AMERICAN UNIVERSITY OF BEIRUT

THE EDUCATIONAL STATUS OF STREET CHILDREN IN LEBANON: POLICY AND PRACTICE

by
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A thesis
submitted in partial fulfillment of the requirements
for the degree of Master of Arts
to the Department of Education
of the Faculty of Arts and Sciences
at the American University of Beirut

Beirut, Lebanon
April 2019

AMERICAN UNIVERSITY OF BEIRUT

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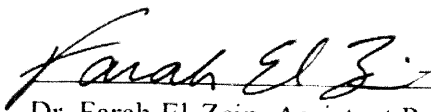

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ACKNOWLEDGEMENTS

AN ABSTRACT OF THE THESIS OF

Serene Faysal Saab   for   Master of Arts

 Major: Educational Psychology – School Guidance
and Counseling

Title: The Educational Status of Street Children in Lebanon: Policy and Practice

This study explored the educational status of street children in Lebanon from the perspective of law, ministries, non-governmental organizations and street study participants. The study had a two-fold purpose: (a) to identify the causal factors for school dropout of street children and (b) to explore the legislative and practical initiatives taken by the ministries and NGOs to respond to the educational need of street children. The study adopted a qualitative methodology design which employed the grounded theory methodology. The researcher collected data through a documentary review for the existing laws and policies concerning the education of street children in Lebanon, and through in-depth interviews with six representatives from the ministries, four representatives from non-governmental organizations and eight street study participants. Data were analyzed and coded using the constant comparative approach where the researcher began the analysis with the data collected and compared the properties of concepts and categories continuously among the emerging data sets to generate themes. The researcher compiled eight profiles of street study participants and then highlighted the dropout factors, policies, and practices from the eighteen participants. The findings of the study revealed: (a) failure in defining and identifying the size of the population of street children, (b) a robust legal framework which governs the education and protection of street children on the Lebanese lands if well implemented, (c) similarities of the perspectives of the participants on the causal factors for school dropouts, (d) significant measures taken in Lebanon that, however, render shortage due to the colossal magnitude of children on the Lebanese streets; (e) conflict of roles and duties of organizations and (f) education as a potentially main protective and rehabilitative factor. Accordingly, the researcher suggested recommendations for policy and practice.

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ILLUSTRATIONS

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ABBREVIATIONS

CRC	Convention on the Rights of the Child
ILO	International Labor Organization
INGO	International Non-Governmental Organization
INNE	Inter-Agency Network for Education in Emergencies
IRC	International Rescue Committee
MEHE	Ministry of Education and Higher Education
MOL	Ministry of Labor
MOSA	Ministry of Social Affairs
MOI	Ministry of Information
MOIM	Ministry of Interiors and Municipalities
MOFA	Ministry of Foreign Affairs
NGO	Non-Governmental Organization
NRC	Norwegian Refugee Council
RACE	Reaching All Children with Education
SFDO	Sama for Development Organization
UN	United Nations
UDHR	Universal Declaration of Human Rights
UNHR	United Nations Human Rights
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Emergency Fund
UNRWA	United Nations Relief and Works Agency
USDOL	United States Department of Labor

DEDICATIONS

This thesis is dedicated to the soul of my life-coach, my role model, my guardian angel; my father, Faysal Saab. Because I owe it all to you dad, I thank you. I get to hold on to the memories of every assignment done for this degree, because it was done somewhere next to you; at home or at the hospital. Thank you for allowing me to stay by your side for the last three years and thank you for encouraging me to pursue my life and my studies despite your disease and your daily suffering. I thank you for who I am, and I hope to make you proud.

CHAPTER ONE

INTRODUCTION

The phenomenon of street children is one of the international pressing issues. With the absence of consistent identification criteria and policies and laws that govern the state of street children, this phenomenon gets even more complicated. Moreover, although the precise number of street children throughout the world is still unknown, estimates have shown their immense increase in both, the developing countries and the industrialized ones (UNICEF, 2005). Further, the population of street children is expected to escalate due to many factors, such as population rise, labor migration, urbanization, poverty, economic deterioration, refugee influxes, and others. On the national level, we find that there are hundreds of children who work on the Lebanese streets; a long-standing problem which was aggravated mainly by the influx of Syrian refugees fleeing the war next door (ILO et al., 2015). Needless to say, that such populations experience extreme circumstances and have difficulties securing their basic needs, such as food, shelter, and health care.

Moreover, working on the street obstructs regular access to education which is asserted to every child by the Convention on the Rights of the Child (CRC) (1990) as a right to their life and development. Therefore, labor (such as working on the street) may be both the cause and the consequence of the disruption to the education of children (Al-Hroub, 2011). This study tried to understand the factors why this population does not receive the fundamental right to education while conceptualizing it in light of the perceptions of the people who experienced it and those who responded to it, i.e., street people and relevant stakeholders.

Research Purpose and Questions

The study aimed to gain insight into the education of street children as conceived by ministries, non-governmental organizations (NGOs) and street people in Lebanon. The study had a two-fold purpose: (a) to identify the causal factors for school dropout of street children and (b) to explore the legislative and practical initiatives taken by the ministries and NGOs to respond to the educational need of street children.

The study aimed to answer two research questions:

1. What are the causative factors for children, who are or become street children, to drop out or not to attend school?

2. What policies and practices are taken by the governmental and non-governmental organizations to respond to the educational need of street children in Lebanon?

Rationale

Western literature has extensively researched the phenomenon of street children, defined them, described their despaired livelihoods and concluded recommendations on the policy level (Ayub, Kumar, & Shora, 2016; Glasser, 1994; Panter-Brick 2002; UNICEF, 2005; 2016; World Bank Institute, 2002). However, literature in Lebanon is almost non-existent in this regard. The reports available in Lebanon are limited to shallowly defining the phenomenon without delving into comprehensive recommendations (Brophy, 2013; Humanium, 2016; Saliba, 2013). However, the issue of street children and policies to address it are culturally dependent. Therefore, any educational practice should be framed in the light of the cultural and political factors shaping it. Nevertheless, the first and only comprehensive study to date on the magnitude and the characteristics of street children in Lebanon was produced in 2015 by the Ministry of Labor (MOL) in collaboration with the International Labor

Organization (ILO), the United Nations Children's Emergency Fund (UNICEF), and Save the Children. As such, to further contribute to this body of knowledge in the country, the current study developed a holistic context-based understanding of the educational status of street children in Lebanon.

The Phenomenon of Street Children Requires Immediate Action

The rapidly deteriorating plight of street children indicates neglect worldwide (Ayub et al., 2016; UNICEF, 2005). Street life is a frequent concomitant of weak economies and societies; it merges into the societal picture, and the children's presence on the streets becomes more of a norm. However, street life poses some challenges for children at several levels. On the physical level, street children face challenges related to shelter, safety, nutrition, and health. On the emotional level, they face challenges related to attachment and emotional stability. On the social level, they face problems associated with their social identity and social relationships. On the cognitive level, they face challenges related to the development of their essential cognitive functions and academic skills (Ayub et al., 2016). For these reasons, this study highlighted the phenomenon of street children as an urgent one and recommended immediate action from the relevant ruling bodies to respond to the challenges faced.

Street Children in Lebanon Have a Unique Context

During the past years, the phenomenon of street children has dramatically increased in the country. The Syrian refugee crisis has been the most critical factor behind the massive influx of the street children population in Lebanon, which exceeded 150,000 after 2011(Brophy, 2013); 76% of which belong to the Syrian refugee community (ILO et al., 2015). While knowing that the host community already had its problems in this regard, the refugee burden further threatened its infrastructure and

resources, and the presence of the children on its streets added to its poverty and illiteracy rates. These huge figures in Lebanon require attention to control the associated risks posed on the refugee and the host community. Moreover, the phenomenon of street children on the Lebanese street may be indicative to measure the capacity of the Lebanese government to design and deliver policy matters in meeting the needs of its community. As such, one of the main purposes of this study was to explore the governmental and non-governmental efforts taken to combat the phenomenon on the street.

Street Children's Problem in Getting Education

Knowledge is the most important instrument of change. UNESCO (2017) identified, education as one of the most critical factors that help children help themselves. According to MEHE (2015), children without education would have little hope for the future. Therefore, education must be provided to street children to help them change their lives. In Lebanon, MEHE has taken significant initiatives to bring children into its system, based on Article 1of Law No.150 on 17 August 2011 which states that education is compulsory at the primary education stage and is available for free at public schools (MOL, 2016). However, children who suffer from severe economic deprivation may not be able to afford to attend school. These children tend to work to support their families rather than spending their time at school. Such factors and others leave many children in Lebanon outside the school setting. While plenty of the studies in Lebanon and the Arab world have examined school dropout factors (Al-Hroub, 2015; INNE[1], NRC, UNICEF, MEHE, & UNESCO, 2014; MEHE, 2014), there

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[1] Inter-Agency Network for Education in Emergencies

were no studies which provided a holistic and a culturally-based understanding of the education of street children particularly, which is where this study will shed light.

The Significance of the Study

This study called for an immediate response to the educational needs of street children in Lebanon. The findings of this study are expected to benefit at both the policymaking and practical levels. Firstly, the study provides information about the phenomenon of street children and their educational needs; a problem which is not a priority either to the international agencies or to the government in Lebanon.

Moreover, the study explained the existing gap between the policies and the practices in the Lebanese context. Such an explanation can inform policymakers and educators especially those involved in the preparation of interventional educational programs. Additionally, the findings of this study aim to advocate for the strategic development of context-based standards and quality indicators against which organizational practices can be evaluated. Lastly, these findings will help formulate and propose interventions for further study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

To situate the focus of the study in the existing body of knowledge, the researcher carried a review of the literature related to the topic of the study. The researcher presented this chapter under two main sections. The first section provided an overview of the phenomenon of street children on the international level. The second section provided an overview of the phenomenon on the national level. The two sections mainly discussed the different definitions of street children, the causal factors for the phenomenon and the response to educational needs; including initiatives in Lebanon and other regions. The chapter concludes with an operational definition of street children, a conceptual framework for the study and a summary.

Overview of the Phenomenon of Street Children on the International Level

In this section, the researcher provided a review of the phenomenon of street children from international studies, mainly in Africa, Latin America, Asia and Europe. The researcher explored the related definitions, provided the available statistical data, and discussed the main factors and initiatives taken.

Problematic Notions

Despite the copious amount of literature on this topic - most of which in the Western context - what has been learned about street children has not depended on a single widely accepted definition. Literature instead has left us with countless definitions of the term. Thus, with the absence of a universal definition of street

children, it is impossible for research to provide reliable figures for the real magnitude of the problem.

The term "street child," was developed in the 1980s to describe "any girl or boy for whom the street has become his/her habitual abode and source of livelihood, and who are inadequately protected or supervised by responsible adults" (Glasser, 1994, p. 54). While this definition is widely used, there are different concerns about its notions. For instance, according to Crombach and Elbert (2014), the term street child itself is problematic due to several reasons. Firstly, it sees this population as one group, while in fact, it is a group of heterogeneous individuals. Secondly, this term labels children and overlooks the fact that the street is the setting of their action and not the essence of their character (Crombach & Albert, 2014).

Moreover, Ayub et al., (2016) clarified that children, in such conditions, may not entirely operate on the streets. They may live in different shelters or temporary houses. Further, according to a research report by the World Bank Institute (2002), "not all working children and school dropouts spend most of their time in the street, many street children are not homeless, and some of them still go to school" (p.3). World Bank Institute (2002), added that these children might also be part of a fragmented and dysfunctional family structure.

Panter-Brick (2002) further argued that the conventional definitions tackle three important dimensions which are the time spent by children on the street, the lack of protection by adults and the road as a source of their livelihood. However, they fail to tackle other dimensions such as spatial, temporal, and social elements. More crucially, these definitions disregard the different types of activities, self-identification, motivation, and the gender-structured disparities when accessing the streets (Panter-Brick, 2002). In conclusion, the term "street children" stigmatizes this population and

does not take into consideration their experiences, identities, and cultural and social behaviors or other facets which may have no relation to the street.

Some studies used the term street-connected children to refrain from the stigmatization of the children (Embleton et al., 2018) or street-based children (ILO et al., 2015) rather than street children. "Street-connected young people were defined as individuals aged 0 to …[less than] 30 years who either (a) were spending both days and nights on the streets, and had limited-to no parental/guardian contact or (b) were spending a portion or majority of their time on the street and had a parent/guardian/caregiver to whom they returned at night" (Embleton, et al., 2018, p.3).

Statistical Data

The issue of street children is a worldwide phenomenon; however, it is even more alarming in developing countries due to the lack of economic, social and educational support to those children. According to UNESCO (2017), there are approximately 150 million street children in the world, 40 million in Latin America, 25 million in Asia, and 10 million in Africa. However, these numbers do not reflect accurate statistics. The high mobility of street children and their nature of work make it difficult to count their total figures. Moreover, there are various types of street children, which further complicates the quantification procedure. For instance, some children work on the street to make their source of living, some spend all their day on the road and return to their families, and others live on the street without any connection to their families (Crombach & Elbert, 2014; Panter-Brick, 2002; UNESCO; 2017).

Regardless of the magnitude of this phenomenon, the literature indicates that their presence on the street poses many risks to their well-being and development. War, crises, death or divorce of parents, poverty, violence and other misfortunate factors are

the primary drives for the children to refuge to the street (UNESCO, 2017). These children resort to the road for begging, scavenging, vending, and shoe-shining or similar occupation. However, they end up as victims of violence, abuse, exploitation, and disease. That may be even worse than the conditions they had escaped.

Without education and training, both the livelihood and the future of these children are expected to be miserable (UNICEF, 2005). Nevertheless, bringing education to street children is a challenge by itself, for the provider and the beneficiaries. On the one hand, street children are perceived as troublemakers and jaywalkers reflecting the impoverished face of society. On the other hand, the children themselves regard society as threatening and intimidating. As such, it gets more challenging to integrate them into their social communities through formal education only. Here, non-formal education comes to hand, to bridge the gap between street life and reintegration (Amr, et al., 2019).

Factors for the Phenomenon Under Study

Poverty remains to be the main factor behind the phenomenon of street children (Abueita, 2016; Ayuku, Makori, Kamanda, & Braitstein, 2018; Embleton et al., 2019; O'Haire, 2011). Moreover, abuse, conflicts at home, broken families, unemployed parent(s), war, migration, and others are also among the factors that solicit the refuge of the children to the streets (Abueita, 2016; Amr, et al., 2019; Embleton, et al., 2018). Last but not least, O'Haire (2011) highlights the lack of proper education as an important factor for the phenomenon.

   Socioeconomic and political factors.

While the above conditions may be seen as personal and individual-related circumstances, they can also be seen related to social, involved nation(s) structure and

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political factors. Poverty and unemployment, educational inadequacies, housing problems and urbanization, industrialization, and the inadequate welfare structures are clearly implicated (Abueita, 2016). The choice of resorting to the street may be individual and personal; it has to do with one's circumstances. However, these conditions, in turn, cannot be seen in isolation to the social, structural and political dynamics in the countries. The latter, in fact, creates stressful and deprived contexts where undesired individual circumstances are likely to develop (O'Haire, 2011).

Speaking of contexts, it is important to look at the differences between the street livelihoods across different continents. For instance, in Africa, the main factors for the children to refuge to the street are push factors such as family problems, lack of educational success and the unfavored life conditions (Alem, & Laha, 2016). Whereas in Asia, children are forced by their parents to beg or work on the street. In Latin America, street children represent a familiar problem within the continent. The latter is due to a combination of undesired factors - such as the environment that children are born into - and the outgrowth of numerous problems within the region which require the governmental attention (Alem & Laha, 2016).

Moreover, the absence of law enforcement also emerged as a factor behind the phenomenon of street children. For example, Reza and Bromfield (2018) highlighted the discrepancies between the existing laws in Bangladesh and practices taken. While Bangladesh ratified the Convention in the Rights of the Child (CRC), Reza and Bromfield (2018) show that the government has limited ability in implementing the necessary changes. The absence of law enforcement was highlighted in several other studies as a factor behind the phenomenon of street children (Zarezadeh, 2013; Gadd, 2016; Mizen, 2018).

"So far, so much has been done in terms of improving the legal

framework for protecting the rights of the children but the challenge

remains on how these laws and policies can be translated to deliver

lasting impact for the children" (Gadd, 2016, p. 31)

Similarly, Zarezadeh (2013) and Mizen (2018) argued that the phenomenon of

street children could not be combatted in the absence of the implementation of laws that

protect children; enforcement of the rights of children to education and prohibition of

illegal forms of labor.

The role of parents.

Although poverty has shown to be the major prevailing factor for street

livelihood, the literature shows that the parents also have key role in the latter.

According to Zarezadeh (2013), the majority (83%) of street children in Tehran live

with their families. The other group of street children have detached from their families

to live alone or with peers. Similarly, in their study on the street children in Indonesia,

Beazley (2003) claims that financial difficulties are not the only factor for the

phenomenon of street children; it is rather a contributing factor associated with other

family issues. Violence at homes, physical abuse, neglect, severe punishment, and

parental depression and alcoholism, are among the factors within the family setting that

motivate the child to flee to the street (Beazley, 2003).

According to Alem and Laha (2016), parents of street children have suffered

themselves from neglect and abuse. Therefore, parents repeat the same behavior with

their children leading the latter to street life. However, the influence of parents differs

across different contexts. For instance, in Asia, an estimate of 60% of the street children

are accompanied by their parents on the street. Parents with low socioeconomic status in

Asia migrate with their children to urban street corners where they can generate more income (Alem & Laha, 2016).

The role of peers.

While the undesired relationship with parents represents a factor that pushes the children from their homes, peers characterize a factor that attracts the children to the streets. In their study on the street children in Bangladesh, Reza and Bromfield (2018) found that street children are geared towards collective rather than individual survival. In a study done on the protection of street children in Indonesia, Beazley (2003) also highlighted the influence that peers have on the street towards each other. Beazley (2003) found that street children spend time working or playing on the street prior to entirely becoming street-children. They observe the other children on the street and try to realize how it is possible to survive. In most of the times, they are envious of the freedom and independence that peers enjoy on the street (Beazley, 2003).

However, the informal social network that street children create builds their resilience and strength. Similarly, Orme and Seipel (2007) found, in their study on the survival strategies of street children in Ghana, that street children encourage each other to endure the challenges they face. Their high degree of sociability, and emotional and financial support bare street children from troubles.

Inadequate education.

The lack of proper education that helps socialize children within their community plays a push factor behind the phenomenon (O'Haire, 2011). The educational system fails to integrate the children into society due to several factors. In their study by O'Haire (2011) on street children in Brazil, the findings revealed that the obsoleteness at schools, lack of capacity and enrollment seats, and the copiousness of teachers' strikes fail to achieve the goals of education and push the children outside the

school setting.

Moreover, education fails to acknowledge the unique skills of children from outside the school setting. These are referred to as "street smart skills" (O'Haire, 2011). In fact, it is difficult to teach the street child to switch the knowledge of the street into academic outcomes. The curriculum is not designed around the street-learnt experiences which is why, even if street children enroll in school, they are not provided with motivation and opportunities to excel (O'Haire, 2011).

A noticeable example of other factors.

Different countries have variable factors that lead their children to undesirable behaviors; such as refuging the streets. Romania, for instance, represents a paradox of wealth and inhuman degradation. On the one hand, it joined the European Union in 2007 and became a member of one of the wealthiest trading coalitions in the world. On the other hand, the insights into poverty in Romania leads a generation of children condemned to orphanages, asylums or street life (Lancer, 2016).

According to Lancer (2016), the high number of children suffering from poverty in Romania was mainly due to the policy of population growth in past decades. The government was encouraged to increase the birth rates by prohibiting abortion and contraception and taxing families that do not have children. The latter practices resulted in excess of children whom neither their parents nor the state, were able to support (Lancer, 2016).

Good Initiatives Despite the Limitations

In this section, the researcher highlighted three initiatives from the literature – attempting to properly handle the phenomenon of street children – in three different countries: Jordan, Turkey, and Brazil. The researcher focused on these three initiatives

because they depended on an approach that is likely to be relevant to the Lebanese collectivist society and culture.

Jordan.

Although it is difficult to quantify street children in Jordan, during the past decades, studies showed a sudden increase in their population (Arshad, 2018). Recent studies showed that this population increased to 1,263 street children in 2016 (USDOL[2], 2017b). The size of the refugee population increased in Jordan after the Syrian crisis in 2011. However, only 10% of the street population are from the refugees (Arshad, 2018). Arshad (2018) reported that 44% of the street children work or beg on the street due to poverty. Other factors pushing children to the street include parent's illness, broken families, father imprisonment, illiteracy, and displacement. It is worth noting that the laws governing compulsory education fell short from saving this population (Arshad, 2018).

To respond to their needs, the Ministry of Social Development designed a National Strategy for Children in Street Situations with UNICEF's collaboration. This strategy included legal, prevention, protection, rehabilitation and reintegration methods to meet these children's needs (Arshad, 2018). Notably, the family of the child, in addition to community and religious leaders, were put on board. Further, different bodies were integrated into the plan. That includes media, national and international NGOs, UN agencies, MEHE, Social Development centers, and MOJ. Besides, the National Aid fund was included to play its role in providing training centers for children and cash for families (Arshad, 2018).

This strategy aimed to work against the concept of institutionalization of the child. Street children in Jordan were institutionalized repeatedly in the past, with

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[2] United States Department of Labor

minimal to no benefice. As such, this plan disperses from the institutionalization of children and instead, refers them to the case management units and rehabilitates them within their community. The government does not place the children in an institution, but rather their family will participate in supporting them in all the stages designed for their reintegration within their community and school. MEHE, at the same time, would develop programs for children who have been out of school for a long time and provide capacity for the newcomers. Some of the main activities entailed in this plan are the training of teachers, ISF departments, probation officers, and juvenile judges (Arshad, 2018).

Turkey.

Turkey has recorded success stories in assisting street children and reintegrating them into society through the cooperation with ISF and provincial directorates of education and municipalities. The government worked on withdrawing children from the streets and raising awareness about the phenomenon and how to deal with it. The Street Children Commission has been established. This commission created 117 mobile units that were able to reach out to 7,965 street children ("Turkey's Family", 2018). After withdrawal from the street, these children would be referred to vocational education and provided with psychosocial counseling on a case-by-case need assessment basis. Knowing that the plan is family-based, families of 1,965 children received support services including health, education, and counseling. On the other side, the government has taken legislative measures against families of 231 children who persisted in sending their children to the street ("Turkey's Family", 2018). Furthermore, access to education and other services has been expanded, especially for the refugee population.

Considering the magnitude of the street children phenomenon, it is worth a while to pick up on the gaps of the labor practices - related to parents - in the country as a contributor to the issue under study. USDOL (2017c) points out the gaps in the uneven enforcement of labor laws which reflects its toll on child and youth vulnerability. For instance, the limited work opportunities for adult refugees left some of their children out-of-school and exposed them to the worst forms of child labor (USDOL, 2017c).

Brazil.

O'Haire (2011) highlighted the family-based approach carried by the NGO Grupo Ruas e Praças (GRP). This NGO believes in the capacity of the family members in commanding the skills. The GRP street children program focuses on the factors that lead children to the street and accordingly attempts to help them. These factors are categorized as material factors such as poor housing, poverty and hunger, and non-material factors such as abuse, neglect, drugs and general overload. GRP involves the parents and the children in the solution process.

Firstly, a social worker would visit the families without their children to introduce the program and ensure their relief. Secondly, GRP staff would plan a gathering of the children and their families. In this meeting, a group counselling session and an in-depth discussion would be carried. After a few meetings, GRP personnel would assess the needs of the families. The families would accordingly receive material support such as financial merits and non-material support such as opportunities for capacity building. For example, GRP would carry workshops on developing skills for parents and children; to help them integrate into the informal labor market.

Such programs do not deny the absent role of the government in providing stable economic conditions and labor opportunities for the families in-need. These programs,

in fact, would only be able to reach a limited number of families. As such, it is important for research to look for more practical and contemporary solutions (O'Haire, 2011) while advocating for a more active governmental role.

Recommendations

Based on the factors and the initiatives related to the phenomenon of street children, the literature provides a number of recommendations for future practice.

Modifying the perception of street children.

Available scholarly resources represent street children as exclusively victims of poverty and shortcomings of governing bodies (Panter-Brick, 2002); presenting an incomplete overview. However, these labels have adverse effects on the children who aspire to make positive changes (Bender et al., 2007). Orne and Seipel (2007) found that street children have behaviors and aspirations that are not much different from societal norms. Therefore, the perception of the street children as deviants, advocates for further stigmatization among the street children population. Hence, it leads to the development of policies and programs that may overshadow the potential active role that children could play (Orme, & Seipel, 2007).

As such, sociology now looks at street children as potential active social agents in an important conceptual innovation (Mizen; Mhizha, Chiroro, & Muromo, 2018). Sociology advocates for the need to refrain from seeing street children as victims of neglect and undesired circumstances; it introduces the need to consider the street children's motivation, thoughts and reasoning (Mizen, 2018).

Individualized interventions.

Firstly, it is important to note that children respond differently to the different types of initiatives. Children exposed to violence or those deprived of family care are the

most challenging to assist. However, refugees and working children – despite the impediments – show stronger aspirations for education and life enhancement (Abueita, 2016). Moreover, interventions need to be culturally sensitive due to different environments that elicit street livelihood (Amr et al., 2019). Street children are not a homogeneous group. Hence, intervention programs need to be tailored according to the needs of each of their cohorts (Abueita, 2016).

Early interventions.

Children are easily affected. If they do not find a support system, they may easily be influenced by gangs, drugs and undesirable elements. Therefore, NGOs are recommended to intervene at the earliest opportunity (Orme & Seipel, 2007). In Indonesia, for example, some NGOs no longer try to access or rehabilitate children who have spent a very long time of their lives on the street; these are thought to have become too submerged in its subculture. It is assumed that these children may have adapted to the difficulties of the street and hence, they will never leave it (Beazley, 2003). These organizations rather invest in newly coming street children and in children who are at-risk of going to the street.

Similarly, Mhizha et al. (2018) suggest that community mobilization strategies need to develop monitoring systems that would early identify children at-risk of becoming street children. Such systems would instantly intervene through providing an alternative income for the families at-risk and creating a possibly non-threatening environment that engages children. Additionally, the system would improve the monitoring and evaluation mechanism. That is, parents and children would be able to share their experiences and the stakeholders would evaluate the process, which facilitates the generation of solutions (Mhizha et al., 2018).

Involvement of street children.

It is important to note that there are two main types of initiatives to help street children: protective and futuristic (Abueita, 2016). Protective interventions are meant to relief individuals in cases of emergency, while future investment initiatives are rather to initiate long-term development. Reza and Bromfield (2018) advocate interventions that involve the children in the process. The authors suggest that these interventions need to be based on the strengths of the street children and not on the victim -perspective. Such interventions empower the child as they focus on their assets in building resilience and mitigating risks (Bender, Thompson, McManus, Lantry, & Flynn, 2007).

Peer-based interventions.

Among the important points of strengths of street children is their peer networks (Bender et al., 2007). For street children, peers are a source of support and safety (Bender et al., 2007; Kidd, 2003; Reza, & Bromfield, 2018). As such, some NGOs involve peers in intervention programs. Among the successful peer-based interventions was highlighted by Karabanow and Clement (2004). In this intervention, peers were engaged in conduction of research, development of educational and harm reduction programs, and provision of services.

Family-based interventions.

Orme and Seipel (2007) recommend a family-based intervention plan because the role of the parents is a key factor behind the phenomenon under study. The authors argued that since family breakdown, parental neglect, irresponsibility, and abuse are common in different countries in the world, it is significant to strengthen the families in order to combat the phenomenon. For instance, it is recommended to trace and reunify families and provide counselling for the children's guardians in addition to the children themselves

(Mhizha, Chiroro, & Muromo, 2018). Authorities in charge need to provide parents and guardians with appropriate parenting skills (Mhizha et al., 2018).

Education and practical skills.

 Given that academic education is a vital intervention, it is not the only solution. For instance, Rafi et al. (2012) found in their study in Sarghoda city, that street children value learning practical skills. These are assumed to help them in their day-to-day survival. As such, it is important to equip street children with life and vocational skills (Mhizha et al., 2018). Practical education includes information on life survival, job training, vocational skills, apprenticeships, and training on search for convenient jobs (Orme, 2007; Zarezadeh, 2013).

Overview of the Phenomenon of Street Children on the National Level

 In this section, the researcher reviewed the literature related to the phenomenon of street children in the Lebanese context. The researcher reviewed the available studies and highlighted the main factors behind the phenomenon under study, the responses and the main concerns in the Lebanese contexts.

Street Children in Lebanon

 Since the start of the refugee crisis in 2011, the long-standing issue of street children in Lebanon became more pressing. The first comprehensive study on the magnitude of the problem and the characteristics of street children in Lebanon was published in 2015 (ILO et al., 2015). The study reported that there are 1,500 street children in 18 different districts of Lebanon. Their ages range between 5 and 18 years, 68% of them are boys, and half of them are between 10 and 14 years old (ILO et al., 2015). In Lebanon, generally street children are not homeless; in fact, they work during

the day on the street and then go back home where they live with their families (ILO et al., 2015).

Moreover, street children have high levels of illiteracy, and they come from disadvantaged socioeconomic statuses. According to ILO et al. (2015), while 73% of the street children in Lebanon are from the Syrian populations, the authors argued that the Syrian refugee crisis is not the only reason behind this phenomenon. There are four main reasons behind this phenomenon: social exclusion, organized crime, child exploitation, and vulnerability of household.

According to ILO et al., (2015), 60% of street children between five and eight years of age typically engage in begging, whereas 2% participate in work and services such as scavenging and shoe shining. The actions of the children on the streets are independent of the gender, except for some economic activities (ILO et al., 2015).

The Issue of the Syrian Refugees – the Primary Factor

Lebanon is the country with the highest rate of refugees per capita in the world (UNHCR, 2019). The Lebanese government estimated that there are more than 1.5 million Syrian refugees in the country including 946,291 registered as refugees with the UNHCR, 34,000 Palestinian refugees from Syria and more than 277,985 Palestinian refugees already in Lebanon. More than 76% of Syrian refugees in Lebanon live below the poverty line (VASyr, 2018). The weak economic situation, and the high levels of unemployment, have further heightened the levels of poverty and the tension between the host community and the refugee population.

The Syrian refugee crisis in Lebanon has presented a pressing factor for the influx of the street children phenomenon. To provide an overview of its size, Table 2.1.

shows the refugee population in Lebanon as compared to the local community and neighbor countries.

Table 2.1.

