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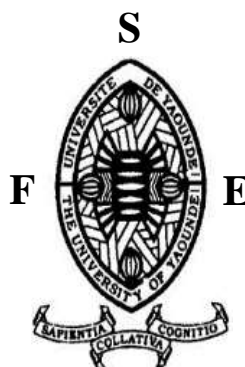
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THE UNIVERSITY OF YAOUNDE I

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DOCTORAL RESEARCH CENTRE AND  
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EUDCATIVES

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UNITE DE RECHERCHE ET DE  
FORMATION DOCTORALE EN  
SCIENCES DE L'EDUCATION ET  
INGENIERIE EDUCATIVE

.....

# THE EFFECT OF NON FORMAL EDUCATION ON THE REHABILITATION OF STREET CHILDREN IN CAMEROON

*A Thesis Submitted in Partial Fulfillment of the Requirements for the Award of a PhD  
in Educational Management*

BY  
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*Academic year 2024-2025*

## **DECLARATION**

I hereby declare that this thesis is my original work and has never been submitted to any University or institution of Higher learning for an academic award

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**ARREY MATHIAS BATE**

Date:-----

## **CERTIFICATION**

This is to certify that this work entitled: **The Effect of Non Formal Education on the Rehabilitation of Street Children in Cameroon** was carried out by ARREY MATHIAS BATE (Registration No 874232) under my humble supervision.

**SUPERVISOR**

-----

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## **DEDICATION**

To my late Parents Pa Arrey Bernard and Ma Arrey Helen Ako, my wife Arrey Ashu Elizabeth A. and my daughters Arrey Janet Dilys Ako, Arrey Esther Ako who remain my strongest support system.

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## ABBREVIATIONS AND ACRONYMS

<b>AATCS:</b>	Alternative approaches through Community Schools
<b>ABD:</b>	Asian Development Bank
<b>ANTIC:</b>	National Agency of Information and Communication Technology
<b>ANPPCAN:</b>	African Network for the Protection and Prevention against Children Abuse and Neglect
<b>BEST:</b>	Better Environmental Science Training
<b>BNMSC:</b>	Brazilian National Movement for Street Children
<b>BEUPA:</b>	Basic Education in Urban Poverty Areas
<b>CRC:</b>	Convention on the Rights of the Child
<b>CSR:</b>	Centre for Social research
<b>CONAC:</b>	The National Anti-Corruption Committee
<b>CAO:</b>	Centre d'accueil d'Observation
<b>EFA:</b>	Education for All
<b>EWLP:</b>	Experimental World Literacy Program
<b>ERNWACA:</b>	Educational Research Network for West and Central Africa
<b>HMF:</b>	Higher Mental Function
<b>ILO:</b>	International Labour Organisation
<b>ICT:</b>	Information Communication Technology
<b>INSSW:</b>	International Network of Social Street Workers
<b>ICE:</b>	Cameroon Childhood Welfare Institute
<b>IFRC:</b>	Reference Centre for Psychological Support
<b>LSE:</b>	Life Skills Education
<b>MINESUP:</b>	Ministry of Higher Education
<b>MINEFOP:</b>	Ministry of Employment and Professional Training
<b>MINEDUB:</b>	Ministry of Basic Education
<b>MINESEC:</b>	Ministry of Secondary Education
<b>MINEDUC:</b>	Ministry of National Education

<b>MINAS:</b>	Ministry of Social Affairs
<b>MIDENO:</b>	North West Development Authority
<b>MIR:</b>	Magnetic Resonance Tomography
<b>MLL:</b>	Minimum Level of Learning
<b>NGO:</b>	Non-Government Organization
<b>NLS:</b>	New Literacy Studies
<b>NCBDA:</b>	Nairobi Central Business District Association
<b>OECD:</b>	Organisation for Economic Cooperation
<b>OISE:</b>	Ontario Institute for Studies in Education
<b>PAJER-U:</b>	Projet d'appui à la Jeunesse Rurale et Urbain
<b>PAQUEB :</b>	Projet Pilote l'Amélioration de la Qualité de l'Éducation de Base
<b>PET :</b>	Position Emission Tomography
<b>PEC :</b>	Protection and Education Centre
<b>PCK :</b>	Pedagogical Content Knowledge
<b>PIFMAS :</b>	Projet d'insertion Socio-économique des Jeunes par la Création des Microentreprises
<b>PIAAS :</b>	Programme Intégré d'Appui aux Acteurs du Secteur Informel
<b>PISA :</b>	Program for International Student Assessment
<b>PMUC:</b>	Pari Mutuel Urbain du Cameroun
<b>POLCEP:</b>	Political Literacy and Civic Education Program
<b>SACCS:</b>	South Asian Coalition on Children's Survival
<b>SCLT:</b>	Social Cognitive Learning Theory
<b>SLT:</b>	Social Learning Theory
<b>SOWEDA:</b>	South-West Development Authority
<b>STAD:</b>	Student Teams Achievement Division
<b>TE:</b>	Technology Education
<b>TPACK:</b>	Technological Pedagogical Content Knowledge
<b>TIM:</b>	Technology Integration Matrix
<b>TVET:</b>	Technical Vocational Education Training

<b>TVE:</b>	Technical and Vocational Education
<b>UBEP:</b>	Undugu Basic Education Programme
<b>UNESCO:</b>	United Nations Education Scientific and Cultural Organisation
<b>UNICEF:</b>	United Nations Children's Fund
<b>UIS:</b>	Institute of Statistics
<b>UPE:</b>	Universalisation of Primary Education
<b>UNRWA:</b>	United Nations Relief and Work Agency
<b>UNDP:</b>	United Nations Development Program
<b>UNCHS:</b>	United Nations Centre for Human Settlements
<b>VET:</b>	Vocational Educational Technology
<b>WHO:</b>	World Health Organisation
<b>ZPD:</b>	Zone of Proximal Development

## ABSTRACT

This research work titled **The Effect of Non-Formal Education on the Rehabilitation of Street Children in Cameroon** sets out to analyze the relationship between non formal education and the rehabilitation of street children. To reinsert these children in society, the General objective of this study is to find out the effect of non formal education on the rehabilitation of street children. From this objective, we formulate the main research question: What is the effect of non formal education on the rehabilitation of street children? Again the general hypothesis (**GRH**) follows thus: There is a relationship between non formal education and rehabilitation of street children in Cameroon. Specifically: **RH1**: There is a relationship between literacy, numerical skills, and the rehabilitation of street children, **RH2** There is a relationship between basic civic and moral education skills and the rehabilitation of street children, **RH3** There is a relationship between life skills, vocational education and the rehabilitation of street children, **RH4** There is a relationship between ICT skills and the rehabilitation of street children. To guide this study four theories were used namely, the Social Learning theory by Bandura (1977), the Transformative learning theory by Mezirow (1990), the theory of self-esteem by Maslow (1954) the Psychosocial theory of Development by Erik Erikson (1963). In this mixed study, we used the survey and correlational research design accompanied by pragmatic philosophy. Data was collected from a sample of 253 trainees (street children), 11 Managers, and 20 educators from 5 public and 7 private re-educational centers using a questionnaire, interview guide, and Focus Group discussion guide. The data was analyzed using SPSS Vol 20 and content analysis. The results showed that all the null hypotheses were rejected while all the alternatives hypotheses were accepted, thus; **Ho1** was retained with a p-value of 0.000 less than alpha (0.05) and a path coefficient (PC) significant at .0554, hence 84.4 percent influence on rehabilitation, **Ho2** was retained with a p-value of 0.000, PC significant at 0.562, hence 78.4 percent influence on rehabilitation, **Ho3** was retained with a p-value at 0.647, therefore 79.8 percent hence influence on rehabilitation, **Ho4** was retained with p-value of 0.000, PC significant at 0.597 hence 76.2 percent influence on rehabilitation. It means that the competencies acquired by these learners through non formal give them abilities to participate actively and become functional in the community. Again from these results, we suggest strongly that to render our educational system holistic and more pragmatic, non formal, formal, and informal education should be an integrated whole of the regular school curriculum. This will meet the diverse learning needs of our learners; they will acquire practical skills that will permit them to squarely face real life situations and it would improve measurable learning outcomes from education.

**Key words:** Non Formal Education, Street Children and Rehabilitation.

## RÉSUMÉ

Ce travail de recherche intitulé **L'effet de l'éducation non formelle sur la réinsertion des enfants de la rue au Cameroun**, vise à analyser la relation entre l'éducation non formelle et la réinsertion des enfants de la rue. Dans le but de réinsertion ces enfants dans la société, l'objectif général de cette étude est de déterminer l'impact de l'éducation non formelle sur la réinsertion des enfants de la rue. Sur la base de cet objectif, la principale question de recherche est formulée comme suit : Quel est l'impact de l'éducation non formelle sur la réinsertion des enfants de la rue ? L'hypothèse générale (**GRH**) s'ensuit donc à nouveau : Il existe une relation entre l'éducation non formelle et la réinsertion des enfants de la rue au Cameroun. Plus précisément : **RH1** : Il existe une relation entre l'alphabétisation, les compétences numériques et la réinsertion des enfants de la rue, **RH2** Il existe une relation entre les compétences de base en éducation civique et morale et la réinsertion des enfants de la rue, **RH3** Il existe une relation entre les compétences de vie, l'éducation professionnelle et la réinsertion des enfants de la rue, **RH4** Il existe une relation entre les compétences en TIC et la réinsertion des enfants de la rue. Quatre théories ont été utilisées pour guider cette étude, à savoir la théorie de l'apprentissage social de Bandura (1977), la théorie de l'apprentissage transformateur de Mezirow (1990), la théorie de la hiérarchie des besoins de Maslow (1954) et la théorie psychosociale du développement d'Erik Erikson (1963). Dans le cadre de cette étude mixte, nous avons eu recours à une enquête et à un modèle de recherche corrélationnelle, accompagnés d'une philosophie pragmatique. Les données ont été recueillies à partir d'un groupe de 253 stagiaires, 11 directeurs et 20 éducateurs de 5 centres de rééducation publics et de 7 centres privés, à l'aide d'un questionnaire, d'un guide d'entretien et d'un guide de discussion en groupe. Les données ont été analysées à l'aide de SPSS Vol 20 et d'une analyse de contenu. Les résultats ont montré que toutes les hypothèses nulles ont été rejetées tandis que toutes les hypothèses alternatives ont été acceptées, ainsi ; **Ho1** a été retenu avec une valeur p de 0,000 inférieure à alpha (0,05) et un coefficient de cheminement (CP) significatif à 0,0554, soit 84,4 pour cent d'influence sur la réadaptation, **Ho2** a été retenu avec une valeur p de 0. 000, PC significatif à 0,562, soit 78,4 % d'influence sur la réadaptation, **Ho3** a été retenu avec une valeur p de 0,647, soit 79,8 % d'influence sur la réadaptation, **Ho4** a été retenu avec une valeur p de 0,000, PC significatif à 0,597, soit 76,2 % d'influence sur la réadaptation. Ainsi, les compétences acquises par ces apprenants dans le cadre d'activités non formelles leur permettent de participer activement et de devenir fonctionnels au sein de la communauté. Ces résultats nous poussent à suggérer avec insistance que pour rendre notre système éducatif à la fois holistique et plus pragmatique, l'éducation non formelle, formelle et informelle devrait faire partie intégrante du programme d'études normal de l'école. Cela répondra aux divers besoins d'apprentissage de nos apprenants ; ils acquerront des compétences pratiques qui leur permettront de faire face aux situations de la vie réelle.

