Rahamn, H. 1991. Child Exploitation, Abuse and Street Children in Bangladesh say they are in street, because they are either neglected or physically tortured. Most of the cases if one of the parents passes away, because of the cruelty of the other parent forced

them to come on the street. In many cases those who are subjected to migration, come to big city with their parents and then rejected by their father which pushed them to come on the street to live life. On the other hand their mothers take begging as profession. Deceived children who do not have relation with their family, they work and sleep in the street. Because of severe poverty many children come to the city to work and to support their family.

The causes of street migration are found to be multiple, complex and overlaid, above all, a grim and oppressive environment was the main 'push' factor presented by children. The poverty discourse is often used as a catch all concept and that children perception poverty might vary considerably from adults' perception. This could have serious implications in terms of variables to be taken into account in the analysis. Surely there is a co-occurrence of causes which push the child to consider street life as a possible option, a hazard towards better opportunities. These causes could also include the breaking down of the family, landlessness, floods, parental death, trafficking and accidental reason. All these elements configure a process of abandonment that develops over time, rather than a sudden decision, despite some catalytic episodes which could exacerbate and accelerate this process.

(Conticini, Alessandro, Research Fellow, UNISEF, 2005, Dhaka)

Causes of the Phenomenon

The dramatic increase in the number of street children has been linked to societal stress associated with rapid industrialization and urbanization. Conversely, in industrialized countries, inner-city decay and chronic unemployment accompanying economic downturns are held responsible. In agricultural societies, drought and famine may be to blame.

Economic and social upheaval have led to the breakdown of traditional family structures and values. The reduction in family size, from extended to nuclear, has led to the availability of fewer child-support resources. Family disruption, in the form of death, desertion, separation, and divorce, has shrunk family size still further, often resulting in

poor, single-parent, mother-headed households. This leaves children vulnerable, and with the general absence of community and governmental support, they have few options in times of crisis other than life on the street.

In circumstances where there is family pathology, such as alcoholism, child abuse (physical or sexual), or neglect, children are motivated to leave home, or may even be driven out. Other reasons for turning to the streets include overcrowding, social disruption caused by frequent relocation (migrant labor), as well as parent-child friction in reconstituted families. Contrary to popular belief, only a small percentage of street children have been orphaned.

Poverty is another cause. Some families could not survive with another mouth to feed, or without the financial contributions of working or self-supporting children (which sometimes involves prostitution).

Many children reportedly run away from home to escape the boredom, humiliation, and failure they experience in school. Others are drawn to the streets to be "part of the action," or are motivated to seek a better life than the one to which they would be destined if they remained at home.

Political factors have also played a role. In South Africa during the 1980s, black youths left home to participate in the political struggle to end apartheid, as well as to hide from the authorities.

Sometimes children become pretty to Victims of abuse or neglect that causes them to come on the street losing connection with their families. Sometimes families come to cities from village for livelihood without proper orientation about urban life and so sometimes children of these families begin to live on the street for good and work with their parents. Family breakdown is one of the causes of being children living in the street. Sometimes children are abandoned by their parents mostly. When children do not get proper care, attention and support from their parents; they feel helpless and alone that force them to come to the street. Some children found on the street because of being tortured by their families at home. Sometimes restriction may also be the cause of

children coming out of family. Some parents themselves force their children to work on the street to support family. Some families live on the street mere for lack of shelter. Some families even do not think of living the street live as they find its attraction.

Source: Khan Jerin Rahman et. al (1990)

The Characteristics of street children

Street children often seem younger than their chronological age, due to acute and chronic malnutrition, which stunts their growth. However, their furtive, hunted expressions and devil-may-care attitude toward the world reveal a maturity beyond their years.

Males predominate among street children, although females are also represented, especially in Asian countries. Females who have been sexually abused often turn to prostitution, while males are prone to violence, such as rape. There is an alarming acceptance of male violence by female street children.

They fear being harmed, incapacitated, arrested (most report being subjected to police intimidation or brutality), and getting sick. They also are concerned about loneliness and being unloved. They desire respect and "yearn to become someone." Street children tend to see themselves as nice people who behave badly: the ones everybody loves to hate.

Contrary to popular belief, street children are not necessarily society's dropouts, but rather victims of unfortunate circumstances. Most come from the lower socioeconomic strata.

Children merely working on the street in order to supplement family income--who return home regularly--predominantly are loyal to, and have a positive relationship with, family members, in contrast with permanent children of the streets. Most street children have unfavorable family histories in common. They often come from nuclear families, especially single-parent households headed by the mother. Frequently, they have had no positive father figure and suffered parental rejection and physical hardship. Consequently, they are reluctant to trust adults and find any authority or control imposed

upon them irksome. Yet most yearn to return home, provided that the familial factors that drove them away change.

Although dropouts, most would also like to go back to school in order to secure a better future. However, the longer they spend on the streets, the worse their prognosis for educational rehabilitation.

When street children band together, they represent an exceptional companionship system, which replaces the family as a source of emotional and economic support. The group offers protection, support, friendship, and solidarity. Its members generally show strong loyalty to each other. In addition, their use of street jargon gives them a special identity.

Nevertheless, they place a high premium on personal freedom. They live by their wits and survive by begging or performing "pseudo-services," such as carrying shopping bags and directing motorists into parking spaces. However, these dirty and badly neglected children are often condemned by the indifference or hostility of others; they struggle to support themselves and have low self-esteem as a result of their negative experiences.

The longer children spend on the streets, the more likely it is that they will become involved in criminal activities; but the popular beliefs that the streets are "schools of crime" and that all street children inevitably become criminals are not true. However, they are often guilty of antisocial or self-destructive behavior. This self-destructive behavior frequently results from a lack of knowledge, rather than from negative and fatalistic attitudes.

The consumption of drugs serves as a temporary escape from their harsh reality. The use of intoxicants, such as the inhalation of glue, petrol/gasoline, and benzene, is widespread.

The more time these children spend on the streets, the greater the likelihood that they will show signs of cognitive or emotional dysfunction.