Syrian Refugees in Neighbouring Countries

Country	Registered Syrian refugees	Total population (in millions)[3]	Refugees as % of total population
Lebanon	946,291	4.4	21.5%
Jordan	670,238	6.3	10.6%
Turkey	3,651,635	74.0	4.9%
Egypt	132,165	80.7	0.2%

Note. From "Syria Regional Refugee Response" by UNHCR, 2019.

Response to the Educational Needs of Street Children

There are different initiatives taken by governmental bodies in response to the educational needs of street children. The researcher below discussed these efforts which were born in Lebanon.

Education.

MEHE launched the Reaching All Children with Education (RACE) initiative in 2013. With the support of the international community, RACE succeeded in improving access to formal education among the Syrian refugee children and the underprivileged Lebanese children. Enrollment rates increased from 18,780 students of age 3 to 18 in 2011-2012 to 141,722 students in 2015-2016 (World Bank, 2016).

However, with the high demand for schooling, the Lebanese public-school system faced severe concerns in the quality of learning. Firstly, Lebanon has created an

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[3] Total population numbers do not include refugee population

education system called "double-shift" public schools located primarily in the most vulnerable areas; however, the second shift is more overcrowded with shorter school hours. Other factors include the inadequate monitoring of refugee education and assessment of learning outcomes in the Lebanese public school system (World Bank, 2016).

Residency and documentation add to the issues faced by vulnerable populations on the Lebanese lands. There are thousands of unregistered people in Lebanon, i.e., they do not have formal access to education. This population consists of stateless children who do not have legal status in the country. Syrian refugees may also lack the necessary documents for education and employment due to the nature of their temporary state (MEHE, 2015). Figure 2.1 summarizes the main factors for school dropout of refugee students in Lebanon. From "Support to reaching all children with education (RACE 2) program-for-results", World Bank, 2016.
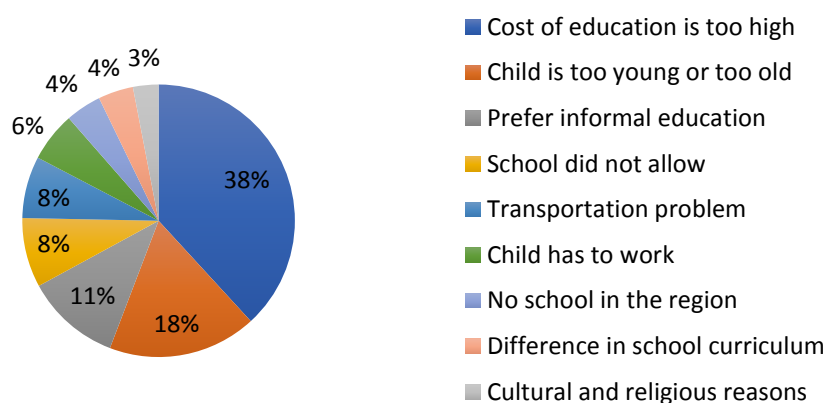
Figure 2.1. Reasons for being out of school for children aged 5 to 17

As such, the Lebanese education sector worked on enhancing three outcomes related to the education of the children on the Lebanese lands (UNHCR, 2018). These mainly cover the access to formal education or regulated non-formal education, the quality of education and the monitoring and evaluation of the educational services

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(UNHCR, 2018). Figures 2.2., 2.3. and 2.4. summarize the progress in the Lebanon

Crisis Response and highlights trends affecting people in-need. From "Education- End

of Year 2018 Dashboard", UNHCR, 2018.

FE: 438,228	NFE: 116,456

- 1.1 milion people in-need
- Targeted : 532,682
- Reached: 554,834

Figure 2.2. Targeted population groups for 2018.
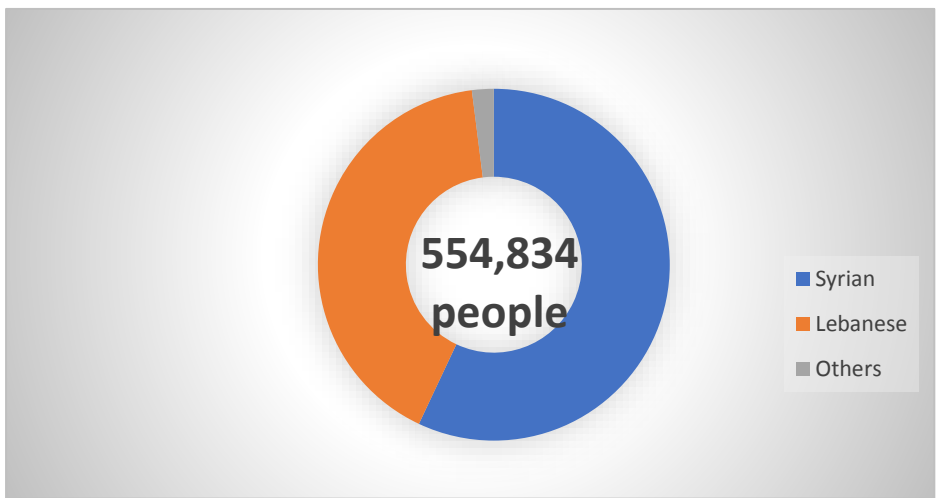
Figure 2.3. Population reached by cohort in 2018
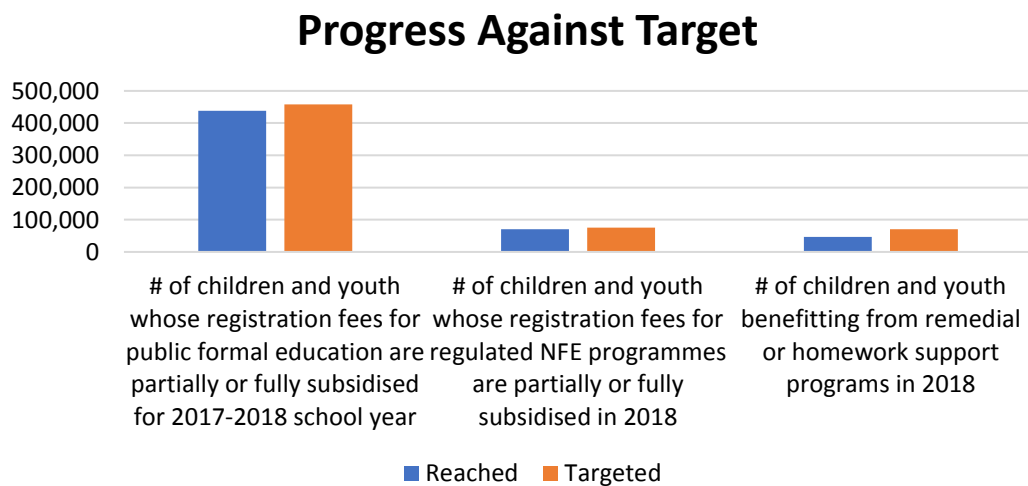
Figure 2.4. Progress against target for 2018

Labor.

The sudden influx of refugee children in Lebanon has resulted in a vast increase in the child labor population. MOL has identified different forms of child labor. According to MOL (2016) exact numbers of children working in the worst forms of labor do not exist in Lebanon. However, several studies show that the problem is increasing due to the lack of adequate prevention programs. Notably, working on the street has been identified as one of the worst forms of child labor.

Lebanon succeeded to make a moderate progression in eliminating the worst forms of child labor in 2017. The government helped more than 110,000 children in schools and prevented a possible dropout of more than 18,000 other children, in 2016–2017. However, there are still children who engage in the worst forms of child labor for several reasons. For instance, the MOL budget was not able to cover the costs to carry the labor inspection among the children population. Moreover, MOL does not have the authority to carry and assess penalties to parents who send or allow their children to work in illegal forms of labor. Generally speaking, the programs that target child labor remain to be insufficient to fully address the problem (USDOL, 2017a).

MOL worked on the implementation of the National Plan of Action for the Elimination of the Worst Forms of Child Labor[4] in Lebanon in November 2013. As part of their plan, the ministry advocated for capacity building of MOIM through the establishment of a specialized unit and training Internal Security Forces (ISF) on the identification and withdrawal of street children. It also advocated for the establishment of a committee in each governorate, under the supervision of the respective governor (MOL, 2016).

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[4] Worst forms of child labor are the types of work determined by national laws or regulations as hazardous for the children.

Social affairs, security forces, and justice.

The MOSA has played an important role in the prevention of street activity by taking several initiatives. Firstly, it developed the Development Services Centers with an increased number and well-trained social workers. The latter are capacitated for a better understanding of the children rights and laws, and about the best intervention means with street working children. These development centers mainly provide accelerated vocational training, literacy and academic support programs, school financial support programs and economic support programs for families in-need (MOL, 2016).

Moreover, together with its Higher Council for Childhood, MOSA drafted a strategy in response to the issue of street children in 2010 and advocated for the participation of stakeholders (MOL, 2016). MOSA has taken several initiatives to withdraw children from the streets with MOIM and MOL and to refer them to the appropriate services soon after. However, MOSA calls for further collaboration with relevant national partners especially with MOJ, MEHE, MOIM, NGOs and the already existing development services centers (MOL, 2016).

Future Concerns

Despite the progress, VASyR (2018) shows that more than 50% of the school-aged Syrian refugee children - between 3 and 18 - are still out of school. Many of these children have never been to school or have been out-of-school for an extended period. Often, refugee families prioritize the economic needs leading their children to drop out of school; they work in order to support their families.

Other barriers are highlighted by the refugee families, which lead to dropping out of the second-shift public-school system. For instance, the cost of transportation is

one of the primary reasons. Moreover, early marriage - which in turn is explained by the economic difficulties - remains to be prevalent among Syrian adolescent girls. Besides, the Child Protection Policy introduced was not enough to eliminate the cases of violence and discrimination: at home, at school and on the way to school (VASyr; UNHCR, 2018).

There are several main gaps identified and foreseen for 2019, which may hinder the progress of the provision of educational services for children in Lebanon. Firstly, schools are predicted to suffer from shortness of funding needed to increase the number of second-shifts; especially in the areas where there are high concentrations of school-aged children. Secondly, MEHE also faces challenges in following up on students' enrollment or dropout; an act needed to assess possible initiatives. This gap in tracking enrolment in educational programs is due to the absence of a dynamic information management system (VASyr; UNHCR, 2018).

The Framework of the Study

To answer the research questions, in this section, the researcher identified a conceptual framework from the existing body of literature. Figures 2.5 and 2.6 represent the main factors for the phenomenon of street children in the Lebanese context and the roles of stakeholders to combat it. However, prior to illustrating the framework of the study, the researcher provided the operational definition for street children in this study.

Operational Definition

Inspired by the provided definition by Embleton et al. (2018), the researcher in this study defined a street child in Lebanon as "a child or adolescent who spends a portion or majority of their time when they could be at school."

The researcher in this study recruited street study participants who have a different number of years spent on the street whether for begging or working (providing services such as windshield or selling products such as balloons). The time spent on the street by the participants ranges from 1 to 20 years.

Causal Factors

According to Alem and Laha, (2016), literature in the twenty-first century shows that street children face physical and mental problems throughout the world. Alem and Laha (2016) designed a conceptual framework to identify the causes behind the problems faced by street children and drew on the role of social intervention to help overcome these problems. The researcher adapted this conceptual framework to the context of this study. The push and pull factors, in addition to the social intervention enterprise, were identified from the existing body of literature (Alem & Laha, 2016).

Figure 2.5. illustrates the causal factors for the street children phenomenon. It shows that several environmental and social factors intertwine, in addition to the lack of access and the provision of the proper educational services. Moreover, it highlights the role of social intervention in promoting the wellbeing for the children through employment outcomes (job skills, networking to the job market, and engagement in income generating activities) and physical and psychological outcomes (motivation, quality of life, self-empowerment).

Street Children

•**Factors**
•economic factors (poverty)
•social factors (family, peers)
•political factors (law enforcement, war and displacement)
•institutional factors (inadequate access and quality of education)

Intervention
access to job opportunities
capacity building for income generation
provision of services (educational and psychosocial)

Figure 2.5. Conceptual framework for the factors and initiatives taken

Actors

Moreover, the researcher identified the main stakeholders entailed in the

educational practices of street children, based on the literature reviewed (MOL, 2016).

Figure 2.6. represents the relevant stakeholders in a framework that helped the

researcher draw on the sample selection in chapter 3.

The withdrawal of children from the streets is carried out according to a

reference from the public prosecutor's office. Then the juvenile judge follows up the file

to issue a protection order according to the best interests of the child. The role of MOSA

is to accommodate for the withdrawn children and refer them to MEHE to pursue

education. The role of NGOs is to collaborate with each of the ministries and fulfill

their existing gaps. NGOs may, for instance, provide shelters and advocate for capacity

building in the ministerial departments. Moreover, NGOs may withdraw children with

collaboration with MOJ and MOIM and refer them to the juvenile section. Besides, they

may provide educational programs to bridge the educational gap of the children and refer to MEHE for school enrollment when appropriate.
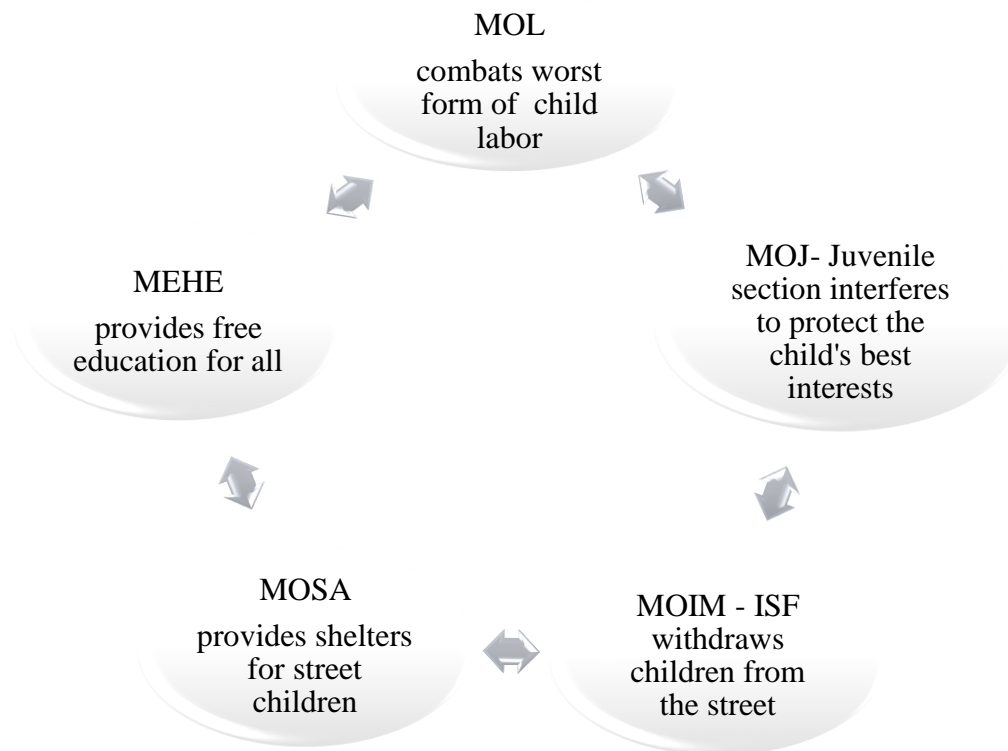
Figure 2.6. Conceptual framework for the role of organizations

Chapter Summary

Estimates show clearly the massive increase in the number of street children from tens of millions during the nineties (UNICEF, 2005) to hundreds of millions worldwide nowadays (Crombach & Elbert, 2014). Despite the difficulty in quantifying this population, it is evident that their numbers are massive at the international level. Knowing that street life obstructs the development of children, education rises in this context, as the means to empower them and help integrate them into society.

In Lebanon, the phenomenon of street children immensely increased in the past decade. Lebanon is classified as a fragile state and is facing many serious challenges in hosting 1.2 million Syrian refugees; more than one fifth of its current population

(MEHE, 2015). The lack of infrastructure, political conflicts, economic instability, and hard employment conditions have destabilized the country for the decades. The refugee crisis further pressured the Lebanese government, which have worsened the situation and resulted in odd phenomena of street livelihoods and school dropouts.

On the bright side, Lebanon is committed to providing education for all. MEHE has succeeded, with the support of international donors and NGOs to lead the RACE strategy which sought to ensure the access to education of hundreds of thousands of children; including the Syrian refugee children and the underprivileged Lebanese (World Bank, 2016). Additionally, the dropout figures of the previously enrolled children encouraged MEHE to improve the quality of education to sustain RACE principals (INNE et al., 2014; MEHE, 2015).

Besides, in 2013, Lebanon launched its National Action Plan to eliminate the worst forms of child labor, in which the phenomenon of street children was one of the selected areas for intervention. Moreover, MOSA and its Higher Council of Childhood have succeeded in developing their centers and strategic-based plans for reaching out to street children. Despite the efforts, financial factors remain to be the most effective ones for school dropout. Children dismiss schools at many times for the economic return needed to provide the basic needs of living, while the labor and education practices are not assisting in taking the other direction (MOL, 2016).

This study intended to contribute to the existing body of knowledge in the Lebanese context. It aimed to develop an understanding of the educational status of street children from the policy and the practical sides. It also aimed to highlight the phenomenon of street children as an urgent one that requires immediate action with keen attention to the unique context in Lebanon. As such, the researcher started with an extended review of the literature of the phenomenon of street children in international

and national settings. The review of the literature helped the researcher identify the figures of street children, the provided definitions, the causal factors behind the phenomenon, the initiatives taken and some recommendations by previous studies. The researcher particularly highlighted the main factors for the phenomenon in Lebanon; the refugee crisis.

Moreover, the researcher attended the initiatives taken by governmental and non-governmental organizations in Lebanon to bring the children to school and prevent the street livelihoods. The researcher operationalized the term "street child" and concluded with a conceptual framework that identifies the main factors behind the phenomenon and the role of the different organizations. Based on that, the researcher carried the data collection with the concerned stakeholders and the street study participants themselves. The researcher further inquired about the factors reviewed from the literature to form an in-depth understanding of what brings children to the street. Additionally, the researcher inquired about the gap between the policies and the practices of the organizations that is causing the failure to combat the phenomenon under study.

CHAPTER THREE

METHODOLOGY

This study investigated the educational status of street children in Lebanon from the legislative and practical perspectives of stakeholders and street study participants. The study also provided a comparison of the findings in Lebanon against other neighboring measures. The researcher, in this section, detailed the methodology used to meet these purposes. As such, this chapter presented the research questions, justified the use of the grounded theory and methodology approach and described the data collection tools and analysis.

Research Aims and Questions

The nature of this study is exploratory. It aimed to provide a thick description of the educational status of street children in Lebanon. For this purpose, the researcher intended to: (a) identify the causal factors for school dropout of street children; and (b) explore the legislative and practical initiatives taken by the ministries and NGOs to respond to the educational need of street children. Two research questions guided the study:

1. What are the causative factors for children, who are or become street children, to drop out or not to attend school?

2. What policies and practices are taken by the governmental and non-governmental organizations to respond to the educational need of street children in Lebanon?

<center>**Research Design**</center>

This study employed a qualitative research design to gain an in-depth understanding of the educational status of street children. In this section, the researcher outlines the paradigm and methodology of the study. Based on that, the procedure, sample, tools, and data analysis techniques were derived.

Qualitative Research Paradigm

The qualitative inquiry is a set of interpretive practices whose practitioners are sensitive to the multimethod approach and committed to the naturalistic perspective of the human experience. It is also based on constructivism or interpretivism where the researcher gains understanding by interpreting subject perceptions (Denzin & Lincoln, 2011). In other words, the researcher constructs knowledge through the participants' lived experiences and their interactions with members of the society. The researcher, therefore, must participate in the research process with their subjects to ensure they produce knowledge that is reflective of the subjects' reality (Denzin & Lincoln, 2011). In this study, the qualitative paradigm was employed because it helped the researcher gather important findings from the inner experiences and the perspectives of street study participants and key stakeholders. It also paved the way for the intersection of diverse issues (Al-Hroub, 2015).

Methodology Guided by the Grounded Theory

The methodology of this study was based on the guidelines of the grounded theory. "The grounded theory is one of the most successful methods ever developed and has added a more qualitative note to social research" (Bryant & Charmaz, 2007, p. 214). The grounded theory counteracts prejudice because theories emerge by themselves

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without any previous theoretical input. The importance of the grounded theory is that it helps to bridge the gap between theory and empirical research; findings produce data, which represent real-world settings.

Moreover, as the approach is not tied to a preexisting theory, then grounded theory gives the opportunity to offer innovative discoveries (Bryant & Charmaz, 2007). According to Bryant and Charmaz (2007), the grounded theory is based in on symbolic interactionism and processes of negotiating reality and documenting change. Therefore, the guiding principles of the grounded theory highlight the significant role of human action and interaction in shaping their world. According to the philosophy of interpretivism, individuals construct reality; the understanding of which is based on subjective experiences and viewpoints. With subjective perceptions, the researcher may be able to look for patterns for generalization in social contexts.

One of the main characteristics of grounded theory that the researcher conducts the research, collects and analyses data without biases or presumptions. The researcher firstly reviewed the literature of street children in an objective manner. The researcher then chose an existing conceptual framework based on the literature reviewed from a variety of sources; worldwide journal articles, reports, newspapers, studies, books, web searches and others. Accordingly, the researcher drew out the research questions mentioned in the study.

In this study, the researcher began with a collection of data and reviewed recurring ideas, concepts, and elements. Using the principles of the grounded theory, the researcher constructed analytic codes from the collected data and specified its properties. After that, the researcher defined the relationships that existed between the determined features and accordingly generated concepts and categories. The category of codes was generated according to the research questions: causal factors for school

dropout and initiatives taken by stakeholders. The researcher then discussed the categories extracted. This methodology was aligned with the paradigm of the study and served its purpose in forming understandings from and within the participants. Looking at these steps, the researchers went through a logical, interpretive and unbiased sequence of data categorization.

Method

This section detailed the method employed for this study under two main subsections: (a) population and sample selection; and (b) data collection procedures.

Population, and Sample Selection

The researcher used purposive sampling to recruit the study participants. Firstly, based on the literature, the researcher identified the key organizations which oversee the education of street children. The researcher identified five ministries: The Ministry of Education and Higher Education (MEHE), the Ministry of Social Affairs (MOSA), the Ministry of Interiors and Municipalities (MOIM), the Ministry of Justice (MOJ) and MOL. Moreover, four main NGOs were identified among the few that provide educational services for street children; Mouvement Sociale, Sama for Development Organization (SFDO), Makhzoumi Foundation, and International Rescue Committee (IRC).

The researcher first addressed letters to the general directors at the ministries and the general managers at the NGOs to request a meeting with the relevant personnel within the mentioned organizations. The managers and the directors identified - within these NGOs and ministries - the representatives who were knowledgeable about street children and who had outreach services with them. As such, the researcher was able to

recruit six members from the ministries, including the previous juvenile judge, and five members from the NGOs. The ministry members, in turn, assisted in the identification of the legislative documents that govern the state of education of street children in Lebanon.

Given the sensitive topic under study, the researcher faced challenges in the recruitment of the street study participants. The researchers sought seven NGOs including the ones recruited, to request their support in the recruitment of street study participants. Only two of these NGOs approved the researchers' request and supported in the recruitment process of eight street study participants, using purposive sampling as well. Street study participants were adults (above 18), from both genders (males and females), from different nationalities (Lebanese, Syrian, Palestinian and stateless) and have different educational enrollment types (never been to school, school dropouts, enrolled in vocational education).

Data Collection Procedures

Ethical approval was obtained from the Institutional Review Board (IRB) at the American University of Beirut, the general directors in the ministries and the general managers of the NGOs (See Appendix I). Permission to conduct the study was obtained from the representatives of the organizations and the street study participants. Informed consent was obtained from the representatives. They were given a full explanation of the study, were assured of the anonymity of responses, and were ensured the confidentiality of all the information collected. Data collection took place at the ministries and the NGOs recruited. The researcher carried semi-structured interviews with the representatives and obtained the relevant documents to carry a policy review. Moreover, the researcher carried semi-structured interviews and story vignettes with the

street study participants. The interviews lasted approximately 40 to 55 minutes with each of the stakeholder representatives. The interviews and the vignettes together lasted approximately 20 to 30 minutes with each of the street study participants.

Individual semi-structured interviews were used as a primary method for data collection as follows: ***semi-structured interviews and vignettes with the street study participants*** and ***semi-structured interviews with the key stakeholders***. Interviews, in this study, were the primary source of information-gathering. When the participants agreed, the semi-structured interviews and the vignettes were recorded. Otherwise, the researcher took notes (See Appendix IV). These interviews were done in Arabic, which required translating the transcribed data into English to prepare them for coding and analysis. Following the individual interviews, the researcher sought legal documents which detailed the laws that govern the state of education of street children. The attained documentary evidence was the secondary data collection method to augment the trustworthiness of the study and ensure the triangulation of the data.

Individual semi-structured interviews and vignettes.

Within the guidelines of the grounded theory, focus group discussions (FGDs), interviews, observations, document analysis, media analysis, field observations, notetaking, and other tools are useful for data collection. However, according to Corbin and Strauss (2008), individual semi-structured interviews are the best to generate robust data, as they are unstructured, open-ended and not dictated by pre-determined questions. Therefore, the researcher in this study designed semi-structured interviews for stakeholders and street study participants as a primary source of data collection to maximize the efficiency of the methodology (See Appendix II for the Protocol of Individual Interviews).

Interviews with street study participants. To answer the first research question, the researcher aimed to understand, from these respondents, the causal factors that pertain to their educational statuses. As such, the researcher asked the participants to provide their in-depth understanding for why they are out of school based on (i) their demographic background, (ii) their previous educational experiences, and (iii) their future ambitions and plans (See Appendix III).

Vignettes with street study participants. According to Atzmüller and Steiner (2010), "A vignette is a short, carefully constructed description of a person, object, or situation, representing a systematic combination of characteristics" (p. 128). Vignettes enable the researcher to present several explanatory and contextual factors leading to realistic scenarios presented to participants. The researcher in this study, used a within-subject design of experimental vignettes whereby each of the respondents judged exactly the same set of vignettes (Atzmüller & Steiner, 2010). Shadowed data is when individuals describe an event or phenomenon on behalf of other individuals with similar livelihoods (Bryant & Charmaz, 2007). That is, participants are likely to refer to their own experiences when asked to reflect on stories of other people who have similar experiences. Participants, in this case, are expected to reveal their inner thoughts in a shadowed manner.

The researcher used two vignettes. The first vignette characterizes a street child by a very specific combination of three factors: (a) gender: girl, (b) a school dropout (due to the death of her parents and neglect of the extended family) and (c) livelihood on the street despite being referred to an educational center (i.e. the girl dropped out from the center as well). The second vignette characterizes a street child as well with a combination of other factors: (a) gender: boy, (b) a school dropout (due divorce of parents, low academic attainment, harshness of parents) and (c) a temporary livelihood

on the street (due to the referral and the persistence in an educational center). The questions to be answered by the street study participants were: ''Why do you think the characters of the story vignettes dropped out of school? What could be done to bring them back? Who of the story vignette characters is more vulnerable? (Atzmüller & Steiner, 2010).

Each of the sketches was extracted from real-life cases in Lebanon and followed by a set of identical questions (See Appendix III). As a result, the story vignettes enabled the researcher to understand the biases of street study participants about other children who dropped out of school or persisted their education. In all, the researcher conducted eight interviews and story vignettes with eight street study participants. The interviews and vignettes were carried at two NGOs in Saida. The interview and vignette with each of the participants took around 20 to 30 minutes with each street study participant.

Interviews with key stakeholders. To answer the second research question, the researcher aimed to understand from these respondents, the role and the practices of each of the stakeholders for the provision of educational services for street children. The interview questions covered six main themes: (i) definition and in-depth understanding of street children phenomenon in Lebanon, (ii) factors that keep these children out of school, (iii) policies and practices taken by organizations in response to their educational need, (iv) best practices for providing them with education, and (v) representatives' thoughts and recommendations when dealing with street children for the future (See Appendix III). The researcher, overall, carried ten interviews with the members of the ministries and the NGOs where each interview took around 40-55 minutes.

Documentary review.

Documentary data in research is not very different from interviews and observations (Merriam, & Tisdell, 2015). Documentary review "is a systematic procedure for reviewing or evaluating documents" (Bowen, 2009, p. 27). It covers many events in many settings and includes exact data that is not affected by the research process or by the researcher (Bowen, 2009).

In this study, the researcher collected legislative documents as evidence on the policies that govern the state of education of street children. The information obtained from the papers included laws, conventions, and decrees. Progress documents were also used to gather information on policy execution. Additionally, the researcher used web-documents from the UN and printed materials from MOSA, MOL, and the previous juvenile judge. The documents were used to support and validate the research findings.

Data Analysis

It is common in qualitative research to analyze the data collected using the process of coding. Corbin and Strauss (2008) explained coding as a means of attaching labels to the segments of data generated and categorizing the labels to form abstracts of concepts. The researcher would entail in: (i) asking questions about data, (ii) comparing between transcriptions, (iii) deriving concepts, and (iv) developing properties and dimensions of the derived concepts (Corbin & Strauss, 2008). In this study, the researcher used the constant comparative method that is in line with the guidelines of the grounded theory. Therefore, the researcher carried the analysis by coding, concept formation and grouping of concepts under themes. The researcher was then involved in comparing the analysis of themes generated from the different participants: causal factors for school enrollment, role of education, policies and practices carried by

stakeholders in Lebanon, practices that ministries look up to and the main recommendations by the interviewed stakeholders.

Interviews.

In this study, the recorded interviews helped the researcher to obtain transcriptions focused on details. The researcher transcribed the interviews, translated them to English and coded and analyzed the data using the interpretational analysis technique. The themes were then categorized to address the two research questions of the study. The researcher generated profiles for the eight street study participants and accumulated the perspectives of the stakeholders. The themes and the sub-themes created from the interviews of both groups of the participants were then compared. After that, the themes generated from the organizations' data were re-emerged in those that generated from the street study participants' data. Notably, most of the emerging themes and sub-themes have been reported by both groups of participants; i.e., the generated themes where reported by different sources.

To protect their confidentiality, the researcher did not name the representatives of the organizations. Instead, the researcher used the terms: the representative of (name of organization) or the previous juvenile judge. As for the street study participants, the researcher gave them pseudonyms.

Documents.

The process of document analysis combines elements of content and thematic analysis (Bowen, 2009). Content analysis is when the information gathered into categories based on the research questions. As for thematic analysis, it is when the researcher focuses on examining themes within the data (Bowen, 2009). In this study, the researcher carried a first-pass document review, according to the research questions. This review provided a means of identifying the relevant laws, decrees, and

conventions. Then, the researcher took the emerging codes and themes and categorized them for further analysis; a useful practice for the grounded theory (Bowen, 2009). The analysis of these emerging codes and themes served to form an overall picture by different methods.