**Mots clés :** Éducation non formelle, enfants de la rue et réinsertion.



## **CHAPTER ONE**

### **Background to the problem**

The phenomenon of street children is a growing problem worldwide, with tens of millions of street children worldwide (UNICEF, 2009). According to Nyamai and Waaiganjo (2014), the prevalence of street children is a global concern, especially in Africa and other developing countries. Volpi (2002) argues that this phenomenon is occurring in a place or region where it has never occurred before. He also emphasized that the issue has received widespread media coverage, has attracted attention, and has become a priority for governments and international organizations. This situation is also worrying for researchers concerned about the health of children and vulnerable groups. This is the focus of civil society organizations such as Save the Children, the South Asian Coalition Against Child Labour, Catholic Relief Services, and specialized agencies of the United Nations organizations such as UNESCO, UNICEF, the International Labour Organization, and the World Bank. In addition, Fonkoua (2018) and other researchers interested in the health, education, their personal development of these disadvantaged groups have also tried to investigate the underlying causes of the phenomenon. This involves identifying characteristics from around the world and similarly indicating the dire consequences of street lifestyle for children's health, education, and their personal development in the society at large.

According to Volpi (2002), the emergence of street children phenomenon indicates a serious breakdown of social conditions and exclusion. He added that the direct causes of these phenomena are unique for each child, each society and each country. According to Tchombe et al. (2001), they studied the situation in Cameroon and firmly upholds that these causes are usually a combination of factors such as low family income, family broken homes or dysfunctional families, inadequate housing, school dropouts, family neglects, migration, arms conflict, disasters, (human and natural factors) and negative factors caused by rapid and uncontrolled urban development. While accepting this facts, Matchinda (1999), upholds that there is strong relationship between children who leaves the homes for the streets and their street peers. She further ascertained that even though these children are strongly influence by their peers, the

highly insufficient or sometimes a complete lack of basic necessities at home might trigger their movements to the streets.

Furthermore, in a study by Cumber and Tsoka-Gwegweni (2016), it was found that socio-economic factors resulting from poverty is one of the reasons why some children seek employment in the informal economy, thus directly or indirectly contributing to the increase in the number of children on the streets in the Cameroonian community. At the same time, this study demonstrates the presence of these children on our streets usually present opportunities for them to develop survival strategies which enable them to cope with street life as results of the adverse conditions they have to undergo and endure on our streets. Similar findings were confirmed in studies carried out by Plummer et al. (2007) in Khartoum and Strehl (2010) in Peru and Sudan. Again it is a widely held view that the breakdown of nuclear family, stemming from the condition of poverty and unemployment, has fueled problematic lifestyles, including drunkenness, domestic violence and prostitution as the principal reason for street children phenomenon. (Williams 1996, Lugalla and Mbwambo 1999).

The same experience shows that many countries, especially developing countries, do not have the necessary framework to protect and care for children in this way. Street children are often victims of poverty, social exclusion and domestic violence that can be physically or psychologically harmful (Roux and Smith 1998). According to Shukla (2005), children resort to the streets as the only way to meet their basic needs such as food, clothing, shelter and health services. When these children find themselves in no better place than living on the streets, the consequences can sometimes be devastating. Many have little or no schooling. If these children face problems such as hunger, thirst, dangerous and low-paid jobs, sexual abuse, illness, exclusion, social ills, drug addiction, they will become adults or illiterate adults. According to Lugalla and Mbwambo (1999), these children are deprived from moral and emotional support from their parents. Scanlon et al. (1998) argue that the education of these children is important because without education, these children will become violent and aggressive individuals in society. Through education, they can become productive in the society, join their families, and become autonomous and equally helpful to themselves.

In an attempt to curb the proliferation of children living on the streets and why not eliminate the phenomenon, the answers lie in taking appropriate measures to tackle the underlying causes. At the same time, solutions must be sought to empower those on the streets to revert to normal life and engage in productive activities in the society. In Cameroon the measures taken include street sensitization by social Affairs Assistants, especially in areas of high prevalence, the housing of these children in re-educational centres meant to give them education and training for them to be socially inserted in the society. Vigil (2002) argued that these children need to regain the self-confidence and self-esteem they have lost during the difficult years of living on the streets. The Sustainable Development Goals, adopted by the United Nations Special Session on Children in 2002, set out three main targets: to provide all children with the best possible start of life, access to quality education, free and compulsory education, and to ensure adequate development and skills and abilities for children and young people. Hawes (1982) stated that no society can escape its responsibility to provide education for the children growing up in that society. It is therefore the responsibility of the State, Government and the communities to work together to promote and create educational and other social facilities that will give children living on the streets the opportunities to develop and participate fully in the main stream of the society. By so doing, they are respecting the basic human rights to provide and promote education for children, fulfilling their commitments, and complying with international conventions and agreements to that respects.

Cameroon has signed the United Nations Convention on the Rights of the Child and later became a signatory to the World Conference on Education for All held in Jomtien in 1990, at which a declaration was issued to the government to ensure that education is provided to all without discrimination or segregation. Cameroon not only complies with the 1948 Universal Declaration of Human Rights and other international agreements on the rights and well-being of the child, but also recognizes that education is a fundamental part of these human rights and that these rights must be respected and granted to all the out discrimination children, especially disadvantaged groups or marginalized people in particular. Furthermore, the Millennium Development Goals (2000) state that the achievement of universal primary education, the elimination of poverty and hunger, and the reduction of child mortality rates are among these goals.

UNICEF (2006), contends that the right to education is not only a human right, but also a vector to empowerment, a multiplier, and a transformative right. Furthermore these rights include the right to education, the right to learn, and the right to education and training. Education and training are indispensable for ensuring the physical, mental, spiritual, moral and cultural development of people, transferring cultural and social values to families and societies, and respecting human rights.

According to UNICEF (2006), education contributes to the realization of the public good, the development and maintenance of health, openness, transparency, tolerance, non-discrimination and participation in society, and provides a suitable environment for the realization of human rights. Education is particularly important for vulnerable groups such as street children, the poor and marginalized, indigenous peoples, girls and women, minorities, the disabled, and those living in poverty, because it is not only a tool for empowerment, but gives them another right to fulfill their social responsibilities fully in the society just like the other citizens.

In the same light of reasoning that the Cameroon constitution of 1996, in its preamble has made provisions which deal with the promotion, protection and care of the family in general and the welfare of vulnerable children in particular. Kimuyu(( et al. (1999) argue that universal education is considered a foundation for lifelong learning and human development and is an important component of reducing poverty and promoting growth in all areas of life. They added that countries rely on education to achieve their goals of expanding their economies and providing a better life for all citizens by 2030. At the individual level, the reason why children who receive the best education have a better chance in life is that education provides children with a strong foundation for lifelong learning and helps them develop the skills they need to live a good life in society.

If the assertion that education shape and transform the lives of children in general and the vulnerable in particular holds, then it creates appropriate grounds for us to investigate the impact non formal education in the rehabilitation of these children while in the re-educational centres. Volpi (2002), upholds that the presence of children on the streets is an alarm, signalling the dire need for social progress and poverty alleviation programs to improve the conditions of lives of these lots in the community.

It is against this back drop that we are to find out the effect of non-formal education in rehabilitation of these children.

### **Contextual Background**

The phenomenon was noticed in Cameroon in 1972 by a missionary known as Ives Des Cannes of the sacred Heart. From what he observed, the missionary made a report which was only published in 2003 by the ministry of social Affairs in its social statistics report. It was also remarked by the social statistics report that, truly, this phenomenon had been experienced in Cameroon in the 1980s. This phenomenon is very glaring in our urban , especially Yaounde, Douala, Bafoussam, Ngaoundere Maroua, etc. However, a report published by the Ministry of Housing and Urban Development in 1999 revealed that 450 children were identified on the streets of Yaounde.

This phenomenon also exists in Cameroon, but it is difficult to determine the number of street children. However, a study conducted by IRESCO in 2000 revealed that 450 children were living on the streets of Yaoundé. Another study by Mengue (2003) revealed that in Cameroon, street children were mostly raised in the cities of Douala, Ngaoundere, Garoua and Maroua. In addition, other studies conducted in our urban areas by Ndoumbe Manga (1993) and Mengue (2003) not only reported this phenomenon but also identified various groups of people at risk on our streets. They also upholds that these groups of street children do not only create difficult situations within themselves but also cause various health, social, economic, educational, social, and moral problems.

They went further to uphold the fact these categories of children on the streets not only constitute a complex phenomenon on their own, but also give rise to the creation of multitudes of problems in society, which range from economic, health, education, social and moral cries in the society. These studies carried out by these researchers not only demonstrate the existence of the phenomenon in our Cameroonian society but also show its complexity. Fonkoua (2018), upholds that the presence of these children on the streets does not only create economic, social and sociological difficulties for themselves and the immediate environment but to the society at large. These socio-economic difficulties faced by these children on our streets also encourage

the growth of different social ills. According to Scheper and Hughes (2004), on the streets, these children are faced with various social ills such as drugs abuse, poor health conditions, deplorable living environment, physical abuse, sexual harassment, child trafficking and child labour. Mimche (2006), on his part upholds the fact that child labour in its self reduces all the chances of a child having access to school consequently reduces his chances of attaining the normal academic ladder. He went further to ascertained that the concept of child labour is incompatible with normal schooling process. Consequently, the concept directly or indirectly increases the number of children who drift to the the streets. It means child labour is incompatible with normal schooling process. Therefore, it highly reduces the possibilities and chances of access to school, consequently increases the chances for these children to drift to the streets. In a study carried out by Manga (1992), on behalf of the Ministries of Social Affairs and Women Empowerment and the Family in Yaounde and Douala it shows that 71.5% of children on the streets who used this means (informal economy) for survival are school dropouts. These high dropout rates increase their gradual drift to the streets and finally they are being immatriculated as streets children. Therefore, access to education to these children means development of their skills, social development and consequently reverting to normal life in the society just like their peers. According the Los Angeles Times estimate it show that more 4600 street children lost their lives in the United States between the periods from 1990 to 1994.

Following the existence of this phenomenon in our Cameroonian settings, the question that easily comes to mind is how can these children be integrated or rehabilitated into the mainstream of the society so that they become a productive part of the entire society? This question becomes crucial for the state of Cameroon, if one looks at the Convention on the Rights of the Child 1993, which committed these states to draw up National Education Plans providing education for all children, which aligns with the Jomtien Declaration in 2000.

At this juncture, the crux of the matter is how to rehabilitate or integrate these children into our educational system. The provision of non formal education for these children in the form of literacy, numerical skills, civic, moral education, life skills, vocational education and ICT skills, will empower them and enable them to acquire

psychosocial skills, regain their place in the family and finally permit them to be socially integrated into the main stream of the society. Mvesso (1998), on his part, equally advocates for the social integration of these children by providing them with some form of non-formal education, which will lead to their reintegration into society. He went further to qualify this notion of giving these children education and training as universal civilization. It means each child within the global context is allowed to exhibit and excel in their talents, aptitudes and capabilities when and how it fits appropriately. This act will not only assist these children to improve upon their personal life or experiences, but it will enable them to re-gain their rightful places within the context of the globe.

The provision of non formal education in the present study means the provision of literacy and numerical skills. This means that all children in the world should be allowed to display and develop their talents, abilities, and skills at a reasonable and appropriate time. This measure will not only help these children improve their personal lives or experiences but will also help them regain their rightful place in the international community. Therefore, the assessment of literacy and digital skills is important. The United Nations Educational, Scientific and Cultural Organization (UNESCO) established the World Literacy Programme in 1966 as an initiative to initiate and define literacy as a human right (UNESCO, 2008); everyone can read and write. UNESCO (1957) defines literacy as follows: “A literate person is someone who understands the realities of daily life” (UNESCO, 2008, p. 18).