2.3 Children Right and Law for Street Children

Right of children and street children's right:

Pertaining to birth every man's has ownership of independent and same dignity. This ownership gives him the surely to beautiful, manifest and replete life. As a family member of human society every child has ownership of stunning future. Expansion of desire future and stability profusely depends on today's children's physical and mental manifestation. To make sure this desire development we need a secure, problem free and fresh atmosphere. Future peace lying on the establishment of children's right. For this we need conscious about children's right as well as human right.

Convention on the rights of the child accepted unanimously passed by General council of united nation in November 1989; Bangladesh is one of the country among 22 countries who have ratify the convention on the rights of the child; Establish of the convention on the rights of the child was essential for Bangladesh in 2nd September 1991; Now, from 193 member country of General Council of united nation, 191 countries have approved this clause; In convention on the rights of the child consisted of 54 articles; Welfare of children has also made sure in 43 articles. With that protect them from following subject like all type of absorption, dissimilarity, neglect, operation. Ensure their health and education, relation with their parents, cultural program, civic right etc; In 13 articles it also discussed that to preserve the rights and establish the right in nationally and internationally

Short Description of principle Child Right is as following:

Under the age of 18, all human being are children. But it differs on geographical location of different country; All children's dignity and right are equal though their religion, color, classification, language are different; All children have got touch with their family for their own proper apparent; In protect the right of the child main concern is children's own interest; Every child can claim the equality and nationality f their country; To get together with their parents and family every children can left any country and enter into their own country; Every child can think freely, talk freely and obtain information; Every child had

the ownership of be complier and get freedom of religion; Every child has the rights to organize and mobilize; Every child has the ownership of keep their own secret, family, house and letter writing; Every child has the ownership of to get rid of absorption; Every child has the ownership of their own dependence; Children without parents or guardian must be rehabilitee by adoption; Refuge, physical and mental obstructed and minority community's children have the equal rights like other children; Every child has the rights of beautiful health and dirt free surroundings; Every child has the rights of social security; Every child has the ownership of not to take drug and free from sexual harassed; Every child has the rights of get free education in primary and scholarship; Minority communities' children have the rights to practice their own culture, language and religion; To ensure development of children's health, ethical, moral and social status for that every child have to ensure their minimum working age, working environment, working hour etc; Children under 15 can not be sent to be army; Every children have the right to get rid of kidnap, sell smuggle; Faculty children sometime do some big fault. But they also have right to get rid from award capital punishment, imprisonment, forklike or any kind of big punishment; Every child has the right to get rest, entertainment and attend cultural program

National Children Policy on Street Children and constitutional obligation:

Article 28 (4) of the constitution of the People's Republic of Bangladesh states that the government can make special provision for the progress of children. In 1974, the children act was enacted aiming at compressive child development program. Bangladesh is one of the first 22 countries who are the signatory of CRC. The main tussle convention. However, the national children policy (NCP) defines children: under 14 years. This is a sensitive issue and those who handle the criminal aspects of law, find ways to escape and takes advantages at the cost of inhuman suffering of the children. The Act of 1974 and the rules there of in 1976 are the main base for the investigation, protection and adjudication for all those who have come to contact with law.

The national children policy, 1994 aim at among other, as its objectives, ensuring food, shelter less children. In pursuance of fundamental principles of constitution, UNCRC and national children policy the GOB has decided to formulate and implement a national policy for street children also to ensure safety, security, welfare and development of street children: with four basic rights cluster as contained on the CRC are:

Survival Rights (Basic Needs): Food, shelter, Health Care, Environmental friendly
Development Rights: Education, standard of living, Leisure and Recreation
Protection Rights: Children exposed to all kinds of Abuses, children living at Risks, legal coverage and protection etc.
Participation Rights: Recognition of children views and social promotion
And six sectoral programs undertaken by the government of Bangladesh (MSW, DSS/ARISE-BGD/97/028)
Safe Shelter; Health Care; Education and Awareness; Skill Development; Psychological Counseling; Legal Aid

Juvenile justice system in Bangladesh:

Rights to respect for human dignity and physical integrity and to equal protection under the law are upheld for everyone including in the **Universal Declaration of Human Rights and the international Covenant on Civil and Political Rights**. The CRC reemphasizes that children too are holders of human rights. Bangladesh is one of the signatories of CRC and fully endorses the CRC. UN Convention on the Rights of the child, Articles 19: States Parties shall take all appropriate legislative, administrative, social and educational measure to protect them from all forms of physical or exploitation, including sexual abuse, while in the care of parents, legal guardian or ant other person who has the care of the child. The children Act, 1974 are the substantive law for juvenile offenders and their treatment. The law was made to consolidate and amend the laws relating to custody, protection and treatment of children and trail and punishment of youthful offenders.

Penal system: Corporal punishment is lawful as a sentence for crime. Under the children Act, the code of criminal procedure (1898) applies. The code allows for whipping for male offenders (up to 15 stripes for persons under 16 years, up to 30 stripes for older person)

Bangladesh constitution Article: 35: it protects persons who have been arrested or detained from torture, cruel, degrading and inhuman punishment but states that this shall not affect the operation of any existing law which prescribes any punishment or procedure for trail.

Government and non government organization work for establishing the rights of the street children in different pattern and fashion but how effective it is and how many children they cover are the areas should be examined

2.6   Government and non-government responses

Responses by governments

Because they have not reached the age of majority street children have no representation in the governing process. They have no vote themselves nor by proxy through their parents, from whom they likely are alienated. Nor do street children have any economic leverage. Governments, consequently, may pay little attention to them.

The rights of street children are often ignored by governments despite the fact that the nearly all of the world's governments have ratified **the UN Convention on the Rights of the Child**. Governments are often embarrassed by street children and may blame parents or neighboring countries. **Non-Governmental Organizations (NGOs)** may also be blamed for *encouraging* children to live in the streets by making street life more bearable or attractive through the services they provide.

When governments implement programs to deal with street children these generally involve placing the children in orphanages, juvenile homes or correctional institutes. However, some children are in the streets because they have fled from such institutions

and some governments prefer to support or work in partnership with NGO programs. Governments sometimes institute *roundups* when they remove all the children from city streets and deposit them elsewhere or incarcerate them.