Quality Criteria

According to LeCompte and Goetz (1982), the credibility of the study requires the researcher to address the standards of reliability and validity. "While reliability is concerned with the replicability of scientific findings, validity is concerned with the accuracy of scientific findings" (LeCompte & Goetz, 1982, p. 32). In other words, to ensure reliability, the researcher is required to use the same methods to obtain similar results (Noble & Smith, 2015). To confirm validity, the researcher needs to look at the extent to which findings represent the empirical reality. Internal validity focuses on the level to which observations provide an authentic representation for the reality, while the external validity focuses on the degree to which these representations are relevant to other situations and other people (Noble & Smith, 2015). In this study, the researcher ensured the reliability and validity of the findings through several stages.

Tools.

To ensure the content validity of the vignettes, which were developed from real-life cases in Lebanon, two expert professors reviewed the stories and approved of them.

Data collection.

The researcher ensured internal validity by collecting data from the participants themselves. Moreover, to ensure the external validity, the researcher collected data from different participants and in various sites: (a) different ministries and NGOs in Lebanon;

and (b) varied population of street study participants who are from both genders, different nationalities, and various academic statuses.

Nevertheless, to ensure the reliability of the study, the researcher provided triangulation of data. Triangulation is a process of collecting data about the phenomenon understudy from different sources to address the same research questions to seek convergence. The documentary review was used with semi-structured interviews and vignettes as a means of triangulation.

Analysis.

In the analysis of data from documents, the researcher demonstrated objectivity and sensitivity. The researcher gathered the documents from the ministries themselves, which included a comprehensive overview of all the relevant policies and legislation. The researcher analyzed all the policies and provided them in an appendix as raw data, as a reference for the readers. Moreover, in the analysis of the interview transcriptions, the researcher engaged in a comprehensive process of coding and thematic analysis to demonstrate rigorous findings.

Findings.

The study design of this research entailed relying on replication of results. A substantial component of the conclusion of each of the case-studies in addition to the findings from the interviewed stakeholders and the documents reviewed confirmed each other, which provided external validity to the results.

CHAPTER 4

FINDINGS

The researcher provided in-depth case studies of the street study participants. This chapter presented the findings of the study under five main sections: case studies, causal factors for school enrollment, role of education, policies and practices, practices that ministries look up to and recommendations by stakeholders.

Case Studies of Street Children

In this section, the researcher presented the description of the multiple case studies of the street study participants in order to provide the in-depth perceptions and anecdotal descriptions of their experiences.

The researcher interviewed eight participants who used to work on the street during their childhoods. Four out of which were still working on the road, while the other four shifted from the street to vocational training and employment. Moreover, the researcher used two story vignettes extracted from real-life cases of street children in Lebanon to explore the participants' perspectives about the educational experiences of other street children. The characters of the scenarios were named Maram and Abed.

Information about familial and educational histories of eight street study participants is presented below to assist the analysis and interpretation of the research findings. The researcher used pseudonyms for the street study participants to maintain their confidentiality. As shown below, a total of eight street cases (four boys and four

girls) were studied. Three were Palestinians, two were Syrians, two were Lebanese, and one was stateless[5].

Table 4.1.

Demographic Information for the Study Street study participants

Participant	Gender	Current Age	Nationality	# of Years on Street	Dropout Grade	Current Occupation
Karim	Boy	23	Lebanese	13 years	Grade 4	Cleans car windshields
Fadia	Girl	18	Syrian	5 years	Grade 7	Cleans car windshields
Hoda	Girl	20	Lebanese	14 years	Grade 1	Cleans car windshields
Jihad	Boy	25	Stateless	20 years	Never been to school	Sells balloons
Youssef	Boy	23	Palestinian	1 years	Grade 8	Photographer
Majida	Girl	19	Palestinian	1 years	Grade 7	Chef
Fares	Boy	18	Syrian-Palestinian	1 year	Grade 9	Photographer
Yomna	Girl	18	Syrian	1 year	Grade 7	Hairdresser

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[5] From the Bedouins

Seven cases were school dropouts, while one participant never attended school. One Syrian refugee girl and one Syrian-Palestinian refugee boy dropped out in Lebanon; another Syrian refugee girl dropped out in Syria, two Lebanese and one Palestinian (born in Lebanon) participants dropped out in Lebanon. Four of these participants enrolled in vocational education and quit their jobs on the street. The parents of four participants were illiterate, and the fathers of four participants were unemployed. Five mothers were housewives, and three worked as domestic cleaners.

All participants' families were economically disadvantaged. Three of the participants lived in shanties, four others lived in camps for refugees. Therefore, none of the participants ever slept on the street. Table 4.1 summarizes the demographic information of the street study participants.

Case 1: Karim

Karim is a twenty-three-year-old Lebanese young man from Barja-Sidon with a national ID. He works as a windshield on the road intersection. Karim is single; he lives with his parents and five siblings in a shanty. He is the eldest of four brothers and two sisters. His parents are literate; they pursued primary education. His father works in a garage, and his mother is a housewife. Two of Karim's siblings go to school, but the others are still below the school age.

During childhood, and before his siblings were born, Karim's parents had to leave the area due to the war. They left him in an orphanage for some years in Sidon. Karim stated that he felt safe in the orphanage. However, he missed his parents so much. When his parents came back to Sidon, they enrolled him in a public school in the suburbs. Karim described that school as unwelcoming and boring. He stated that students never

had activities in school with each other, and the teachers were so harsh with the students. Karim described how demotivated he was to go to school.

Karim expressed his great connection with his friends. He explained that when his friends dropped out of school and went to work on the street, he decided to do the same. Karim dropped out of school in the fourth grade (at the age of nine) and started working on the road intersection with his friends. Karim worked all day on the street; from 10:00 a.m. to 10:00 p.m. He claimed that he used to earn 10,000 L.L. to 15,000 L.L. per day ($7 to $10). When asked how he spent his money, he answered that he only used them for personal purchases (such as clothing).

He mentioned that no efforts were devoted by the school to re-enroll him, and the school personnel were unconcerned about him leaving the school; they never followed up on his absences. However, Karim indicated that his parents were not happy with his decision. Though they asked him to return to school, they never forced him to do so. Afterward, they suggested that he seeks employment instead of staying on street, but Karim stated, "as long as my friends are on the street, I will be on the street."

During his childhood, Karim said that he used to fear the police. He used to run away with his friends when they saw the police but quickly come back to the road intersection when the latter leaves. When asked if the police ever caught him, he answered that they did twice and penalized him for 50,000 L.L ($33). However, he said that he did not pay the penalty, and he kept on working on the street. As he grew, Karim claimed that his fear of the police declined, "The police used to hit us only, and then we used to go back to our usual lives."

As an adult, Karim stated that his life was difficult. He admitted that his dreams were abolished because he did not pursue education. When asked about his aspirations, Karim said: "I dream of owning a car and some money." He blamed himself for

dropping out of school. He also accused the Lebanese government because it did not develop attractive and motivating educational systems for students.

The researcher read the story vignettes of Maram and Abed for Karim and asked for his reflection and opinion about the two cases.

Karim assumed that Maram left the center and went back to the street because she thought the road is a better place for her. He believed that it was the teachers' responsibility because they were harsh with her at the center. He explained: "Beating does not help children learn. We need to help the person understand; intellectually." Karim was projecting his emotions on the case of Maram. For example, when asked about the future of the latter, he said that the girl would not have a good future because she dropped out of the center. Karim stated that the teachers and caregivers were supposed to take care of Maram with the absence of her parents. He finally concluded by suggesting an orphanage for Maram, where she will be safe and in good hands. As for Abed, Karim said, "It is good that Abed lives in a center and earns an education. As a child, it is more important for him to learn than to earn money. Abed can make more money and have a better future when he finishes his education and earns his degree. Abed's future is more promising than Maram's."

Karim said that he never met or learned about street children who were pulled out from the street to join a shelter like Maram and Abed. He added that he would have wished to have someone pull him out from the road. When asked for his final comments, Karim said "I can stay on the street, but I would never be comfortable because this is not the life, I dream of having, but the Lebanese government is unfair, and people are unjust. The government is a traitor that betrayed its citizens because it does not offer them educational services and schools. The teachers are unjust because they are so harsh with the children and they treat them badly."

The case of Karim exemplifies a Lebanese school dropout who was influenced by his peer dropouts and what he perceived as an unattractive school environment. Alternatively, Karim sought the street 13 years ago, to generate an income and stick to peers. He is aware of the importance of education for his future. However, he corresponds the lack thereof to the setup in charge (teachers, policies) which – based on his perception - did not ensure the proper environment for education.

Case 2: Fadia

Fadia is an 18-year-old Syrian young lady who moved to Lebanon with her parents when she was 11-12 years old. She used to live in Syria with her parents and little sister. She stated that her parents were well off before their displacement to Lebanon; however, after this move, their lives changed for the worse. Fadia claimed that she lived with her family in a shanty in Sidon suburbs. When asked about her family's education and occupation she said that both of her parents were illiterate (they had never been to school). Her mother worked as a domestic cleaner in the suburb, her sister worked with her on the street, and her father had a chronic disease which is why he spent all his time at home.

Fadia claimed that she used to go to school in Syria. She stated that she was a top student in her class. However, she said that her sister had never been to school as she was yet a newborn in Syria. In Lebanon, Fadia claimed that she enrolled in a public school from age 10 to 13. She added that despite the difficulties she faced in the Lebanese school system, she was happy to learn, and her parents were happy too. However, Fadia said that she had to drop out in the seventh grade because the school stopped registering Syrian children. Fadia and her sister dropped out together with her Syrian friends from that school. Despite their efforts to enroll in other schools, Fadia

claimed that she got denied everywhere in Sidon. She finally gave up on education and decided to do just as her dropout friends did; to work on the streets.

Fadia claimed that she supported her mother in their daily expenses. When asked about her parent's reaction towards her decision to work on the road, Fadia said, "My father cried a lot because my sister and I worked on the street. He cried because he could not work and support us. My mother was always worried about us too. She was always scared from the police." When asked about her experience with the police, she said, "A detective once caught me and penalized me for 150,000 L.L. ($100), but I did not pay the money, and I still work on the street." Fadia added that some men used to stop by and ask the girls to go with them, especially at night. When this happened, Fadia used to run away from these cars just as she ran away from the police.

When asked about her dreams, Fadia stated that she wishes to pursue her education and work as a school teacher in Syria, "I do not like the street because it is so dangerous. It is not good for anyone especially for children."

The researcher read the story vignettes of Maram and Abed for Fadia and asked for her reflection and opinion about the two cases.

In response to Maram's story, Fadia thought that Maram was supposed to stay in school no matter what. Fadia stated that even if Maram had nobody to support her, she should have enrolled in school and went there by herself. In response to Abed's story, she argued that it would have been better for Abed to enroll in school rather than the center assuming that school provides a better quality of education. However, she added "Abed would have a better life than Maram because he is not on the street. But Abed has nobody to take care of him, his parents left him, and the school let him go too. Abed will have a miserable future because he will ever stay alone."

Fadia demonstrates the case of a Syrian refugee who was denied from school admission in the host community due to the lack of classroom capacity. To support her family, the girl has been working on the street for five years with her other Syrian friends, who had similar cases. Fadia and her sister assisted their mother in the family expenses because their father was not medically capable of employment. She is amongst the refugees who dream of returning to their home country where education and financial security are available.

Case 3: Hoda

Hoda is a 20-years-old Lebanese young lady from Ein El-Helwi. She lived with her parents, parental grandma, and three younger siblings (two brothers and sister) in a warm shanty in the camp. Her parents were illiterate. Her mother was responsible for the households in addition to her work in domestic cleaning nearby in the area. Hoda's father did not work, which is why her mother had ever been the financial supporter for the family.

As a child, Hoda cleaned car windshields on the road intersection in Sidon. Her siblings also worked on the street together to support each other. Hoda claimed that she used work till 7:00 p.m. and earn around 15,000 to 20,000 L.L. ($10 to $13) every day on the street. When asked how she spent her money, Hoda explained that the money she earned was only for her; for personal expenses. When asked about her parents' reaction towards working on the street, she quoted her father who used to tell her "You go to the street with dignity and you come back home with dignity."

Hoda claimed that nobody ever annoyed her. However, she feared the police. She explained that as a child, the police used to arrest her friends and ask them who bought them to the street, and for whom they worked. She added that the police charged

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each of her friends back then a financial penalty of 50,000 L.L. to 65,000 L.L. ($33 to $43) for violating the law, which does not allow children to work on the street. Hoda claimed that the police never caught her. She assumed, based on her friends' experiences with the police that the latter would investigate with the children about the people who sent them to the street. She explained "if the police asked me whom I work for, I would have told them that I do not work for anyone. That is the truth I do not work for anyone."

Hoda used to go to a public school in Sidon, but she dropped out in the first grade due to several reasons. She said "The school was boring, my friends dropped out and started working on the street. They were having fun on the street, so I decided to join them." Hoda added, "After working for months on the street, I thought that I did not want to be illiterate as my parents. I wanted to learn, so I looked for another school in the area and re-enrolled."

However, Hoda stated that she dropped out again from the second school and went back to her work on the street. When asked about the factors for dropping out from the second school, she said, "The teachers shouted a lot at us, I know that teachers shout for our good but why do they shout always? I was not happy at my school. I was mostly angry when my friends stole my phone. I could not tolerate all these things happening in school." When asked to describe the school of her dreams, Hoda said that she dreams of going to a school with colorful walls, and a safe environment where no one annoys the other. When asked about her dreams, she said, "I dream of becoming a doctor and helping people, but I cannot fulfill my dream because I wasted my life on the street."

The researcher read the story vignettes of Maram and Abed for Hoda and asked for her reflection and opinion about the two cases.

In response to Maram's story, Hoda assumed that Maram should have stayed in school, even if she had to go walking. She blamed Maram for fighting with the teachers at the center. She added, "Maram ruined her future, because she dropped out of the center also; she will spend her life on the street up the spout (say3a day3a)." When asked to reflect on the story of Abed, Hoda claimed that he should have also stayed in school. She contended that Abed should have complained about the teachers who were harsh on him so that issues are solved. However, Hoda added that, overall, Abed was fortunate to meet the women on the street who referred him to the center. She expected that Abed would have a better future than Maram because he is away from the road.

The case of Hoda illustrates a Lebanese girl who claimed to drop out of school due to the tedious school environment. Hoda sought the street where she could enjoy her freedom with her friends. Despite her frequent attempts for re-enrollment, Hoda persisted her work on the street for fourteen years. For Hoda, an attractive school would be conducive to learning (e.g., colorful walls and a peaceful, diverse and non-violent environment).

Case 4: Jihad

Jihad is a 25-year-old stateless Lebanese young man who had never been to school. As a child, he lived with his parents, grandmother and nine siblings (five brothers and four sisters). They lived in a shanty which is state property. Jihad's father was stateless, and his mother was Lebanese. His father was unemployed, and his mother was responsible for the household. Both were illiterate; they had never been to school. Jihad and his siblings had also never attended schools because they were stateless. As a child, Jihad used to feel insecure because he thought that he would not have a bright future like other peers. He blamed the Lebanese government which he believed is

supposed to grant its citizens the Lebanese nationality and help them earn a proper education.

Jihad decided to make money, so he started working on the street at the age of five. He began selling balloons on the road intersection in Sidon. In the summer, he used to sell water bottles and flowers instead. Jihad assured that he used to keep the money he collected on the road for himself. At the age of eighteen, he started working as a blacksmith. However, the money he earned was not enough for him to cover his living expenses. Consequently, Jihad claimed that he chose to go back to the street, where his income exceeded that of his previous job.

Nobody ever hurt Jihad on the road, but he always feared the police. He was caught twice by the police and charged a financial penalty. Jihad stated that he never paid the penalty. He instead talked to the judge and asked for grievance, which was accepted. Despite this, he returned to the street because he had no other choice.

When asked about the other children working on the streets of Sidon, Jihad said, "all these children that you see on the road intersection in Sidon live with their parents who can afford their living expenses. However, the parents of these children got used to sending them to the street." He firmly believed that the parents of street children have a crucial role in their work on the road.

He gave the example of the parents of the children in his neighborhood who refuse to send their children to school regardless of the initiatives taken by NGOs. He added that the government is also responsible for the education of the street. He explained that the least the government can do is to force parents to send their children to school. Knowing that he is married and expecting a child, he assured that he would register his expected child in a school. He emphasized that he will not allow his child, whether a boy or a girl, to work on the street just as he never allowed his wife.

When asked about his dreams, Jihad mentioned that he dreams of change which can only happen if he gets a national ID and consequently find a job. He added that he does not want to spend his entire life on the street; he instead wants to secure a decent future for his family and children.

The researcher read the story vignettes of Maram and Abed for Jihad and asked for his reflection and opinion about the two cases.

Jihad believed that Maram is supposed to go to school regardless of what her parents have done. He affirmed that Maram is responsible for her decision of whether to go to school or not. He added that Maram is accountable for her fight with the teachers in the center; she should have controlled herself rather than losing her temper and the opportunity of education. Jihad compared himself to Maram and said, "I wish I had the opportunity that Maram had. I would have pursued my education, and you would not have seen me on the street. But my parents are to blame; they did not help me learn. I am stateless because of my parents. I wish I had a national ID."

In response to Abed's story, Jihad thought that Abed is responsible for dropping out of school. He assumed that Abed does not have the will to learn. However, Jihad added that the center saved Abed's future, "The center would help Abed learn, find a job, travel, and have a great life." Jihad concluded that Maram is more vulnerable than Abed because she lived on the street.

Jihad demonstrates a typical case of a stateless person in Lebanon. He claimed that one of the few options that he was left with for survival, was working on the street; where no documents are required. For his circumstances, Jihad blames his father who did not provide him with the needed documents to register at school. Jihad plans to protect his expected child from statelessness and street livelihood.

Case 5: Youssef

Youssef is a 23-year-old Palestinian young man, who was born in Lebanon and lived with his parents in a Palestinian camp in Sidon. He received vocational education, and he currently works as a photographer. Youssef is the eldest of his four brothers. His parents are literate; they received primary education. His father worked at a barber's shop, and his mother was responsible for the household.

Youssef enrolled in a Palestinian school on the camp. However, due to different problems, he repeated two years and then he dropped out in the eighth grade. Youssef mentioned that the teachers were strict, and the circumstances were not favorable for learning. Although Youssef regretted dropping out of school, he believed that the school he attended lacked the essential resources for persistence in education. Youssef focused on the poor physical structure of the school as it required heaters and comfortable seats. He added that the school lacked a secure environment and qualified teachers. When he dropped out of school, Youssef claimed that neither his parents nor the school personnel made efforts to re-enroll him. When asked why he did not go to another school outside the camp, he answered, "The country is not safe, I cannot seek schools outside the camp."

When Youssef dropped out of school, he claimed that he went with children his age in the neighborhood to sell orange juice on the streets. Two years later, Youssef stopped selling orange juice on the road and enrolled in a specialized center for education and sciences. In the center, he attended vocational and technical training for repair of electric tools. However, Youssef claimed that it was difficult for him to find any decent job after graduating. He assumed that this was because people in Lebanon discriminate Palestinians.

Youssef enrolled in another center and trained in photography, montage, and photoshop. He found a job in a United Nations Relief and Works Agency (UNRWA) school right after he graduated. After that, he started working in a photography shop. When asked about his dreams, he said, "In my current situation, I dream of having my shop, renting a house for my parents and siblings, buying a car, getting married and making my own family. However, had I pursued my academic education I would have dreamt of becoming a businessman."

The researcher read the story vignettes of Maram and Abed for Youssef and asked for his reflection and opinion about the two cases.

When reflecting on the case of Maram, Youssef emphasized that it would have been better for Maram to enroll in school no matter what. He understood that there were many factors which the child may sometimes feel helpless about. However, Youssef stressed that Maram should have done anything other than working on the street. He assumed that this was her decision. He then added that she could still make her life a much better one.

Youssef commented that Abed's case is better than Maram's. However, he added that it would have been much better to help Abed get a certificate from the school rather than the center; he firmly believed that academic education is more valuable than vocational training, "professional education limits the students to certain kinds of jobs. However, despite the type of the certificate, Abed can still choose to pursue his efforts and get himself a decent job later on."

Youssef illustrates the case of the Palestinian refugee in Lebanon who dropped out of the UNRWA school after repeating his class two times. He attributed school dropout to the lack of the essential human and physical resources at his school (qualified teachers, appropriate seating and classroom conditioning). Working on the

street was a temporary occupation for Youssef for a year, as he was fortunate to enroll in a vocational program and join the informal labor market.

Case 6: Majida

Majida is a 19-years-old Palestinian girl born in Lebanon. Her parents were divorced, and she lived with her mother and siblings in a Palestinian camp. Majida was the eldest of her six siblings (4 boys and two girls). Her mother received primary education, but her father had never been to school. Majida's mother worked in domestic cleaning in the suburbs of Sidon. Notably, Majida did not know anything about her father. When asked about her current educational and career occupation, Majida said that she received vocational education and she currently works in a restaurant.

Majida enrolled in a school for the Palestinians close to the place where she lived. She stated that the school had only the elementary cycle (up to the sixth grade). So, when she completed the sixth grade, she enrolled in another school in the suburbs. However, Majida claimed that her mother could not afford the transportation costs accompanied by the new school. For this reason, Majida had to drop out of her school in the seventh grade. Back then, Majida was 14 years old. She started to search for jobs to support her mother. She added, "I worked in a clothing store, but I did not like that job; it was very demanding and exhausting. My boss used to shout at me if I do not complete my tasks on time. I left the store and started selling balloons on the street." Majida said that she worked on a street close to the camp where she lived for two years. She used to work every day from 10:00 a.m. till 7:00 p.m. Majida added that she did not like that job either. She described it as a dangerous job especially late at night. However, she remained because she thought it was making her enough money to support her mother. Majida was then told about a center nearby which provides vocational training for underprivileged people. She expressed how happy she was to join the center where she

enrolled in a three-month program and learned food services. After receiving her certificate, Majida started working in a restaurant and a cafe. However, after working for a couple of months, she found out that the job does not match her interests. However, she persisted in her job just because she had no other option. When asked about her dreams, Majida said, "In my current situation, I prefer to get married and become a housewife. However, had I pursued my education; I would have dreamt of becoming an English teacher for elementary classes."

The researcher read the story vignettes of Maram and Abed for Majida and asked for her reflection and opinion about the two cases.

In response to Maram's story, Majida stated that Maram should not have left school no matter what. She added that despite the circumstances, one needs to go to school to make a good future. Majida gave herself as an example. She assumed that her case would have been entirely different, had she pursued her education. She explained that she would not have considered marriage had she continued her education and fulfilled her aspirations. When asked to reflect on Abed's story, Majida explained that Abed is more fortunate than Maram because he found a center that caters to his educational needs. She added, "pursuing an education in a center is much better than working on the street. However, it would have been even better for Abed, to stay at a school where he could receive a better education and thus find a better job in the future."

Majida represents the case of a Palestinian refugee in Lebanon who dropped out of school because her single mother could not afford the complementary costs associated with education. Initially, Majida and her siblings worked on the street to support their mother for one year. However, soon later, she enrolled in vocational education and quit her work on the street. While knowing that Majida is passionate about English literature, her vocational studies did not give her contentment nor motivation to join the

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labor market. For this reason, she wishes to get married soon where she could become a financially dependent member.

Case 7: Fares

Fares is an 18-year-old Syrian Palestinian young man who received vocational education and who currently works as a photographer. He was born in Libya in 2000. In 2002, his family moved to Syria where they got the Syrian affiliation card. In 2012, they moved to Lebanon because of the Syrian crisis. Fares's parents and elder siblings had never been to school. Only his younger sister, who was born in Lebanon, attended a school.

His father is unemployed, and his mother is a housewife. He has four siblings (two brothers and two sisters). Three of them are older than him, and two out of whom are married. His youngest sister was born in Lebanon. Fares and his family live in a Palestinian camp in Sidon. Fares attended school in Syria. He left school in the fifth grade when his family moved to Lebanon.

When the family moved to Lebanon, schools were not enrolling refugees due to the limited school capacity. For this reason, Fares lost one year looking for a school, until he registered in a UNRWA one at the camp where they lived. Fares found it too difficult for him to catch up with his colleagues because the curriculum was different. He mentioned that he dropped out of this school mainly because of the difficulties he faced in the English language. He then enrolled in another school, where he worked hard on himself to improve his English language. He completed the ninth grade. However, he could not sit for the official exams because of his identity documents.

Consequently, he dropped out of school and stayed home for a couple of months. Fares stated that he was not able to find a job because he was Palestinian. So,

he then attended a vocational center to learn Refrigeration and Air Conditioning. He liked this domain, but he could not find a job either. As such, he started searching for other jobs and worked in several places. He explained, "I worked as a salesman in a clothing shop, and then I got employed in a supermarket. However, none of my managers paid my full wage. As such, I left the shops and finally started working in a minimarket nearby." Fares added that the shop owner used to take him to the road intersection to sell tissues on the street. He used to spend the whole day on the street until 10:30 p.m. He worked on the road for one full year. However, Fares thought that the job was too tough for him, especially because of the hard weather conditions and the bullying he experienced on the street. Moreover, he once saw a policeman at night in the area where he worked, so he ran away out of fear. Ever since he ran away, Fares decided to quit working on the street.

After that, he learned from one of his friends about the vocational training programs in a center nearby. So, he registered in the photography training program. Fares claimed that he liked this domain and decided to grow his skills for this profession. He immediately looked for a job after graduation, but he struggled in the labor market. He explained that as a non-Lebanese employee, it hurt him to hear the Lebanese people saying, "You took our jobs ever since you came to Lebanon."

The researcher read the story vignettes of Maram and Abed for Fares and asked for his reflection and opinion about the two cases.

Fares believed that Maram is a victim of her bad conditions. However, he firmly thought that she could work hard on herself before losing her future. Fares suggested that Maram enrolls in a shelter rather than work on the street. He emphasized that life on the road is so bad, especially for girls because it exposes them to several types of bullying and abuse. When asked to reflect on the case of Abed, Fares claimed that Abed

had better circumstances than Maram. However, he added that it would have been better for Abed to go back to school. He said that regardless of the difficulties he might face, attending a school is more important than learning at a center.

Fares represents a case of a Palestinian individual who was displaced from Syria to Lebanon. Fares dropped out of school in Lebanon due to the difficulties faced in the curriculum and the language of instruction. He sought different kinds of work to generate money; one of which is the street work. A year later Fares enrolled in a vocational program that helped him transition from the street to the informal labor market.

Case 8: Yomna

Yomna is an 18-year-old Syrian girl who moved to Lebanon with her family by the onset of the Syrian crisis. She is the eldest of her five brothers and two other sisters. She lives with her parents and siblings in a camp in Sidon. Her father works in construction, on a seasonal basis and her mother does the household.

Yomna dropped out of her school in Syria in the seventh grade (age of thirteen). She explained that, just as any other girl in her village who gets engaged, she is expected to leave school. When Yomna and her family moved to Lebanon, she broke up with her fiancé. She mentioned that she was happy to do so because she was not fond of early marriage. She wanted instead to attend a vocational program which would enable her to find a job.

However, during the first two years in Lebanon, Yomna was not able to find a training center for vocational education. When asked why she did not enroll in a public school instead, Yomna said that her parents could not afford to register her in school in Lebanon due to the high cost of stationary and transportation. She added, "It is not only

because of the cost of education, but we also have a problem in learning the new material. In fact, since my parents are not educated, how will my siblings and I study the new material alone without anyone's support?"

Yomna claimed that she preferred to work, just as her siblings and the other children in her neighborhood. She sold water bottles, tissue papers, and balloons in the summer on the street and worked as wind shied in winter. A year later, Yomna's neighbor told her about a center nearby which provides basic literacy and numeracy (BLN) and vocational education programs for underprivileged children and young people. Yomna said that she was very excited to enroll in the center together with her siblings. She stated that her siblings enrolled in BLN programs and she enrolled in a hairdressing program at the age of 16. Yomna affirmed that she learned the vocation well, while many of her colleagues were not as hardworking as she was in class. She added, "If someone wants to learn, s/he should strive for this to become a very successful person in life, no matter what."

Yomna currently works as an apprentice hairdresser, and therefore she does not get paid for her work. Yomna's boss promised to pay her every week once she becomes a professional hairdresser. When asked about her plans, she said that she dreams of establishing her hairstyling salon. She added that she dreams of renting a house for her parents which is close to her workplace. She also dreams of curing her brother who was affected by the war. Further, she dreams to go back to Syria when peace is secured.

The researcher read the story vignettes of Maram and Abed for Yomna and asked for her reflection and opinion about the two cases.

Yomna believed that Maram needs to work hard on herself or else she would spend her life on the street. She stated that Maram would not be a successful member of the society if she does not make a change in her life. According to Yomna, Maram's

dreams will fade away as she grows up because she would have wasted her time in unfavorable types of work. She added that people on the street would hurt Maram. Yomna thought that Maram should have behaved differently in the center. She said "it is Maram's fault for fighting with the teachers. Maram should have behaved well because the teachers are there to help her. Maram should not have wasted the [education] opportunity." In response to Abed's story, Yomna believed that Abed is doing well, and was happy to know that he was earning an education. However, she would have wished for Abed to learn something he is interested in so that he finds a job that he enjoys. However, Yomna finds Abed's case less vulnerable than that Maram's, whom she described her future as vague and not bright.

Yomna represents the case of a resilient youth, who is actively willing to find her passion despite all the challenges she has been through. Yomna dropped out of school in her home country, Syria, due to early engagement. However, after displacement to Lebanon, and after working on the street for a year, Yomna followed her passion. She enrolled in a vocational program for hairdressing and is currently working on improving her skills with a dream to establish her beauty salon.

Causal Factors for School Dropout

This section aimed to answer the first research question: What are the causative factors for children, who are or become street children, to drop out or do not attend school? The findings of this section were based on the interviews with the street study participants, NGOs (Makhozumi Foundation, IRC, SFDO, Mouvement Sociale) and ministries (MOL, MOJ, MOSA, MEHE and MOIM, and the previous juvenile judge) representatives.

The researcher summarized the main factors for school dropout found from the interviews with the street study participants and stakeholders under two main categories: social factors and academic performance.

Social Factors

In the section below, the researcher introduced the main social factors behind school dropout. These factors mainly included the role of parents, displacement, and statelessness, and the socioeconomic status.

Role of parents.