In 2002, the United Nations declared the years 2003-2012 as the United Nations Decade of Literacy. Resolution 56/116 recognizes the importance of literacy for lifelong learning and states that literacy is essential for all children, youth, and adults to acquire the skills that will enable them to face the challenges they face in life, and that education is important. It is a step towards achieving effective social and economic integration in the twentieth century (United Nations 2002b). Reading is a comprehensive learning process, not the product of many limitations and focused learning. Inspired by the fundamental ideas of Dewey and Piaget, teachers focus particularly on children's understanding of the knowledge or learning they acquire in education. Older people; Educational resources. Experience is one of the five principles

of andragogy or adult learning developed by Knowles (1980), who advocates a human-centered learning process. Learning in the middle and thinking about important things are important. Kobb (1986) developed the learning cycle, which involves learning information and reflecting on its importance. Therefore competence in literacy is essential if an individual is to participate fully in society and the workforce, engage in democratic processes, and contribute to society.

Torres (1993) also identified ways in which basic learning needs can be conceptualized and separated, particularly (a) the classification of reading and writing as the primary learning tools, teaching that reading and writing are always seen as concepts and skills; (b) speaking and mathematics are both useful and the rights to read, write and speak are part of language and must be understood through the understanding of speech ability; (d) it is simply a matter of "solving a problem" (the solution is one) rather than creating intellectual knowledge. These cognitive resources involve both tools (teaching to write better means learning to solve mathematical problems means having a better ability to solve other problems, etc.).

It is often thought that arithmetic is the result of good mathematics education and bad mathematics is the result of bad education. Recently, digital literacy has come to refer to the ability to process, interpret, and communicate numerical, qualitative, spatial, statistical, and mathematical information in a variety of contexts. Recent research on digital competence identifies three different digital situations (Gol, 2000). They include general explanations and decision-making situations. Appropriate situations require people to count, calculate, and otherwise manipulate numbers, quantities, objects, or visual elements, all of which require different language skills. Second, translation situations require people to understand spoken or written language as a multidimensional dataset without having to process numbers. Third, decision-making situations require people to search for and evaluate a variety of information to decide on a course of action, often involving conflicting goals, constraints, or uncertainties.

Knoblauch (1990) contends that literacy is a set of tangible skills that is based on the demands of everyday life and the changing technological and economic environment. Knoblauch also defines reading as a cultural practice. Again he upholds



reading not only as an intellectual skill but also as “knowledge of cultural heritage, better thinking skills, and even some appreciation of beauty” (Knoblauch, 1990, p. 77). The transition from spoken to written language has enriched people’s memories. It not only represents the characters but also provides a linear image for thinking, giving important meaning to thinking about thinking. Although consciousness is generally considered a good thing, it is due to classical epistemology and may not be good for a society formed by different types of thinking and interaction. Therefore, it is best to focus on speaking skills when understanding reading.

Governments around the world place great emphasis on improving literacy in their countries. As part of primary education, literacy is seen as a key factor in a country's development and economy. UNESCO considers reading to be a "fundamental human right" as part of its education strategy.

The Secretary General of the United Nations, Ban Ki-moon, on International Literacy Day (2009) focused on the empowering role of literacy:

*Literacy gives people tools to improve their livelihoods, participate in community decision-making, gain access to information about health care, and much more. Above all, it enables individuals to realize their rights as citizens and human beings.*

Literacy is also an important part of social justice. It provides people with access to social resources and facilitates participation in social organizations. It can be a source of joy and can help people expand their knowledge and understanding of themselves and the world. People tend to support the study of phonetics, which suggests that writing is a modification of speech and therefore more suitable for speech. Similarly, some argue that the alphabet is technically superior to other forms of writing because it is phonetic rather than relying on pictures to represent meaning (Olson, 1994). These ideas lead to deeper reflections on the concept of learning to read and write (Street, 2004). This knowledge of the discussion is linked to the development of social relations in which literacy becomes a condition or a tool for economic growth, prosperity, and the transition from oral to written (Good, 1977; Ong, 1982; Olson, 1977, 1994).

Therefore, the question of reading is part of the skill and the person who knows the purpose of the text. It is also a subject that includes the commitment to writing... Literacy in a society is not a matter of who can read and write, but of how he works and his mental, emotional, intellectual, physical, and intellectual skills. (McKitterick, 1990, p. 4). Literacy activities are objective, flexible, and dynamic; they combine speaking, listening, and critical thinking with reading and writing. (Department of Employment, Education and Training, Language and Literacy Policy, 1991, p. 5).

The next variable of non-formal education for this study is basic moral and civic education skills for these children.

In the Cameroonian context, civic and moral education has been influenced by a transformation in our educational system of “Civics” to “Citizenship” education, which was contained in ministerial circular N° 53/D/64/MINEDUC/IGP/ESG//PN – HG of November 1990. These changes were a result of some recommendations made during the National Forum on Education held in May 1995. The specific goals of the Forum were outlined concerning political, economic, social, and cultural considerations (MINEDUC,p.11,1995). In general terms, the goals of the National Forum were to make proposals for formulating a new educational policy for Cameroon so that it may evolve a new educational system that should enable it to meet today’s challenges and those of the twenty-first Century.( Mbella-Mbappe, p.1. 1995). The new orientation of the Cameroon educational system concerning the objectives of the school was very clear.

The conference defines the purpose of school as personal, social, moral, intellectual and political or public. For the individual, school should provide for the physical, mental, artistic, academic and moral development of the child, the development of his character. Regarding educational ethics, schools should develop an interest in international ethics such as respect for human rights, freedom, work and discipline. Whether political or public, schools should teach children about culture and traditions. This will include respect for others, tolerance, peace, justice and humanity, such as environmental protection, health education, agriculture, social discussion and cooperation. Schools have a responsibility to develop a sense of responsibility and patriotism in their students. They must become the best place for national integration

and the promotion of bilingual education. The Forum sees schools as a tool through which we can combat all forms of discrimination and develop attitudes that promote national and regional integration.

Fonkoua and Toukam (2007) in their book titled “Ethics and Citizenship Education in Cameroon” analyzed ethics and citizenship education in Cameroon during the integration of Cameroon into the international community. They shed light on the political, economic and cultural context of the country as well as some regional and international organizations that influence world citizens. To prepare the youth for the needs of not only our country but also our changing world, citizenship education is not only necessary but also indispensable. It is important to remember that citizenship education encompasses a wide range of skills and knowledge that directly or indirectly affect the lives of the youth and the nation. Citizenship education will include a good knowledge and understanding of the basic laws and regulations that govern local communities and local customs. These include the rights and responsibilities of those around us, tolerance of differences and difficulties, sustainable development, democracy, human security, environmental protection and use of natural resources, equality, and freedom.

This knowledge and understanding should be supported by the skills and abilities to think critically, analyze information, argue or reason, discuss differences of opinion, and be adaptable and participatory in social life. According to Dze-Ngwa (2007), citizenship education should include values and practices such as respect, justice, freedom, law, and the desire to listen to others and work with them. The aim of citizenship education is not only to educate young people and adults as good citizens but also to create and spread the values of peace, freedom, and development. The Pedagogic Support Center of the Ministry of Secondary Education designs and develops curricula that are appropriate to the needs of students. Citizenship is also a subject that aims to transform people into "participatory", "informed" and "responsible" individuals (Sanaa Osseiran & Betty Reardon 2008). This encompasses all types of learning, from formal education (in schools, colleges, and universities) to informal learning (not necessarily in the classroom). According to Herbert and Sears (2008), civic education aims to prepare individuals to participate as active and responsible citizens in democracy. Furthermore,

Nze-Ngwa (2008) argued that civic education is a formal and informal activity that aims to transform youth and adults into empowered, informed, and responsible citizens and society at large.

Broadly speaking, civic education aims to encourage and empower young people to play a more positive and meaningful role in their country's democracy (Davies, Gorard, & McGuinn, 2005). It is important that policy guidelines are often carefully designed to ensure that schools produce the kind of citizens that the government approves of for the country (Apple, 2003). Public education generally aims to produce effective learners based on knowledge, skills, and values.

One of the informal education programs that has a significant influence on the treatment of street children is life skills and vocational training. What are life skills? The World Health Organization defines life skills in the Life Skills for Health Strategy (1997) as the ability to adapt and good behavior that enable people to cope with the needs and problems of daily life. The World Health Organization (1997) defines life skills in various ways. The nature and definition of intellectual life will vary across cultures and contexts. However, a review of life skills shows that at the heart of life skills is the important process of leaders promoting the health and well-being of children and youth. The fact that young people make health decisions by considering different options and the consequences of different decisions can affect their consumption. Similarly, problem-solving enables us to solve problems in our lives. Many and unresolved problems can lead to mental stress and physical exhaustion.

Creative thinking helps us make decisions and solve problems by allowing us to explore alternatives and multiple consequences of our actions or missteps. It helps us go beyond direct experience, and creative thinking can help us respond more easily to situations in our daily lives, even when there are no issues or judgments.

Good communication means being able to express ourselves verbally and nonverbally, as appropriate to our culture and situation. This means being able to express thoughts and feelings, needs and fears. It can mean being able to ask for advice and help when needed. This could mean establishing and maintaining healthy relationships, which are essential to our mental health and well-being. This will mean

maintaining good relationships with family members, which is an important part of developing a healthy relationship. It could also mean the potential end of a relationship.

Self-awareness includes our recognition of ourselves, our character, our strengths and weaknesses, and our desires and dislikes. Self-awareness can help us recognize when we are stressed or under pressure. It is also often a prerequisite for effective communication and interpersonal relations, as well as for developing empathy for others.

Empathy is the ability to imagine the lives of others, even in situations we do not know. Consensus can improve our social relationships by helping us understand and accept people who are different from us, such as in cases of racial discrimination. Empathy can also help encourage people to adopt compassionate behaviors or empathy towards those who need care and assistance, such as those with AIDS or mental illness. These people will be discriminated against and excluded from the people they rely on for support. The country needs experts and qualified personnel for the success of life skills education. Vocational training should include training programs prepared by experts, approved by experts and expert groups in the field, to improve teachers' knowledge and skills in the subject. Parents should be trained to prepare their children for outdoor competitions. The theme of the Dakar Framework for Action held in Senegal in 2000 was "Education for All" and life skills were included in two of the six education goals for youth (Goal 3) and Education outcomes (Goal 6). The reasons for including life skills are as follows:

Life skill education is a value-added program which aims to provide students with strategies to make healthy choices that contribute to a meaningful life. It helps adolescents to understand their self and to assess their skills, abilities and areas of development. It also helps adolescents to get along with other people and adjust with their environment and making responsible decision. The main objective of life skill education is to enable the learner to develop a concept of oneself as a person of worth and dignity. Life skill education is a basic learning need for all individuals. Various skills like leadership, responsibility, communication, intellectual capacity, self-esteem, Interpersonal skill etc. extends its maximum level, if it is practicing effectively. We

need to create life skill education as the cornerstone of various youth programmers and an integral part of our formal education process.

Education for All is an important step towards recognizing that everyone, children, youth and adults, have the basic learning opportunities needed to meet their needs and aspirations. These needs are interconnected, so the whole idea is to integrate the learning of children and adults and the school and the phase of education outside the school begins. It also advocates special protection for girls, women and children who are “poor, vulnerable and disabled”. The challenge of mobility is to provide quality education for all, especially for disadvantaged groups such as children on the move. Education is essential for the economic, social, and cultural development of youth and adults and is a way of achieving equality through equal access to appropriate education and life skills. This means that every child has the right to education, regardless of gender, age, cultural background, ethnicity, religion, or race.

Vocational training should be evaluated as a component of rehabilitation for street children. While general education develops intellectual, thinking and critical thinking skills, vocational training develops practical skills, efficiency and problem-solving abilities. However, this simple distinction does not apply to analysis. A good plumber or electrician must have imagination and intelligence, and must be determined to solve problems. Similarly, a good surgeon must have various skills to be able to operate on expert patients. These simple differences can also lead to conflict and learning in working universities (Neave, 1978) or in the functioning of higher education (William, 1985).