NGO responses

Non-government organizations employ a wide variety of strategies to address the needs and rights of street children. These may be categorized as follows:

Advocacy - through media and government contacts agencies may press for the rights of street children to be respected; Preventive - programs that work to prevent children from taking to the streets, through family and community support and education.

Institutional -

Residential rehabilitation programs - some agencies provide an environment isolated from the streets where activities are focused on assisting children to recover from drug, physical or sexual abuse.

Full-care residential homes - the final stage in many agencies' programs is when the child is no longer in the streets but lives completely in an environment provided by the agency. Some agencies promote fostering children to individual families. Others set up group homes where a small number of children live together with house parents employed by the agency. Others set up institutional care centers catering to large numbers of children. Some agencies include a follow-up program that monitors and counsels children and families after the child has left the residential program.

Street based programs - these work to alleviate the worst aspects of street life for children by providing services to them in the streets. These programs tend to be less expensive and serve a larger number of street children than institutional programs since the children still must provide for themselves in the streets. Feeding programs; medical services; legal assistance; street education; financial services (banking and entrepreneur programs); family re-unification; **drop-in centers/night shelters;** outreach programs designed to bring the children into closer contact with the agency

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Conscientization - change street children's attitudes to their circumstances - view themselves as an oppressed minority and become protagonists rather than passive recipients of aid.

Many agencies employ several of these strategies and a child will pass through a number of stages before he or she "graduates". First he/she will be contacted by an outreach program, then may become involved in drop-in center programs, though still living in the streets. Later the child may be accepted into a half-way house and finally into residential care where he or she becomes fully divorced from street life

Plan International works for the rights of the street children across countries. Let see Plan's global working approach and how it is working for the rights of the street children by the support of its partner, Assistance for Slum Dwellers (ASD) in Bangladesh.

Chapter 02

3. Plan's work with street children

A street child is any child who works and/or lives on the streets. Often highly mobile, street children can alternate between living on the streets and living with their families. Children who work on the streets may become involved in scavenging, begging, hawking, prostitution or theft to aid their survival. Some may only work on the streets during particular periods of the year, and attend school at other times. This makes it extremely difficult to estimate the total number of street children.

Plan's response

Plan works together with children, their families and their communities to ensure that no child is forced by circumstances to look to the streets for a livelihood or for accommodation.

Plan has a two-pronged approach to working with street children:

Preventative work, addressing the long-term needs of poor families to improve household income and to try to ensure that no family is so poor that children are forced to work in an environment detrimental to their well-being

And face-to-face work with those children already on the streets - Plan works with those children already on the streets in order to ensure that they have access to basic services and the means to improve their lives. We then design program for street children based on their priorities and with their participation

Plan's work addresses both the reasons that force children to turn to the streets as a place to work or live, such as poverty, abuse or natural disaster, and the factors that make the street a more attractive alternative. For example, in sub-Saharan Africa, the dramatic increase in the numbers of children orphaned by AIDS and the subsequent strain on the extended family has resulted in many turning to the streets for their livelihood. For some children, perceptions that larger towns offer greater economic opportunities make the street a more attractive alternative than a poverty-stricken rural household.

Now let's have a close look how and why Plan Bangladesh is working for street children with the support of its partner, Assistance for Slum Dwellers (ASD)

3.1 Plan Bangladesh and ASD (Assistance for Slum dwellers)

Keeping the child as the central focus, Plan started its operations in Bangladesh in 1993. Plan Bangladesh implements programs in the areas of social development, health, learning and microfinance through establishing partnerships with local NGOs and through collaboration with the government. Plan plays a leading role in developing and mainstreaming a "Child-Centered Community Development" approach throughout its programs. This approach focuses on community participation through facilitating development of community based organizations (CBO) and building on local knowledge and practices.

In 2002, Plan Bangladesh initiated the street children development project with aiming that to raise awareness among the street children about the dangers of street life and enhance the problem solving capacity. Another objective is to make surrounding communities and families comprising guardians & employers more responsive and proactive in understanding and intervening to the benefits of the street children.

Last few years Plan facilitated the partner organizations (ASD) to expand its program as a result from this year 1500 street children are getting benefits through 25 children group development centers and 4 Drop- In- centers.

Description of the project: The street children development project has been developed considering 334,807 Street Children in Dhaka City. Who are fallen outside the target groups of mainstream development programs and have remained one of the most vulnerable groups in the society.

Goal: The goal of the project would be to reintegrate and mainstreaming of street children with their families and society combating the present deteriorating situation

Major intervention of the project implemented by Plan and its Partner, ASD:

Child group Development Programme: 30 children groups are formed during this year. 40 children are being enrolled in every group aiming that at least 30 to 35 children should be attended in the session as regularly. Every month new children are getting enrolled against the irregular children. Street Education, Awareness AFLE, Health, and Hygiene & Nutrition Education, Children events, Awareness rising for Guardian or parents or employers, Recreation, Monthly meeting with centre management committee are going on in the centres. Social worker has conducting the session at different venues (open air or room).

Drop In centre: Street children, when they get time or tired and need to take rest, they come and take rest in the centres. The activities are: Capacity building of the peer educator , Counseling ,Advocacy and Networking with community and stakeholders, Linkage with Technical Training institutes for Skill/Vocational Training, Recreation/ games, Health check-ups through satellite clinic by Plan partners, Referral service, Art and Music as alternative way. Drop- In –Centre treated as their own address as a result the street children call their centre "My Address". The aim of the Drop- In- Centre is - street children are using the centre as fortunate people use their house.

Chapter 03

4   Rationale and Objectives

4.1   Rationale of the Study

In 2002, Plan Bangladesh initiated the street children development project with aiming that to raise awareness among the street children about the dangers of street life and enhance the problem solving capacity and develop life skill and for that some interventions were taken. Now the purpose of the study is to measure how effective is that intervention taken for life of street children.   Another objective is to make surrounding communities and families comprising guardians & employers more responsive and proactive in understanding and intervening to the benefits of the street children.