All interviewees highlighted the role of parents in the children's education and the nature of work. The findings from the interviews with the street study participants showed that the role of the parents was permissive, while the results from the meetings with ministries and NGOs showed that they perceived that the role of the parents was exploitative. The researcher explained the two different described roles of the parents in the sections below.

Permissive role of parents. The researcher asked the street study participants about the role and the stance of their parents in their work on the street. One Syrian participant said, "My father cries every day because my sister and I work on the street; he cries because is sick and he cannot protect us from our work on the street." A Lebanese participant said, "My parents wanted me to continue school. When I started working on the street, my mother was always worried about me from the police. My father always told me to stay respectful; while going to the street and while coming back home." A Lebanese participant said, "my parents did not want me to work on the street. They wanted me to either earn and education or find a job". On the one hand, none of the street study participants indicated that they were forced to work on the street. On the other hand, none of them mentioned any effort done by their parents to re-enroll them in

school after dropping out. All participants claimed to choose the road by themselves. Seven of the participants affirmed that they used their street income for personal purchases only. While only one participant indicated that they supported their single mother, though it is not their mother who asked them to work on the street. Therefore, although parents did not force the participants to work on the street, they allowed their children to engage in street activities; they did not play the assertive role in protecting and stopping them from street life.

Complicit role of parents. NGOs claimed that parents are usually the main influencers behind their children's school dropout and street activity. Based on the interviews conducted with NGO representatives, parents do not encourage their children to go to school but encourage them to keep working on the street. The NGO representatives affirmed that parents perceive street life as a better investment than education. The NGO representatives discussed the different programs they launched to raise awareness among parents and build parenting skills. Children enjoy school when the educational environment is welcoming. However, an NGO representative claimed, "fathers are usually less responsive. This is due to cultural and social factors related to their conservative community and background."

Similarly, the representatives of the ministries reported that children do not choose the street; their guardians do. They agreed that some parents face difficult circumstances, such as problems in securing their residency permits and the necessary documentation for employment. However, the members affirmed that this is not an excuse for sending children to the street. They claimed that many of the street children in Lebanon work under the supervision of a boss and parents. While the main factor is economical, these populations in most of the cases get used to smooth and fast income. For instance, the MOL representative similarly claimed, "the problem is not with the

children; it is with the parents. They send their children to the street to make some money." The MOSA representative added,

> A Syrian street child broke my heart. I could not tolerate what was happening to him on the street, so I talked to his father. I told him your son is about to die on the street! His father answered, "it is okay [if he dies], we can bring [give birth to] another one." That is the mentality.

The MOSA representative indicated that the main factor behind this phenomenon is the economic investment which is carried by the boss "Shawish". That is a "Fagin-like character", on the camps who runs a gang of children on the field and sends them for street work. The Shawish in turn provides parents with their essential needs and a share of the income earned by their children. The Shawish is in fact, a member of a network which covers different areas in Lebanon. The representative affirmed that a boss makes around 30 to 36 million L.L. ($20,000 to $24,000) per month by investing in these children on the streets. When asked about the poverty faced by refugees, the representative responded,

> [Syrian] Refugees receive a considerable income from UNHCR. The latter provides $30 per child for an unlimited number of children, $400 as a cut off per family and $175 for the food voucher. Moreover, it opens its medical centers for free. That means that UNHCR covers the refugees' essential needs. Refugees also have free access to centers relevant to the Ministry of Health which provides coverage for pregnancy. Therefore, these families make around $500-$600 in their camps. By sending their kids to the streets, the amount adds up to around $2000/month; that is a tempting income for families from poor backgrounds.

Similarly, the former juvenile judge pointed to the gangs that try to exploit those children under some semi-formal managerial positions. Therefore, he added, and as argued by the representatives of the four NGOs as well, people on the street are not supposed to give the street children money as this act would reconfirm their exploitation.

Overall, all the representatives agreed that parents of street children perceive them as the financial supporters to the family. That is particularly clear in the refugee culture. As such, the MOL and MOJ representatives argued that the ISF are urged to exert more efforts in order to arrest and control the exploitative gangs.

When asked about the Bedouins and gypsies, the representatives argued that these people regard working on the street as a very standard component of their livelihoods. The absence of their legal documentation leaves them with no choice other than the street.

Peer influence.

Three street study participants talked about the influence that their peers had on their choices of school dropout or work on the street. Participants were excited to join their friends and enjoy freedom on the road. For example, a Lebanese participant commented,

> The school was boring. My friends and I dropped out of it. Then I
> learned that my friends started working on the street. The next day, I
> took 3,000 L.L. ($2) from my mother; I bought the needed tools for
> the windshield, and I started working on the street; just like my
> friends. [Street] children enjoy their time on the street. They joke,
> they laugh… they do not come to the street only to make money, but
> also to enjoy their time and play… Street children will never go back

to school. Even if they go back to school, they will drop out again and
come back to the street.

Similarly, a Lebanese street study participant explained,

My parents told me to come back to school or to find a job. They did
not want me to work on the street. But I wanted to stay on the street. I
wanted to be wherever my friends would be.

A Syrian participant commented,

At school, we never had activities together. [However] on the street,
we played and spent time together. We also went to the mosque
along on Fridays; we prayed and carried our religious practices.

Legal status: displaced, stateless.

The legal status of individuals influences their access to education, and hence
their choice of the street. Four refugee participants stated that they dropped out of
school due to the lack of school capacity. One Palestinian participant claimed,

We have limited choices for school enrollment in Lebanon due to
insecurity and discrimination. We could not think of any school other
than UNRWA school at the camp where we lived. However, these
schools lacked the necessary resources to attract students (physical
structure, conditioning, seats). That is why I dropped out of it, and I
was left with no other alternatives.

Moreover, the stateless participant, who had no identification documentation
assured that they had never been to school because of their statelessness. He explained,

I do not have papers; I do not have documentation. I could neither
register at school nor enter the formal employment market. I had no
choice other than working in the informal market. I tried to work in

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different domains because I wanted to end my work on the street, but

the money was never enough. So, I decided to come back to the street;

and here I am!

Socioeconomic status.

The parents of street children have limited incomes and limited resources for living. The ministry representatives assured that many children drop out of school because their parents face difficulties in covering complementary services at schools such as books, stationery, pouch, school hanger, and means of transportation. A Palestinian street study participant indicated that they dropped out of school because their mother could not afford the transportation and stationary costs,

My parents are divorced, my father married another woman, and my

mother takes care of my siblings and me. My mother works in domestic

cleaning in Saida. Sometimes, she does not have enough money to pay for

school expenses.

A Syrian participant claimed that her father cried when they went to work on the street. The participants' father had a chronic disease and could not physically commit to a job and generate an income for their family.

The representatives of the ministries and NGOs also talked about poverty as the main factor for street livelihood, despite the street culture which prevailed among some of the families. For instance, the MOL representative clarified, "Poverty is the number one factor that pushes the children to the street." The representative of IRC also claimed, "Poverty remains to be the most prevalent factor." The representative of MOSA is the only representative who affirmed that poverty is not the only factor, nor the most important one; they instead assumed that the role of the parents is the most significant.

Street life.

Stakeholders all agreed that only a minority of street children receive an education. They explained that children who drop out of school, and those who have never been to school usually resort to child labor or to working on the street. NGOs and ministries reported that street children and their parents get used to an income from working on the street. They also added that children enjoy their freedom on the road, mainly when their parents protect them. Their livelihoods on the street make it harder for schools to be able to attract them. For instance, one of the street study participants commented, "It is good to take street children to school, but someday they will drop out of school again and come back to the street. The street is nice. Children like it not only because they make money, but because they play, laugh and have fun with each other." In response to that, NGOs try to provide enjoyable activities for children to attract them to enroll in Basic Literacy and Numeracy (BLN) courses. Moreover, they strive to give the children alternative jobs which are safer for their ages. NGOs also schedule BLN courses in a way that adheres to the time schedules of the children. They indicated that flexible education courses make it more possible for children to attend because the child will not be forced to choose between labor and education.

Academic Factors

Based on an unpublished study by the Child Council at MOSA, the representative of MOSA declared that less than 4% of all street children in Lebanon go to school. When MEHE launched the afternoon shift, around 45,000 Syrian children enrolled in school. However, more than half of them dropped out by the first year. The same happened in the second year until there were only 5000 children left in school by the third year. MOSA investigated this, and the refugees reported the following factors

behind their dropout: transportation cost, curriculum difference, the excessive number of children in classes and bullying at school. The refugees also added that some prefer to be making money rather than going to school.

In this section, the researcher presented the academic factors for the school dropout. These factors mainly included: lack of academic support at home, school cut-off, low academic performance, and a repelling school environment.

Lack of academic support at home.

Of the street study participants interviewed, four had illiterate parents. The four street study participants indicated that they did not want to be illiterate as their parents. However, they added that it was too difficult for them to study alone at home without their parents' support. A refugee dropout wondered how they would study new material in a new country alone at home. Moreover, the lack of parental support indicates the absence of parental involvement in their children's educational lives. Parents who did not receive education themselves, are not likely to perceive it as an essential part of their children's livelihoods.

School interruption.

According to the interviewed members of NGOs and ministries, street children usually have either never been to school or have spent several years out-of-school. As such, re-enrolling them in the educational system may be challenging. Referring to children to the accelerated learning program (ALP) by MEHE may not always be feasible. Children may, in fact, lack the very basics of education due to the long time spent out-of-school. Moreover, after years of intermittent school enrollment or lack of admission, the children, as reported by IRC representative, perceive education as a very new concept, especially when their parents are illiterate. Children need time to realize and understand why they need education.

Low academic performance.

Of the street study participants, who dropped out of school, only one mentioned that they had a good performance at school. The other participants indicated that they faced severe academic difficulties. The two refugees especially highlighted the curriculum difference and problems they faced in the English language. The participants highlighted this as a critical factor for dropping out of school. A Palestinian participant said,

> I know education is important, and I wish that my young siblings
> pursue education, but when I remember the difficulties I faced, I
> understand why I dropped out. I cannot blame myself, I repeated the
> eighth grade twice, and I tried to succeed, but the curriculum was too
> difficult. I could not follow up with my friends; they knew English,
> and they were used to the curriculum.

Unattractive school environment.

Four of the participants mentioned that the school environment was unwelcoming. One of the participants indicated that school is boring, another said that the school did not have colorful walls, two others mentioned that the school lacked the proper physical resources for learning. Moreover, violence by the teachers at school was evident. Participants reported the assaults they experienced by teachers at their schools. One of the participants claimed, "Somebody stole my phone at school. I could not tolerate this. The teachers know how to shout, but they do not know how to get my phone back." Another participant commented "Hitting students does not help them. If teachers want to help students, they need to speak to them; help them understand."

Another factor reported by the participants is the lack of extra-curricular activities. One Lebanese participant commented, "School is boring; we do not do

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anything fun together. On the street, we play with each other. The street is fun."
Another Palestinian participant commented, "If you go to the school I attended, you will
understand how unwelcoming it is. The teachers shouted all the time. The seats were
not comfortable; the classes were small; there were many students in the class! It was a
mess. I know if time goes back, I will drop out again." Additionally, none of the
participants mentioned that the school personnel followed up with them after they
dropped out of school.

On the other hand, these participants who complained about the violence at
schools affirmed that Maram and Abed should not have dropped out despite the
teachers' violence. Notably, the participants thought that teachers have the right to shout
at them when they make mistakes. In can be inferred that the participants do not realize
that they have the right to live in a non-violent environment.

Role of Education

All street study participants claimed that, as they grew up, they valued education
and favored it over street life and labor. When asked about their future aspirations, the
participants claimed that none of their dreams would come true without re-enrolling in
school. They wished to re-enroll in school, learn discipline and good habits and become
teachers, doctors or probably launching their vocations.

Moreover, when reflecting on the story vignettes, all the eight participants firmly
believed that Maram should have persisted in her education no matter what. Regardless
of what her family has done to her, and regardless of the violence they experienced in
the center, the participants believed that Maram should have been more resilient. For
instance, one of the participants mentioned, "Even if no one can take her to school,
Maram can go walking." Only two participants acknowledged that the people around

Maram (teachers, school personnel, family, and society) were also responsible for what happened to her. However, these too also affirmed that Maram should have persisted in her education regardless of the circumstances.

Additionally, the participants regarded Abed's story as a more fortunate one than Maram's. They explained that anything would be better than the street which destroys one's future. Notably, they favored school over centers because they believed that schools help the child earn a degree and make a better future.

These findings are consistent with those from the interviews with the stakeholders. The interviewed members of NGOs and ministries affirmed that children value education and perceive it as a means for accomplishing their dreams. Members of NGOs claimed that children at their centers learn discipline and show a change of behavior in a few weeks of enrollment in educational programs. Moreover, the members believed that street children have the potential to become productive members in society, with time, proper intervention, sustainable guidance, and close follow up. They argued that although street life may be attractive for children, no one will seek the street any longer if schools provide a safe, proper and an attractive environment for them.

Policies and Practices for the Education of Street Children in Lebanon

This section aims to answer the second research question: What policies and practices are taken by the governmental and non-governmental organizations to educate street children in Lebanon? The researcher based the findings of this section on the documentary review, interviews with the NGOs and ministries. The researcher presented the findings under three main parts: the status of street children from the Lebanese legal perspective, observatory findings and the initiatives taken by stakeholders in response to the educational need of street children.

A Documentary Review of the Policies in Lebanon

The researcher reviewed the documents which incorporate the policies relevant to the education of street children in Lebanon from the representatives of MOJ, MOL, MOSA, and the juvenile judge. The researcher presented the applicable policies and discussed the views of the representatives from the legal perspectives. Table 4.1 shows the main conventions and laws that govern the education of street children in Lebanon. The researcher also used web-documents that provide the laws governing children. Appendix V details these main laws, articles, conventions, and decrees.

Lebanon ratified: (a) the International Convention on the Rights of the Child on 30 October 1990, (b) the Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography on 8 November 2004, (c) ILO Convention (No. 138) concerning the minimum age for admission to employment, and (d) ILO Convention (No. 182) concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of child Labor on 17 June 1999. Moreover, principle 7 of the "Declaration of the Rights of the Child" declares the right of the child to elementary education and recreational activities. However, the children's nature of work on the street not only declines the latter, but also declines the rights addressed in principals 6 and 9, which affirm the right of child to grow up in a caring and loving environment.

Table 4.2.

Laws and Conventions that Govern the Rights of Street Children in Lebanon

Law or Convention	Objective
Law No. 20 of 30 October 1990	Right to identity, participation, protection, and prevention of violence, education
Law No. 150 on 17 August 2011	On the right to free and compulsory education
Law No. 422 on 6 June 2002	On the protection of juveniles at risk and functions of juvenile department
Lebanese Penal Code	On the imprisonment of parents or caregivers
ILO Convention No. 182 on 17 June 1999	On the prohibition and immediate action for the Elimination of the Worst Forms of Child Labor
Decree No. 5137 on 1 October 2010	On the establishment of a national committee to combat child labor
Decree No. 8987 in 2012	On the use of juveniles and the dangerous professions

The education of all children on Lebanese territory is the responsibility of the Lebanese government. This was declared in 1990 in Article 26 of the Universal Declaration of Human Rights (UDHR) and Article 28 of CRC. Although Lebanon did not sign the 1951 Refugee Convention, however it signed the Memorandum of Understanding with UNHCR in September 2003, Article 12 of which governs the commitment to the education of returnee children. MEHE published the Quality Education for Growth in 2010 and committed to INEE's Education Policy Standard. Therefore, MEHE is in line with the right to education for all, whilst knowing that it defined the minimum level of access and quality of education in emergencies.

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Moreover, article 1 of Act No. 150 on 17 August 2011, which amended article 49 of Legislative Decree No. 134 on 12 June 1959 entails that education is compulsory and free in the elementary cycle and available in public schools. Furthermore, decree 10227 on 8 August 1997 ensures that the elementary education provides educational services and support services during the academic years since the first grade until the end of the ninth grade, including the stateless children. (See Appendix V). MEHE drafted a decree that declared that free and compulsory education cover all the period of primary education, i.e. it must provide educational and support services starting from grade 1 until grade 9, with the condition that the child's age in the last class of primary school does not exceed 18 years, or 21 in the cases provided for in Law No. 220/2000 targeting persons with disabilities.

The representatives from the ministries and NGOs affirmed that the Lebanese legal framework is comprehensive. However, there are two main concerns that need to be addressed before the law execution. Firstly, the representative of MOIM explained that MEHE did not issue compulsory free education, as this endorses a significant burden on MEHE: provision of transportation costs, stationery, books, clothing, and others. Moreover, the representative of Mouvement Sociale commented, "MOSA needs to provide alternative jobs for parents when their children are back to schools."

Secondly, the representative of MOIM added that executing the penal code with parents also represents an added vulnerability on the children. When the government implements the criminal law, MOIM will arrest parents for sending their children onto the street. In this case, MOIM and MOSA would refer children to shelters. However, since the Lebanese government is short on shelters for street children, then arresting their parents would leave them alone on the street and add to their struggles. In other words, and as mentioned by the representative of MOSA, the law execution needs a

complementary plan on the national level which requires the collaboration of all relevant stakeholders.

Practices for the Education of Street Children in Lebanon

The researcher presented the views of the ministries and NGOs from a practical perspective. In this regard, the stakeholders mainly discussed the conflicting statistics, the characteristics of street children, and the impact of the refugee crisis and the performance of NGOs in Lebanon in general.

Conflicting statistics.

All members of the organizations affirmed that clear quantitative studies are essential to have reliable indicators for the phenomenon. They claimed that the published statistics about the number of street children population in Lebanon are not reliable in any means. When the researcher asked the representatives about their opinion about the number of street children in Lebanon, they could not provide accurate figures. The respondents explained that quantifying street children is difficult. Firstly, street children are highly mobile. Secondly, there is no database available on non-Lebanese street children; the Lebanese government lacks the financial resources that would enable conducting statistics of street children on the national level. The members finally recommended the establishment of a national center for statistical studies by the Lebanese government which needs to be well-funded, supervised and monitored.

Characteristics of street children.

The representatives had different opinions about the gender majority of the street children in Lebanon. Four members agreed that boys outnumber girls, as they assumed that girls are too vulnerable to be sent to the street. Two other representatives agreed that girls outnumber boys in specific locations such as restaurants and nightclubs for

prostitution. As for the other two members, they agreed that there are no clear distinctions between the two genders. However, all the members affirmed that their responses are based on observations only, and not on clear statistical data. The only exception is the respondent from MOSA who claimed, based on an unpublished study by the Higher Council for Childhood that 54% of street children are boys while 46% are girls.

Moreover, the representatives mentioned that street children pursue different occupations in different places and on separate occasions. This explained that the activity of street children increases in the afternoon hours, in the vacations and during holiday seasons. All representatives added that street children are often at the intersection of main and crowded streets that require slow traffic. They also roam near nightclubs, restaurants, and places of worship. The representatives mentioned that street children are in almost all the governorates in Lebanon with minorities in Nabataea. In general, street children are mostly condensed in deprived areas such as, Beirut and its suburbs (e.g., Roache, Ain Mraisse, Nabaa, Jnah, Ouzai, Hay Selloum), Mount Lebanon (e.g., Arab Maslakh, Bourj Hammoud), North (e.g., Mina, Akkar), Middle Beqaa (e.g., Shtaura), Jounieh, Sidon, Sour and others. Their nature of work also varies according to the season. For instance, street children may sell flowers on the Valentine day, water in summer and do wind-shielding in winter.

The impact of the Syrian crisis.

The representatives agreed that the phenomenon of street children in Lebanon is an old one that has ever existed. The stateless population had practiced street life in Lebanon since a very long time ago. These people are well-known as the Bedouins and the gypsies. However, the representatives attributed the sudden increase in the street population to the Syrian crisis. The representatives of MOSA, MOJ, and MOIM,

provided percentages to support their claim. MOSA representative declared - based on an unpublished study done with the National Plan for Eliminating the Worst Forms of Child Labor - that 76% of the children on the Lebanese streets are Syrians, 12% are Bedouins, stateless and Palestinians, and only 12% are Lebanese. MOJ and MOIM representatives highlighted that around 90% of the street children in Lebanon are from the refugees. MOIM representative added that the figures from an unpublished study conducted by the Higher Council for Childhood indicate that the population of street children rose from 300 before the crisis to data way exceeding 1500 right after the Syrian crisis.

Street children and the internal security forces.

Representatives from ministries, NGOs and street study participants indicated unfavored incidents between security forces and street children. Street study participants talked about their fear of the police due to the physical and verbal violence they experience with them. The representatives of MOL, IRC and Makhzoumi stated that their organizations provide capacity building sessions for ISF to raise awareness about how to deal with street children. The representative of Mouvement Sociale also indicated that they worked on designing a framework for the ISF. Despite the efforts of the different organizations, the ten representatives claimed that there was not much progress seen in the attitude of the ISF with street children. More importantly, the ten representatives added that the prisons in Lebanon lack a juvenile section. Notably, the representative of MOIM commented that street children are imprisoned because of a crime or theft not because of their nature of work as street children.

a. *The Performance of NGOs*

All the representatives discussed the significant role that NGOs could play if appropriately performed. The representative of MOIM declared that some of the NGOs

have success stories. However, others work in this field but a shy manner, leaving no positive impact on this phenomenon. They added that there is no unified, approved national plan for donors to attract aid and grants as needed, and there is no uniform methodology in this area. The MOIM representative added that assistance comes in implementation of the donor's agenda, which therefore obstructs the continuity or sustainability. The representative of MOL stated that organizations receive enough donations regarding street children. However, they consume around 80% of the funds on cost management for international organizations and civil society. The representative added that the ministries are supposed to supervise the work of the NGOs, provide a letter of support for the remuneration, provide guidance and constructive feedback, and MOIM is responsible for taking action in case any of the NGOs violates Lebanese law. They also criticized NGOs because they hire experts from abroad while the national ministries have trained personnel with in-depth knowledge of the Lebanese context.

The representatives of IRC and Makhzoumi declared that there are few NGOs that launch programs about street children. They explained that working with street children requires sustainability and is difficult to handle. They added that the funding resources have delineated in Lebanon in the past years. IRC representative stated, "Another challenge is the duration of the funds. While it is important to give street children time to make the proper connection, short-term projects are not expected to help an NGO fulfill its program objectives." The representative of MOL agreed that many of the NGOs' projects are not sustainable.

Moreover, the representative of SFDO claimed that few NGOs played active roles. They added that many of them register the targeted numbers of refugees required by their donors without really benefitting them. They explained that most of the NGOs are only concerned with their benefice; they are eager to receive funds rather than

producing positive outcomes. The ten representatives of the NGOs and ministries agreed that NGOs need to be more authentic, transparent and collaborative. The previous juvenile judge also mentioned that many NGOs take the opportunity of "trendy and hot topics to bring funds." The representative of MOL stated that at many times, NGOs duplicate the work of other institutions and abandon other issues which need addressing.

The representative of MEHE stated, "We require NGOs' contribution because the NGOs are capable of filling some gaps." The representative of Mouvement Sociale commented that there are NGOs which have successful accomplishments. However, they lack sustainability in their work. They added that MOSA needs to supervise the work of every NGO on the Lebanese lands. As for the representative of Makhzoumi, they said that NGO personnel are recommended to work on topics that they are passionate and skilled at; the staff needs to be highly excited about the subject of street children and well-trained in approaching them.

Ministries' and NGOs' Response to the Phenomenon of Street Children

Each of the representatives highlighted the main initiatives taken by their organizations to help reduce the phenomenon of street children in Lebanon. Tables 4.2 and 4.3 summarize the services provided by the participating stakeholders in this study in response to the aspect of street children in Lebanon.

Table 2.3.

Initiatives Taken by the Participant Lebanese Ministries

Ministry	Services
MOJ – Juvenile Judge	Pulled out street children and incorporated them in alternative families in collaboration with MOIM and Hemaya NGO (Supported by Article 9 of the juvenile law).
MEHE	Worked in capacity building of the Child Protection Unit, established truancy policy, harm reduction, advocated for special education departments, released activities for resilience and self-awareness in public schools, developed a code of conduct for teachers, and designed a directed vision in collaboration with MOSA and NGOs.
MOL	Pulled out street children, established a specialized juvenile unit at MOIM, trained officers on how to pull out street children and how to support them humanely and scientifically, established decree 8987 with the collaboration of ILO and designed a plan which guides the execution of this decree in collaboration with MOFA[6] and AUB.
MOSA	Carried campaigns to raise awareness on the danger behind giving street children money and confirming the exploitation in collaboration with MOI, MOJ, MOPH, MOSA, MOL, MOIM.

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[6] Ministry of Foreign Affairs

Table 4.4.

Initiatives Taken by the Participant NGOs

Organization	Services
IRC	Provision of BLN, PSS[7], focus-PSS[8], risk mitigation[9], apprenticeship schemes[10], case management unit, 24/7 hotline for urgent cases, parenting sessions, and capacity building for ISF in collaboration with Makhzoumi, MOJ and MOIM. IRC reached out to 5000 children and 3000 caregivers in Mount Lebanon, North, and Beqaa.
Makhzoumi	Provision of BLN, PSS, focus PSS, case management, parenting skill sessions, hotlines for urgent cases, Fun Bus[11], and capacity building for ISF in collaboration with MOJ, MOSA and MEHE. Makhzoumi reached out to 335 children under case-management and enrolled 80 children in schools in different areas of Beirut (e.g., Corniche Al-Mazraa, Airport Road, Palestinian camps, Bourj Brajneh and Roache.)
SFDO	Provision of awareness sessions regarding the child's safety on the street, positive parenting skills, and interactive theatre with Right to Play in Sidon.
Mouvement Sociale	Provision of awareness sessions regarding child protection on the street, importance of education, vocational education, BLN and life-skills sessions - based on the time schedules of the street children - in collaboration with MEHE, MOJ, and MOSA. Beneficiaries are from age 9 to 24 in Sidon.

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[7] PSS includes community-based activities for children and life skills for adolescents

[8] Focus-PSS is designed for high risk cases

[9] The risk-mitigation tool is comic book designed by a group of scenarios excerpted from the real-life issues faced by the street children

[10] Apprenticeship scheme is a three-month program where IRC team tries to find alternative jobs for the street children such as telephone shops, bakeries, chocolate factories, tailoring factories, or any other safe working place where the child can also learn a skill

[11] Fun Bus is a caravan used to transit staff of Makhzoumi across different areas in Beirut to provide BLN and PSS services BLN and PSS for street children who do not use the services at their centers

MOSA provided the researcher with Figures 4.1 and 4.2 that highlight the welfare programs and the different types of interventions with street children.

Institutional Welfare Programs

Internal Programs

External Programs

Sports Welfare	Child's Needs	Employment Programs
Health Welfare		Alternative Family Programs
Social Welfare		Child-Parent Re-unification Programs
Nutritional Welfare		Vocational Education & Training Programs
Educational Welfare		Programs to Increase the Family Income
Professional Welfare		
Psychological Welfare		
Cultural-Religious		

Figure 4.1. Child institutional welfare programs (Source: MOSA document)

Intervention Types

Specialized Institution

Direct Approach

| Residential Center | Reception Center | Introducing Institution | Providing Advise | Assessing Needs |
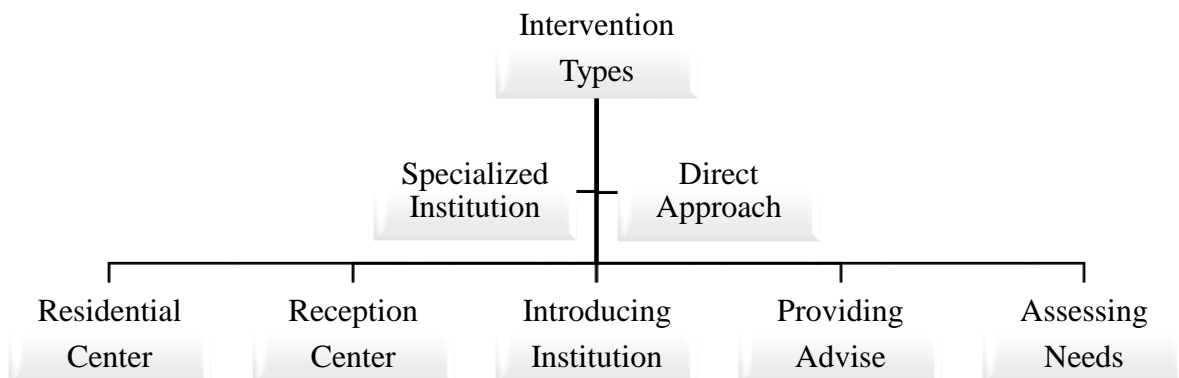
Figure 4.2. Types of interventions with street children (Source: MOSA document)

Practices that Ministries Look Up To

In this section, the researcher provided the practices – carried aboard in response to street children - which the representatives of the ministries looked up to.

The previous juvenile judge referred to an initiative taken by MOSA that they observed in Germany in 2010. They explained that MOSA in Germany worked on two main things: securing jobs for the street children and providing an appropriate shelter for them. They added that children would finish their work and then come to sleep in state houses under the supervision of social workers in MOSA-Germany.

For the representative of MEHE, the best practice is to design rehabilitation centers that would work on capacity building and resilience. The representative focused on the provision of quality education, inclusion, learning and awareness within this center. The argued that with such services, no child would need to go to the street.

The representative of MOIM stated that the best idea would be in the return of refugees to their home country. However, they added, "If the Lebanese government decides not to deport the refugees and keep them in Lebanon, the country will need to develop strategic plans to face this phenomenon, distribute the responsibilities and secure the necessary resources." They added that this would require placing some children in specialized centers, bringing international experts to address this problem, and providing the necessary academic and vocational education.

As for the MOJ representative, they thought that the best practice would be related to supporting the families of street children to get alternative jobs. They explained that this could be through capacity building of parents, whereby they learn skills that help them gain competencies and find decent jobs.

The MOL representative stated that they were impressed by a project carried in Egypt for street children, where centers were established to cater for a significant

number of street children with the collaboration of NGOs and under the supervision of the MOSA. They also referred to a good project carried in Lebanon; Supporting Children through Education, Arts, and Media (SCREAM). MOL employed SCREAM with children in Lebanon in collaboration with several NGOs. In SCREAM, the children sang the national choir from the public palace; an exercise that helped children engage in learning music. They explained that children showed behavioral changes throughout the project because music pulled them out from pits of violence, corruption, and ignorance to the basis of music and arts.