The need to develop effective and employable skills has led to the development of work in the field of ‘vocationalisation’ in secondary education as well as in the field of general and ‘pre-vocational’ options. The main reason for this is that in some cases, the development of vocational and technical education at the secondary level can lead to the employment of graduates. At the same time, vocational and technical education programmes include a wide and diverse range of academic and vocational training. The tasks of this education, which are oriented towards the needs of the market (such as technical knowledge, flexibility, increased productivity) are given priority over graduates. Therefore, the call made by the Asian Development Bank (2008) in 2008 for

a shift in vocational and technical education approaches towards more effective content for the business world can be interpreted as an expansion of the main eight jobs by including secondary vocational and technical education. This change is a shift from a learning-focused development model at the secondary level to a skills-based development model. At the tertiary level, higher education has undergone changes in the last two decades due to the growth of higher education. The number of students enrolled in higher education worldwide doubled between 1991 and 2004 and continues to increase, especially in densely populated countries such as India. answer. The number of university students in India increased by 25% between 2005 and 2009 (UNESCO Institute for Statistics, 2010). While the increase was 9% in the East Asia and Pacific region as a whole, the overall change over time was low in North America and Western Europe. As student numbers increased, there was a greater focus on career development, leading to the professionalization of higher education (Maclean and Wilson 2009).

It is worth noting that the line between academic/vocational education and professional/work experience is blurring. As more people pursue higher education, there is a need to accommodate a wide range of interests and talents. Many students expect career courses to prepare them directly for work. The development and functioning of higher education has had a profound impact on the technical institutions of higher education, which are considered to be of greatest importance. At the political level, the conflict between universities and their curricula and work practices can be seen as a negative aspect of university development (Pavlova 2005). From an educational perspective, education that is disconnected from reality fails to provide university graduates with the skills necessary for employment. Linking higher education to the needs of society is a difficult task, as it is increasingly seen as an important issue by universities and politicians (European Commission 1995). Establishing relationships and partnerships between higher education and society has become one of the main goals of universities.

In developing work skills from a lifelong learning basis, TVET continues to include employer training, adult education and non-formal education. Education increasingly includes non-formal and informal education, and by education we mean developing people's self-supporting skills and giving them the opportunity to adapt to

the office. The main aim of the work is to develop training activities. In general, vocationalisation means practical teaching and/or work, business visits, practical training, and more practical use in general education. Maclean et al (2009) have noted that to enter the world of work, a transition from school to the world of work is necessary. As a result, programs designed to develop vocational skills increasingly emphasize lifelong learning and lifelong learning. Secondary and secondary education studies that work through the implementation of the lifelong learning model represent a major change in developing skills to remain stable in work and life. Today, there are many ways to learn about work and education around the world, providing students with more opportunities to develop their skills.

These children need support to develop their social skills. Governments and NGOs should create non-formal education opportunities to bring together children from different educational backgrounds, to bring together children with different skills, backgrounds and abilities, and to provide options that will prevent street children from having difficulties in their special education.

Fourthly, ICT skills, one variables of non formal education, will enhance the rehabilitation of street children in their centres. According to the Florida Center for Instructional Technology (2012), the TIM Model (Technology Integration Matrix) brings together five dimensions of the learning environment (active, collaborative, creative, authentic and goal-oriented) and five stages of technology integration (introduction, adoption, adaptation, infusion and transformation). The matrix, the characteristics of the learning environment and the level of technology integration together form a 25-cell table that provides guidance to teachers and schools to assess the level of technology integration in their curriculum and how technology can be integrated into teaching (Florida Center for Science and Technology Education, 2012). Effective technology education should develop the ability to understand the relationship between knowledge and differences in the standards and goals of the school. Classroom level, teacher, school, and demographic factors, as well as culture and desired learning outcomes, can guide the selection of the most appropriate integration model.

However, when students use the word processor's accuracy check feature, they also reach a second level, namely development (Oostveen, Muirhead, & Goodman,



2011). The second level is development, which supports the integration of technology into the learning process by incorporating applications such as presentations, background drawings, and the addition of pictures or visuals (Chell & Dowling, 2013). It focuses on the use of technology as a tool for enhancement, change, and efficiency (Puentedura, 2013). The third level, adaptation, is achieved when teachers use technology to engage students in the learning process (Hos-McGrane, 2011). For example, students use interactive tools in online learning spaces and virtual portals such as blogs, discussion groups, and newsletters where they can publish their work and receive feedback from their peers and teachers (Oostveen et al., 2011).

The final stage, reinterpretation, is reached when teachers and students use technology to create something new or accomplish tasks that were previously unimaginable (Puentedura, 2013). Examples of successful reworking include videos, presentations, and other items that students create that can be shared or displayed with peers or other audiences (Hos-McGrane, 2011). and the concept of pedagogical content knowledge (PCK). Shulman identified seven layers of knowledge: content, curriculum, and general teaching strategies for students, characteristics of students, learning content, and goals.

According to Tchombe (2002), strongly upholds that for any pragmatic interventions to prevent the drifting of children to the streets, social policies should be put in place to make amenities available, create opportunities to improve family life and provide vocational skills to these children. She further upholds that, while preventive interventions are essential to curb the flow of children into the streets, those already facing the hardship of street life need immediate opportunities for their progress, self-fulfilment and development through education, which takes the form of practical life skills programs. In the same line of reasoning, Cumber and Tsoka-Gwegweni (2016), upholding the views above, stated that the State of Cameroon and other stakeholders working with street children should design specific programmes to meet the specific needs of these children. These programmes should include indoor sports and cultural activities like swimming, games, dancing singing and football competition, thereby improving these children's coping measures, self-esteem and quality of life. These measures will permit them learn skills, develop a sense of belonging and actively

participate in the development of the society. It is against this back drop, we are attempting to find out the impact of non formal education in the rehabilitation of street children in Cameroon.

### **Justification of the Study**

Education has been widely used as an agent of change. This was the view put forward by Theodore Schultz in the 1960s when he explained his theory of human capital. He believed that the quality and knowledge of the population were the primary factors that concerned the future health of humanity. (Schutz 1961). According to Psacharopoulos (1985, S5), education is widely seen as the path to economic success, the key to science and technology, the solution to unemployment, the basis of social interaction, and the dissemination of important political and cultural values. Harbison and Hanushek (1992), Ruther argue that a country that cannot develop the skills and knowledge of its people and use them effectively in the domestic economy cannot develop in other areas. There are many ways to get an education that are not limited to a classroom or school. So what is education? Education can take many forms, depending on the goals and specific needs of the students at each stage of their lives. We now conceptualize education as a teaching and learning process, acquiring and transmitting knowledge, skills and attitudes, as well as developing the person as a public figure, by feeding from many sources. Now we will examine the different types of learning and explain some of their characteristics. Education can be divided into various types such as informal education, formal education, and non-formal education, depending on the content, method, curriculum, and teaching materials used.

These children need education and training to complete their recovery. The United Nations Convention on the Rights of the Child, adopted in 1989 and entered into force in September 1990, refers to these children as "children in a vulnerable situation" and states that they need special care. Article 27 advocates the reestablishment of relationships between all abandoned and abused children. Therefore, street children in this category need to be rehabilitated so that they can live a good life in society.

UNICEF (1993), *Reaching the "Unreached" states*

*The characteristics of a successful non-formal education approach are becoming known, active, community/parent's involvement, small*

*catchment areas, minimal capital cost, knowledge of local conditions and needs, recruitments of persons, teachers from the community, short initial training but continues upgrading and support, simplified curricular, with emphasis on learning life skills, regular external inputs from NGOs and administrations.*

Providing informal education will help these children to improve. According to Mvesso (1998), informal education will be a good foundation for the socialization of these children. However, some authors/scientists have tried to define informal learning as Coombs' type of learning. According to Coombs et al. (1973), Informal education is a long-term process in which individuals acquire knowledge from daily experiences, family and friends, work and play, shops, libraries, and major news...

Formal education... a hierarchical and chronological “educational path” that includes general education from primary school to university, as well as various specialized courses and full-time technical and educational institutions.

Non-formal education: any organized activity outside the established formal system, whether operating separately or as an essential feature of some broader activity, that is intended to serve identifiable learning clientele and learning objectives. Drawing inspiration from Coombs, Presser, and Ahmed (1973). Baguma and Okecho 2010, p.2) non-formal education refers to as that type of education which takes place outside the formally organized school, such as adult literacy and continuing education programs for adults and out-of-school youth, we do not necessarily emphasize certification.

The difference between formal and informal education is largely a matter of management. Formal education is closely linked to schools and institutions, informal education is linked to community groups and other organizations, and informal education involves others. You can see this in your interactions with friends, family, and co-workers at work (Combs and Ahmed 1974). The difficulty here is that people often plan education as part of their daily lives, so the boundaries quickly become blurred. As Fordham (1993) noted, these definitions are not intended to be rigid categories. There can be some overlap (confusion) especially between formal and informal education. A slightly different approach to non-formal education is the concept of non-formal education. In order to understand informal and non-formal education, it is important to examine the concept of informal education. According to Ngaka (2010). Informal

learning refers to the unconscious process by which people acquire and record experiences, knowledge, skills, attitudes and understandings through daily life and contact with the environment. Kleis, Lang, Mietus and Tiapula (1973, pp. 3-4, cited in Ettling, 1993, p. 73) found that informal learning involves unplanned or unorganized daily experiences. This is wrong education. This learning can occur through family, neighbors, work, entertainment, shopping, libraries, and mass media (Combs, Pressor, and Ahmed, 19973).

Each type of learning therefore determines its own resources, environment, target audience, and ultimate goal. We will now examine some of the changes in informal education and how they affect the treatment of street children in Cameroon. These will include literacy and digital skills, civic and ethical education, life skills, vocational training, and ICT skills.

As the World Education Forum has shown, the educational needs of young people, especially those from disadvantaged groups, are very diverse and need to be met by many machines. The reading skills that students acquire are not a skill in themselves, but also a means to acquire other life skills. Advocates of universal university education (UPE), especially governments, believe that universal education will lead to higher educational achievement, economic growth, increased social cohesion, reduced regional inequalities and improved health. The way children learn will allow them to learn skills through interaction, develop cognitive skills, and try to use them to solve everyday problems. This is especially true since they do not have the opportunity to get a degree and acquire the skills they need to integrate and thrive in society. According to Adams (1993), reading is often understood as a skill, especially reading and writing skills that are independent of the context in which they are acquired. Education for All is an important step towards recognizing that there are important educational needs that everyone, including children, adolescents, and adults, must meet and that these needs interact, thus linking the education of children and adults with education outside of schools and education. is combined with education and is the general idea of basic education.

According to Oxenham (1980 p.87), a person is considered competent when he has acquired the knowledge and skills to participate in all activities necessary for the

good functioning of his group and society and when he knows that: His excellent performance in reading, writing and mathematics has enabled him to continue to use these skills to strengthen both himself and his society. The Dakar Declaration was put forward to achieve this fundamental goal: Education for all.

Its goal (1) is to expand and improve early childhood education, especially for disadvantaged and disadvantaged children. Goal (3) aims to ensure that the educational needs of youth and adults are met through access to appropriate education and life skills. Its mission (6) states that it aims to improve all aspects of quality education and make it accessible to all, so that everyone can achieve recognized and measurable learning outcomes in reading, mathematics, and important life skills. Schultz (1981) believes that a well-informed and knowledgeable population is the determining factor of future human health. On a personal level, children who receive the best education will have a better life because education provides a strong foundation for lifelong learning and helps children develop intelligent skills to live a good life in society. The report called on the government and other educational institutions to provide education to all children, regardless of age, gender, race, or place of residence.