Last few years Plan facilitated the partner organizations (ASD) to expand its program as a result from this year 1500 street children are getting benefits through 25 children group development centers and 4 Drop- In- centers.

4.2   Objective of the study

The main objective of the study was to understand the effectiveness of the interventions taken for street children in Drop in Centers to improve their lives. This study has tried to find out the effectiveness, weakness and strengths of the activities taken in the drop in center to change and protect the lives of the children in the street.

Specific Objectives:

1. Understand the effectiveness of the project components to meet the objectives of the programme.
2. Understand the extent of changes in the lives of the programme participants.
3. Explore how sessions are conducted to the street children to identify the strengths and weakness of the sessions
4. Investigate whether the participants are able to grasp and retain the information provided

4.3   Research Questions:

- ➢ How the Street Children in Drop in Centre are taking the intervention designed for them and how the service providers are delivering the service to the street children?
- ➢ What are the strengths and weaknesses of the present activities and delivery process between the participants and their service providers?
- ➢ Are the participants able to grasp and retain the information provided to them?

5   Methodology

This descriptive study was done using primary data collected through observation different sessions, refreshers and interviews of randomly selected street children, service providers, guardian and employers of street children.

Summary fact of the study

SL#	Objectives	Methods (Tools) followed
1	Understand the effectiveness of the project components to meet the objectives of the programme	Project Proposal, Fact to face interview with children and service providers (questionnaire)
2	Understand the extent of changes in the lives of the programme participants	Face to face interview (structured questionnaire) FGD, case study
3	What are the strengths and weaknesses of the present activities and delivery process between the participants and their service providers	Observation of the sessions, FGD face to face interview
4	Are the participants able to grasp and retain the information provided to them	Face to face interview (checklist)

5.1   Study Location and Participants

The study was conducted in four conveniently selected Drop in Centres … Gabtolli Drop in Centre, Krishi market drop in centre, Kachukhet drop in centre and Karwan Bazar drop in centre. A total of eights randomly selected sessions were observed and a total of 4 focused group discussion was done. On an average ten participants were selected for FGD and later individual interview.

5.2 Development of data collection instruments

5.2.1 Questionnaire for different session, FGD, individual interview and checklist

Questionnaires for the above each criteria were prepared and pre-tested. The questionnaire administered on the participants and sessions were used to find out not only the effectiveness of the sessions but also to find out the amount of information they could grasp and retain from different sessions and activities. The participants were also tested on their knowledge on general issues such as health and hygiene, their literacy knowledge, what they are learning for vocational training, how they like their the sessions like Art, music and counselling which the providers are supposed to communicate to the participants throughout the year.

5.3 Data Collection

The data collection process continued for three weeks from the last week of July to mid September 2008. The monthly work plans for all the drop in centres was collected in advance to find out the location and session that would be conducted. The data collection process consisted of the following methods:

Direct observation of the sessions

This specifically included observation of the interaction and communication between the providers and the recipients while they were conducting sessions. Through direct observation an unobtrusive view was tried to be obtained about the process of communication. A predetermined checklist was used to mark the aspect covered in the sessions and also rate the providers' performances on specific areas as described above. Notes were also taken to further explain the ratings. The names and address of the participant present at the sessions were noted at the end of each forum.

Measures, as much as possible, were taken to capture the true picture of the session. Sufficient rapport building was done with the trainers and the participants prior to the session as that they do not become conscious of the presence of an external agent.

Interviews/FGD

A structured questionnaire was used in order to assess the effectiveness of the communication process in terms of knowledge retention by the participants. On an average, ten randomly selected participants were interviewed from each of the sessions observed. This was done at least one day after the session was conducted in order to test how much of the information do the participants retain and the factors. The questionnaires also contained some questions on issues or topics of the activities that are provided round the year.

There were some findings based on the data both qualitative and quantitative was found which is depicted here in line with the objectives of the projects.

Chapter 04

6   Findings

Before starting the session...

In all of the sessions I had the privilege of reaching the designated place at least twenty minutes to one hour earlier than the session began. As the time for the sessions approached, the teachers/trainers started calling out children to come and attend the session. Some of the children who had already been informed earlier joined the session on their own whilst others also came and joined out of curiosity. Nonetheless, the availability of participants in the session was a big problem for the teachers/trainers. The general norm for conducting these sessions is that twenty-twenty-five participants must be present at the meeting. However, some of the participants missed the session due to working outside.

The session began...

The sessions began with the trainers greeting the participants and enquiring about their well being. Building rapport with providers was one of the providers' relative strengths and was rated highly on average. In all of the forum i) greeting the participants and ii) enquiring about their well being were important tactics sued for establish rapport with target audiences.

After the preliminaries, the trainers either introduced the topics of the sessions and proceeded to the main discussion or briefly tried to recap the earlier forum. Only a little above 30% recapitulated properly the previous forum. In all the sessions, interactions between the provider and the participants were observed to be cordial, friendly and relaxed. The providers were rated very high in their attitude towards the participants. They only showed proper respect towards the participants and used a warm and kind tone but were mostly attentive towards the participants. In a couple of sessions, the providers were however sometimes found to concentrate on reading the flipchart and trying to get to know its contents while the participants were giving answer or discussing.

Ending the session...

The forums always ended with the provided thanking the participants for joining and listening to the topics discussed. However, discussing the next forum received the lowest priority in all the forums. Although two thirds of the provider requested the participants to attend next forum all of them failed to mention the issues that would be addressed in the next forum.

6.1 Cleanliness (Health and Hygiene education)

They are now aware about basic health and hygiene issues. It has been noted that majority of the children knows the effects of maintaining good health and hygiene and they also practice their knowledge as far as possible.