The representative was also influenced by UNHCR practices in Egypt which they learned about in a conference in the League of Arab States. They explained that UNHCR in Egypt mandates some conditions before giving any humanitarian and financial assistance for its refugees. They gave an example of one of those conditions where parents need to show a document that proves that their child is attending school every three months. Another term, they added, is that UNHCR would only provide financial support for the first two children of the refugee families. They explained that this practice encourages refugees to limit their birth rates. MOSA representative added that the best practice to be carried in Lebanon, is to create a village that incorporates and caters for all the street population in Lebanon. They stated that in this village, the parents and the elderly would be given jobs which match their skills and age, while children would attend the school inside the village.

Unlike most of the members of the ministries who referred to practices abroad as the best practices for dealing with street children, the NGO representatives focused on internal practices. They were grateful for the work that their organizations do. IRC for instance, looks in high regards of their holistic approach which covers different sections: legal, economic recovery and development and education. Makhzoumi was

also glad for launching the Fun Bus, which provides BLN for street children within their environment. The representatives spoke highly of their organizations, with emphasis on the importance of sustainable efforts and further collaboration with other NGOs, ministries.

Recommendations from Stakeholders

The representatives of the ministries and the NGOs believed in the ability of street children to become productive members in their societies. For instance, the previous juvenile judge described the child as "a small tree that can be easily adjusted. Regardless of the level of their perversion, rehabilitation is possible." The representatives discussed some recommendations which are needed to respond to the phenomenon of street children.

Rehabilitative Centers and Shelters

The representatives of MOSA, MOL, MOIM, MEHE, and the previous juvenile judge emphasized the necessity of establishing rehabilitation centers and shelters which prepare street children to re-integrate in the community. The representative of MEHE explained that the center would provide: (a) psychosocial support services (PSS), (b) education, (c) needs' assessment followed by individual plans for children, and (d) supervision and monitoring of the minimum standards.

The representative of MOL stated, "The most important thing researchers could do now, is to advocate for rehabilitation centers. We need rehabilitative centers with scientific programs on how to build resilience and how to help individuals rebuild themselves. The programs would be part of the national policy, covering all areas on the Lebanese land."

The former juvenile judge added that most of the complaints they received as a juvenile judge were about the shortage of MOSA on shelters for street children. As such, they suggested that NGOs use their resources to build shelters where withdrawn street children would receive education and psychosocial support.

A Comprehensive Approach – Collaboration of Efforts

Firstly, the representatives of IRC, Makhzoumi, SFDO, Mouvement Sociale, MOL, and MEHE claimed that it is essential to learn how to deal with street children. They explained that this is supposed to be done by building capacity of ISF and parents. Additionally, the educational institutions need to be equipped with counselors and trained personnel who tailor the programs to the needs of the children.

Moreover, the previous juvenile judge emphasized that ISF need to control the street activities and control those behind the phenomenon. The representative of MOSA advocated for a coordination committee between the governmental organizations starting from MOSA, going through MOIM and ending at MEHE. They explained that MEHE would follow up on enrollment and absenteeism and attract enrollment through curricula and teaching pedagogies. They also said that MOSA would launch training courses for school dropouts and ISF would train on how to deal with children in a non-violent manner. They insisted that MOI would play an essential role in raising public awareness and MOPH would help children prevent or cure infections and diseases.

The representative of MOSA talked about the enormous amount of cash donated to NGOs and not managed properly. They recommended that the donations need to be used in one big project rather than intermittent projects and research studies. The representative of MOL recommended that MOSA should be receiving the support rather than the NGOs and the civil society communities. They commented, "MOSA has

comprehensive developmental service centers which only need some financial support to equip better. The donations, which are dispersed to NGOs and communities, can be referred to MOSA to help it build a stronger and a more sustainable strategic plan."

Refugee Homecoming

While the ten representatives claimed that the size of the phenomenon is not yet clearly quantified, they all agreed that it is more massive than the capacity of the government. As such, the representatives of MOSA, MOIM, and MOL focused on the importance of having the refugees back to their home country. The representatives of MOL and MOSA recommended that the Lebanese government must at least execute a policy which controls the birth rates among the refugee community.

The representative of the MOIM explained that refugees have the right of going back to their countries. Over there, they have health services, compulsory education and other services where they live in more dignity. They added that the Lebanese government could not provide their education, health, psychosocial and other services.

The representative of MOSA emphasized that the problem would ever persist with the enormous numbers of refugees in our country. They claimed, "Once refugees are back, half of the problem would already be solved." The representatives of MOIM and MOSA added that the government is working with international organizations to have the refugees back with dignity to their countries. Notably, two of the street study participants interviewed also mentioned that they dreamt of going back to Syria, where they can live in dignity and financial security.

CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

The researcher has divided this chapter into three main sections: (a) summary of key findings, (b) analysis and discussion of the study findings, (c) conclusion, (d) research limitations, (e) recommendations to inform practice, and (f) recommendations for future research.

Summary of Key Findings

This study used the qualitative research design and methods to collect and analyze data about the education status of street children in Lebanon. The collected data portrayed the legislative and the practical perspectives of ministries, NGOs and street people in Lebanon. The study had a two-fold purpose: (a) identify the causal factors for school dropout from the perspectives of organizations and street study participants and (b) explore the initiatives that were taken to respond to the dropout phenomenon of street children. To meet the purpose of the study, the researcher examined the policies that governed the education provision for street children and carried a total of eighteen interviews with representatives of different ministries and NGOs, and street study participants. Data collection was carried out in December 2018 and January 2019, after receiving the letters of approval from the: Institutional Review Board (IRB) at AUB, the general directors in the ministries and the general managers of the NGOs. The findings of this research study included two main sections: Causal Factors and Policies and Practices.

To answer the first research question, the researcher carried eight case studies with street study participants and interviewed representatives of ten organizations (four NGOs, five ministries and the previous juvenile judge). ***What are the causative factors for children, who are or become street children, to drop out or not to attend school?***

The eighteen participants affirmed that education is an essential need for street children to help them enhance their livelihoods and integrate within the community. However, there are main dropout factors which obstruct the children from school enrollment. The researcher categorized the dropout factors under two main sections: socio-economic factors and academic factors.

The social factors primarily comprise the socioeconomic status, legal status, role of parents, peer influence and street culture. The academic factors mainly include the curriculum difficulty, language barriers, lack of parental support, lack of teacher's support, weak academic performance, intermittent school enrollment, violence, lack of extra-curricular activities and the weak physical structure of the school.

Firstly, the dominant social factor behind school dropout is *socioeconomic status*. The street population is likely to suffer from drastic livelihoods. These populations require extra income. Moreover, they cannot afford the complementary needs accompanied by education. As such, they tend to underestimate the role of education and prefer to send their children to the street and make an income instead.

The second social factor for school dropout is *legal status*. Refugee children face unique difficulties. Firstly, school enrollment is not a guarantee for them due to the limited capacity of the Lebanese public school system. Secondly, they face challenges in education due to the difference in the school system. The stateless population particularly face challenges in accessing education and employment. These people have no legal documents which give them the right to citizenship and belongingness.

Additionally, all the study participants reported the *parents* as the primary influencers for their children. Street study participants highlighted the passive role of their parents. That is when parents are permissive with their children; they do not enforce them to enroll in school or to leave the street. While the ministry and the NGO representatives affirmed that the parents play an exploitive role with their children; they push them to work on the road and drop out of the school to generate an extra income. These parents are likely to be connected to a network of child exploiters.

Further, the street study participants highlighted the influence of their peers on their choices and behaviors. While the stakeholders did not mention this factor, the street study participants implied the envious feeling they had towards their peers who enjoy their freedom and independence on the streets. This freedom and independence, in turn, are absent in the school settings with the lack of recreational activities.

Finally, the study findings indicated that *street culture* plays an essential factor for school dropout. Some communities regard street life as their norm. In these communities, it is also normal to perceive the child as a financial supporter for their families. This culture delineates the importance of education and instead highlights the importance of generating money.

The educational system in Lebanon struggles with academic factors that push the children outside the school settings. Firstly, children, especially refugees, find it difficult to catch up with the challenging *curriculum* and *language* barriers. Additionally, children see that the lack of *teacher support* within the school setting and the lack of *parental support* at home, as a challenging factor for their academic performance. Moreover, children reported the *violence* in classes, the lack of *extracurricular activities* and the weak *physical structure* of the schools as significant hurdles for their enrollment. The representatives of the NGOs particularly highlighted

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the *intermittent school enrollment* as a factor which makes it difficult for the children to re-cope with the curriculum, the teaching methods, and the discipline required within the school setting.

On the bright side, four of the participants, who dropped out of school and sought street life, returned to education through vocational training. Although they claimed that their employment opportunities are limited to the informal employment and only upon availability and need, *vocational training* helped them shift from the street to the informal labor market.

To answer the second research question, the researcher carried a document review and compiled its findings with the results of the interviews with the stakeholder representatives.

What policies and practices are taken by the governmental and non-governmental organizations to educate street children in Lebanon?

The representatives affirmed that the Lebanese legal framework is comprehensive. It gives the child the right to education, citizenship, and protection from labor and exploitation. However, the execution of laws is pending implementation decrees i.e. primary legislation is there but not translated into statutory instruments. The representatives explained that implementation would create a massive burden on the Lebanese government, which is beyond its capabilities. MEHE would need to provide transportation costs, stationery, books, clothing, and others for all the children on the Lebanese premises. Moreover, it would have to provide capacity for all its children. Besides, the execution of the penal code would necessitate MOSA to provide parents by alternative incomes and shelters for children withdrawn from the streets.

The study findings indicated that the stakeholders do not perceive that the published figures of the street children population are accurate. As for the demographic

characteristics, the results suggest that boys slightly outnumber girls. Moreover, street children in Lebanon do not appear to be homeless. They live with their families and sleep at their homes at night; camps or shanties. A representative claimed that around 76% of these children are from the Syrian refugee population, while the others are mainly from the stateless population Palestinian refugee population, and the Lebanese population. Street children mostly beg, sell products or provide services in crowded areas (such as malls, worship areas, road intersections, restaurants, night clubs) and during seasonal holidays. However, the interviewees affirmed that the Lebanese government lacks the national statistical center which would quantify the community and measure its figures. As such, it is difficult to know the demographic data about the children nor their real statistics over time. Further, the children's mobility on the street makes it difficult to keep track of them.

Moreover, street children fear the police due to the unfavorable experiences they have had with them. In turn, the police fail to control their presence on the street due to the lack of the appropriate shelters needed to accommodate in cases of withdrawal. The government faces many challenges in managing the phenomenon and requires NGO support. However, only a few NGOs work with street children and generate significant outcomes.

The ministries have been exerting numerous efforts in the past decade to accommodate the street population. MEHE mainly played a role in dropout prevention, while MOSA carried awareness campaigns with a keen focus on public awareness. MOL launched the National Plan for Eliminating the Worst Forms of Child Labor and drew a strategy to execute this plan within 2016. NGOs, too, have provided services for street children in different areas to cover up the gaps of the Lebanese ministries. These initiatives include BLN, PSS, risk mitigation, parenting skills, capacity building within

ISF and others. However, the representatives in this study recommended three main efforts on the national and international level that would help the Lebanese government in controlling the phenomenon of street children and responding to their educational needs.

As a top priority, rehabilitative centers and shelters with modern equipment and services need construction. Moreover, the representatives called for collaboration of efforts that would help design a national plan and solve the different aspects of this huge issue. Nevertheless, the representatives affirmed that regardless of all the shots and recommendations, it is complicated for the Lebanese government to cater to the vast refugee population due to its limited capacity. As such, they suggested the safe and speedy refugee homecoming as the primary recommendation.

Analysis and Discussion

This section discussed the results of the research questions of the study under four main sections: (a) the phenomenal size of the population, (b) the street as a source of income and an escape from education, (c) problems with governing laws, and (d) the recommended interventions in Lebanon as compared to interventions abroad.

Size of the Population: Not Precisely Quantified

In this section, the researcher discussed the size of the problem against the findings from the literature. The researcher mainly discussed the conflicting statistics and the size of the phenomenon versus the available resources.

a. *The Reason for the Absence of Consensus Statistics*

The findings of the interviews with the stakeholders showed that there is a clear problem in quantifying the phenomenon of street children in Lebanon. Literature

attributed the absence of the reliable statistics for street children to three main reasons: the lack of clear criteria to identify and define the population, the high mobility of the children and the absence of an official national center for statistics (Panter-Brick, 2002). However, in this study, the absence of criteria to identify street children did not reveal as a hurdle of reliable statistics. The main reasons in this study seemed to be related to the absence of a national center and the high mobility of street children.

Panter-Brick (2002), World Bank Institute (2002), Crombach and Elbert (2014) and Ayub et al., (2016) found that the definition and the notion of street child itself is problematic. They explained that the difficulty in defining and identifying this population is, therefore, one of the main reasons for the difficulty in quantifying it. However, this was not mentioned by the stakeholders in this study. The respondents did not regard the definition nor the identification of street children as challenging in the Lebanese context. They implied that street children in Lebanon are well defined; they are not homeless, they are usually a part of a family, and most of them do not go to school. In brief, the stakeholders identified street children as children who beg or work on the street for the most period of their time and go back to sleep with their families at their homes. This finding agrees with the findings of the literature by Alem and Laha (2016) which reveal that children in Asia live at homes and work on streets with their parents.

At the same time, the findings of the study revealed that the stakeholders perceived that the mobility of street children and the lack of a national center for statistics are the two main challenges for quantifying the street population This finding was similar to the findings from the literature (Ayub et al., 2016; Crombach & Elbert. 2014; Panter-Brick; World Bank Institute, 2002). For instance, Ayub et al. (2016) explained that street

children are highly mobile. They have different activities on different days which is why some of them are not counted properly.

The needs versus available resources.

Although the size of the phenomenon is not known, the stakeholders and the street study participants pointed to the high number of children who compete for resources in Lebanon. Three of the refugee street study participants complained about the school capacity which is not enough for the students in Lebanon.

Moreover, when stakeholder representatives were asked about their future expectations, they declared that they were pessimistic about the phenomenon of street children in Lebanon. The representatives explained that regardless of the efforts undertaken in the country, it is absolutely beyond the capacity of the Lebanese government to accommodate for the refugee population; that represents most of the street population.

The emerging finding of the lack of school capacity and enough resources to handle the street children bears similarities with findings of O'Haire (2011) in Brazil and MEHE (2015) in Lebanon. In O'Haire (2011), the lack of school capacity and enrollment seats were at the top list of causal factors for dropout. Similar results were obtained in studies conducted in Lebanon (MEHE, 2015) where children reported school capacity as a main factor for their drop out: the school did not allow enrollment, or there was no school in the region (World Bank, 2016). Notably, the lack of schools in the area or the school denial for registration was explained by the uneven geographical distribution of schools in the governorate (World Bank, 2016).

The size of the refugee population, for which the study findings explained as the factor behind the lack of the school capacity, is a hot topic in the news nowadays. For instance, "Social Affairs Minister Richard Kouyoumjian […] detailed a draft proposal

by the Lebanese Forces for the return of Syrian refugees from Lebanon" (Lebanon News, 2019, p.1). This plan called the Lebanese government to ensure a safe and speedy return of refugees through establishing a ministerial committee. This committee would include members of the Health, Education, Finance, Foreign, Interior and Labor ministries to follow up on the Syrian refugees in Lebanon. The minister emphasized that the planned committee must coordinate with the relevant international non-governmental organizations (iNGOs) and UN bodies and facilitate their homecoming.

The tendency to limiting the refugee population in the Lebanese context as a response to the prevention of street life relates to the Romanian setting (Lancer, 2016). In Romania, the phenomenon of street children was explained by the increasing birthrates which led to generations whom neither the government nor their parents could support (Lancer, 2016). Similarly, in the Lebanese context, the increasing size of the population, which is mainly due to the refugee displacement to Lebanon, emerged as the main factor behind the phenomenon of street children.

The Street as a Source of Income and Escape from Education

The findings of this study showed that there is *no single factor* behind the street phenomenon and the school dropout of street children. The institutional and social elements intermingled to augment the phenomenon in the Lebanese context. This section discussed the factors that push and pull the children to the street. These factors were presented under two main subsections: socioeconomic, and institutional factors.

Socio-economic factors.

Poverty. The findings of this study indicated that families whose children are on the street suffer from *low socioeconomic status*. Children, therefore, mainly seek the street to generate an income. This seems to be confirmed by Abueita, (2016), Amr et al

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(2019), Embleton, et al. (2018) and O'Haire (2011) who found that poverty remains to be the major factor behind the children's activity on the street. Notably, Alem and Laha (2016) showed that poverty interact with family issues and other undesired factors to cause the street livelihood, work or activity.

Children are perceived as financial supporters. Furthermore, the study participants highlighted the *role of parents* as a primary one for the street activity. Parents may suffer from unfortunate circumstances which obstruct their employability. Hence, they feel inclined towards sending their kids to the street to provide the needed income. Similar to the literature in the Turkey, Tehran, Indonesia and Jordan, the findings of this study, illustrate that street children in Lebanon are forced to work on the street (Arshad, 2018; Beazley, 2003; O'Haire, 2011; "Turkey's family", 2018; Zarezadeh 2013). In "Turkey's family" (2018), for example, it was found that "some of [the street] children are forced to beg on the streets" (p.1).

Moreover, Abueita (2016), Embleton et al. (2018) and Amr et al. (2019) highlighted the risk factors which they assume intertwine with poverty to lead to the street phenomenon. These factors are mainly related to family influences, such as forcing the child to work on the street. In Orme and Seipel (2007), for example, the authors viewed involving the parents and securing their support as an effective practice to include in the interventions with street children. Similarly, in Beazley (2003) the author revealed that the core characteristic of effective interventions with street children is the involvement of parents. Arshad (218), O'Haire (2011), "Turkey's family" (2018) and Zarezadeh (2013) also discussed the importance of involving parents in interventions with street children as they highlighted the parents' influence as one of the major factors behind the phenomenon.

This study explored a new aspect of the perception of the parents' role. Although the organizational representatives reported that parents send their children to the street as a means of a financial investment, the responses of the street study participants revealed discrepancies in views. Street study participants did not claim parents' complicity per se. However, they talked about the passive role of their parents regarding their children's decisions related to the street and education. Street study participants assured that their parents did not force them to work on the street, nor did they stop them from working on the street. Similarly, the street study participants' assured that their parents did nor force them to drop out of school, nor did they force them to persist in their school enrollment.

   Social factors. Besides the role of the parents, it was found in this study that street study participants were influenced by their peers when dropping out of school and fleeing to the street. Two of the street study participants particularly mentioned that when they saw their peers dropping out of the school, they were encouraged to drop out too. However, this is not to infer that peer influence is the only factor for the children's decisions toward school enrollment and street activity. The peer's and the participants' behavior were, in fact, initially triggered by other push factors, such as the unattractive school environment.

   In other studies, peer networks and support emerged as significant factors for the decision of the children to work on the street (Bender et al., 2007; Kidd, 2003; Reza, & Bromfield, 2018). Besides, Karabanow and Clement (2004) discussed the importance of peer-based interventions as a means to combat the street children phenomenon. The findings of this study have expanded the idea and provided evidence that street children's networks with their peers are signified in their lives. Moreover, the finding that children are attracted to the street because they are envious of their street peers,

might implicate a protective factor. The presence of such peer connections, whom they spend most of the time with and carry most of their daily activities with, creates a bearable life despite the deprivations (Orme & Seipel, 2007).

While street study participants' perspectives of their peers highlight peer networks as a great influence for their choices, yet there seems to be a notable difference between the perspectives of the participants. Peer networks mainly emerged as an important factor for one group of respondents only; the street study participants. This discrepancy might be the result of the fact that stakeholders viewed the push factors behind the phenomenon - such as family and school settings as executives responsible – and disregarded the pull factor in the peer's behaviors that attract children to behave similarly.

Nevertheless, the stakeholders highlight the fact that *street life* is tempting for a child, due to two main factors: the financial income it pays off and the freedom that it provides. Children may favor the street at a young age, especially when the school does not in return offer the attractive environment for them. That was confirmed in the literature (Alem & Laha, 2016; Kidd, 2003). Alem and Laha (2016), for example, highlighted the peer influence in the pull factors within the conceptual framework of the factors behind the street livelihoods. Alem and Laha (2016) explained that street children are attracted to the freedom and the independence which they assume that their peers enjoy.

Institutional factors.

Both groups of the study respondents (street study participants and stakeholders) are found to acknowledge the role of education as an essential response to combat the phenomenon of street children. For instance, street study participants attributed the challenges they faced in their career lives to their lack of adequate education. As for

stakeholders, they perceived education as an exceptional component in its ability to foster child development and to build strong skills and competencies which empower their livelihoods. However, to meet these expectations, street children need quality education that entails customized programs, proficiency in learning programs, effectiveness in guidance, and evaluation and assessment of tasks and resources. That, in turn, induces the improvement of the schooling experience.

When compared with the literature, this emerging need for the quality to education for persistence in education - and therefore prevention of street livelihoods - seems to bear similarities with findings in Brazil (O'Haire, 2011), Africa, Latin America and Asia (Alem, & Laha, 2016), Indonesia (Beazley, 2003), Bangladesh (Reza & Bromfield, 2018), and Ghana (Orme & Seipel, 2007). The academic factors appear as pressing factors which push the child outside the school system and consequently reconfirm their inclination towards the road.

Documentation. The findings of the current study indicated that discrimination in education and employment led to school dropout because of being stateless. It is common for the stateless people to seek the street for income. Stateless people *lack the identification documents* that are necessary to access to schools and receive formal education and jobs. It is true that MEHE waived the documentation required for the enrolment in the public-school system for the stateless and refugee communities. However, one would still wonder why the stateless people would enroll in education when they know that they do not have the right to formal employability. The refugee community faces similar challenges in the documentation. However, the case of the refugees is not identical; refugees would still want to earn an education with the hope of returning to their home countries where education and employment is their right.

Capacity. Nevertheless, with the *limited capacity* of the public schools in Lebanon, many refugee children were denied from admission. Although the public schools have provided the afternoon shift for the refugee students, it was beyond MEHE's capacity to encompass all the refugee population during the first few years of the refugee influx. Notably, the geographic distribution of the public schools exhibits a marked difference with the refugee population distribution.

Violence. Besides, the street study participants reported the *school environment* as a critical factor for their school enrollment. They specifically discussed the harshness of the teachers as what they hated the most about their schools. Moreover, the lack of extra-curricular activities failed to bring enthusiasm and interest within the school setting. Further, the poor physical structure of the school emerged as an undesired factor.

Academic performance. It is also important to note that children with low *academic performance*, do not display a high level of motivation to pursue their education. The desired academic performance of the child can, in fact, have a plethora of positive outcomes on their personal and professional lives. For instance, children who perform well at school are expected to think highly of themselves and recognize their ability to master their academic tasks. Otherwise, students who do not achieve well, perceive it as an indicator of their weakness in developing their skills and competencies. That, indeed, is not a personally rewarding experience.

Several factors influence the child's academic performance, such as the pedagogical method, curriculum difficulty, parental support, interest, educational background, in addition to the abilities of the child. Children in this study reported that the curriculum was tedious, difficult and demotivating. Refugee children mainly faced

added difficulties due to the difference in the educational system of the host country; challenges in the second language (English/French) and curriculum relevance.

School attendance. The desired academic performance gets harder in cases of *school cutoff* or *intermittent attendance*. The street and the stakeholder participants reported that children who spend considerable time outside the school setting, may not be able to catch up with the educational programs. Although MEHE designed the ALP for students with similar conditions, NGO representatives argued that even ALP is difficult for street children to catch up with.

Therefore, NGOs developed educational programs and services to bridge the gap between the street and formal education. These programs, known as the BLN programs, have shown to be helpful. However, they are not enough. Firstly, the NGOs providing these services are limited, with very few working on street children particularly. Moreover, many of the NGO initiatives terminate due to the fund restriction. Besides, the capacity of the NGOs as compared to the street population is limited.

Vocational education. On the bright side, four of the street study participants in this study succeeded in avoiding the streets; they completed vocational training and shifted to employees. Their enrolment in a vocational program transferred them from the street to informal employment. Therefore, one can infer that such professional programs have high chances of changing the lives of street children. Vocational programs are, in fact, short, fast and easy for street children. They are short because their duration is around three months only. Likewise, they are fast because a graduate can immediately find a job or become self-employed and start earning an income.

Moreover, they are easy for street children because they require manual skills; skills that they are already trained on due to their nature of lives on the street. That is unlike academic education which requires intellectual skills; skills they are not trained

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on. Additionally, vocational programs may be more interesting for enrollees because they provide the opportunity to choose a vocation which is closest to their interests.

Street study participants and the stakeholders affirmed that many of the children escape the school and refuge to the street. These findings point to the potential influence that the school may have on the street study participants' perception of the street. The children do not only regard the street as a source for living due to the poor socioeconomic status they come from, but also as an escape from school. However, as street study participants grew up, they discovered that their inadequate educational attainment hurdled their enrollment in the formal labor market. This explains why they claimed to wish to escape the street; which was one day their escape from school.

Comprehensive Governing Laws; Execution Still an Issue

The organizations discussed the efforts they have taken in response to the phenomenon of street children. However, they highlighted the problems they face with the law execution, that obstructs the effectiveness of their practices.

Education.

There are several barriers to the execution of the law for compulsory education. For instance, the first thing MEHE would need to do is to provide the capacity to encompass all the children in the Lebanese premises. Moreover, the schools would need to provide complementary educational equipment for school attendance for all the children on the Lebanese premises, i.e., transportation, stationery and others.

Labor.

Article 22 of the Labor Code of 1946 forbids children under the age of thirteen from being employed. Article 23 of the same law also prohibits children under the age of sixteen from committing to a job which is identified by law as hard or dangerous. If

MOL would execute the laws of labor, there must be a concrete plan for finding alternative jobs for the parents of the children who were withdrawn from work. That is, MOL would need to provide a source of income for parents suffering from drastic circumstances, who have minimal to no incomes, those who have severe illnesses and those who lack the necessary documentation for employability.

Protection.

According to article 25 of law 422, the children's unsupervised presence on the street is illegal Article 26 of the same law declares that the juvenile judge has the right to interfere and act in cases of child exploitation. The execution of these articles would require the availability of shelters for withdrawn children. That would explain the double-edged relationship between children on the street and the police. The police, for instance, avoid withdrawal of children, until they do a felony which requires action. That is, children are not withdrawn because of their presence on the street. This happens because the Lebanese government lacks the necessary shelters which would accommodate withdrawn children. As such, to execute the law which prohibits children from surfing the street, the government needs to provide the shelters that would protect the children from the street and from their ecosystem that is pushing them to the street or failing to pull them out from it.

The Lebanese legal framework is a comprehensive one which governs the rights of the children to education, safety, protection, and others. However, the execution of these laws is pending policymaking decrees. The national Committee to Combat Child Labor has set the law execution as one of its main eleven strategies in order to combat the worst forms of child labor. These laws would include the protection from hazardous work, the right to education and others. MOL and its collaborative stakeholders have planned to execute the eleven strategies by the end of 2016 (MOL, 2016). However, up

to this date, the laws are not executed. The participating ministries and organizations have, in fact, made it clear that when the government takes the decision for implementing the law, it would need to have a comprehensive agenda which would enable all the parties to play their required roles.

The absence of law enforcement as a factor behind the street children phenomenon has been mentioned in studies conducted abroad (Gadd, 2016; Mizen, 2018; Reza & Bromfield; Zarezadeh, 2013). In Reza and Bromfield (2018), for example, the author emphasized that although the legal framework in Bangladesh protects the child from labor and gives them their right to education, the implementation of law is beyond the capacity of the government.

Recommended Interventions in Lebanon Compared to those Abroad

By referring to the framework of the study designed in chapter two, the findings showed that each of the ministries had clear and well-defined roles and tasks. The representatives explained the roles, initiatives and the measures taken by their ministries in response to the educational needs of street children. The findings indicated that the ministries had been highly concerned with the phenomenon of street children during the past few years. However, many of these initiatives are underdeveloped, and they need time to show changes. As such, further observation is needed to test efficiency.

On the bright side, the ministries succeeded, over time, to develop programs and build capacity within their departments. The ministries have managed to build the capacity of their experts and develop the basic programs to respond to the educational needs of street children. However, the magnitude of the phenomenon is beyond their financial capacity and infrastructure. As such, it is important to further investigate the

capacity of the ministries. Accordingly, NGOs would be required to collaborate further, and fill the gaps.

Based on the findings of the literature in chapter two, the number of the refugee population is the highest in Turkey (UNHCR, 2018). However, the relative size of the problem is the worst in Lebanon (UNHCR, 2018). Table 2.1. showed the rates of refugees per capita in the neighboring countries. Moreover, educating the refugee population across the three countries was challenging due to the similar dropout factors: socioeconomic status, fragmented family structure, language barriers and others (Arshad; "Turkey's family", 2018). However, neither in Jordan nor in Turkey, did the refugee population massively resort to the street. As such, it is important to look at the initiatives taken in these two countries and compare them to the findings of this study.

In Arshad (2018) and "Turkey's family" (2018), it was found that in both Turkey and Jordan, the approach to dealing with street children is different than that in Lebanon. In fact, both countries designed a plan to combat the street phenomenon in a family-based action plan. This intervention incorporates the family of the child, not only the child, to ensure sustainable results. The main objectives of the Turkish and the Jordan plans are the following: building parenting skills, capacity building for ISF, providing psychosocial support for the child and the family, executing penal codes when parents send their children to the street, educating the children and the parents as well. (Arshad; "Turkey's family", 2018).

The interventions taken in Jordan and Turkey resemble those in Brazil (O'Haire, 2011). Among the successful interventions in Brazil highlighted by O'Haire (2011) is also a family-based approach. The program focuses on the needs of the families of street children and addresses them through material and non-material merits. The NGO

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carrying the intervention provides training and capacity building for the children and their parents.

However, in this study, the representatives of the ministries and the NGOs proposed different solutions for educating street children. Nevertheless, the proposed solutions mainly focused on the important role that shelters and rehabilitation centers could play. Firstly, social workers would need to outreach to street children, and closely identify their backgrounds and experiences. Accordingly, the children would be referred to communities, known as rehabilitation centers. The center must provide the basic needs - food, shelter, and education- in addition to psychosocial support. The rehabilitee child would then be referred to a public school. Else, if the child is an orphan, they would be referred to a shelter where they would live and pursue an education in a public school.

The different experiences could explain the different approaches in the countries. For instance, Arshad (2018) argues against the idea of child institutionalization. This is mainly because the children who have been previously institutionalized in Jordan did not show the desired sustainability in their behavior change. Similarly, in "Turkey's family" (2018), it is argued that children do not show sustainable change when the intervention targets them only.