Street children, one of the most vulnerable groups among street children, need education, which is not only a right but also a source of support for themselves and society. Graham-Brown (1991: 76) argues that once people acquire basic reading skills, regardless of the specific texts, this process will create a need for further education. After reading, to "make up" for the lack of learning or Increase participation or intelligence. Providing literacy education to children can increase their academic success, thus relieving them from the stigma of marginalization in society. This will also increase their education and training. Mwangi (2001) argued that basic literacy and life skills should be part of the informal curriculum for street children. Children. According to Emile Durkheim (1922), education is a fundamental factor that plays an important role in socialization.

He further states training acquired by a learner will influence the behavior positively in society. This positive influence will lead them to learn rules that mold them into good citizens of that society. Perhaps the strongest assertion of renewed commitment to literacy has been the declaration of the United Nations literacy decade.

UNESCO supported the international drive to spread literacy as part of its concerted efforts to promote a basic range of skills, including acquiring literacy as a fundamental aspect of individual development and human rights (UNESCO, 1947). UNESCO supported the idea of a fundamental education centered mainly upon the skills of reading and writing, which was reflected in UNESCO's (1958) statement that a literate person could, with understanding, read and write a short, simple statement on his or her everyday life. It should be noted that, increasingly, literacy was viewed as a necessary condition for economic growth and national development.

The increase in literacy has shown that creating a literate environment and society is essential to achieving the goals of eradicating poverty, reducing child mortality, managing population growth, ensuring gender equality, sustainable development, peace and democracy. UNESCO's emphasis on the goal of universal literacy with the slogan "Literacy is Freedom" reflects a change in the concept of literacy. Street children, one of the most vulnerable groups among street children, need not only education as a right, but also a place of their own and good relationships. Graham-Brown (1991: 76) argues that after people acquire basic reading skills, whatever their specific form, this process creates a need for further learning. After reading, "compensating" for deficient learning or developing participation or skills. Providing literacy education to street children can help them improve their educational attainment and thus avoid the stigma of marginalization in their society. This will also enhance their education and training.

To clarify this point, the next difference to be discussed is the civic moral education of students (in our case, street children). Moral skills are another important skill that helps these children in their rehabilitation process. Faw (1980) suggests that the development of honesty is the basic principle of behavioral control. According to Fonkoua (2018), education, ethics, citizenship and some vocational training strengthens the students' (street children) ability to live harmoniously in society or community. He added that moral education will instill in the child certain cultural values, traditions, morality, tribal spirit and good character.

Fonkoua and Toukam (2007), further uphold the fact that education is the only technique by which a society initiates its youths to values which characterize the life of

its civilization, “Knowing what to do” will permit the street child learns to develop aptitudes in many domains in life at the end of the day this will lead to his autonomy in the society.

According to the National Education Forum (1995), in the ethical dimension of education, it is stated that schools should raise children to have universal ethical values such as respect for human rights, freedom, freedom to work and discipline. . Schools, as a political or civil institution, should provide children with information about culture and tradition. This will include respect for others, tolerance, peace, justice and humanitarian issues such as environmental protection, health education, agriculture, cooperation, discussion and working together. Schools have the responsibility to instill civic responsibility and love of country in students. This should be the best place to exercise national unity and promote bilingual education. The Conference considers that schools are a tool through which we can combat all forms of discrimination and create attitudes that promote national and sub-regional integration.

We now examine life skills and vocational training as variables affecting road construction in Cameroon. UNICEF (2012) defines life skills as psychological and social skills that help people make decisions, communicate effectively, solve problems, and develop self-management skills. These skills are essential for living healthy and fulfilling lives. Given the importance of life skills, the best strategy for teaching life skills is to make them available to all children and youth in schools. Life skills education supports the learning of resources that lead to good health, social relationships, and mental well-being. Ideally, this learning should occur at an early age, before negative behavioral patterns and interactions are established.

Youth’s worldwide face many physiological, psychological, social and economic challenges, and Life-Skills Education (LSE) was seemingly designed to help them cope with these challenges and became an examinable subject since 2010. The ability to succeed in life skills exams notwithstanding does not forcefully imply the acquisition and integration of solid life-skills. It is however obvious that the importance of life-skills has been understood by several nations who now teach it at schools. This seems to elaborate the importance of life skills to children and young people to make educators include the teaching of it in schools. (The Centre for Social Research, 2011:1;

Hanbury, 2008). However this study, supposes that teaching life-skills is different from developing it; developing life-skills might be a guiding process that highlights and motivates the learner unknown to him to develop the skills naturally. This could come from them expressing themselves and getting aware of what they have as potential ideas, putting these ideas into practice, in discussions, role plays, drama and group work. More of a spontaneous and suitable climate could be best for the development of skills in a natural way.

Teachers are under pressure to teach more and more content throughout the school year, but they rarely think about developing students' life skills. Life skills, however, refer to the abilities that can help students succeed in their work lives. These skills should allow students to solve problems through creative thinking as well as developing their personal and social skills (Jensen, 2009: 42).

According to Tambo (2003), holistic learning is “the essence of the process by which people develop knowledge, attitudes, and behaviors that are useful to themselves and to the society in which they live” (p. 5). It is worth noting that this definition may obscure the fact that education encompasses many processes that are important for personal and social life. Living in a community often brings challenges that must be overcome. Therefore, people need to develop life skills to cope. This can be seen as extending beyond acquiring academic knowledge to acquiring a character that will use that knowledge. Learning is essentially a skill, so knowledge can easily be confused with learning. Students can learn with their hands, their heads, and their hearts, so teachers should create opportunities for them to develop their intellectual, social, and imaginative skills through creativity (Tambo, 2003; Vella, 1995). In other words, it helps students develop their skills by facing challenges in various areas of learning on a daily basis.

The Centre for Social Research (2011) obtained research results from interviews with teachers and focus group discussions with students that revealed on the other hand that teachers think of LSE as helpful to decline pregnancy rates, reduction in the number of learners dropping out of school, reduction in boy-girl relationships and increased self-esteem. Learners on the other hand believe that LSE empowers students to make realistic goals in life, enables them to make informed decisions, overcome peer



pressure, cope with stress and anxiety, raise their ability to manage interpersonal conflicts, realize the dangers of premarital sex and early pregnancies and empowers them with knowledge and information to avoid sexually transmitted diseases. Students in Cameroon schools may not have Life-skills Education at schools but have other forum through which similar lessons are taught. In spite of this knowledge, the general absence of Life-Skills in students could imply an abortion of the intended objectives of LSE. The opportunity to practice these skills through given opportunities provided by class teachers as support structures for life skills development if given serious thought may produce better results.

The use of autonomy to learn has been found to have lasting impact as its process of educating that is based on inquiry and discovery, not only motivates students but facilitates the implementation of whatever skills they have acquired naturally (Vella, 1995). Alternatively, it could be said that opportunities deliberately given to students to interact liberally, express themselves freely on their views in handling life issues may promote great life-skills development if properly facilitated and controlled.

Social skills include interaction with peers in the classroom as well as with others in society. Pupils are given adequate instruction concerning their behavior in society. They are taught proper behavior in public places, such as at parties, in banks, in a shop, and at a restaurant. Acquiring these skills may eventually help them to gain occupational opportunities in society.

Mayer and Wittrock (as cited in Seifert & Sutton, 2009, p.187) stipulate that *“Somewhat less open-ended than creative thinking is problem-solving, the analysis and solution of tasks or situations that are complex or ambiguous and that pose difficulties or obstacles of some kind.”* Whatever the case, it can be said that critical thinking, creative thinking, and problem-solving are all skills requiring the cognitive analytical processes and decision-making on best alternatives growing inability in a continuum.

As previously stated, the Mental Health Initiative (1997, p. 2) defines life skills as “adaptive and adaptable behaviors that enable individuals to cope with the emotions and problems of everyday life”; areas where emphasis is given to decision making, problem solving, creative thinking, critical thinking, effective communication, interpersonal relationships, self-awareness, imagination, problem solving and problem

solving skills. These skills can be classified as cognitive, social and emotional skills and are considered as such in this study. The Mental Health Service (1997) explains that decision making helps us cope with decisions in our lives, problem solving helps us solve problems in our lives and thinking creativity enables us to explore alternatives and to bear the consequences of failure. Another view among researchers is that decision making, problem solving and intelligence are cognitive processes that provide the insight to choose the best option in any given situation.

In other words, having these skills will lead to ideas that are positive, useful, and will allow for fair decisions to be made about the current situation. Life skills are the most important transferable skills that are valuable and useful in a child's life. If they can learn important life skills during their education, their lives will be meaningful and fulfilling. (National Research Council, 2013). Some of the basic life skills needed for independence and well-being are daily living skills, social skills, interpersonal skills, and job skills (Cronin, 1996). Daily living skills include personal hygiene, eating, cooking, spending money, shopping, and paying bills. These lifestyle habits can be taught at home by parents or at school by teachers. At school, teachers can teach children to find the lowest value item and the highest value item and to determine the difference between the two. In this way, parents and teachers can help students independently solve certain tasks in daily life.

The school is an appropriate place for the introduction of life skills education because of:

- the role of schools in the socialization of young people;
- access to children and adolescents on a large scale
- economic efficiencies (uses existing infrastructure);
- experienced teachers already in place;
- high credibility with parents and community members;
- possibilities for short and long-term evaluation.

Even in countries where a significant proportion of children do not complete schooling, the introduction of life skills education in schools should be a priority. Life skills education is highly relevant to the daily needs of young people. When it is part of the school curriculum, the indications are that it helps to prevent school drop-out.

Furthermore, once experience has been gained in the development and implementation of a life skills programme for schools, this may help with the creation and implementation of programmes for other settings.

Therefore, training in life skills will harness the capacities, abilities, and aptitudes of street children into practical and rewarding ends for themselves and the societies at large.

Tchombe (2002), suggests that for any programmatic interventions to prevent the drifting of children to the streets, policies should be implemented to create amenity activities, create opportunities to improve upon family life and provide vocational skills for those already in the streets.

(UNESCO, 2001) in its revised recommendation on Technical and Vocational and Training notes: "Given the immense scientific-technological and socio-economic development, either in progress or envisaged which characterize the present era, particularly globalization and the revolution in information and communication technology, technical and vocational education should be a vital aspect of educational process in all Countries" Vocational education is important because it enriches a person for life and it provides the competences which are necessary in a democratic society. Societal and economic development depends on the strength of vocational education as it provides access to skills and entry routes into the labour market. This can be particularly true for the underprivileged and marginalized groups; it can also be an important route toward a better life.

Using ICT as tools to support traditional teaching methods to fully ICT-enabled courses that entail a completely different way of teaching. Below is some evidence of the impact of ICT on educational achievements and how ICT is used in education. It throws light on whether ICT should be a supplementary tool or an enabler of change and innovation.

In its report on the use of eLearning in tertiary education, the OECD (2005) distinguishes four different levels, depending on how prominent the eLearning tools are in courses: *Web-supplemented courses* focus on classroom-based teaching but include elements such as putting a course outline and lecture notes online, using e-mail and links to online resources. *Web-dependent courses* require students to use the Internet for

key elements of the programme such as online discussions, assessments, or online project/collaborative work, but without significant reduction in classroom time. In *mixed-mode courses*, the e-learning element begins to replace classroom time. Online discussions, assessments, or project/collaborative work replace some face-to-face teaching and learning. However significant campus attendance remains part of the mix. In *fully online courses*, students can follow courses offered by a university in one city from another town, country or time zone.

The types of e-learning offered by universities range across the e-learning spectrum, but in most campus-based institutions, the growth of e-learning has not altered the fact that face-to-face classroom teaching remains central. Contrary to the predictions, distance online learning in general and cross-border e-learning by students outside the country where the institution's central campus is located has yet to emerge as significant activities. In most institutions, cross-border enrolments for e-learning are small-scale, peripheral activities and fully online courses account for less than 5% of total enrolments. Most e-learning activity is thus related to modules or course segments, reflecting the dominance of e-learning as a supplementary tool (OECD 2005).