> **Longing to go back to root-case study**
>
> I am Saju. We are three sisters and two brothers. I used to live in a village. I came to Dhaka with my aunty. My aunty stays with her sister at Gabtolli. After staying two or three days, my aunty asked me to work. I said to my aunty, here I am a new comer and also I am too little to find a job. I was thrown out from her house on the very next day. I took shelter on the street and began to collect wastages. I fueled my huger with the food brought by the money of selling wastages. In the night, street becomes my shelter. One day I visited a market named town Hell. There I started working as a carrier of sack. After day's work in the market I used to sleep on the roof of the market in the night and sometimes on the street. In winter I had to struggle with cold. I passed my days without bath and with dirty dresses as I did not have any place to take bath and clean my clothes. Suddenly one day it happed that I met a brother in the market who talked with me cordially. We communicated each other. I came to know that there is a service for the street children and many children like me are getting those services. I became interested and came to the drop in centers with that brother. The first things I was happy with the drop in center is that I was getting the opportunity to take birth, to watch TV, can participate in study class and can sleep in the nights. I am also getting dinner in the night shelter. The education of health and hygiene teaches me a lot and happen to change my attitude. The money I earn working on the street can also save here. In future I want to start a business with this saved money. Being self dependent I would like to go back to my parents and village which is always alive in my mind

For example, they do not eat food without washing their hands and wash hands with soap after using toilet.

6.2   Learning (Literacy)

One of the major changes in the lives of street children of this project occurred was that almost cent percent children have achieved basic literacy level. They can write and read basic things, which are important for their day-to-day life. Children are also eager to receive education and thus they come to the NFE classes regularly and do not disturb NFE

I know how to read and write… Case study

I am Kulsum. I am the third child among four children of my parents. My mother left the world when I was a very little child. My father was a mental patient. He was also suffering some complex diseases and died of as a result. I used to live with my elder sister. My sister was also poor. So my sister could not accommodate me in space and food. As a result passenger's shade at Gabtolli becomes my living place. I used to roam about with other children to collect wastages and buy food with the money I got from selling those wastages. My days were passing this ways. But the bad look of the people at bus stand and their ugly proposal makes my life difficult. In the meantime I meet a sister from a drop in center. She informed me about the services they offer for the children like me. I agreed to visit the drop in center and accordingly I visited the center one day. I was happy seeing many children there and their interaction and participation in different activities. I became a regular visitor to the drop in center. Earlier I used to quarrel with other children and used to remain unwashed and unclean for days together. But now I do not quarrel and try to keep me washed and cleaned in every possible way. I like attending literary session in the center specially.   Now I can write my and my parents name. On the street I can read the Bangla signboard. I attended many sessions on awareness which guides me keeping safe from many dangers on the street life and deeds. I am also been awarded of different risky diseases which is likely to be infected staying on the street. I received a vocational training on making toys from the center and now I can make toys. I can sleep safely in the night shelter and eat dinner. I am happy with the center. Still, I need its continuing support to the path of my establishment.

classes be making noise or fighting with each other, which was not the case in the beginning. There are also changes in terms of their behavior and honesty. According to the NFE Teachers, many of the local community members reported that children living in Drop In Centers behave with seniors nicely and they gave up their stealing habits.

6.3   Life Style

There are also changes in terms of their behavior and honesty. According to the NFE Teachers, many of the local community members reported that children living in Drop In Centers behave with seniors nicely and they gave up their stealing habits. Another significant change was that children, especially girls who were involved in sex work slowly returning to normal life and getting involved with other decent work with the help of project staff. Some boys, who used to visit brothel also giving up their bad habit. Drug addicted children are also giving up their habit slowly.

Parting from Drug... case study

I am Jewel. Among one brother and one sister I am the youngest. When I was one year old, both my parents died of diarrhea. My grandmother brought me up after my parents' death. Because of extreme poverty and my uncle's torture, I came to Dhaka by train. I used to collect banana in the market with the other children and sell them at taka ten or twelve. I passed my days with great hardship with the money that I got selling banana. Then I began to collect wastages, while collecting wastages, I got up on a train and came to Kamlapur station. At Kamlapur station I found a money bag with two thousands taka. I deposited the money to the owner of the wastages shop. One day when I demand the money in need the owner deceived to give it back. I then took job in another wastage shop, and began to sell wastages. The owner gave me food in the morning and afternoon in exchange of my work. I used to smoke and took dandy. One day when I was sleeping in the open sky, I was awaked by the call of a brother. He told me about their organization and offered me to take shelter in their night shelter (Drop In Centre). At first, I got afraid and denied to go with him. At last, I took courage and went with him to their center and began to say at the night shelter. At first, I was a very dirty boy but now I look clean and neat. I can write my name. I do not smoke and take dandy any more. One day while collecting wastages, I fell from a four storied building and broke my right leg and three fingers. My brother at the center took me to hospital and I came round soon. Now, I know the bad effect of taking drug and want to alert other children about drug. Now I want to study to become a businessman.

6.4   Livelihood

Growing tendency of savings among the children is another significant achievement. It is commonly known that street children do not usually have a tendency to save money despite of their relatively good income. That is why they suffer a lot when they cannot earn money during hartal and other natural and man made unstable situations. This is why the project has introduced savings program for its targeted children. Good thing is that already around fifty percent of the children started savings realizing its importance.

A handful number of children have been placed in decent job through giving vocational training as well as through job hunting. Side by side, a large number of children have been withdrawn from hazardous working conditions through providing counseling about the negative effects of hazardous work in the short and long run.

My story of becoming self dependent... a case study

I am Mizan, thirteen years old. I have heard that when I was in my mother's womb my father left us. My grandmother married off my mother. At my three I was sent to orphanage. In the orphanage I was often beaten and I was not feed well at the same time. Everyday I imagined my other would come and take me for her from here. But my dream never comes true. One day a boy of the orphanage beat me severely. Then after getting an opportunity, I escaped from the orphanage. Then I was ten to eleven and came to Dhaka. In Dhaka, I used to beg at daytime and slept on the street at Asadgate in the nights. One day a brother and sister came to me and told me about their organization. I told all about me to them. After hearing everything, they took me to their organization. I was kept in the night shelter. Here there are many children like me. Here nobody beats anybody. Instead everybody loves me. Here we do not have to pay for the dinner. But at daytime, I had to work with a child at Krishimarket. At first, I could not earn much. But gradually, I began to earn more. Here I can study and watch TV. Here I began to save. Now I worked in the market from morning to noon, come to DIC take my bath, took my lunch and take training in some handicraft like making candle, tailoring, making packets, sewing and so on. In DIC, together with fiver other children I do can candle business. To sell these candles our ASD sister selected five shops. Besides, we supply candle in the night shelters. I want to become a successful businessman and help the rootless children. Drop in Center, my Address, has taught me how to live well.