This was also mentioned by two of the participants in this study: a street study participant and the former juvenile judge. The participants argued that a street child tends to get back to the street. As such, it is challenging to make a sustainable change, unless the plan targets the child and their surroundings. The representatives of the ministries suggested several recommendations to control the phenomenon of street children. In this section, the researcher explained the possible shortcomings of the

suggested recommendations and possible explanations for why they have not been launched yet.

While *shelters and rehabilitation centers* have significant roles in helping the child to reintegrate in their society, it is important not to overlook their shortcomings. Firstly, the rehabilitation centers are costly; they require tremendous human and capacity resources. Secondly, shelters and centers exclude the children from their families, yielding to two main concerns. The first concern is the fact that the child would be the only individual benefitting from this costly intervention plan. The second concern, which is interrelated to the previous one, is the fact that disintegration creates an unresolved gap between the child and their surrounding ecosystem. So, when the rehabilitee children return to their families, they are likely to experience discontentment and probably return to their previous livelihoods on the streets.

Another suggested solution was the construction of a *village* equipped to accommodate a healthy and sustainable livelihood for the street population. This village would encompass all the street children in Lebanon and their families. Within this village, children would earn an education while their parents would train for vocations and employ their skills. While the construction of this village is a creative and holistic approach, it is important to envision its shortcomings. Firstly, the size of the phenomenon is huge. That is, the village is not likely to encompass all the street population. Moreover, most of the street children are from the same nationality and probably from the same religion. In a country known for its sectarian division and political turmoil, such a proposal could instigate the fear among opposing factions.

Conclusion: A Multi-Facet Phenomenon

This study explored the educational status of street children from the perspectives of the laws, the experienced representatives of organizations and the street study participants. Similarities and differences between stakeholders and street study participants have been discussed. The themes and the points of intersection and differences between the conceptual frameworks and the study findings have been identified and discussed as well. This section concluded the study by highlighting the multi-facets that lead to the phenomenon of street children. It accordingly illustrated the implications of the findings and presented recommendations for practice and research.

Failing to Define and Identify the Size of the Population of Street Children

Children on the street represent a worldwide phenomenon that is immensely growing due to an intersection of different undesired factors (UNICEF, 2016). They engage in different activities across various areas, with limited access to the basic needs of their lives. Some of them sleep on the streets while others live with their parents. Defining and quantifying street children has been challenging, due to their high mobility (UNICEF, 2005). However, with the absence of clear criteria, it is difficult to measure the size of the problem and address the needs of its population.

Resources Fall Short on Meeting Needs

There is a massive number of children in Lebanon who are out of school and engaged in illegal activities (MEHE, 2015). The out-of-school children resort to different forms of labor, mainly to the street (ILO et al., 2015). Such practices deny the Lebanese laws and signed conventions. The governmental representatives in this study explained that the law execution in Lebanon represents burdens on the Lebanese

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governments. They explained that the Lebanese government has weak capabilities in providing the complimentary services required for the law implementation.

MOSA, for example, lacks the necessary shelters to institutionalize street children. As such, ISF cannot withdraw the children from the streets. Moreover, MEHE requires the school enrollment seats for the refugee population and adequate protective measures to prevent school dropout. As such, children from disadvantaged backgrounds, drop out from school and seek the street; denying the principles, laws, and decrees that govern their protection.

Conflict of Roles and Duties of Organizations

The findings of this study showed that the ministries worked on different levels to prevent the street livelihoods. However, these efforts were not enough; many children did not seek school enrollment, others were denied from admission due to the limited capacity, and many enrollees dropped out due to issues with the quality of education (World Bank, 2016). Besides, it is notable that only a few NGOs designed intervention programs for street children, rare out of which who have sustained their efforts and produced efficient outcomes.

Although there are different initiatives taken by various organizations, this study showed that there is not a comprehensive national project designed in Lebanon to reduce or resolve the issue of street children on the educational, economic, psychological and political level. The study showed that there are conflicts of roles and duties from governmental and non-governmental organizations which in turn contributed to the delay in resolve the issue.

For this reason, the researcher reviewed plans from the literature, that can benefit plans for future solutions. In Jordan and Turkey, for example, street children

phenomenon is not prevailing among the Syrians as compared to Lebanon (Arshad;

"Turkey's family", 2018). That indicates that the initiatives taken in these two countries

succeeded in preventing the street and dropout phenomenon. The discrepancies between

Lebanon and countries abroad were identified to highlight the areas for further study.

Education as a Main Protective and Rehabilitative Factor

The findings of the study agreed with the results of studies abroad that illustrated

the significant role that education could play to limit the phenomenon of street children

(Beazley, 2003). Additionally, the findings of this study reflected an agreement between

the different respondents and the literature, on the causal factors for school dropout

(MEHE, 2015; World Bank, 2016). It was revealed that the quality of education is

required for the persistence of the students in education and protecting them from street

livelihoods. Nevertheless, the components of this adequate education revolve around the

individualization of the teaching techniques that would address the needs of the street

children (O'Haire, 2011). The representatives in this study illustrated their visionaries

and suggestions to the Lebanese educational system that would adapt to the needs of its

students. Within the Lebanese cultural context, the representatives and the street study

participants recommended practices of contemporary education that include child-

participative approach, organizational collaboration, child protection, and motivational

pedagogy.

A Vision for the Future

At first glance, the phenomenon of street children appeared to be in line with the

street phenomena abroad. However, after carrying a closer examination of the factors

that attributed to the emerging phenomenon, the researcher found it as a culturally-

based one. The differences in the causes and the practices found in this study confirm

what has been claimed by Panter-Brick (2002) that street children cannot be seen in isolation to the surrounding context. Street children do not represent a context-free phenomenon (Embleton et al., 2018).

The findings of the study show that a political system shapes the organizational practices within which governments and organizations work — political decisions power funds for projects and organizations. Within the cultural context of the refugee crisis, the researcher found unique aspects of how Lebanese stakeholders conceive organizational functions. Because of these unique aspects, interventions need to be designed, in the attention to the dynamics of the country.

As such, the solutions suggested by the representatives require further research and study to determine whether they are achievable in the Lebanese context. The researcher designed an actionable plan based on the findings of this study and believed in its effectiveness in handling the issue of street children in Lebanon. For this reason, further research on the designed plan is recommended to carry in practice on street children and organizations.

However, the bottom line is that the street population in Lebanon is beyond the capability of the Lebanese government. Therefore, the phenomenon needs to be addressed on the level of the international community to discuss its political, economic and social aspects. In what follows, the researcher provided recommendations to inform practice and recommendations for future research, with a keen consideration of the unique context in Lebanon.

Research Limitations and Challenges

There are several limitations and challenges for this study that need consideration. Firstly, the street study participants involved come from backgrounds

that may present shortcomings for data collection. Street people are not likely to be practiced in self-reflection. Therefore, the data they provided may be limited. Moreover, the recruited participants were not the most vulnerable nor the most exploited. None of these participants, in fact, worked for someone; they were all recruited through NGOs.

Additionally, the researcher only had access to street study participants in two NGOs located in the same area. Despite the efforts, it was difficult to access participants from other NGOs. Although the study does not aim to provide a national perspective but recruiting participants from different localities would have added richness due to the diversity in different areas. Moreover, the researcher had no access to any other source of data about the street study participants. As such, the researcher generated the street study participant profiles from the individual interviews only.

Secondly, the accuracy of the data collected from street study participants may be questionable. The researcher recruited street study participants from the adult population to meet the ethical regulations for this study. The researcher then discussed with them their childhood experiences. However, it was noted the limited capacity for these people to retrospectively recall the incidents that happened long time ago. Further, people may change their perceptions of past events and explain them in a manner that fits the present. Therefore, memory and perceptions of events can twist over time.

Third, it is possible that some participants may have enrolled in experiences more than they led the researcher to believe. Participants may have desired to be seen by the researcher in different ways from what they were.

Lastly, the sensitive nature of the street study participants makes it difficult to group them for a focus group discussion. As such, the researcher lost the essential criterion that allows participants to interact together and allows the researcher to capture the connections between participants.

Recommendations to Inform Practice

This study can inform practice in three main areas: (a) setting national standards for the phenomenon of street children; (b) developing formal tasks and responsibilities for ministries and NGOs; (c) designing in-service and pre-service institutional programs for effective education.

National Standards

It is recommended to recruit experts from governments with more progressive managerial capabilities to support with designing and developing the national standards discussed below.

Statistics.

Researchers in Lebanon do not have access to reliable statistics and studies regarding the magnitude and the characteristics of street children in Lebanon. As such, it is crucial to design a governmental center for research which would help the stakeholders assess the capacity of the government, the achievements and outcomes of the initiatives taken.

NGOs.

The second component of the national standards would be defining the role and practices for the NGOs in the Lebanese premises. NGOs would need to collaborate and work under the supervision of MOSA to ensure efficiency in initiatives. NGOs are not supposed to overlap, duplicate or contradict with the ministries. They are supposed to fill the gaps instead. While the diversity and the new perspectives of the NGOs represent an added value for the country, however, they need to be well-oriented and organized.

Refugees.

The issue of refugees is not within the capacity of the Lebanese government. This crisis concerns the international community and requires support from abroad. It is not just financial support that is necessary, but political support is needed too. While the Lebanese government is working to secure a safe and sound return to refugees, opposition from the Syrian regime hampers their return to their home country. The role of the international community is intermediary between Lebanon and the Syrian regime and amend the required action based on a case-by-case assessment.

The stateless population.

A stateless society is a marginalized group deprived of the fundamental rights of citizenship, education, employment, belongingness, and others. While their status settlement requires a lengthy bureaucratic process affected by hidden political agendas, immediate action is needed to govern their rights soon before. On the bright side, stateless children have gained access to the public-school system during the past few years. However, the fact that they would not have access to formal employment upon graduation obscures the significance of their education pursuance. As such, it is significant to develop informal employment opportunities to ensure education pursuance and limit street activity by the stateless population.

Actionable Plan

A holistic approach needs to be planned effectively, covering interrelated sectors. This approach would combat the illegal practices with implementation laws that enforce the proper policies and legislations in the country.

Collaboration of efforts.

The study emphasized the significance of further coordination and collaboration between MEHE, MOSA, MOPH, MOJ, MOIM, Ministry of Information (MOI), and MOL. Such collaboration of governmental and nongovernmental organizations would advocate for the capacity building within the ministries themselves. Therefore, the organizations would succeed in developing sustainable efforts that would empower the Lebanese government. It is noteworthy that MOSA is required to coordinate all the projects launched in the country regarding street children.

On the one hand, MOSA is recommended to carry public awareness campaigns more frequently. Such campaigns would raise awareness about how to help children on the streets. The role of MOI is to educate people about street children and pinpoint the fact that they are victims of led exploitation. For instance, MOI would inform people that by giving street children money, one would be re-enforcing their exploitation. MOSA is aware of this practice, however, it is important to carry these campaigns more frequently. On the other hand, MOIM should be instigated to provide protection and to neutralize mafias and networks that exploit children.

The Middle Eastern culture is family-based.

Therefore, the role of the family cannot be overlooked. The parents are, in fact, the main influencers for their children's choices. Therefore, it is important to integrate them in the intervention plans for the case of street children; to ensure sustainable and comprehensive development. Children need to be assessed on a case-by-case basis. MOSA and the collaborative NGOs would work on building capacity of these children together with their parents; parents would be provided with skills and means to earn an income. Accordingly, the government would need to take measures with parents who do not show responsiveness with the initiatives taken. That is, MOIM and MOJ would be

required to legally compel these families to protect their children from the street and engage them in educational programs. Nevertheless, such programs entail the cooperation of the children on the implementation level. This practice would make the learning process more cooperative and reduce the risk of alienation.

Children with extreme vulnerability profiles, such as orphans or children of persistently exploitative parents, would be referred to shelters. Shelters would provide safe and clean place for children to help them stay away from the dangers of the streets and any other abusive act. Within this shelter, children would be provided with BLN and PSS services; including self-expression, self-discipline and social skills. While some of these initiatives have been put in place, especially by NGOs, they are on a small scale compared to the population of children on the streets.

Therefore, this plan would intervene, in principal, with the children within their families. These children would then be referred to the public-school system and integrated into the society. Only children classified as extremely vulnerable cases, would be referred to shelters. The role of MEHE in this plan would be in the dropout prevention. Notably, this study showed that MEHE provides professional development for teachers, inclusive education, and leadership training. MEHE also promotes better educational quality and accessibility and focuses on extra-curricular and psychosocial activities. However, it is recommended to allow MEHE to re-evaluate its efforts and realize the continuities and gaps in its performance.

Effective Education for Street Children

After withdrawal and intervention, children pass through a transitionary phase before they integrate within their communities. Education is the backbone of this transition.

The findings of the study revealed that the lack of quality education is one of the key factors for school dropout. In this section, the researcher defined the main guidelines of quality education that would help street children re-integrate into the school system. Notably, these procedures are in line with contemporary education techniques.

Street life is multi-faced and thus street children need to be rigorously and individually assessed. As such, it is important to individualize teaching through determining the difficulties faced by each child and allocating time for addressing these challenges. Further, it is important to realize that street children may have acquired smart skills from the street life that may reflect on their abilities. As such, education of street children requires sophisticated and professional resources due to the unique factors that distinguish their needs. Besides, communities are important because they introduce structure and routine into their lives.

Educating street children comprises helping them attain knowledge, skills and attitudes in specific areas of need. First, educators need to understand that this group of children may have none to minimal prior formal education. Therefore, for teaching to be effective, one needs to understand their needs and local situation and plan accordingly. Teaching street children, in fact, needs to address issues that are relevant and useful for their lives. Moreover, learning for street children is a process that helps them change their behaviors, over a long-term basis. They would learn attitudes that help them behave and think in a certain way; where a set of values and beliefs would be entailed within the curriculum and supported by teaching methods. These *teaching methods* include group discussions, demonstrations, games, role play, and field visits. Furthermore, l*earning aids* would be auditory and visual, in which discussions would be

simulated about the child's experiences and reality such as *health promotion* and disease prevention, *rights and laws* and improvement of *literacy*.

These learning aids would help convey information that may be difficult to transmit through traditional means. To further enhance learning, icebreakers would be employed prior to teaching sessions to create a comforting atmosphere.

Teachers would need to take into consideration the concentration spam of the street children and accordingly determine the *duration of teaching sessions*. Additionally, teachers are encouraged to choose a convenient location with a manageable group of children. They are also encouraged to provide *psychosocial support*, through teaching life skills such as decision making and self-awareness. Positive re-enforcement of children would help them apply the acquired skills more frequently in everyday situations.

Vocational education provides access to available employment on one hand. On the other hand, it can employ some of the street children's acquired skills. However, the issue in vocational education in Lebanon is the need it possesses to show excellence in the market. The infrastructure and the equipment of the vocational schools should be enhanced taking into consideration the labor market needs. Internships and job seeking skills for its students are likely to ensure sustainable life development.

Recommendations for Future Research

The Lebanese context is poor in research on the street children phenomenon. This study established a step forward to a research agenda in this field. It shed the light on the phenomenon of street children as perceived by representatives in the field and street study participants themselves. Nevertheless, additional research is needed to build on this study. Future research is encouraged to include: (a) a larger sample of

participants who would represent the national diversity in Lebanon (b) a study of the perspectives of teachers and parents, (c) a pilot for the recommended action plan to empirically validate or refute the extent to which these criteria are effective in the Lebanese context, and (d) an examination of the extent to which the proposed standards bring the model of collaboration into practice. Nevertheless, researchers are encouraged to broaden the spectrum of investigation covered in this study. To further inspire national practices, it is recommended to look at the European-context, where governments manage the phenomenon of street children.

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Appendices

I. APPROVAL OF RESEARCH

4AUB Institutional Review Board I

November 28, 2018
Anies Al Hroub, PhD
American University of Beirut
01-350000 ext.: 3064 aa11@aub.edu.lb
cc: Rima Karami Akkary, PhD
American University of Beirut
01-350000 ext.: 3058 ra10@aub.edu.lb
Dear Dr. Al Hroub,
On November 28, 2018, the IRB reviewed the following protocol.

Type of review	Initial, Expedited
Project Title:	The Educational Status of Street Children in Lebanon: Policy and Practice
Investigator:	Anies Al-Hroub
IRB ID:	SBS-2018-0574
Funding Agency	None
Documents reviewed:	Received July 23,2018: Proposal Received November 26,2018: IRB application Consent form- Direct Approaching (English and Arabic versions) Script (English and Arabic versions) Protocol for individual interviews (English and Arabic versions

The IRB granted you approval to conduct the study in from November 28, 2018 to November 27, 2019 inclusive. Before September 27, 2019 or within 30 days of study close, whichever is earlier, you are to submit a completed "FORM: Continuing Review Progress Report" and required attachments to request continuing approval or study closure.

If continuing review approval is not granted before the expiration date of November 28, 2019 approval of this research expires on that date.

Please find attached the stamped approved documents:
- Proposal (received July 23,2018),
- Consent form- Direct Approaching (English and Arabic versions, received November 26,2018),
- Script (English and Arabic versions, received November 26,2018),
- Protocol for individual interviews (English and Arabic versions, received November 26, 2018).

*AUB Institutional Review Board Iلأخلاقيات

American University of Beirut

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Only these IRB approved consent forms and documents can be used for this research study.

The IRB noted that Dr. Karami was appointed as an interim PI on your study during your absence.

Thank you.

The American University of Beirut and its Institutional Review Board, under the Institution 's Federal Wide Assurance with OHRP, comply with the Department ofHealth and Human Services

(DHHS) Code of Federal Regulations for the Protection of Human Subjects ("The Common Rule") 45CFR46, subparts A, B, C, and D, with 21CFR56; and operate in a manner consistent with the Belmont report, FDA guidance, Good Clinical Practices under the ICH guidelines, and applicable national/local regulations.

Sincerely,

Lina El-Onsi Daouk, MSc
Senior Regulatory Analyst/ IRB Co-
administrator Social & Behavioral Sciences
Cc:Michael Clinton, PhD
Co-Chairperson IRB Social & Behavioral Sciences
Fuad Ziyadeh, MD, FACP, FRCP
Professor of Medicine and Biochemistry Chairperson
of the IRB
Ali K. Abu-Alfa, MD, FASN, FASH
Professor of Medicine
Director, Human Research Protection Program Director
for Research Affairs (AUBMC)

II.   PROTOCOL

The purpose of this protocol is to guide individual interviews with street study participants and key stakeholders about the educational status of street children in Lebanon. This protocol is the guide for the interview, and since the format of the interview is open-ended other questions may arise during the process. The protocol is adapted from Al-Hroub (2015).

Useful Definition

<u>Street Children:</u> In this study, a street child in Lebanon is defined as a child or adolescent who spends a significant period of their time when they could be at school.

Preparing for an Individual Interview

- Participants:
  - The street study participants should be adults who used to be street children during their childhood, in line with the provided definition
  - The stakeholder members should be members of: MEHE, MOL, MOJ, MOIM, MOSA, Mouvement Sociale, IRC, SFDO or Makhzoumi.

- Moderator:
  - The moderator has to be knowledgeable about the topic of discussion yet should not oversee the positions of participants.
  - The moderator should not argue a point with a participant, even if they were wrong.
  - The moderator should ensure that all participants are heard, without pressuring those who prefer not to talk.

Conducting an Individual Interview

- **Welcome the participant**: *Good morning/afternoon. Thank you for taking the time to join us for this discussion today.*

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- **Introduce yourself**: *My name is Serene Saab and I am here on behalf of the American University of Beirut working on my thesis as part of my master's degree in Educational Psychology-School Guidance and Counseling.*

- **Explain purpose:** *I am conducting a series of discussions with Lebanese and non-Lebanese street study participants in Lebanon and key stakeholders to learn from each about the educational status of street children. The purpose of this discussion is to better understand why street children in Lebanon are not enrolled in school and what measures are taken to bring them to school. In the coming hour, I will be asking questions. I am interested to listen to all you want to say.*

- **Ensure Confidentiality:** *I am committed to maintain your confidentiality, and I am interested in your points of view and not in who said what. Please note that neither your name nor any other identifier will be mentioned in the research study.*

- **Discuss Key issues; move from general to specific questions:**

    SSteps and Tips:

    - ✓ Explain discussion process to the participant: *I will start now by discussing the education status of street children in Lebanon.*

    - ✓ Start the discussion by encouraging the participant to think of <u>the causal factors for why street children in Lebanon are not enrolled in schools and the measures taken by key stakeholders to bring them back to school.</u> Note down recurrent points on a paper and re-visit them with the participant.

    - ✓ Stay focused around the developed key message for each theme.

Note: It is recommended to limit the discussion to priority issues raised by the participants.

Thank the participant, inform him/her about next steps: *Thank you again for coming today.*

III.   TOOLS

INDVIDUAL INTERVEIWS WITH STAKEHOLDERS

Part One: Demographic Information

In this section, the researcher aimed to learn about the ***demographic data*** of street children in Lebanon from the perspective of the members of the organizations.

Guide to the Researcher: Tell us your thoughts about the statistical studies for street children in Lebanon? What do you think of the growing numbers of street children? What is the nationality of most of the street children in Lebanon? What is the gender majority of the children on the streets in Lebanon? In which locations in Lebanon are street children mostly located? How did the phenomenon change after the Syrian crisis? How do you describe the problem of street children in Lebanon (permanent, temporary? Humanitarian, economic, social?)

Part Two: Factors that Keep Street Children Out of School

In this section, the researcher aimed to explore the ***factors*** for school dropout.

Guide to the Researcher: Do street children in Lebanon receive education? Where, how, when and by who? Why are many street children in Lebanon out of school? Are educational services for street children marginalized by funders and donors? What is the role of education in solving the issue of street children in Lebanon? What is the role of education in the protection of street children? How important is it to educate street children? What are the policies for the education of street children in Lebanon? What is missing?

Part Three: Policies and Role of Institutions

In this section, the researcher aimed to understand the ***policies*** related to the education of street children and the role of the institutions in this regard.

Guide to the Researcher: What are the educational policies for the education of street children? What is the role of your institution in the education of street children in Lebanon? Who is responsible for bringing street children to schools? How do you register students? [Lebanese and non-Lebanese children, girls and boys, in formal and non-formal education] What is the role of different ministries and NGOs for the education of street children in Lebanon? Do the police have a youth section? Does any ministry have a parental right of street children? Does the concept of truancy exist? Where and under what conditions? How can truancy offices help in the education of street children? Under what conditions do the NGOs work to help for the education of street children? Why do some NGOs close? Why are some providing effective interventions and others not?

Part Four: Best Practices

In this section, the researcher aimed to explore the ***best practices*** for the provision of education to street children in Lebanon.

Guide to the Researcher: What is the best practice you know of for the education of street children? What is the best intervention for the education of street children in Lebanon?

Part Five: Thoughts about the Future

In this section, the researcher aimed to explore the ***future of the education*** of street children.

Guide to the Researcher: How do you see the future of the education of street children in Lebanon? Is your organization working on any plan? What is it? What are some recommendations you have for key institutions? Any final comments?

INDIVIDUAL INTERVIEWS WITH STREET STUDY PARTICIPANTS

Part One: Background Information

In this section, the researcher aimed to collect ***demographic data*** about the street study participant.

Guide to the Researcher: Ask general questions for the participants about their name (optional), age, gender, nationality, place of living, marital status and source of living. Tell us about the family structure. As a child, what kind of house did you live in? (Permanent, Semi-permanent, Temporary) Were your mother and father staying together? Which of the parents were you staying with? How many siblings did you have? What is your position in relation to your siblings, 1st, 2nd, 3rd, etc.? Did/do you live with your family? What were the occupations of your parents and/or siblings? What was the income of your family? Did you have a substitute family in the streets? How were you protected? Where did you live? Describe the place where you lived. How did you eat?

Part Two: Educational Experiences

In this section, the researcher aimed to explore information about the ***education*** of the participant.

Guide to the Researcher: What are education levels of your parents? Have you ever been enrolled in school? When? Where? How did you use to go? If not, why? Were you doing anything else aside from school at that time? How many school-age children go to school in your family? Which schools do they go to? Who paid for the costs associated for sending the children to school? What is the highest level of education that you attained? Did/do you like school? What are some of experiences you had in school? Would you want to go back to school? What kind of school would you want? How would you want the school to be organized? Is education important for you? If yes, why?

Part Three: Dropout Factors

In this section, the researcher aimed to explore some information about the *dropout*

factors.

Guide to the Researcher: Ask about access to schooling. Do you think there is a

difference between the education of girls and boys? Lebanese and non-Lebanese? Did

you receive any support to attend school? From whom? Have you ever been forced to

attend or drop out of school? In case you ever attended school, how was your

experience with education, your teachers and your friends? Were you comfortable?

Were you happy? Do you regret attending/dropping out of school? Are you aware of

your rights of education? What are the main causative factors that leave you outside

school?

Part Four: Future Ambitions

In this section, the researcher aimed to end the discussion with *thoughts about the*

future.

Guide to the Researcher: How does your educational experience affect the person you

are today? Where do you see yourself ten years from now? How do you wish to get

there? How do you feel about your future? What do you think has to be done to reduce

the number of street children in future? Will street children really disappear? How? Can

vocational education act as a practical intervention? Any other comments?

The next part of the interview involves asking questions about the experiences of

some street children. I will read you story vignettes of two street children. If you

find that the description is annoying for discussion, please let me know, and we can

terminate the interview upon your request.

VIGNETTES

<u>Vignette 1</u>

Maram is a ten-year-old girl whose parents passed away when she was seven. She was neglected by her extended family and dropped on the street all alone. Maram was homeless and did not have anyone to take her to school. The police once transferred her to a nearby residential institution to live with other girls and earn primary education. However, after a few months of frequent fights with the institution's personnel, Maram left the place and went back to her life on the street.

- Maram is a school dropout. Was it important for Maram to stay at school? Why or why not?
- Was it possible for Maram to stay at school? What should have been done for Maram to stay at school? Who is responsible for what happened?
- Do you think Maram will ever go back to school? Who can help her?
- What do you think Maram's school should have done to help her?
- How do you see the future of Maram?

<u>Vignette 2</u>

Abed is a fourteen-year-old boy whose parents got divorced when he was one. He was not treated well at his father's place nor at his mother's. Moreover, he was facing difficulties in school. For this reason, his mother dropped him out-of-school in the sixth grade. Abed started working in a restaurant and became the financial supporter of the family. The situation was too stressful for Abed which is why he decided to leave home and live on the street. In a couple of months, Abed was referred by a stranger on the street to a center for street children. He joined the center, learned languages and enjoyed activities and trips with his friends and teachers.

- Abed is a school dropout. Was it important for Abed to stay at school? Why or why not?

- Was it possible for Abed to stay at school? What should have been done for Abed to stay at school?

- Do you think Abed will ever go back to school? Who can help him?

- What do you think Abed's school should have done to help him?

- How do you see the future of Abed?

<u>Closing Questions:</u>

- Maram and Abed are both school dropouts and street children at the same time. In your opinion, how is Maram's story different from Abed's?

- Do you know about similar/dissimilar stories of street children? If yes, tell us about some of these stories. What were their reasons for them to be out-of-school children? What can be done to enroll them in schools?

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المقابلات الفردية

مقدّمة

يهدف الباحث إلى إجراء المقابلات مع أطفال الشارع السابقين اللبنانيين وغير اللبنانيين في لبنان وممثلي الجهات الحكومية وغير الحكومية التي يجري فيها البحث. الغرض من هذا البروتوكول هو توجيه المقابلات الفردية، وبما أن شكل المقابلة هو أسئلة مفتوحة قد تنشأ أسئلة أخرى أثناء المقابلة. تم تكييف البروتوكول من الحروب (2014).

تعريف مفيد

في هذه الدراسة ، طفل الشارع في لبنان هو طفل أو مراهق يقضي فترة طويلة من وقته في الشارع في حين يقدر أن يكون في المدرسة.

I.   التحضير لمناقشة المجموعة المركزة

■ المشاركون
✓ يجب أن يكون طفل شارع سابق بما يتماشى مع التعريف المقدم أو
✓ عضو إحدى الوزارات: وزارة التربية والتعليم العالي، وزارة العمل ، وزارة العدل، وزارة الداخلية والبلديات، وزارة الشؤون الاجتماعية أو عضو في إحدى المنظمات غير الحكومية التي تتصل بأطفال الشوارع في لبنان: الحركة الاجتماعية ، لجنة الإنقاذ الدولية، مؤسسة مخزومي أو مؤسسة سما للتنمية.

■ مدير الجلسة
✓ يجب أن يكون ملمّاً بموضوع النقاش، لكنه يجب ألّا يسيطر على مواقف المشاركين من النقاش.
✓ يجب أن لا يتجادل مع أحد المشاركين حتى ولو كان المشارك على خطأ
✓ يجب أن يضمن سماع أصوات جميع المشاركين دون الضغط على من يفضلون عدم الحديث

II.   إجراء جلسة المقابلة الفردي

- **رحب بالمشاركين:** *صباح/مساء الخير. شكرا لكم على إعطاء وقتكم والانضمام إلينا في المقابلة اليوم.*

- **عرّف بنفسك:** *اسمي سيرين صعب، وأنا هنا ممثلة الجامعة الأميركية في بيروت،حيث أعمل على أطروحتي كجزء من دراسة الماجستير في التوجيه التربوي ـ الإرشاد والتوجيه التربوي.*

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- **اشرح الغرض:** نحن نجري سلسلة من المقابلات مع أطفال الشارع السابقين اللبنانيين وغير اللبنانيين في لبنان وممثلي الجهات الحكومية وغير الحكومية للتعلم من بعضهم البعض حول تعليم أطفال الشوارع. الغرض من هذه المقابلة تحسين فهم أسباب عدم التحاق أطفال الشوارع في لبنان بالمدرسة والتدابير المتخذة لإحضارهم إلى المدرسة. سأقوم خلال الساعة القادمة بطرح أسئلة ويهمني معرفة كل ما تودّ/تودّين قوله.

- **أكّد على السّريّة:** نحن نلتزم بالمحافظة على سريّتكم، فنحن مهتمون بوجهات النظر وليس بالأشخاص الذين عبروا عنها. يرجو الملاحظة أنه لن يتم إضافة اسمك أو أي ما يمكن أن يعرف عنك في الدراسة البحثية.