Therefore, street children who might not be opportune to attend formal education should be sensitized, encouraged or motivated and provided with non-formal education in the society.

These skills can be acquired in formal or non-formal settings in their training in rehabilitate institutions. This can vividly be explained in the notion of transfer of learning as Tanyi (2009), put it "the ultimate goal of teaching or educational experiences both in and out of school is to enable the individual to meet new situations of various degrees of relatedness and similarities more effectively as that it makes the individual functional in the society". This means the experiences acquired by each learner not only expose the learner to new situations, but give the learner the abilities and capacities to fully or squarely handle the challenges of the new situations the learner faces. Children in general, and these vulnerable groups, in particular, need some basic skills not for their self-fulfilment but as prerequisites for their harmonious socialisation. These children need basic trade skills which enable them to be fully integrated into the mainstream of society. Mwangi (2001), on his part, proposed that basic literacy and a

source of livelihood should be part of the non-formal education curriculum meant for street children. Children. According to Emile Durkheim (1922), education is one of the factors which plays a vital role in social integration. He further states training acquired by a learner will influence the behaviour positively in the society.

Tchombe (2002), strongly upholds that for any pragmatic interventions to prevent the drifting of children to the streets, social policies should be implemented, make amenities available, create opportunities to improve family life and provide vocational skills to these children. She upheld that preventive interventions are essential to curb the flow of children into the streets; those already facing the hardship of the street life need immediate opportunities for their progress, self-fulfillment and development through education, which takes the form of practical life skills programs.

Cumber and Tsoka-Gwegweni (2016) advocate designing specific programs to meet the specific needs of the children. These programs should include indoor sports and cultural activities like swimming, games, dancing, singing and football competitions, thereby improving the coping measures, self-esteem and quality of life for these children. In light of these perspectives, various stakeholders concerned with the well-being of these children are preoccupied with putting in place strategies to rehabilitate or integrate into our educational system. They will be part and parcel of society just like their peers with regular schooling facilities.

Against this background, this researcher deemed it necessary to investigate the effect of non formal education on the rehabilitation of street street in Cameroon.

### **The Statement of the Problem**

According to the Universal Declaration of Human Rights 1948, education remains a fundamental human right that enables the personal growth and development of the child and the progress of society at large. Furthermore, the United Nations Convention on the Rights of the Child, enacted in September 1989, described important areas of the rights and interests of children. Some very significant rights are health, education and the provision of basic amenities. Therefore, it is undeniable fact that children between the ages of 12 and 18 years are supposed to be found within a school setting for education, which will enable them to equip with psychosocial skills and socially integrated leading

to family reunification, equally that will permit them to become a productive part of the society.

But ironically, a close observation of some of our major cities, such as Yaounde, Bamenda, Douala, Bafoussam and Maroua, it will be noticed that children of school-going age roam the streets of these cities. In a study by Ndoumbe Manga (1992), in Yaounde and Douala, 71.5% of the children found on the streets were dropouts. Furthermore, a study carried out by Cumber and Tsoka-Gwegweni (2016) found that over 77.4% of these children dropped out of primary school, and 21.3% had no formal education. One of the rights often violated by these children is the right to education. Education is one of the fundamental Rights of which street children are primarily deprived, and this deprivation must be considered a potential source of violation of Human Rights.

The project created by the Ministry of social Affairs in 2008 and other partners adopted a collaborative framework working towards reintegrating these children into society so they can live normal life. Sources from the Ministry of social Affairs state that 2007 181 street children were identified, 119 joined their respective families, and 62 returned to regular schools. In 2008, the Ministry of Social Affairs, spearheaded by the project, identified 435 street children and succeeded in returning 108 of them to their families; 32 of them were admitted into regular schools, and 285 went to re-educational institutions. In 2013, 530 were identified, and 325 joined their respective families. In 2014, the Ministry of Social Affairs d 32 street childrenwith their respective families. In 2018, about 877 children were identified; in 2019, about 442 children were identified on the street by the ministry of social Affairs. But it should be noted that these figures are not exhaustive. Despite these measures being taken by the government, the presence of these children is still very glaring on the streets of our major cities such as Yaounde, Douala, Ngaoundere, Bafousam and Maroua.

Apart from the low and non-scolarisation level faced by these children, they equally encounter other social ills on the streets. According to (Ndoumbe Manga, 1993; and Mengue, 2003), they uphold that the categories of children living on our streets are not only at risk but face many problems ranging from economic, health, social and moral crises. According to Fonkoua (2018), the presence of these children on the streets

does not only create economic, social and sociological difficulties for themselves and the immediate environment but equally for the society at large. In light of these perspectives, various stakeholders concerned with the well-being of these children are pre-occupied with the question of putting in place strategies which can enable these children to be rehabilitated or integrated into our educational system. Therefore if education remains a vector for development and insertion for these vulnerable group, it is in this light that this researcher is prompted to find out, what can be the effect of non formal education on the rehabilitation of these children ?

### **The Objective of the study**

#### **General objective**

The study sets to find out the effect of non formal education on the rehabilitation of street children.

#### **Specific objectives**

The specific objectives of this study are as follows;

- To find out the effect of basic literacy and numerical skills on the rehabilitation of street children.
- To find out the effect of basic civic and moral education skills on the rehabilitation of street children.
- To find out the effect of life skills and vocational education on the rehabilitation of street children.
- To find out the effect of ICT skills on the rehabilitation of street children.

#### **Research Question**

If we consider that non-formal education will impact the rehabilitation of street children, then it will be imperative for the researcher to examine some research questions that will guide the study.

### **General Research Question**

What is the effect of non formal education on the rehabilitation of street children?

This general research question can be broken down into specific research questions.

### **Specific research questions**

- What is the effect of basic literacy and numerical skills on the rehabilitation of street children?
- What is the effect of basic civic and moral education on the rehabilitation of street children?
- What is the effect of life skills and vocational education on the rehabilitation of street children?
- What is the effect of ICT skills on the rehabilitation of street children?

### **Hypotheses**

After stating our research questions, the researcher will then proceed to formulate the hypotheses of the study. According to Barry (1998), “hypothesis is a clear specific proposition or explanation that can be tested to determine whether or not it is true”. It presents a simple form of a statement of the researcher’s expectations relative to a relationship between two variables within the problem with the understanding that the investigations may either lead to its rejection or its reflection; for this reason, the researcher has decided to come up with the following hypotheses.

### **General hypothesis**

There is a significant relationship between non-formal education and the rehabilitation of street children.

### **Specific hypotheses**

- There is a significant relationship between basic literacy, numerical skills and the rehabilitation of street children.



- There is a significant relationship between basic civic and moral education and the rehabilitation of street children.
- There is a significant relationship between life skills, vocational education and the rehabilitation of street children.
- There is a significant relationship between ICT skills and the rehabilitation of street children.

### **Delimitation of the Study**

The limit or boundaries of this study will be set in thematical and geographical perspective. According to Ogula (2009), the scope of research work specifies the bounderies of the study according to time spread, content and discipline. Here the focus of the study is on re-educational centers housing street children in Cameroon. This research work involve both privately owned and public re-educational centers.

### **Theoritical Limitation**

In this research work four theories were employed to enable the researcher to explain and expantiate on the concepts of non formal education and rehabilitation of street children in Cameroon. The study uses four educational theories to assist in the rehabilitation of street children. The first is the Social Learning theory of Albert Bandura (1961), the Transformative Learning theory of Mezorow (1990) the Psychosocial theory of Development by Erik Erikson (1963) and the Maslow theory of self-esteem (1954). These theories facilitated the understanding of events, behaviours/ development that exits between the variables of the study namely non formal education and rehabilitation.

### **The Thematic limitation**

The study falls within the sphere of educational management. Managers, educators and other caregivers of re-educational centers will exploit the non formal education variables to meet up with certain standards in their various center for the good of these children. They will use various techniques to exploit these variable of basic literacy and numercy, civic and moral education, life skills and vocational education and finally ICT skills. This will assist them attain their goal of rehabilitation. As per this

study rehabilitation here means social integration, psychosocial skills and family reunification for these children. UNESCO supported the idea of a fundamental education centred mainly upon the skills of reading and writing, which was reflected in UNESCO's (1958) statement that a literate person could, with understanding, read and write a short, simple statement on his or her everyday life. The study deals with appropriate educational training given to street children in rehabilitation centres to enable them to live a sustained life in society after passing through the centre. As earlier mentioned reference is made to the trainers techniques, methods and approaches used in the various non formal educational variables such as literacy, numerical skills, basic moral and civic education skills, life skills and vocational education and ICT skills. This equally includes the trainees in the centers and ex-trainees from the various centers.

### **The Significance of the Study**

The researchers conducted this study with the aim of improving the living conditions of street children in the society. These studies will help the government to determine the strengths and weaknesses of the actual measures and how these measures can be investigated and improved to bring disadvantaged groups to the forefront of society. This study will show that even if these children are on the streets, they still have talents, and potential, and potential that can be utilized and can be utilized well in meaningful areas of life. They will help themselves, their families, and the whole society. They will be a part of life, so they will become independent, and most importantly, they will disappear from the streets.

These rights of children will not only be recognized but also respected by all members of society. With this understanding and knowledge, the larger society will look after these children, treat them, and provide them with the care and protection they deserve. Eventually, these children will regain their lost social status and re-integrate into the mainstream of society. This work will help create awareness among street children that even though they are on the streets, they are a potential force for national progress and can contribute to nation-building. Newcomers to society will learn and understand that they have many talents or skills that can be developed into specific life skills that will help them adapt to their families, become independent individuals, etc.

They will learn and understand that living on the streets is temporary and not permanent. They will also learn and understand that not having the opportunity to receive a technical education does not mean that all is lost and that they still have time.

### **To Policy Makers**

Research shows that the concept of education should be considered and applied in a broader context. This means that our education system needs to be improved and all forms of learning should be included in the curriculum. This means that formal education, informal education, and informal learning should be part of the curriculum. Curriculum designers and planners will include and evaluate all aspects of learning in the curriculum to ensure that the needs of all students are met. This work will also help stakeholders in the field such as civil society, non-governmental organizations (NGOs), and international organizations to educate and inform the public about their work, care, and protection or responsibilities towards these children. Thanks to this education and re-education, some of the harm that society inflicts on children and young people can be reduced or even eliminated.

### **Curriculum designers**

This study will help designers design and deliver new courses that will meet the needs of different learners. The research will lead to new changes in the curriculum, making it more flexible and adaptable to the needs of the learners. This will lead to the development, adaptation and differentiation of pedagogy to meet the needs of different learners. It will improve the learning environment and thus reduce the cost of education. This make the curricular more holistic and pragmatic to meet the diveres learning needs of all learners. The government will strengthen research in various areas through the National Agency for Citizen Participation Development and some institutions such as the Ministry of Social Affairs, the Ministry of Women Empowerment, and the Ministry of Family, which focus on the well-being of people and children. Through these studies, comprehensive data can be generated to reach families, identify the paths followed by children, and document their needs. From this information or list, innovative, modified, educational, and participatory approaches to these vulnerable groups can be developed or designed, explained, and implemented. Likewise, governments can develop new

laws, enact them, and implement international standards and laws regulating children's rights to promote children's rights and ensure that these rights are strictly respected.

### **To Parents**

This study will help parents realize the important role they play in self-regulation and security. This study will also help parents raise awareness that these children are an important part of the family even if they are on the street. Therefore, parents will support and encourage them to establish healthy relationships with their children.

This will encourage parents to participate in their children's education and training or projects. This study will prove to parents that even if their children are seen as outcasts by society, they are not as valuable as society gives them. They are important and valuable members of society; all they need is some education or re-education to be able to participate in society. This course will encourage parents to be open and courageous in educating their children and to do what is most important..