6.5   Family Integration

Many children have been taking part in socio-cultural activities organized by the project as well as others. This is how they have been able to interact with other children and policymakers, which has contributed in fulfilling one of the major objectives of the project i.e. reintegrating them in to the mainstream society and go back to their family life. Some children have also been mainstreamed into formal education and integrated in their families.

Last but not least these children have been given awareness regarding their rights and responsibilities. As a result, they became much more vocal while interacting with the policy makers at different levels. At the same time, they are trying their best to fulfill their obligation.

> **End of Street Life... Case study**
>
> I am Saju, eleven years old. We are five brothers and three sisters living my village with my parents. I am the youngest. I was sent to Madrasha for study. But I din not like Madrasha education. That is why I was scolded and beaten. Nobody could understand my problems. When I was eight I fled and came to Karaonbazar, Dhaka. I felt scared in the unknown place. After starving two days, I found a job in a hotel. The owner of the hotel did not give me proper salary, brought me drug, and tortured me physically. I left the hotel job and started stealing. I started making relationship with bad people and they made me taking drug for business purpose. I could understand that I was getting ruined. One day I heard the name of a center for us from other street children. Curiously I went to the Center. I like the function of the Center. After joining some sessions and receiving some lessons, I could understand that life in the street is not life at all. I was encouraged to go back to my family. At one point, I communicated with them. After receiving the news my parents rushed to get me back. I could realize my fault. I got ready to go back to my home. I do not want any children should become street children like me.

6.6   How Effective the project component for the children

6.6.1   Non-Formal Education

Non-Formal Education (NFE) is being offered at the Drop in Centers to the children in a very child friendly manner for developing their basic literacy and numeracy skills so that they are better equipped in terms of reading and writing basic things e.g. name and addresses, which would help them to fight against the odds they are facing in their day – to – day live.

Education has always been considered as one of the key elements for empowering the disadvantaged section of the society in which street children are to be considered one of the most disadvantaged groups. Therefore, providing NFE to the street children is crucial.

With regard to the effectiveness of NFE, it has been found that children are eager to learn literacy and numeracy as part of their survival strategy. Majority of the children can write their name and address and they can also read basic things like signboard, poster and other informative display boards. They have also achieved minimum numeracy level. All these factors have been contributing a lot to their day-to day survival. For example, many of them have got relatively descent and secured job simply because they can read and write. Some of them mentioned that their daily income has gone up, as their employer cannot deprive them anymore. Having functional literacy also opened up new opportunities for them such as they became eligible for vocational training, which requires a minimum level of education.

Some weaknesses or limitations have also been found, which have been creating hurdles in delivering NFE efficiently and effectively. Those are as follows:

Same reading materials are being followed for all four categories of children, whereas their situations and needs are different. Absence of individual development plan ignores the specific need of an individual child. For example, an eight years old child may has the potential to be mainstreamed into formal primary education, which is not the case for a 12 year full time street child. These two children definitely need different treatments.

In most cases, space for NFE classes is adequate even for 25-30 children (present class size is 40). Besides, class rooms are not attractive or child friendly.

There are no supplementary materials (e.g. story books) for NFE students. Moreover, all children do not have access to basic reading materials, as the numbers of copies are not adequate.

6.6.2 Skill Development Training

Skill development training is to be considered as one of the most appropriate means for rehabilitating street or working children by securing their livelihood in a permanent fashion. However, providing skills training to the street children is not an easy job, especially because it could be a complete waste of resources if the trades that are identified do not match with the market demand and children's aspirations or capability.

Although this project has a component for offering skill development training, its effectiveness or success rate is not very encouraging for several reasons such as:

The project does not have adequate facilities for offering skill development training. Therefore, a few courses (tailoring, candle making, paper bag making etc.) are being offered at the DICs. There is an option for referring children to other vocational institutions. However, both the options are not attractive and appropriate for the children the project is dealing with. Because, the courses which are offered at DICs are very conventional and thus it does not have potentials for market growing in future. On top of that the project cannot provide sufficient training materials for these few number of courses. For example, there is no sewing machine for the tailoring course and only one Skill Development Instructor position is available in the project for several hundreds children who opted for skill development trainings.

With regard to the referral system, many children do not qualify in the assessment test because of the lack of educational qualifications. In some cases, children were referred without assessing their needs and capacity. As a result, after completing a

six-month course, that particular child ended up in his/her original profession. Under this circumstances, it can be safely said that despite its high level of potentials the project could not demonstrate expected results in its skill development training component.

6.6.3 Awareness Raising

The project has got a component for raising awareness of the children, their parents/guardians, employers and influential members of the local community. The main purpose is to make children aware about their rights and responsibilities as well as health and hygiene and other life skills so that they do not fall into unwanted situations and at the same time parents/guardians; employers and other community members are responsive to the needs of street children.

With regard to the effectiveness of this component, it has been observed that majority of the children become aware about their rights and responsibilities. They are also aware about basic health related issues e.g. cleanliness and they have been practicing what they have learnt. A good number of children received training on life skills and HIV/AIDS, which they are following in their day-to-day life.

Raising awareness for the community members demand further strengthening in terms of involvement of more influential stakeholders in strengthening social campaign.

6.6.4 Counselling

This project has rightly incorporated the counseling component, as this is an important area for the rehabilitation and re-integration of the street children because majority of the street children have come across various types of physical and mental abuses. In order to overcome this situation they need continuous counseling support.

Assessing the effectiveness of counseling, as a single component is very difficult, as it does not produce a direct result rather it plays a facilitating role in which a child could show positive performances in many areas. What I have learnt from children that they do receive appropriate advice/suggestions from the staff when they are in a difficult situation. As a result, they can have a better plan to overcome those situations.