ناقش القضايا الأساسية. انتقل من الأسئلة العامّة إلى الأسئلة المحددة:

<u>خطوات وإرشادات:</u>

✓ اشرح عمليّة النقاش للمشاركين *سنبدأ الآن بمناقشة الوضع التعليمي لأطفال الشوارع في لبنان.*

✓ ابدأ المناقشة بتشجيع المشارك على التفكير في العوامل التي <u>تدور حول السبب وراء عدم التحاق أطفال الشوارع في لبنان في المدارس والتدابير التي تتخذها المنظمات الحكومية وغير الحكومية المعنية لإعادتهم إلى المدرسة.</u>

✓ استخدم الأسئلة المفتوحة التالية مع كلّ من المواضيع الطروحة أدناه للتشجيع على النقاش واستكشاف معرفة المشاركين ووجهات نظرهم. اكتب النقاط المتكررة على الورق وأعد زيارتها مع المشارك.

✓ ابق التركيز حول الرسالة الأساسية المطورة المتعلقة بكلّ موضوع.

<u>ملاحظة:</u> ينصح بتحديد النقاش بالقضايا ذات الأولوية التي يطرحها المشاركون.

اشكر المشاركين، وأعلمهم بالخطوات التالية: *شكراً لكم مرة أخرى على الحضور اليوم.*

أسئلة المقابلات الفردية مع ممثّلي المنظّمات الحكوميّة وغير الحكوميّة

الجزء الأول: المعلومات الديمغرافية

في هذا القسم، يهدف الباحث إلى اكتشاف **المعلومات الديمغرافية** لأطفال الشوارع في لبنان من وجهة نظر ممثلي المنظمات الحكومية وغير الحكومية

دليل الباحث: أخبرنا عن أفكارك حول الدراسات الإحصائية لأطفال الشوارع في لبنان؟ ما رأيك في أعداد أطفال الشوارع المتزايدة؟ ما هي جنسية غالبية أطفال الشوارع في لبنان؟ ما هو جنس غالبية أطفال الشوارع في لبنان؟ في أي المواقع في لبنان ينوجد أطفال الشوارع في الغالب؟ كيف تغيرت الظاهرة بعد الأزمة السورية؟ كيف تصف مشكلة أطفال الشوارع في لبنان (دائمة ، مؤقتة؟ إنسانية، اقتصادية، اجتماعية؟)

الجزء الثاني: العوامل التي تبقي أطفال الشوارع خارج المدرسة

في هذا القسم، يهدف الباحث إلى اكتشاف *العوامل* التي تبقي أطفال الشوارع خارج المدرسة.

دليل للباحث: هل يتلقى أطفال الشوارع في لبنان التعليم؟ أين وكيف ومتى وبواسطة من؟ لماذا نجد الكثير من أطفال الشوارع في لبنان خارج المدرسة؟ هل يتمّ تهميش أطفال الشوارع من قبل الممولين والمانحين من حيث تلقي التعليم؟ ما هو دور التعليم لحل مشكلة أطفال الشوارع في لبنان؟ ما هو دور التعليم في حماية أطفال الشوارع؟ ما مدى أهميّة تعليم أطفال الشوارع؟ ما هي سياسات تعليم أطفال الشوارع في لبنان؟ ما المفقود؟

الجزء الثالث: السياسات ودور المنظمات

في هذا القسم، يهدف الباحث إلى فهم *السياسات* المتعلّقة بتعليم أطفال الشوارع ودور المنظمات في هذا الصدد.

دليل الباحث: ما هي السياسات التعليميّة لتعليم أطفال الشوارع؟ ما دور منظمتك في تعليم أطفال الشوارع في لبنان؟ من المسؤول عن جلب أطفال الشوارع إلى المدارس؟ كيف تسجل الطلاب؟ [أطفال لبنانيين وغير لبنانيين ، فتيات وفتيان، في التعليم الرسمي وغير الرسمي] هل لدى الشرطة قسم للشباب؟ هل لدى أي وزارة حق أبوي لأطفال الشوارع؟ كيف يمكن لمكاتب التغيب المساعدة في تعليم أطفال الشوارع؟ هل يوجد مفهوم التغيب عن المدرسة؟ أين وتحت أي شروط؟ في أي ظروف تعمل المنظمات غير الحكومية للمساعدة في تعليم أطفال الشوارع؟ لماذا يتم إغلاق بعض المنظمات غير الحكومية؟ لماذا يقدم البعض تدخّلات فعّالة والبعض الآخر لا؟

الجزء الرابع: أفضل الممارسات

في هذا القسم، يهدف الباحث إلى اكتشاف *أفضل الممارسات* لتوفير التعليم لأطفال الشوارع في لبنان.

دليل للباحث: ما هي أفضل الممارسات في العالم لتعليم أطفال الشوارع؟ ما هو أفضل تدخل لتعليم أطفال الشوارع في لبنان؟ ما هي أفضل الممارسات التعليمية؟

الجزء الخامس: أفكار حول المستقبل

في هذا القسم ، يهدف الباحث إلى اكتشاف *مستقبل تعليم* أطفال الشوارع في لبنان.
دليل للباحث: كيف ترى مستقبل تعليم أطفال الشوارع في لبنان؟ هل هناك أي خطط للمستقبل؟ ما هي؟ ما هي بعض التوصيات التي لديك للمنظمات المعنية؟ أي تعليقات أخيرة؟

أسئلة المقابلات الفردية مع أطفال الشوارع السابقين

الجزء الأول: معلومات عن خلفيّة المشارك

في هذا القسم، يهدف الباحث إلى جمع البيانات المتعلقة **المعلومات الديمغرافية** لطفل الشارع.
دليل الباحث: اطرح أسئلة عامّة على المشاركين حول أسمائهم (اختياري) ، العمر ، الجنس، الجنسية، مكان الإقامة الحالي، الحالة الاجتماعيّة ومصدر المعيشة. عندما كنت طفلاً، ما هو نوع المنزل الذي كنت تعيش فيه؟ (دائم ، شبه دائم ، مؤقت) هل بقيت أمك وأبك معاً؟ أي من الوالدين كنت تقيم معه؟ كم من الأشقاء لديك؟ ما هو موقفك فيما يتعلق بأشقائك ، الأوّل، الثاني، الثالث، وما إلى ذلك؟ هل كنت تعيش مع عائلتك؟ هل لديك علاقة مع كلا الوالدين؟ ما هي مهنة والديك و/أو الأشقاء؟ كم كان دخل عائلتك؟ كم مرة كنت ترى عائلتك؟ هل لديك عائلة بديلة في الشوارع؟ كيف كنت محمي؟ أين كنت تعيش؟ صف المكان الذي عشت فيه (المرحاض، الماء) كيف كنت تتناول الطعام؟
.

الجزء الثاني: الوضع التعليمي

في هذا القسم ، يهدف الباحث إلى اكتشاف معلومات حول *تعليم* المشارك.

دليل الباحث: ما هي مستويات التعليم لوالديك؟ هل سبق لك أن التحقت بالمدرسة؟ متي؟ أين؟ كيف كت تذهب؟ هل كنت تعمل أي شيء آخر بخلاف المدرسة في ذلك الوقت؟ كم عدد الأطفال في سن الدراسة الذين يذهبون إلى المدرسة في عائلتك؟ إلى أي المدارس يذهبون؟ من الذي دفع التكاليف المرتبطة بإرسال الأطفال إلى المدرسة؟ ما هو أعلى مستوى تعليمي حصلت عليه؟ هل أعجبتك/ تحب المدرسة؟ ما هي بعض التجارب التي مررت بها في المدرسة؟ هل تريد العودة إلى المدرسة؟ ما نوع المدرسة التي تريدها؟ كيف تريد أن يتم تنظيم المدرسة؟ هل التعليم مهم بالنسبة لك؟ اذا كان الجواب نعم، فلماذا؟

الجزء الثالث: دور المنظّمات

في هذا القسم ، يهدف الباحث إلى اكتشاف بعض المعلومات حول *أسباب التسرب*.
دليل الباحث: إسأل عن الوصول إلى التعليم. هل تعتقد أن هناك اختلاف بين تعليم البنات والصبيان؟ اللبنانيين وغير اللبنانيين؟ هل تلقيت أي دعم للالتحاق بالمدرسة؟ ممّن؟ هل سبق لك أن أرغمت على حضور/ترك المدرسة؟ في حال سبق والتحقت بالمدرسة ، كيف كانت تجربتك مع التعليم والمعلّمين والزملاء؟ هل كنت مرتاح؟ هل كنت سعيد؟ هل ندمت على الحضور/ ترك المدرسة؟ هل أنت على علم بحقوقك في التعليم؟ ما هي العوامل المسببة الرئيسية التي تتركك خارج المدرسة؟

الجزء الخامس: طموحات المستقبل

في هذا القسم، يهدف الباحث إلى إنهاء المناقشة *بأفكار حول المستقبل.*

دليل الباحث: كيف تؤثر تجربتك التعليمية على الشخص الذي أنت عليه اليوم؟ أين ترى نفسك بعد عشر سنوات من الآن؟ كيف تريد الوصول إلى هناك؟ كيف تشعر حيال مستقبلك؟ ما الذي يجب القيام به لتقليل عدد أطفال الشوارع في المستقبل؟ هل سيختفي أطفال الشوارع حقاً؟ كيف؟ هل يمكن للتعليم المهني أن يكون بمثابة تدخل عمليّ؟ أي تعليقات أخرى؟

الجزء التالي من المقابلة يتضمن طرح أسئلة حول تجارب بعض أطفال الشوارع. سوف أقرأ لك وصفًا لخبرات طفل في الشارع. إذا وجدت أن الوصف مزعج للمناقشة، من فضلك أخبرني، ويمكننا إنهاء المقابلة بناء على طلبك.

قصص قصيرة

القصّة القصيرة الأولى

مرام فتاة في العاشرة من عمرها. توفي والدها عندما كانت في السابعة من عمرها وقد أهملتها عائلتها الممتدة ولأسقطتها في الشارع وحدها. كانت مرام مشردة ولم يكن لديها أي شخص لياخذها الى المدرسة. ولكن ذات يوم نقلتها الشرطة الى مؤسسة مجاورة للعيش مع فتيات أخريات وللحصول على التعليم الأساسيز ولكن بعد عدة أشهر من الخلافات المتكررة مع موظفي المؤسسة، غادرت مرام المكان وعادت الى حياتها في الشارع.

- مرام متسرّبة من المدرسة. هل كان من المهم أن تبقى مرام في المدرسة؟ لم ولم لا؟
- هل كان من الممكن لمرام البقاء في المدرسة؟ ما الذي كان ينبغي عمله بالنسبة لمرام للبقاء في المدرسة؟
- هل تعتقد أن مارام ستعود إلى المدرسة؟ من يستطيع مساعدتها؟
- ما الذي تعتقد أنّه كان يجب على مدرسة مرام فعله معها؟
- كيف ترى مستقبل مرام؟

القصّة القصيرة الثانية

عبد صبي يبلغ الرابعة عشر من العمر. تطلّق والديه عندما كان في السنة الأولى من عمره. لم يعامل عبد بشكل جيد عند أي من والديه. وعلاوة على ذلك ، لقد كان عبد يواجه صعوبة في المدرسة. قرّرت والدة عبد الرحمن سحبه من المدرسة في الصفّ السادس. فبدأ يعمل في مطعم بدلاً من ذلك. أصبح عبد مسؤولاً عن نفقات المنزل. لكنّ الوضع بات مرهقاً بالنسبة اليه ، ولذلك قرّر مغادرة المنزل والعيش في منزل في الشارع. في غضون شهرين ،تمت إحالته من قبل شخص غريب إلى مركز مجاور لأطفال الشوارع. التحق عبد بالمركز وتعلم اللغات واستمتع بالأنشطة والرحلات مع أصدقائه ومعلّماته.

- عبد متسرّب من المدرسة. هل كان من المهم أن يبقى عبد في المدرسة؟ لم و لم لا؟
- هل كان من الممكن لعبد البقاء في المدرسة؟ ما الذي كان ينبغي عمله لعبد للبقاء في المدرسة؟
- هل تعتقد أنّ عبد سيعود إلى المدرسة؟ من يستطيع مساعدته؟
- ماذا، برأيك كان على مدرسة عبد أن تفعل؟
- كيف ترى مستقبل عبد؟

الأسئلة الختاميّة

1. مرام وعبد كلاهما متسرّبين من المدرسة وأطفال شوارع في الوقت نفسه. برأيك، كيف تختلف قصّة مرام عن قصّة عبد؟
2. هل تعرف قصصًا مشابهة/غير مشابهة لأطفال الشوارع؟ إذا كانت الإجابة بنعم، أخبرنا عن بعض هذه القصص. ما هي أسبابهم ليكونوا أطفالًا خارج المدرسة؟ ما الذي يمكن عمله لتسجيلهم في المدارس؟

IV. CONSENT FORMS

American University of Beirut

Department of Education

Consent Form - Direct Approaching - Representatives of Organizations

Study Title: The Educational Status of Street Children in Lebanon: Policy and Practice

Principal Investigator (PI): Dr. Anies Al-Hroub

Address: American University of Beirut (AUB)

                                    Associate Professor of Educational Psychology & Special

                                    Education

                                    Phone: (01) 350 000 Ext: 3060/3064

                                    Email: aa111@aub.edu.lb

Co-Investigator (CO-PI):   Serene Saab

Address: Graduate Student

                                    Email: cyrine.f.saab@gmail.com

Dear Participant,

We are asking for your participation in a **research study**. Participation is completely voluntary. Please read the information below and feel free to ask any questions that you may have.

Project Description:

- This study is being conducted by Serene Saab from the American University of Beirut. She is doing a research work as part of process in completing her studies for master's degree in Educational Psychology- School Guidance and Counseling.

- The purpose of this study is to examine the underlying causes of those who become street children, to drop out or to not attend school. It also aims to understand why street children are out of school and what is being done about their education. Moreover, this research will examine the policy initiatives and practices of key stakeholders for the education of street children in Lebanon: Ministry of Education and Higher Education (MEHE), Ministry of Labor (MOL), Ministry of Interiors and Municipalities (MOIM), Ministry of Justice, Ministry of Social Affairs (MOSA), and four NGOs.

- As the representative of the organization, you will be invited to participate in the study. Only if you are interested, you will be asked to sign this consent form for the participation in a semi-structured interview. The interview questions will cover six main themes: demographic information about street children in Lebanon, factors that keep street children out-of-school, policies and role of institutions, best practices for the provision of education to street children in Lebanon and your thoughts about the future.

- Similar semi-structured interviews will be conducted with ten governmental and non-governmental organizations. Each interview will take around 40 to 55 minutes. Participants' responses will be recorded in a notebook as direct quotes. Only those who agree will be audiotaped.

Risks and Benefits

Participation in this study does not involve any physical risk or emotional risk beyond the risks of your daily life. You have the right to withdraw your consent or discontinue participation at any time for any reason. Your decision to withdraw will not involve any penalty or loss of benefits to which you are entitled. Discontinuing participation in the study will in no way affect your relationship with AUB. In addition, refusal to participate in the study will involve no penalties of any kind or affect your relationship with AUB.

There are no monetary rewards for participation in the study. The organization will receive no direct benefits from participating in this research; however, your participation in this study is expected to help the researcher understand the policy initiatives and practices of key stakeholders for the education of street children in Lebanon.

Confidentiality

If you agree, the CO-PI will be provided with a quiet room that will be empty to conduct the semi-structured interview with you. You will be provided by a hard copy of the consent form in English and/or in Arabic. If you agree to participate in this research study, the information will be kept confidential. Records will be monitored and may be audited by IRB without violating confidentiality. Your name will never be attached to your answers. The PI and the CO-PI, working on this research, will only review the data. Data will be stored in sealed envelopes in a locked drawer in the PI's office. The research team will also make sure that access to word documents, which have the transcribed interviews and field notes, will be restricted due to the use of the feature "Protect Document." In line with the AUB archive policy, data will be stored for three years after the study completion. After that, information and data will be responsibly shredded. Only the aggregated data from the interviews and vignettes i.e. data that are not limited to one participant will be shared with the representatives of the governmental and non-governmental organizations participated in the study.

Consent to Tape Record the Interview

We would like to tape record this interview so as to make sure that we remember accurately all the information you provide. We will keep these tapes in a locked file drawer in the PI's office. Only the PI and the CO-PI will only use them. The interview tapes will not be shared with anyone. Only the aggregated data from the interviews (which will have no identifiers) will be shared within committee members after the completion of the study. Only those who agree will be audiotaped. You may still participate in the interview if you do not want

to be taped. If you do not agree to be audiotaped, handwritten notes will be taken instead.

Confirmation of Consent to Record Interview

Question will be posed once recording begins: Do you voluntarily consent to this interview being recorded?

Contact Information:

For more information or questions about the study, you are free to ask them now. If you have questions later, you may contact any of the PI or the CO-PI with whom has conducted the interview with you:

Dr. Anies Al-Hroub, Email: aa111@aub.edu.lb, (01)350000 Ext: 3060/3064

Serene Saab, Email: cyrine.f.saab@gmail.com.

In case any of your questions was not answered, or if you have questions, complaints or inquiries about the research study or your rights as a participant in this research, you can contact the following office at the American University of Beirut: Social & Behavioral Sciences Institutional Review Board, American University of Beirut, irb@mail.aub.edu, Tel: 01-350000, Ext: 5445

Participant Rights

Participation in this study is voluntary. You are free to leave the study at any time without penalty. Your decision not to participate in no way influences your relationship with AUB. A copy of this consent form will be given to you. You may skip any questions that you may wish not to answer. Your decision will not result in any penalty or loss of benefits. If you have any questions regarding your rights, you may call: Institutional Review Board (IRB) on 01- 350000 ext. 5445 or via email: irb@mail.aub.edu

Signature:

Only participants who cannot read or write, will be asked for oral consent and will recruit a member independent from the research team and without the involvement of the NGO director who will read the information on the consent and sign the form on his/her behalf.

Consent for participation in interview:

Consent for taping of interview:

Researcher Obtaining Consent:

Date:

Time:

Location:

American University of Beirut

Department of Education

Consent Form - Direct Approaching – Street study participants

Study Title: The Educational Status of Street Children in Lebanon: Policy and

Practice

PLEASE NOTE THAT YOU MUST BE AT LEAST 18 YEARS OF AGE TO TAKE PART IN

THIS STUDY.

Principal Investigator (PI): Dr. Anies Al-Hroub

Address: American University of Beirut (AUB)

                                          Associate Professor of Educational Psychology & Special

                                          Education

                                          Phone: (01) 350 000 Ext: 3060/3064

                                          Email: aa111@aub.edu.lb

Co-Investigator (CO-PI):   Serene Saab

Address: Graduate Student

                                          Email: cyrine.f.saab@gmail.com

Dear Participant,

We are asking for your participation in a **research study**. Participation is completely

voluntary. Please read the information below and feel free to ask any questions that you

may have.

<u>**Project Description:**</u>

-   This study is being conducted by Serene Saab from the American University of

    Beirut. She is doing a research work as part of process in completing her studies for

    master's degree in Educational Psychology- School Guidance and Counseling.

- The purpose of this study is to examine the underlying causes of those who become street children, to drop out or to not attend school. It also aims to understand why street children are out of school and what is being done about their education. Moreover, this research will examine the policy initiatives and practices of key stakeholders for the education of street children in Lebanon.

- The researcher mapped the NGO actors across Lebanon which provide services for street children in Lebanon. I discussed with the NGO directors the criteria to purposively draw the adults, from the NGO, who used to be street children for the participation in the study. The NGO director facilitated the selection of the participants through the following method: (a) contact the adults who used to be street children by telephone, and (b) put them in direct contact with the researcher to explain to them in details the purpose and procedure of the study. The NGO director will not be present during the interview nor the vignette.

- As an adult who used to be a street child, you will be invited to participate in the study. Only if you are interested, you will be asked to provide your oral consent for the participation in a semi-structured interview and vignette. The interview and vignette questions will help the researcher collect data about the education status, educational experiences and future ambitions of the participants who used to be street children in Lebanon.

- Similar semi-structured interviews and vignettes will be carried with eight street study participants on the same day upon their consent. The total duration of your participation is around 20 to 30 minutes. Your responses will be recorded in a notebook as direct quotes. Only if you agree, the discussion will be audiotaped.

Risks and Benefits

Participation in this study does not involve any physical risk or emotional risk beyond the risks of your daily life. You have the right to withdraw your consent or discontinue

participation at any time for any reason. Your decision to withdraw will not involve any penalty or loss of benefits to which you are entitled. Discontinuing participation in the study will in no way affect your relationship with AUB. In addition, refusal to participate in the study will involve no penalties of any kind or affect your relationship with AUB. There are no monetary rewards for participation in the study. The organization will receive no direct benefits from participating in this research; however, your participation in this study is expected to help the researcher understand why street children are out of school and what is being done about their education.

This study in principle is not expected to result in significant risk to the participant. However, there is possibility that participants, adults who used to be street children particularly, may display emotional distress when answering questions of sensitive nature, such as questions related to street life, or when reading and discussing the story vignettes. If that happens, the interview or the story vignette or both will be terminated.

Confidentiality

If you agree, the CO-PI will be provided with a private setting in the NGO that will be empty in order to conduct the semi-structured interview and vignette with you. The NGO director will not be present during your interview and vignette. You will be provided by a hard copy of the consent form in English and/or in Arabic. If you agree to participate in this research study, the information will be kept confidential. Records will be monitored and may be audited by IRB without violating confidentiality. Your name will never be attached to your answers. The PI and the CO-PI, working on this research, will only review the data. Data will be stored in sealed envelopes in a locked drawer in the PI's office. The research team will also make sure that access to word documents, which have the transcribed interviews and field notes, will be restricted due to the use of the feature "Protect Document." In line with the AUB archive policy, data will be stored for three years after the study completion. After that, information and data will be responsibly

shredded.

Consent to Tape Record the Interview and Vignettes

We would like to tape record this interview and vignettes so as to make sure that we remember accurately all the information you provide. We will keep these tapes in a locked file drawer in the PI's office. Only the PI and the CO-PI will only use them. The interview and vignette tapes will not be shared with anyone. Only the aggregated data from the interviews and vignettes i.e. data that are not limited to one participant will be shared with the representatives of the governmental and non-governmental organizations participated in the study. In fact the researcher will not share data that is specific to a participant but rather share the aggregated data from all the interviews and vignettes. The aggregated data does not contain the name of any of the participants. Only those who agree will be audiotaped. You may still participate in the interview and vignette if you do not want to be taped. If you do not agree to be audiotaped, handwritten notes will be taken instead.

Confirmation of Consent to Record Interview and Vignettes

Question will be posed once recording begins: Do you voluntarily consent to this interview and vignette being recorded?

Contact Information:

For more information or questions about the study, you are free to ask them now. If you have questions later, you may contact any of the PI or the CO-PI with whom has conducted the interview or vignettes with you:

Dr. Anies Al-Hroub, Email: aa111@aub.edu.lb, (01)350000 Ext: 3060/3064

Serene Saab, Email: cyrine.f.saab@gmail.com.

In case any of your questions was not answered, or if you have questions, complaints or inquiries about the research study or your rights as a participant in this research, you can contact the following office at the American University of Beirut: Social & Behavioral

Sciences Institutional Review Board, American University of Beirut, irb@mail.aub.edu, Tel: 01-350000, Ext: 5445

<u>Participant Rights:</u>

Participation in this study is voluntary. You are free to leave the study at any time without penalty. Your decision not to participate in no way influences your relationship with AUB. A copy of this consent form will be given to you. You may skip any questions that you may wish not to answer. Your decision will not result in any penalty or loss of benefits. If you have any questions regarding your rights, you may call: Institutional Review Board (IRB) on 01- 350000 ext. 5445 or via email: irb@mail.aub.edu

دائرة التربية

نموذج الموافقة ـ مقاربة مباشرة ـ ممثلي المنظمات الحكومية وغير الحكومية

عنوان الدراسة: الوضع التعليمي لأطفال الشوارع في لبنان: السياسة والممارسة

الباحث الرئيسي : الدكتور أنيس الحروب

العنوان: الجامعة الأمريكية في بيروت

قسم التربية

أستاذ مشارك في علم النفس التربوي والتربية الخاصة

هاتف: (01) 35000 مقسم : 3064/3060

البريد الإلكتروني aa111@aub.edu.lb

الباحثة المشاركة: الآنسة سيرين صعب

العنوان :   طالبة الدراسات العليا

البريد الالكتروني: Serene.f.saab@gmail.com

عزيزي المشارك،

أنت مدعوّ للمشاركة في **دراسة بحثيّة**. نؤكّد لك أنّ المشاركة في هذه الدراسة محض طوعيّة. يرجى قراءة المعلومات أدناه. لا تتردّد في طرح أي أسئلة قد تكون لديك.

وصف المشروع

- تجري هذه الدراسة بواسطة سيرين صعب من الجامعة الأمريكية في بيروت. وهي تقوم بعمل بحثي كجزء من عملية إكمال دراستها للحصول على درجة الماجستير في علم النفس التربوي ـ الإرشاد المدرسي والتوجيه.

- إنّ الغرض من هذه الدراسة هو دراسة الأسباب الكامنة وراء أولئك الذين يصبحون أطفالاً في الشوارع، للتسرّب من المدرسة أو عدم الالتحاق بها. كما يهدف البحث إلى فهم أسباب خروج أو عدم وجود أطفال الشوارع في لبنان في المدرسة وما يجري عمله بشأن تعليمهم. علاوة على ذلك، سوف تبحث هذه الدراسة في مبادرات وممارسات السياسة العامة للجهات المعنية من أجل تعليم أطفال الشوارع في لبنان.

- بصفتك ممثّلاً للمنظّمة، ستتمّ دعوتك للمشاركة في الدراسة. فقط إذا كنت مهتمًا بالمشاركة في هذه الدراسة، سيُطلب منك التوقيع على نموذج الموافقة هذا للمشاركة في مقابلة شبه منظّمة. ستغطّي أسئلة المقابلة ستة مواضيع رئيسية: المعلومات الديمغرافية حول أطفال الشوارع في لبنان، والعوامل التي تبقي أطفال الشوارع خارج المدرسة، والسياسات ودور المؤسسات، وأفضل الممارسات لتوفير التعليم لأطفال الشوارع في لبنان و أفكارهم حول المستقبل.

- ستجرى مقابلات شبه منظّمة مماثلة مع عشر منظّمات حكومية وغير حكومية. كل مقابلة تستغرق حوالي 40 الى 55 دقيقة. سيتمّ تسجيل ردودك في دفتر ملاحظات على شكل اقتباسات مباشرة. فقط اذا كنت موافق سيتم تسجيلها.

المخاطر والفوائد

المشاركة في هذه الدراسة لا تنطوي على أي مخاطر جسدية أو مخاطر عاطفية تتجاوز مخاطر حياتك اليومية. لديك الحقّ في سحب موافقتك أو التوقّف عن المشاركة في أي وقت ولأيّ سبب. لن يتضمّن قرار انسحابك أي عقوبة أو خسارة في المزايا التي يحقّ لك الحصول عليها. لن يؤثّر التوقّف عن المشاركة في الدراسة على علاقتك مع الجامعة الأميركية في بيروت بأيّ حال من الأحوال. بالإضافة إلى ذلك، فإنّ رفض المشاركة في الدراسة لن يتضمّن أي عقوبات من أي نوع ولن يؤثّر على علاقتك مع الجامعة الأميركية في بيروت. لا توجد مكافآت ماليّة للمشاركة في الدراسة. لن تتلّقى المنظّمة أي منافع مباشرة من المشاركة في هذا البحث؛ ولكن، من المتوقّع أن تساعد مشاركتك في هذه الدراسة الباحث على فهم أسباب خروج أو عدم وجود أطفال الشوارع في لبنان في المدرسة وما يجري عمله بشأن تعليمهم.

السرّيّة

في حال موافقتك، سيتمّ تزويد الباحثة المشاركة بغرفة هادئة ستكون فارغة لإجراء المقابلة شبه المنظّمة والقصص القصيرة معك. سيتمّ تزويدك بنسخة مطبوعة من نموذج الموافقة باللغة الإنجليزية و/أو بالعربية. إذا وافقت على المشاركة في هذه الدراسة البحثية، فستظلّ المعلومات سرّيّة. وسيتم رصد البيانات، ويمكن مراجعتها من قبل مجلس مراجعة دراسات العلوم الانسانية والسلوكية مع ضمان السرّيّة. لن يتمّ إرفاق اسمك أبدًا بإجاباتك. وسيقوم الباحث الرئيسي والباحثة المساعدة، الذين يعملان في هذا البحث، بمراجعة البيانات فقط. سيتمّ تخزين البيانات في ظرف مغلق في جارور مغلق في مكتب الباحث الرئيسي. سيحرص فريق البحث أيضًا على أنّ الوصول إلى المستندات على الكمبيوتر، التي تحتوي على المقابلات المكتوبة والملاحظات الحقلية ، سيتمّ تقييده بسبب استخدام ميزة "حماية المستند". تماشياً مع سياسة أرشيف الجامعة الأميركيّة في بيروت، سيتمّ تخزين البيانات لمدّة ثلاث سنوات بعد اكتمال الدراسة. بعد ذلك ، سيتمّ تلف المعلومات والبيانات بشكل مسؤول. فقط البيانات المجمّعة من المقابلات والقصص القصيرة أي البيانات التي لا تقتصر على مشارك واحد ستتم مشاركتها مع ممثّلي المنظّمات الحكوميّة وغير الحكوميّة المشاركة في الدراسة.

الموافقة على تسجيل المقابلة

نود أن نسجّل هذه المقابلة لنتأكّد من أنّنا نتذكر بدقّة جميع المعلومات التي تقدّمها. سنحتفظ بهذه الأشرطة في جارور ملفّات مغلق في مكتب الباحث الرئيسيّ. ولن يتمّ الوصول إليها إلا من قبل الباحث الرئيسي والباحثة المساعدة. لن تتمّ مشاركة تسجيلات المقابلات والقصص القصيرة مع أيّ شخص. سيكون الاطلاع على البيانات المجمّعة من المقابلات والقصص القصيرة (التي لن تحتوي على معرّفات) حكراً ضمن أعضاء اللجنة بعد الانتهاء من الدراسة. فقط أولئك الذين يوافقون سيتم تسجيل مقابلتهم وقصصهم القصيرة. بإمكانك المشاركة في المقابلة والقصص القصيرة إذا كنت لا تريد أن يتم تسجيلها. إذا كنت لا توافق على التسجيل الصوتي ، فسيتم اتخاذ ملاحظات مكتوبة بخطّ اليد بدلاً من ذلك.

تأكيد الموافقة على تسجيل المقابلة

سيتمّ طرح السؤال بمجرّد بدء التسجيل: هل توافق على تسجيل هذه المقابلة؟

معلومات التواصل:

لمزيد من المعلومات أو الأسئلة حول الدراسة، يمكنك أن تسألهم الآن. إذا كانت لديك أسئلة في وقت لاحق، فيمكنك الاتصال بأي من الباحث الرئيسي أو الباحثة المساعدة الذين أجروا معك المقابلة أو القصص القصيرة:

الدكتور أنيس الحروب، البريد الالكتروني: aa111@aub.edu.lb ، رقم الهاتف 350000-01 مقسم: 3064/3060.