### **Managers of re-educational centres**

This study will raise awareness and encourage governments to re-examine some of the socio-economic factors that lead to children being taken from their families and thrown onto the streets. Given the difficulties that street children face, the lesson that governments can learn from this study is that they need to develop new education programs that are tailored to the needs of street children. It will also remind them that existing programs for street children need to be strengthened and integrated into society. Again it will give the the latitude to modify and adapt their content and teaching methods to suit the learning needs of the children.

This study will help change the negative perception of street children in society. It will raise awareness that street children have certain talents, skills, and abilities that can be used even if they do not have the opportunity to receive education. These skills can be put to good use for the benefit of humanity. These goals can be achieved through education or training that will enable individuals to acquire certain skills or lifestyles.

This training will create opportunities for leaders to review their strategies for dealing with and managing children while they are in the facility. Leaders will be able to update their skills in dealing with these children through new lessons, discussions and training. Leaders will learn to collaborate and strengthen relationships with other organizations working on the treatment of street children

### **Definition of Operational Concepts**

In this part of our work, we shall define some important concepts, namely street children, non-formal education, and rehabilitation:

#### ***Street Children***

The definition of street children, as composed by a Danish research group and adapted by the European Council of street children studying group, refers to “children who are under the age of 18 years and live in a street environment for a short/long period, can be defined as street children. These children wander around from here to there and maintain their relations among their friends in the streets. Officially, they can show the address of the house where their parents live or any social welfare institution as their address; what is striking is that they have either limited relations with their parents and teachers or have no relation with them” (Ulugtekin, 1997, adapted by: Gecer,2006).

UNICEF (1986) defined street children more broadly and comprehensively. UNICEF explains the concept of street children in three groups as follows:

Group 1: Children who are constantly in relation with their families. Most of the children in this group come from low-income families. Despite the daily difficulties of the children, the majority of the children are in touch with their families. These children work under the control of their families in the morning and then return to their houses in the evening.

Group 2: Children who are barely in touch with their families. Only a few of the children do not have continuous relations. Although these children have weak relations with their families, their relations have not been cut off completely. Children still identify themselves with their parents and siblings. Children who spend their time

hocking in the streets or just wandering and returning home at night are known as “*street children*”. This group is divided into two sub-groups. Those who work outside their cities and send money to their families and those with weak family ties.

Group 3: Children who have no relations with their families. The number of children in this group is less, but they come from the poorest part of the society. They have no relations with their families and try to survive independently. They spend twenty-four hours on the streets; while some have limited relations with their families, others are entirely cut off. The most proper definition is “street children” (Atauz 1999).

The term street Children refers to children who have spent a significant portion of their lives on the streets and rely on the street for their livelihood without much adult supervision. Some of these children may appear unkempt and behave in questionable ways. They may travel alone or in groups and engage in activities that some may consider silly. They move alone or in groups and play silly games. According to “UNICEF” (2010), street children are those for whom the street (in the widest sense of the word, that is, unoccupied dwellings, wastelands etc.), more than their family, has become their real home, a situation in which there is no protection, supervision, or direction from responsible adults.

According to Michel Grégoire (1988), he recommends that the concept of street children can be categorized into three groups. Namely children on the street, children of the streets and abandoned children. UNICEF (1986), broad classification also affirms this categorization.

In this categoration, there are children who have no relation with their families. They live their entire life on the streets. This situation is approved to those who live temporary on the streets and carry out some form of economic activities in the form of petite trade and use this to complement the family economy. This is the type we call working children. There are also children of the streets; these are children who live on the street but come back home every evening to join their families after their day’s activities.

According to this study street children refers to children on the street or of the street without any protection and supervision from adults.

### *Non-formal education*

Non-formal education is organized, systematic educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the populations, adults as well as children. Thus defined, nonformal education includes, for example, ... adult literacy programs, occupational skill training given outside the formal system, youth clubs with substantial educational purposes, and various community programs of instruction in health, nutrition, family planning, cooperatives, and the like (Coombs, P.H., & Ahmed, M., 1974).

Non-formal learning takes place alongside the mainstream education and training systems and does not typically lead to formalized certificates. Nonformal learning may be provided in the workplace and through the activities of civil society organizations and groups (such as youth organizations, trade unions, and political parties). It can also be provided through organizations or services that have been set up to complement formal systems (such as arts, music, and sports classes or private tutoring to prepare for examinations). (European Commission 2000 p.8)

According to Gumme (1983), non-formal education is all knowledge acquired through organized training outside the formal school system.

According to UNESCO (1997), non-formal education refers to internationally organized learning events catering to persons not currently participating in formal education; non-formal education activities are not organized as part of formal schools and university education.

Kleis et al. (1972), consider non-formal education as any intentional, systematic enterprise (usually outside the traditional schooling) in which content, media, time, admission criteria, staff, facilities, and their system components are selected and/or adapted for particular students, populations, or to maximize attainment of learning mission and minimize maintenance constraints of the system.

In this study, non-formal education refers to all education and training acquired by an individual out of the formal educational system.

## **Rehabilitation**

Collins English Dictionary (2018), defines rehabilitation as helping a person who acquired a disability or addiction or has just been released from prison to re-adapt to society or a new job, as by vocational guidance, retraining, or therapy. Again rehabilitation is a form of re-socialization where people learn new norms, values, attitudes, and behaviors to match their new situation in life. Resocialization occurs by learning something contrary to our previous experience (James M. 2013:84).

Furthermore, according to the World Report on Disability, rehabilitation is “a set of measures that assist individuals who experience disability to achieve and maintain optimal functioning in interaction with their environments” (World Health Organisation, 2011).

Again according to Rama and Chaudhry (2011), rehabilitation refers to any procedure that attempts to return a person to his/her previous level of health in terms of physical and emotional well-being. They went further by citing some rehabilitation services (interventions), as follows;

- fulfillment of basic needs;
- non-formal education;
- skills development programs (tailoring, embroidery, and cooking)
- skills in social activities, family life, counseling, rehabilitation, and recreational activities.

In this study, rehabilitation will be taken to mean restoration of street children back to normal behavioral state expected by the society. Rehabilitation will not be complete unless a child formerly living on the streets is reintegrated into the family or community.

This chapter brings out the background that assist in the construction of the problem of this study and equally presents the problem and social ills faced by these vulnerable children while they on the streets before moving to the re-educational center. It presents the objectives, followed by the research questions and state the null hypothesis to be verified. It shows the significance of the research work to the various



stakeholders, justifies the existence of the problem and defines the operational concepts used in the work. This now pave the way to examine chapter two of this research work.

## **CHAPTER TWO**

### **The Review of Related Literature, Conceptual and Theoretical Framework**

This chapter highlights the view of some researchers and authors as related to the study. The review of related literature, the concepts, and the theories used in the study. We are going to review the concepts in the study namely non-formal education, street children, and rehabilitation. This will be followed by the theoretical framework and lastly by related literature. The related literature will include non-formal education, rehabilitation, and street children. Here we going to examine the variables of non-formal education, such as literacy and numerical skills, civic, moral education, life skills, and vocational education, and ICT skills followed by rehabilitation which includes social integration, psychosocial skills, and family reunion, and lastly, street children as used in the study.

#### **Conceptual Framework**

##### **Non-Formal Education**

The widespread use of the term education has led to the assumption that there is no education in education (Grand staff, 1979; Khawaja and Brennan, 1990) and there is no agreement on the true nature of education outside of the law. Clarity in conceptualizing the problems of non formal education. The problem becomes even more complicated when other concepts in the curriculum are used in other context or interchangeably. In the Asia-Pacific region, the term non-formal education is now used to refer to a range of interrelated concepts including adult education, continuing education, lifelong learning, re-education, secondary education, and community education. Furthermore, the term is rarely used regularly, leading to disagreements among practitioners, planners, and theorists (UNESCO, 1987).

A research finding of (UNESCO, 1980 p.43), found out that:

*“There is considerable diversity in the use of the terms referring to the education of adults within the region. Moreover, the term used and the meaning attached to them is changing.....reflecting change in actual policy, priorities and*

*programs. The term non-formal has recently been adopted in several countries and can be used in more than one sense.”*

In Indonesia, non-formal education is used comprehensively to include community education and apprenticeship for youths. In Bangladesh, non-formal education is used for supplementary second-chance education for youths and adults and “adult education” for literacy and post-literacy programs for adults. In New Zealand, the Task Force for Lifelong Learning defined non-formal education as occurring in various settings, it differs from informal learning in that it is initiated by the members of the community perceiving their own learning needs (UNESCO, 1987).

Non-formal education became part of the international discourse on education policy in the late 1960s and the early 1970s. It was seen as related to the concepts of recurrent and lifelong learning. Tight (1996:68) suggests that whereas the latter concept has to do with the extension of education and learning throughout life, non-formal education is about acknowledging the importance of education learning at training outside recognized educational institutions.

We must look at poor development as a combination of material, social and political conditions that lead to physical and mental harm. They include poverty which undermines health, ignorance and superstition which suppress the human mind, conservatives which prevent change, and social norms which restrict the use and utility of skills and knowledge. We must therefore look at development as the condition in which man becomes both the subject and the agent of his development (Castle 1972: 8).

This new view of development, now commonly accepted by international aid agencies such as (UNICEF, UNESCO, and UNDP) was also given prominence as the essential underpinning of the new education policies of the World Bank.

“ .....question of employment, environment, social equality and above all, participation in development by the less-privileged now share with simple “growth” in the definition of objectives (aid hence the model) of development towards which the effort of all parties is to be directed (world Bank 1974:10).

This was the context in which the non-formal idea took off, recalling that the key concerns were

- To improve the quality of life for less privileged
- To encourage a cost-effective contribution to economic and social development by conceiving of education in a new way and

To do so by reducing inequalities and unemployment and by increasing popular participation in planning as well as in curriculum design and the process of learning.

It is against this background that Fordham (1993) suggests that in the 1970s, four characteristics came to be associated with non-formal education:

- Relevance to the needs of disadvantaged groups
- Concern with specific categories of persons
- A focus on clearly defined purposes
- Flexibility in organization and methods.

At this juncture, it will be necessary for us to examine each of these characteristics in detail.

### ***Relevance to the needs of the disadvantaged group***

Non-formal education is an instrument that is highly relevant and serves the needs of disadvantaged groups. The disadvantaged groups include all those social classes/groups who are under-represented in the formal education sector or considered failures within it. They include the Bororo and Pygmies, who were highly marginalized from the educational system because of their way of life, which is an obstacle to their education. The girl child who never attended school or dropped out due to poverty, motherhood, disability, and conflicts. There are also street children and children with disabilities of all sorts. These educational disadvantaged social classes/groups are also closely correlated with other kinds of social deprivation, including poverty, unemployment, and low social status.

According to the "Goals for Meeting the Education Needs of All" developed by the World Conference on Education for All held in Jomtien, Thailand in 1990, the country's primary education consists of four basic elements. Pillar (2) provides non-formal education for out-of-school children and adults, especially women. Pillar (4) also states that the dissemination of information and lifestyle knowledge to all people

through various means of communication should be encouraged. However, the uniqueness of this measure is that it defines the issues in a much simpler way and is much closer to the realities of human life than previous attempts to address them. Thus, the Jomtien Plan, which calls for investment in primary education, the foundation of literacy and numeracy, also has a broader vision of the curriculum. Education should duly cover all segments of society as a starting point and include an understanding of social and cultural values in the context of early childhood education.