Some of the limitations we have identified regarding the counseling services would include lack of full time counselor. Only one counselor covers several hundreds street children and she did not receive proper training on counseling. As a result, children do not receive appropriate counseling services from the project.

6.6.5 Savings

In order to create savings habit among the street children the project introduced a savings program on a pilot basis. Till now this component has been running in a very informal manner and not introduced in all centers. Therefore, it is too early to assess the effectiveness of this particular component. However, it has been learnt from children and field staff that children are really interested to take pat in the savings related activities for filling their future needs. Some children are already planning to utilize their savings for petty trading in near future. It can be said that at least savings habit has been developed among some children. It would attract more children once there will be a formal arrangement i.e. practicing mandatory savings, formulating specific rules and regulations, long-term future plan etc.

6.6.6 Reintegration

One of the activities of the project is reintegrating street children with the families. However, the success rate is very insignificant mainly because almost 80 percent of the enrolled children belong to category 'D' i.e. they are already living with their families. Reintegrating 'A' category children is almost impossible because they left their families at a certain period when their families were unable to fulfill their minimum basic needs. In some cases, it was a family decision that the child should go out for his or her survival as well as to support other family members. Therefore, asking these children to go back to their families would be a redundant exercise.

6.6.7 Children's participation

This is beyond debate that without genuine participation of the targeted beneficiaries of any development initiative cannot achieve expected outcome. This is much more appropriate for projects related with children's development, since their needs are totally different than adults and thus requires special attention. Moreover, adults are not in a position to realize the best interest of the children. Therefore, one of the key approaches of the project is to ensure children's participation in designing and implementing project activities.

It is to be noted that the currently enrolled children in various components did not take part during the initial designing phase of the project. However, their views and opinions have been heard at various stages of the implementation and redesigning of the project. This process has resulted in strong ownership among the children. For example, children themselves given names of the DICs (Amader Ghar, Amar Thikana) for which they feel empowered. Children also taking part in the management of DICs e.g. what would be the menu for dinner. All these small things giving encourage to children to be in touch with the project activities. This is how their participation has been highly effective

Parents/Guardians:

Interest among the parents has been growing fast regarding the necessity of education for their children. As a result, they are now much more willing to release their children from work so that they can attend NFE classes regularly. Many of the parents are also showing interest for mainstreaming their children into higher education. It has been found during the discussions with parents that almost all of them are aware regarding the consequences of hazardous work and they are eager to send their children to school instead of work.

One of the interesting findings was that parents are now much more responsive to the needs of their children and they consult with their children on various family issues.

Employers:

Majority of the employers posses positive attitude towards street children, which was not the case earlier. Employers had a common view about street children that they all are thieves. However, this view has been changed significantly, as they know about the problems of street children. This is why they are showing interest for the education of the children and ask them to attend schools. Some employers got involved with the Center Management Committees indicate their growing interest. They are also offering jobs to the children and do not use abusive languages anymore.

Community Representatives:

Community representatives also became much more aware about the problems and needs of the street children and they are responsive to it. In many cases, community offers free space for running DIC and they directly take part in the overall management of various activities. They regularly visit DIC to look after the quality of services and give advice on the spot. Community members also contribute in cash/kind for the children. They are taking part in workshops and other social and cultural activities organized by the project. Most importantly, community members do not scold and misbehave with the children, which was a regular phenomenon in the past.

Chapter 05

7 Recommendations, experiences of other NGOs working for street children and concluding remarks

Recommendation:

Enrolment process in the drop in centres is me very important. Children should not been enrolled as and when come. A new child should be given opportunity to take part in different sessions and he should be observed and finally should be interviewed about the purpose of the drop in centre and purpose of his coming to the drop in centres and then if satisfied should be enrolled otherwise not. Because many of the children take it as an opportunity to take rest and have some benefits not being realizing the effectiveness of the activities of the drop in centres for them. So they come very casual and many of them drop out and which hamper the objective of the drop in centres.

Children are learning and participating in different sessions according to their capacity. Every session is more on generalized meaning every children take part in every session; there is no special session or class for the children who get advanced like every children take part in music session and sings song in common voice but it is being observed that some of the children could do better if they are being provided with some special training separately as because we know the reality that every body can not be a good singer and similar to other class like art.

Children are interested in watching TV in the drop in Centre. Timing for watching TV should be fixed. There is not uniform system for the children.

It seems it is very important to have uniform for the children in the drop in centres. Dress crates an influential image in the mind of children. Uniform is important for their identity at outside… mind set up and feeling of a sense of attachment to the drop in centres.

Design of curriculum of the drop in centres is very important as because these children work on the street and their temperament is very different than that of the general children of the society. They need hard curriculum to be controlled; to be concentrated. Sessions like art, music, counselling and skill training should get focused as activities of the drop in centres. For mind control, concentration and withdrawal them from street art, music play very vital role. If street children begin painting and singing with good/skilled trainer, real change begin to occur in their mind. And when mind could be changed then it is easy for them to be integrated in the society otherwise not. As for example, Rashad, age 17, is now a good painter; some of his paintings have took place in Plan's calendar. Presently he is also work as a peer educator. He has got his training; now even if he does not have opportunity to contact with the drop in centre, he has the capacity to guild him in trace. Another boy Tutul 17, a very good singer, his face indicate the changes taken place in him. There are very less possibility of these children to be involved in bad things which are prone in street life.

Existing NFE curriculum is fine for the project's target children, as the aim of NFE is to giving very basic literacy. However, supplementary reference materials e.g. story books may be added.

Health is a big issue for street children. The project offers health care services through strategic partners, which is not available for quite long time. It may think of regular health support for the street children

Savings component needs to be formalized and introduced in all center. Standard rules and regulations that would include constitution, savings investment policy, mandatory or voluntary savings etc. may be formulated in consultation with the children.

It is very important to find appropriate counselor if possible from the graduate street children. At present considering the lack of appropriate counselor for the street children, the project could provide available basic counseling training to all level staff

instead of depending on one or two designated counselor so that they can provide advice on the spot.