الآنسة سيرين صعب، البريد الالكتروني: Serene.f.saab@gmail.com

في حال شعرتم أن أيا من أسئلتكم لم يتم الإجابة عنها، أو في حال كان هناك أي سؤال أو استفسار أو شكوى حول حقوقكم كمشاركين في هذه الدراسة، فبإمكانكم التواصل مع المكتب التالي في الجامعة الأمريكية في بيروت: مجلس مراجعة دراسات العلوم الانسانية والسلوكية على رقم 350000-01 مقسم: 5445 أو عبر البريد الإلكتروني: irb@mail.aub.edu.

حقوق المشارك

المشاركة في هذه الدراسة طوعية. لك كامل الحرية في أن تتوقّف عن المشاركة في هذه الدراسة في أي وقت من دون التعرّض لأي عقوبة. قرارك بعدم المشاركة لن يؤثر بأي حال من الأحوال على علاقتك مع الجامعة الأمريكية في بيروت. سيتمّ إعطاءك نسخة من نموذج الموافقة هذا. يمكنك عدم الإجابة على أيّ من الأسئلة. لن يؤدّي قرارك إلى أي عقوبة أو خسارة في المزايا. إذا كان لديك أي أسئلة بخصوص حقوقك، فيمكنك الاتصال بـ: مجلس مراجعة دراسات العلوم الانسانية والسلوكية على رقم 350000-01 مقسم: 5445 أو عبر البريد الإلكتروني: irb@mail.aub.edu.

الإمضاء

فقط المشاركون الذين لا يستطيعون القراءة أو الكتابة ، سيطلب منهم الموافقة الشفهية وسيقوموا بتعيين عضو مستقل عن فريق البحث وبدون مشاركة المنظمة ليقرأ المعلومات حول الموافقة ويوقّع النموذج نيابة عنه/عنها.

الموافقة على المشاركة في المقابلة:

الموافقة على تسجيل المقابلة:

توقيع الباحث الحاصل على الموافقة:

التاريخ:

الوقت:

المكان:

<div align="center">

الجامعة الأمريكية في بيروت

دائرة التربية

نموذج الموافقة ـ مقاربة مباشرة ـ أطفال الشوارع السابقين

عنوان الدراسة: الوضع التعليمي لأطفال الشوارع في لبنان: السياسة والممارسة

</div>

يرجى ملاحظة أنه يجب أن تكون على الأقل 18 سنة من العمر لتشارك في هذه الدراسة.

الباحث الرئيسي : الدكتور أنيس الحروب

العنوان: الجامعة الأمريكية في بيروت

قسم التربية

أستاذ مشارك في علم النفس التربوي والتربية الخاصة

هاتف: (01) 35000 مقسم : 3064/3060

البريد الإلكتروني aa111@aub.edu.lb

الباحثة المشاركة: الآنسة سيرين صعب

العنوان : طالبة الدراسات العليا

البريد الالكتروني: Serene.f.saab@gmail.com

عزيزي المشارك،

أنت مدعوّ للمشاركة في **دراسة بحثيّة**. نؤكّد لك أنّ المشاركة في هذه الدراسة محض طوعيّة. يرجى قراءة المعلومات أدناه. لا تتردّد في طرح أي أسئلة قد تكون لديك.

<u>وصف المشروع</u>

تجري هذه الدراسة بواسطة سيرين صعب من الجامعة الأمريكية في بيروت. وهي تقوم بعمل بحثي كجزء من عملية إكمال دراستها للحصول على درجة الماجستير في علم النفس التربوي - الإرشاد المدرسي والتوجيه.

- إنّ الغرض من هذه الدراسة هو دراسة الأسباب الكامنة وراء أولئك الذين يصبحون أطفالاً في الشوارع، للتسرّب من المدرسة أو عدم الالتحاق بها. كما يهدف البحث إلى فهم أسباب خروج أو عدم وجود أطفال الشوارع في لبنان في المدرسة وما يجري عمله بشأن تعليمهم. علاوة على ذلك، سوف تبحث هذه الدراسة في مبادرات وممارسات السياسة العامة للجهات المعنية من أجل تعليم أطفال الشوارع في لبنان.

- لقد قمت بتخطيط لممثلي المنظمات غير الحكومية في جميع أنحاء لبنان الذين يقدمون خدمات لأطفال الشوارع في لبنان. لقد ناقشت مع مديري المنظمات غير الحكومية معايير ترمي إلى تعيين البالغين، من المنظمات غير الحكومية، الذين كانوا أطفال شوارع، للمشاركة في الدراسة. قام مدير المنظمات غير الحكومية بتسهيل عملية اختيار المشاركين من خلال الطريقة التالية: (أ) الاتصال بالبالغين الذين كانوا أطفال شوارع عن طريق الهاتف، و(ب) وضعهم على اتصال مباشر معي لشرح لهم بالتفصيل غرض وإجراءات الدراسة. لن يكون مدير/ة المنظمة غير الحكومية حاضرًا/حاضرة أثناء المقابلة ولا في المقالة القصيرة.

- كشخص بالغ كان طفل شارع في صغره، ستتمّ دعوتك للمشاركة في الدراسة. فقط إذا كنت مهتمًا بالمشاركة في هذه الدراسة، سيُطلب منك الموافقة على المشاركة في مقابلة شبه منظّمة وقصّة قصيرة. ستساعد المقابلات

<div align="center">163</div>

وأسئلة القصّة القصيرة الباحث على جمع البيانات حول الوضع التعليمي والخبرات التعليمية والطموحات المستقبلية للمشاركين الذين سبق لهم وأن كانوا أطفال شوارع في صغرهم في لبنان.

- ستجرى مقابلات شبه منظمة وقصص قصيرة مماثلة مع ثمانية بالغين من أطفال الشوارع السابقين في نفس اليوم بعد موافقتهم. إن إجمالي مدّة مشاركتك حوالي 20الى 30 دقيقة. سيتمّ تسجيل ردودك في دفتر ملاحظات على شكل اقتباسات مباشرة. فقط اذا كنت موافق سيتم تسجيلها.

المخاطر والفوائد

المشاركة في هذه الدراسة لا تنطوي على أي مخاطر جسدية أو مخاطر عاطفية تتجاوز مخاطر حياتك اليومية. لديك الحقّ في سحب موافقتك أو التوقّف عن المشاركة في أي وقت ولأيّ سبب. لن يتضمّن قرار انسحابك أي عقوبة أو خسارة في المزايا التي يحقّ لك الحصول عليها. لن يؤثّر التوقّف عن المشاركة في الدراسة على علاقتك مع الجامعة الأميركية في بيروت بأيّ حال من الأحوال. بالإضافة إلى ذلك، فإنّ رفض المشاركة في الدراسة لن يتضمّن أي عقوبات من أي نوع ولن يؤثّر على علاقتك مع الجامعة الأميركية في بيروت. لا توجد مكافآت ماليّة للمشاركة في الدراسة. لن تتلّقى المنظّمة أي منافع مباشرة من المشاركة في هذا البحث؛ ولكن، من المتوقّع أن تساعد مشاركتك في هذه الدراسة الباحث على فهم أسباب خروج أو عدم وجود أطفال الشوارع في لبنان في المدرسة وما يجري عمله بشأن تعليمهم.

من غير المتوقع أن تؤدي هذه الدراسة من حيث المبدأ إلى مخاطر على المشارك. ومع ذلك، هناك احتمال أن المشاركين ، البالغين الذين كانوا أطفالاً في الشوارع، على وجه الخصوص، أن يظهروا ضائقة عاطفية عند الإجابة عن الأسئلة ذات الطبيعة الحساسة ، مثل الأسئلة المتعلقة بحياة الشوارع، أو عند قراءة ومناقشة المقالات القصيرة للقصة. إذا حدث ذلك، سيتم إيقاف المقابلة

السرّيّة

في حال موافقتك، سيتمّ تزويد الباحثة المشاركة بالإعداد الخاص أي بغرفة فارغة هادئة لإجراء المقابلة شبه المنظّمة والقصص القصيرة معك. لن يكون مدير المنظمة غير الحكومية حاضرًا أثناء المقابلة والقصص القصيرة. سيتمّ تزويدك بنسخة مطبوعة من نموذج الموافقة باللغة الإنجليزية و/أو بالعربية. إذا وافقت على المشاركة في هذه الدراسة البحثية، فستظلّ المعلومات سرّيّة. وسيتم رصد البيانات، ويمكن مراجعتها من قبل مجلس مراجعة دراسات العلوم الانسانية والسلوكية مع ضمان السرّيّة. لن يتّم إرفاق اسمك أبدًا بإجاباتك. وسيقوم الباحث الرئيسي والباحثة المساعدة، الذين يعملان في هذا البحث، بمراجعة البيانات فقط. سيتمّ تخزين البيانات في ظرف مغلق في جارور مغلق في مكتب الباحث الرئيسي. سيحرص فريق البحث أيضًا على أنّ الوصول إلى المستندات على الكمبيوتر، التي تحتوي على المقابلات المكتوبة والملاحظات الحقلية ، سيتمّ تقييده بسبب استخدام ميزة "حماية المستند." تماشياً مع سياسة أرشيف الجامعة الأميركيّة في بيروت، سيتمّ تخزين البيانات لمدّة ثلاث سنوات بعد اكتمال الدراسة. بعد ذلك ، سيتمّ تلف المعلومات والبيانات بشكل مسؤول. فقط البيانات المجمّعة من المقابلات والقصص القصيرة أي البيانات التي لا تقتصر على مشارك واحد ستتم مشاركتها مع ممثّلي المنظّمات الحكوميّة وغير الحكوميّة المشاركة في الدراسة.

الموافقة على تسجيل المقابلة والقصص القصيرة

نود أن نسجّل هذه المقابلة والقصص القصيرة لنتأكّد من أنّنا نتذكر بدقّة جميع المعلومات التي تقدّمها. سنحتفظ بهذه الأشرطة في جارور ملفّات مغلق في مكتب الباحث الرئيسيّ. ولن يتمّ الوصول إليها إلا من قبل الباحث الرئيسي

والباحثة المساعدة. لن تتمّ مشاركة تسجيلات المقابلات والقصص القصيرة مع أيّ شخص. سيكون الاطلاع على البيانات المجمّعة من المقابلات والقصص القصيرة (التي لن تحتوي على معرّفات) حكراً ضمن أعضاء اللجنة بعد الانتهاء من الدراسة. في الواقع ، لن يقوم الباحث بمشاركة البيانات الخاصة بالمشاركين وإنما مشاركة البيانات المجمعة من جميع المقابلات والمقالات القصيرة. لا تحتوي البيانات المجمعة على اسم أي من المشاركين.

فقط أولئك الذين يوافقون سيتم تسجيل مقابلتهم وقصصهم القصيرة. بإمكانك المشاركة في المقابلة والقصص القصيرة إذا كنت لا تريد أن يتم تسجيلها. إذا كنت لا توافق على التسجيل الصوتي ، فسيتم اتخاذ ملاحظات مكتوبة بخطِّ اليد بدلاً من ذلك.

تأكيد الموافقة على تسجيل المقابلة والقصص القصيرة

سيتمّ طرح السؤال بمجرّد بدء التسجيل: هل توافق على تسجيل هذه المقابلة والقصص القصيرة؟

معلومات التواصل:

لمزيد من المعلومات أو الأسئلة حول الدراسة، يمكنك أن تسألهم الآن. إذا كانت لديك أسئلة في وقت لاحق، فيمكنك الاتصال بأي من الباحث الرئيسي أو الباحثة المساعدة الذين أجروا معك المقابلة أو القصص القصيرة:

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في حال شعرتم أن أيا من أسئلتكم لم يتم الإجابة عنها، أو في حال كان هناك أي سؤال أو استفسار أو شكوى حول حقوقكم كمشاركين في هذه الدراسة، فبإمكانكم التواصل مع المكتب التالي في الجامعة الأمريكية في بيروت: مجلس مراجعة دراسات العلوم الانسانية والسلوكية على رقم 350000-01 مقسم: 5445 أو عبر البريد الإلكتروني: irb@mail.aub.edu.

حقوق المشارك

المشاركة في هذه الدراسة طوعية. لك كامل الحرية في أن تتوقَّف عن المشاركة في هذه الدراسة في أي وقت من دون التعرّض لأي عقوبة. قرارك بعدم المشاركة لن يؤثر بأي حال من الأحوال على علاقتك مع الجامعة الأميركية في بيروت. سيتمّ إعطاءك نسخة من نموذج الموافقة هذا. يمكنك عدم الإجابة على أيّ من الأسئلة. لن يؤدّي قرارك إلى أي عقوبة أو خسارة في المزايا. إذا كان لديك أي أسئلة بخصوص حقوقك، فيمكنك الاتصال بـ: مجلس مراجعة دراسات العلوم الانسانية والسلوكية على رقم 350000-01 مقسم: 5445 أو عبر البريد الإلكتروني: irb@mail.aub.edu.

V.   LAWS AND CONVENTIONS

A. Universal Declaration of Human Rights (UN, 1948)

Article 26.

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) 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 or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

B. Declaration of the Rights of the Child (UNICEF, 1959)

Principle 3. The child shall be entitled from his birth to a name and a nationality.

Principle 6. The child, for the full and harmonious development of his personality, needs love and understanding. He shall, wherever possible, grow up in the care and under the responsibility of his parents, and, in any case, in an atmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother. Society and the public authorities shall have the duty to extend particular care to children without a family and to those without adequate means of support. Payment of State and other assistance towards the maintenance of children of large families is desirable.

Principle 7. The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture and enable him, on a basis of equal opportunity, to develop his abilities, his individual judgement, and his sense of moral and social responsibility, and to become a useful member of society. The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the first place with his parents. The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and the public authorities, shall endeavor to promote the enjoyment of this right.

Principle 9. The child shall be protected against all forms of neglect, cruelty and exploitation. He shall not be the subject of traffic, in any form. The child shall not be admitted to employment before an appropriate minimum age; he shall in no case be caused or permitted to engage in any occupation or employment which would prejudice his health or education, or interfere with his physical, mental or moral development.

C. Convention on the Rights of the Child (UNHR, 1990).

Lebanon is signatory of law No. 20 of 30 October 1990 on its admission to the UN Convention on the Rights of the Child. Articles 7 and 8 of this law are on the right to identity, articles 12 and 13 are on the right to participate, articles 19 and 20 are on the right to protection and articles 28 and 29 are on the rights to education.

Article 7

1. The child is registered immediately after birth and has the right since his or her birth in the name and right to acquire a nationality and shall have as much as possible the right to know his or her parents and to receive their protection.

2. States parties shall ensure the realization of these rights in accordance with their national law and their obligations under international instruments relating to this

field, particularly where the child is considered stateless in the resolution of the failure to do so.

Article 8

States parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations, as recognized by law, without unlawful interference.

Article 12

1. Child states parties to this convention for children capable of forming their own opinions, express those views freely in all matters affecting the child, and give due regard to the views of the child in accordance with the age and maturity of the child.

2. For this purpose, the child shall, in particular, be afforded the opportunity to be heard in any judicial and administrative proceedings, either directly or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 13

1. The child shall have the right to freedom of expression. This includes the right to freely request, receive and impart all types of information and ideas, without regard to frontiers, whether by words, writing, printing, art or other means chosen by the child.

2. The exercise of this right may be subject to certain restrictions, provided that the law provides for it and is necessary to ensure:

    a. Respect for the rights or reputations of others.

    b. Protection of national security, public order, public health or morals.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of violence, injury, physical

or mental abuse, neglect, negligent treatment, maltreatment or exploitation, including sexual abuse, which is the caregiver, legal guardian, or any other person who undertakes to take care of the child.

2. Such preventive measures should include, as appropriate, effective procedures for the development of social programs to provide the necessary support to the child and those who undertake to take care of the child, as well as other forms of prevention - and to identify, report and refer to cases of child abuse mentioned to date - investigation, treatment and follow-up, as well as the intervention of the judiciary as appropriate.

Article 20

1. A child who is temporarily or permanently deprived of his or her family environment or who is not allowed to maintain his or her best interests, to remain in that environment, has the right to special protection and assistance provided by the state.

2. States parties shall ensure, in accordance with their national laws, alternative care for such child.

3. Such care may include, inter alia, custody or sponsorship contained in Islamic law, adoption or, where necessary, residence in appropriate childcare institutions, and when considering solutions, due consideration should be given to the desirability of continuity in the upbringing of the child and of the child's ethnic backgrounds or his or her religion, culture and language.

Article 28

1. States parties shall recognize the right of the child to education, and to achieve the progressive realization of this right on the basis of equality of opportunity, they shall, in particular:

   a. Make primary education compulsory and accessible to all.

b. Encourage the development of various forms of secondary education, both public and professional, provide and make them available to all children, and take appropriate measures such as introducing free education and the providing financial assistance when needed.

c. Make higher education by all appropriate means available to all on the basis of capabilities.

d. Make the educational and professional information and guidelines available and accessible to all children.

e. Take measures to encourage regular attendance at schools and reduce drop-out rates.

2. States parties shall adopt all appropriate measures to ensure that the system is administered in schools in a manner consistent with the human dignity of a child and in conformity with this convention.

3. States parties to the present convention shall promote and encourage international cooperation in matters related to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world, facilitating access to scientific and technical knowledge and the promotion of modern education, and caters in particular to the needs of developing countries in this regard.

Article 29

1. States parties agree that the education of the child shall be directed towards:

a. Development of the child's personality, talents and mental and physical abilities to their fullest potential.

b. Development of respect for human rights and fundamental freedoms and the principles of dignity in the charter of the United Nations.

c. Development of respect for the rights of the child, his or her cultural identity, language and value, the national values of the country in which the child lives, the country in which he/she originated, and civilizations different from his or her own.

d. Preparing the child for a responsible life in a free society, in a spirit of understanding, peace, tolerance, gender equality and friendship between all ethnic, national and religious people and universities and persons belonging to indigenous people.

e. Development of respect for the natural environment.

2. Nothing in this article or article 28 shall be construed as interfering with the freedom of individuals and bodies to establish and administer educational institutions, subject always to the principles set forth in paragraph 1 of this article and to the requirement that the education provided by such institutions shall conform to the minimum standards established by of the state.

D. Refugee Convention (UNHCR, 1951)

Lebanon is not signatory of the refugee convention but committed to the Memoranda of Understanding

Article 22. Public Education

1. The Contracting States shall accord to refugees the same treatment as is accorded to nationals with respect to elementary education.

2. The Contracting States shall accord to refugees treatment as favorable as possible, and, in any event, not less favorable than that accorded to aliens generally in the same circumstances, with respect to education other than elementary education and, in particular, as regards access to studies, the recognition of foreign school certificates, diplomas and degrees, the remission of fees and charges and the award of scholarships.

E. Memoranda of Understanding (UNHCR, 1997)

12. There is a strong UNICEF commitment to facilitate the reintegration of returnee children and families into national programs, in particular educational programs and those related to the monitoring of unaccompanied returnee children. Support to unaccompanied children is an area where options for the possible levels of collaboration range from sharing of information and assessing needs for further situation-specific guidelines, to UNICEF's taking responsibility for programs, while recognizing that children of concern to UNHCR remain within the ambit of the High Commissioner's protection mandate.

F. Law No. 422 on the Protection of Juveniles at Risk on 6 June 2002 (Khamis, 2011)

Article 25 of Law No. 2002/422, date 6-6-2002, Law on the protection of juveniles in conflict with the law or at-risk provides that a minor is considered to be threatened in the following circumstances:

1. If he or she exists in an environment where he or she is exploited or if the environment threatens his or her health, safety, morals or conditions of upbringing.

2. If he or she is subjected to sexual abuse or physical violence that exceeds the limits of the custom of non-harmful disciplinary pathways.

3. If he or she is found a beggar or a homeless person.

The juvenile is considered a beggar under this law if they are begging for charity by any means. He or she is considered homeless if he or she leaves his dwelling to live in the streets and public shops or if he she has no dwelling but found in the situation described above. (Khamis, 2011).

Article 26 of this law states that in any of these circumstances, the judge may, in the interest of the juvenile, take measures of protection or freedom of control or reform where necessary. The judge shall intervene in such circumstances on the basis of the

complaint of the juvenile, his or her parents, his or her family, the persons responsible for him or her, the social representative or the public prosecutor or on the basis of news. He or she must intervene automatically in cases that call for haste. The public prosecutor's office or the juvenile magistrate must order a social investigation and listen to the juvenile and his or her parents, or the legal guardian or persons responsible for him or her, before any measure is taken against him or her unless there is a hurry, then it is possible to take the appropriate measure prior to the completion of the above-mentioned actions. It is not disclosure of the secret nor it falls under the provisions of the Penal Code in case any news is submitted to a good reference whom by the virtue of his or her position is knowledgeable about the case because of his or her function or art based on the circumstances of the juvenile at-risk in the cases specified in article 25 of this Law.

Article 27 of the law states that after hearing the parents or one of them, the judge shall keep the juvenile as much as possible in his or her natural environment, and shall appoint a person or social institution to monitor and advise parents and guardians and assist them in raising the juvenile, and that such person or institution shall submit to the judge a report periodically with the development of the juvenile's condition. The judge may, if he or she decides to keep the juvenile in his or her environment, impose on him or her and those responsible for him or her specific obligations, such as entering the school or a specialized social or health institution or doing some professional work. The judge is responsible for the above-mentioned measures to resolve the juvenile's authority over his or her parents and guardians and to familiarize him or herself with the misconduct that he or she exposes to the above risks, on the basis of their complaint or the social representative's request.

Article 28 of the law states that if the risk of deviation meets the availability of elements of a criminal offence and may occur in cases of begging and vagrancy, the juvenile judge shall establish the measures he or she decides with this situation.

Article 29 of the law states that in all the cases mentioned in sections two and three and whatever the measure imposed on the juvenile, the child of the latter, and other persons who have been obliged to support him or her, shall be responsible for the performance of the case, and the judge who imposed the measure after hearing the person concerned may decide what to do with the maintenance and to plan the cost of the measure and his or her decision does not accept any method of review. It is carried out in accordance with due process in cases of maintenance, including the use of coercive detention.

G. C138 - Minimum Age Convention, 1973 (ILO, 1996a)

Convention concerning Minimum Age for Admission to Employment- Entry into force 19 June 1976)

Article 3

1. The minimum age for admission to any type of employment or work which by its nature or the circumstances in which it is carried out is likely to jeopardise the health, safety or morals of young persons shall not be less than 18 years.

2. The types of employment or work to which paragraph 1 of this Article applies shall be determined by national laws or regulations or by the competent authority, after consultation with the organizations of employers and workers concerned, where such exist.

3. Notwithstanding the provisions of paragraph 1 of this Article, national laws or regulations or the competent authority may, after consultation with the organisations of employers and workers concerned, where such exist, authorise employment or work as from the age of 16 years on condition that the health, safety and morals of the young

persons concerned are fully protected and that the young persons have received adequate specific instruction or vocational training in the relevant branch of activity.

H. C182 - Worst Forms of Child Labor Convention, 1999 (ILO, 1996b)

Convention concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labor (Entry into force: 19 Nov 2000)

Article 3

The term the worst forms of child labor comprises:

(a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labor, including forced or compulsory recruitment of children for use in armed conflict;

(b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;

(c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;

(d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

Article 4

1. The types of work referred to under Article 3(d) shall be determined by national laws or regulations or by the competent authority, after consultation with the organizations of employers and workers concerned, taking into consideration relevant international standards, in particular Paragraphs 3 and 4 of the Worst Forms of Child Labour Recommendation, 1999.

2. The competent authority, after consultation with the organizations of employers and workers concerned, shall identify where the types of work so determined exist.

3. The list of the types of work determined under paragraph 1 of this Article shall be periodically examined and revised as necessary, in consultation with the organizations of employers and workers concerned.

Article 5

Each Member shall, after consultation with employers' and workers' organizations, establish or designate appropriate mechanisms to monitor the implementation of the provisions giving effect to this Convention.

Article 6

1. Each Member shall design and implement programs of action to eliminate as a priority the worst forms of child labor.

2. Such programs of action shall be designed and implemented in consultation with relevant government institutions and employers' and workers' organizations, taking into consideration the views of other concerned groups as appropriate.

Article 7

1. Each Member shall take all necessary measures to ensure the effective implementation and enforcement of the provisions giving effect to this Convention including the provision and application of penal sanctions or, as appropriate, other sanctions.

2. Each Member shall, taking into account the importance of education in eliminating child labor, take effective and time-bound measures to:

    (a) prevent the engagement of children in the worst forms of child labour;

    (b) provide the necessary and appropriate direct assistance for the removal of children from the worst forms of child labor and for their rehabilitation and social integration;

    (c) ensure access to free basic education, and, wherever possible and appropriate, vocational training, for all children removed from the worst forms of child labour;

(d) identify and reach out to children at special risk; and

(e) take account of the special situation of girls.

3. Each Member shall designate the competent authority responsible for the implementation of the provisions giving effect to this Convention.

I. The Lebanese Code of Labor (ILO, 1946)

Article 22

It is absolutely forbidden to set to work adolescents who have not yet completed their thirteenth of age. An adolescent may only begin to work after a medical examination to ascertain that he can carry out the work for which he was hired. Medical certificates are delivered free of charge by the Ministry of Public Health until the adolescent reaches the age of eighteen. They may be withdrawn at any time if it is later noticed that the adolescent is no longer capable of doing the work for which he was hired.

Article 23

It is forbidden to set adolescents to work in industrial enterprises or in jobs which are too strenuous or detrimental to health before they have completed their fifteenth of age.

It is also forbidden to set to work adolescents before they have completed their sixteenth year of age in jobs of dangerous mature or which represent threat to life, health or public morals because of the circumstances in which they are carried out.

These jobs shall be determined by decree issued by the Council of Ministers on the proposal of the Minister of Labor.

It is forbidden to set adolescents who have not yet completed their eighteenth year of age, to work more than six hours a day, with a break of at least one hour if the daily working period exceeds four consecutive hours.

It is also forbidden to set them to work between seven o'clock in the evening and seven o'clock in the morning. A period of at least 13 unbroken hours must be granted to the adolescent between two periods of work, and it is absolutely forbidden to set him to

work on an additional job or set him to work during daily or weekly periods of rest or during holidays or periods during which the establishment is closed.

Every adolescent employed I an establishment for at least one year shall be entitled to an annual holiday of 21 days with full pay. The adolescent shall benefit from at least two thirds of the period of holiday without interruption, and he shall benefit from the rest of the period during the same year.

J. Lebanese Penal Code

Article 617 states that the parents or the caregivers who are responsible for the upbringing of the juvenile shall be punished by imprisonment for at least two months if he or she does not undertake this responsibility despite their ability to do so and leave him or her homeless.

Article 618 states that anyone who has pushed a minor under 18 years of age to begging for a personal benefit shall be punished by imprisonment from 6 months to 2 years.

The juvenile authority is an administrative member of the Ministry of Justice, which supervises and coordinates with all the official authorities concerned, especially in all matters of juvenile offenders and children who are victims of a criminal offence. Juveniles in conflict with the Penal Code and children who are victims of a criminal offence have special functions. According to article 52 of the Juveniles Act 422, the functions of the juvenile department are defined as follows:

- Organization of work in all juvenile affairs concerned with juvenile Law.

- Management of centralized information to track the judicial dossier-preparation of annual statistics on the reality of juvenile delinquency.

- Monitoring and addressing any harm to the best interests of the juvenile, developing appropriate preventive and rehabilitative plans and supervising their implementation.

- Coordination with the ministries concerned with juveniles and the civil sector approved by the Ministry of Justice.

K. Decree No. 5137

In October 1, 2010, the President of the Republic pursuant to the constitution decreed the amendment of decree No. 15956 dated on 19/12/2005 concerning the establishment of a national committee to combat child labor shall be cancelled and replaced by the following text: A national committee to combat child labor shall be established in the Ministry of Labor. The tasks of the committee consist in preparing and following up the implementation of programs, plans, and projects aiming at combatting child labor with the collaboration of ILO and IPEC concerned with the elimination of child labor as well as the other international and Arab concerned organizations, national bodies and committees as well as concerned ministries and departments.

L. Decree No. 8987

In September 29, 2012, the President of the Republic pursuant to the constitution decreed the following: "Minors under the age of 18 shall not be employed in totally prohibited works and activities which, by their nature harm the health, safety, or morals of children, limit their education and constitute one of the worst forms of child labor.", "Minors under the age of 16 shall not be employed in works which, by their nature or the circumstances in which they are carried out, are likely to harm the health, safety or morals of children.", "Minors of more than 16 years of age may be employed in the indicated works provided these minors received a special education or appropriate vocational training in the field of these works, unless the type of work or the hazard is totally prohibited for those under the age of 18 as specified."

The worst forms of child labor which are totally prohibited for minors under 18 included but are not limited to: Activities involving physical hazards such as working in

quarries and mines, activities involving psychological hazards such as working on the streets or on the roads, activities involving moral hazards such as any work using or exploiting a child's body and activities limiting education such as activities preventing the child from pursuing academic education or statutory vocational training or assistance lessons.

The works which are prohibited for children under 16 years of age and which are allowed for children of more than 16 years of age, with special conditions include but are not limited to: works that expose the working child to occupational hazards and works prohibited to minors.

M. National Action Plan to Eliminate the Worst Forms of Child Labor in Lebanon 2013-2016 Specific Objectives (MOL, 2016).

1. All Lebanese legislations are compatible with the international conventions and protocols regarding child rights and ready to be implemented.

2. All children of the age of primary education benefit from their right to have free and compulsory education.

3. All children who are withdrawn from the worst forms of child labor are reintegrated into the educational system.

4. Families of children withdrawn from the worst forms of child labor and youth of working age obtain adequate jobs that enable them to improve their economic and social conditions.

5. Society is aware of, accepts responsibility for, and contributes to the elimination of the worst forms of child labor in Lebanon.

6. Worst forms of child labor in the geographical area of each Development Services Centre are being eliminated.

7. Local authorities are conscious and aware of and participating in the elimination of the worst forms of child labor.

8. NGOs and local communities become aware of and are effective in eliminating the worst forms of child labor in Lebanon.

9. Lebanese society acquires solid and coherent protection mechanisms that are able to prevent children from engaging in the worst forms of child labor.

10. All children exposed to the worst forms of child labor have been withdrawn.

11. All children who have been withdrawn from the worst forms of child labor in Lebanon have been rehabilitated in professional rehabilitation centers.