Experiences of other NGOs working for street children

Most of the NGOs working for street children find it difficult to keep full time street children at the shelter for a long period. According to them, being free on the road these children have already got the privilege of so called freedom. They can do whatever they like to do. That is why they do not like to see them in a system wherein they will be asked to follow specific rules and regulations. To keep them at the shelter requires special attraction linked with their future betterment and continuous counseling. Some of the NGOs even believe that street children should not be provided with shelter facility for a long period. Efforts should be made to link them with the existing government services within a possible shortest period of time so that they do not become dependent on a particular NGO.

Almost all the NGOs have been facing difficulties in finding out appropriate counseling methods as well as skilled Counselor for running counseling service for the street children. On one hand, need for counseling largely vary from child to child and on the other hand, the country does not produce Counselor in line with the need of such children. Therefore, it is one of the major challenges for the NGOs to provide counseling service to the street children.

Lack of common understanding among the service providers (NGOs) regarding the problems of street children and possible interventions to address those problems is another important issue. In most cases, these are seen from the perspectives of a particular NGO or donor agency as opposed to the perspectives of the street children. Therefore, different NGOs are trying out different approaches, which does not necessarily compatible to the actual needs of street children. As a result, children are getting puzzled and cannot take appropriate decision for building their future.

Lack of coordination and cooperation among the NGOs working for similar causes is also a big issue. Majority of the NGOs concentrating on their little island instead of creating one voice, which has been creating hurdles for not having a very strong advocacy at the national level.

Vocational training and job placement for the street children is a major concern for almost all NGOs. These children do not have adequate level of general education for entering in to the vocational training. As a result, NGOs are giving them training on conventional trades, which do not have a regular market demands.

Concluding Remarks

Dealing with street children is always a complex issue everywhere in the world. Once a child ended up on the street he/she come across all types of unwanted situations wherein he/she has to develop his/her own coping mechanism, which does not necessarily match with our so called civic society. On one hand, the society creates an environment in which a child is forced to leave home and on the other hand, that society does not accept a street child as part of the society. This funny situation makes a street child uncontrollable and we have to deal with them. There is no permanent solution until and unless we are able to address the root causes of this problem. Till then we will have to make our effort for the betterment of these children. However, considering various limitations these type of street children's development project should play a facilitating role, in which children will be given support to get facilities as many as possible from other existing government and non-government institutions. Children should not be allowed to think that this project will fulfill their all requirements.

Problem lies in the mind. When a child is forced by her/his parents to work on the street, he/she becomes a street children in mind. Having a parent he/she does not feel a parental protection. Besides the children who do not have parents/guardian and work on the street become street children in mind thoroughly. So, lack of feel of social integrity, protection becomes real problem for the street children than the lives and hazardous job of the street. To change their mind is a real challenge for any project designed for street children.

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Annex – II: List of Street Children

Street Children (Night Shelter -girls) – Gabtoli DIC

Sl. no.	Name	Age	Occupation
1	Ratna	11 years	Garbage collection
2	Nargis	10 years	Selling chocolate
3	Mousumi	11 years	Selling chocolate
4	Shilpi	10 years	Garbage collection
5	Ratna	7 years	Garbage collection
6	Tania	8 years	Garbage collection
7	Salma	10 years	Selling chocolate
8	Jesmin	13 years	Selling chocolate
9	Bristi	15 years	Selling chocolate
10	Nargis	13 years	Selling chocolate
11	Surjomoni	7 years	Garbage collection
12	Kulsum	7 years	Garbage collection
13	Asma	8 years	Selling chocolate

Street Children (Night Shelter -boys) – Krishi Market DIC

Sl. no.	Name	Age	Occupation
1	Ashik	13 years	Porter at rice market
2	Rubel	13 years	Porter at rice market
3	Faruque	13 years	Porter at rice market
4	Nur Hossain	10 years	Porter at rice market
5	Farhad	12 years	Porter at rice market
6	Shaheen	12 years	Porter at rice market
7	Jabbar	10 years	Porter at rice market
8	Monir	10 years	Porter at rice market
9	Tutul	16 years	Porter at rice market
10	Taslim	10 years	Porter at rice market
11	Shahalam	14 years	Porter at rice market
12	Ripon	15 years	Rickswa van puller
13	Monir Hossain	12 years	Porter at rice market
14	Ratan	12 years	Porter at rice market
15	Shabuddin	12 years	Porter at rice market
16	Liton	15 years	Porter at rice market

Street Children (girls) – Kachukhet

Sl. no.	Name	Age	Occupation
1	Pinky	10 years	Helper at fruit shop
2	Selina	10 years	Domestic helper
3	Monisha	8 years	Selling cake
4	Moriam	9 years	Production of paper bags
5	Nupur	13 years	Rice collection
6	Nasima	7 years	Work at home
7	Soma	7 years	Garbage collection
8	Nadira	10 years	Garbage collection
9	Rozina	10 years	Garbage collection
10	Runa	7 years	Garbage collection
11	Hawa	10 years	Garbage collection
12	Amena	8 years	Vegetable collection
13	Khairun	10 years	Vegetable collection
14	Nadira	12 years	Domestic helper
15	Nadira	11 years	Porter

Street Children– Karwan Bazar

Sl. no.	Name	Age	Occupation
1	Md. Rashed	17 years	Porter at fish market
2	Md. Rafique	16 years	Porter at vegetable market
3	Saiful	10 years	Porter
4	Md. Delwar Hossain	14 years	Vegetable seller
5	Monir Hossain	14 years	Porter at vegetable market
6	Abdul Aziz	14 years	Rickswa van puller
7	Shameem	8 years	Vegetable collection
8	Ripon	9 years	Vegetable collection
9	Selim	7 years	Vegetable collection
10	Billal	13 years	Rickswa van puller
11	Nurul Amin	12 years	Rickswa van puller
12	Anwar Hossain	12 years	Vegetable collection
13	Nazrul Islam	14 years	Porter at fish market
14	Saddam Hossain	13 years	Porter at fish market
15	Omor Faruque	8 years	Porter at fish market
16	Zahirul Islam	8 years	Porter at fish market