An early example of informal education designed to meet the immediate needs of students is skills training for unemployed rural polytechnics in Kenya. The Kenya Education Program (UBEP) successfully completed its mission to provide street children and other disadvantaged children living in the slums of Nairobi with the opportunity to acquire knowledge and skills. The Higher Education for Urban Leaders program aims to improve the prospects of out-of-school children and youth aged 9–18 in selected areas of Kampala. In Zambia, Action for Change through Community Schools (AATCS) is a program dedicated to improving the lives of youth and adults by providing them with literacy, leadership and business training, and health education. In Zimbabwe, the Business for Economic Studies (BEST) program was developed, focusing on environmental and agricultural education to enable students to participate in farming as a livelihood. The Kroo Bay Urban Slum Education and Community Outreach Project (POL-CEP) in Freetown, Sierra Leone aims to address the problems of large-scale economic mismanagement, widespread injustice, human rights violations, and the inefficiency and dissatisfaction that come with them. IT.. The culture of pollution that exists in society.

According to Thomson (2001), the provision of non-formal education targets specific sectors of the population, pursues a clearly defined purpose, and can help to address multiple problems facing the different communities. This means that to address some specific community problems, mainly through educational intervention, certain opportunities are created in which formal and non-formal education can be integrated, and attempts could be made to document and equate such learning with the one that takes place in a formal setting.

In addition, it was clearly stated in the World Education Forum held in Dakar, Senegal that another aim of non-academic education is to achieve the goal of lifelong learning. Since lifelong learning has the potential to meet people's needs better than formal education, it is the best alternative to informal learning (Pena-Barrero, 1984). Through informal learning, it is seen that everyone has the opportunity to participate in a learning mission not only to fulfill their role in society but also to keep up with technological change to achieve self-awareness and personal development. In "Education for All", which is a continuation of the 2000 model, it was stated that the government and school administrators limited their efforts to simple lessons and ignored the others. Six goals were determined in the Dakar Declaration to achieve the main goal of "Education for All". The declaration calls on national governments and other institutions to provide education to all children, regardless of age, gender, race, or where they live.

### ***Concerns with specific categories of persons***

Non-formal education is meant to serve not only the specific needs of learners but equally specific categories of persons. In the Asian Pacific Region, non-formal education is used to support the universalization of primary education (UPE) and literacy programs that can help children to complete primary education and to ensure that whatever is learned is not lost but reinforced. UNICEF (1993), reaching the "unreached" states

The characteristics of non-degree education are broad knowledge, good work ethic, community/parent involvement, small space, low capital cost, knowledge of local conditions and needs, recruitment, community teachers, short-term training and continuous improvement. and support, simplification of the curriculum, emphasis on life skills training and provision of external resources from NGOs and regular administration. There are four pillars of education. (2) Pillar 1 provides non-formal education to children and adults who are out of school, especially women. Thomson (2001) also suggested that non-formal education should be targeted to specific groups of people. Informal education.

### ***A focus on a clearly defined purpose***

Non-formal education shares with adult education, more generally, the need for a prior definition of a clearly defined purpose. A formal school system usually has its purposes defined for it, either by the Government, educational agencies, or an external examination system. However, an adult education program must usually define its purposes, especially one that is not working toward an external examination. Indeed, all programs allied to social movements of one kind or another are defined in terms of purposes.

Aron (2006), cited in Lange and Seetten (2002), mentioned that non-formal education can be identified with some key attributes, and according to him, some of their key attributes are as follows.

### ***Successful programs have focused***

Academic learning is combined with collaborative and creative teaching and a culture of hope for all students. Learning should be relevant and applicable to life beyond school and to future education and employment. Applied learning is an important part of the curriculum. This is where the workplace can play an important role in collaboration. Courses focus on students' academic and career interests. Courses are challenging and adhere to national standards and responsibilities. Students, staff, and parents understand the learning objectives; Young people have the opportunity to develop and maintain their knowledge and skills. There are many teaching methods we can use to help young people achieve their educational goals.

Successful non-formal educational programs provide instructors with ongoing professional development activities that help them maintain an academic focus, enhance teaching strategies, and develop alternative instructional methods. Staff development involves teacher input, work with colleagues, and opportunities to visit and observe teaching in another setting.

Many non-formal education programs are small, with a low teacher/student ratio and have small classes that encourage caring relationships between youths and adults. UNESCO (1987), defining non-formal education in the Asian Pacific region, did not

confine it to creating a literate population or maintaining a certain level of literacy. However, its purpose here was to ensure that neo-literates do not elapse into illiteracy; thus, this has led to non-formal education being used for functional literacy to enhance skills and competencies in job-related activities.

Tony (1964) gave lectures at the Workers' Educational Association, which he believed contributed to the emancipation of the working class. UNESCO (1990b) also noted that reading was often encouraged to help people read the Bible or the Qur'an. This definition or approach is related to the goal of social construction. "Educate them, but include them in the development process so that their countries become more productive."

Julius Nyerere (Tanzania) believed that "the fundamental purpose of education is the empowerment of man", meaning that education should make the individual aware of his own worth and dignity as well as that of others, make him aware of his abilities, make him use them. Not being used by his environment and not being used by his environment helps him overcome deep-seated feelings of inferiority or superiority, and thus enable him to cooperate with others to achieve similar goals. ("Education for Liberation in Development." Dar es Salaam Dialogue 1974).

Ghanaian President Kwame Nkrumah believed that African education had a role to play in liberating people from oppressive problems and providing them with skills that would promote development. (Africa Must Unite. Pan African Books Ltd., London, 1974). Meet the demands of the age, improve lifestyles, and teach ways to promote good habits in health, hygiene, and nutrition. According to the World Education Forum (2000), the Dakar framework for action, the principal purpose of education, is a fundamental human right, the key to peace and stability among nations, and an indispensable means for effective participation in societies and the economies of the twenty-first century.

Non-formal learning can also be conceptualized as filling in gaps/missing points not covered in formal learning programs. Simkins (1977) argued that formal education was not able to provide skills, knowledge and attitudes at a reasonable cost and that informal education was seen as a cheaper alternative. The education system has not achieved this goal. Associated problems such as school dropout and unemployment



have led to the proliferation of various forms of informal education and training. The Cameroon National Civic Participation Development Agency aims to provide young people with skills that will enable them to start their own businesses. The Zambian government has attempted to reduce unemployment by providing skills training (Alexander, 1983). average. Because the education system is not educating all citizens to their full potential, informal education is being used to solve the problem.

In the Asia-Pacific region, non-formal education is being used to support universal primary education (UPE), literacy programs, to help children complete primary school, and to ensure that learning is not lost but rather encouraged. As Evans (1982) argues, non-formal education can provide opportunities for students to learn the necessary skills and ways to participate in the development of the informal learning community. It can play an important role in providing urban economic and social support, including other material factors. This is also the case for organizations such as MIDENO in north west Region and SOWEDA and the Rumpi Mountains Project in south west Region. These schools serve the educational community and train continuing education professionals to build and maintain rural roads, water, and sanitation, and to contribute to food, agriculture, and other community activities.

Non-formal education for disadvantaged groups aims to reduce poverty, increase equality, and ensure an equal distribution of power and resources. This means staying close to the law, which makes some experts uncomfortable. In 1979, at the International Conference on Non-Education, Malcolm Adiseshiah stated: "Education is not politics, it is a supporter and sincere belief in education. If the world becomes harmonious and just, education will become unequal and unjust, and formal education... will not improve the situation among the poor. If society moves in a moral direction, non-academic education can and will develop. (Fordham 1980: 21) If we try to relate informal education to political change, the 1970s can be defined as the decade of informal education (Rubenson 1982).

According to article 1(1) of the objectives of the World Congress of Education held in Jomtien, Thailand in 1990, with the theme of "Education for All", the development of education is the dissemination of knowledge and the enrichment of many things. rules and ethics. Through these values, individuals and societies find their

own identity and values. He added that understanding education helps to create a safer, healthier, more prosperous, and environmentally friendly world while promoting social participation. Therefore, education can be seen as the transformation of an individual from one stage to another, which includes the social, economic, and cultural context.

Luma (1983) also quoted Risk (1958) while arguing that education is “the process of creating the necessary changes in individuals that will enable them to perform well and do good things for society”. He said that people need education so that they can develop as good producers and consumers, the best and most productive individuals in society. , everything depends on the goals and strategies of informal learning, and how the mentors and students, as members of the organization, look at the content, the changes, or the useless objects of the structure. Reed (1987) also suggests that non-educational education cannot be neutral and it aims to control or change society.

The next characteristic is flexibility in organizations and methods.

### ***Flexibility in organization and methods***

Flexibility in organization is argued to be one of the most important characteristics of non-formal education and should be noted that it should not be confused with informal teaching methods.

Simkins (1976) studied informal learning in terms of purpose, timing, presentation details and management; these are still the most effective tools. His excellent model of informal and informal learning can be applied to every field he knows.

The flexibility of non-formal organizations involves using one's own time and initiating work or learning to achieve one's goals. They can range from simple individual literacy programs to introductory programs and community-based skills acquisition. Initiatives and projects that use and balance this format are many and varied. These include literacy and basic education for adults and youth, political and economic education, medical care for underserved schools, early childhood education, and a variety of courses in construction, including agriculture, education, and health. They also provide examples from several states and implement educational programs. McGivney and Murray's (1992) *The Development of Adult Education* provides a good

summary of all the initiatives to be included. These include health education, literacy, rural development, and the role of women in society.

On the other hand, the use of non-academic or measurement methods is adaptable to the needs of the target audience. Simkins (1976) analyzed this in terms of its purpose, timing, delivery details, and administration. The conceptualization of the program is done in a specific context. Learning activities and materials are highly detailed and are selected or created for a specific learning group with a high level of involvement in the design of the lessons and materials. This is sometimes called self-directed or cooperative learning (Mocker et al., 1982; Campbell and Burnaby, 1999). Adult education is based on this principle; adults choose what they want to learn, so the curriculum is designed to the specific interests of each learning group. Outcomes were not predetermined but chosen by the participants; participants evaluated their satisfaction and whether the program met their current needs. However, other studies may have focused less on the outcomes identified, such as pre-reporting data (regardless of how it was delivered to the group). The curriculum is taught and evaluation criteria are used that can be modified or completed by all participating groups.

The concept of resilience can be explained from the perspective of group dynamics and organizational theory. Groups can exist on a continuum from formal to informal groups. A legal group does not change as new members are added. A legion is a real example of a legitimate group. Informal groups are based on individual members, so when people join or leave, the nature of the group and the activities that can be done will change. Examples of these groups include theater groups or sports teams. When someone leaves or a new person joins, the entire group will be affected and the actions the group can take will be different. Groups often meet in the middle and move towards either side of the continuum. For example, the Women's Religious Group does some form of cooperation. Some types of education include special interests of different classes in their curriculum. Much of the work is partly legal and partly illegal. Participants will decide some aspects of the program; most projects move in two directions over time: from informal to formal and from informal to formal. Both types of learning are an important part of a complete education.

It is also necessary to determine which areas of the program will be transferred to the teaching team and which areas will remain with the physician. For example, in many types of informal learning, the time and place of meetings, holidays, and other logistical issues are often determined by the local community. However, the curriculum and teaching materials, the length and format of the course, and the timing of the evaluation process are still matters for the editor to decide. There is often a consensus between the two parties that the participants cannot decide on this issue. This is called "flexible education." The common framework for all these learning groups is learning, but the collaborative elements mean that learning is flexible for the local groups involved.

We have an educational continuum as follows.



**Formal education, flexible schooling, participatory education**

Unfortunately, the term "non-formal education (that is, everything that is not formal) is used to cover both flexible schooling and highly participatory education. This is the cause of the confusion that the term arouses in the listener's mind.

**A more useful set of descriptor**



**Formal**

**non-formal**

**informal**

Non-formal then covers flexible schooling and informal education covers highly contextualised, highly participatory educational activities.

A distinction between education and learning can be made by extending the continuum.



**Formal**

**non-formal**

**participatory**

**informal**

**Education**

**education**

**education**

**learning**

Informal learning is all that incidental learning, unstructured, unpurposeful, but the most extensive and important part of all the learning all of us do every day of our lives (Rogers 2003)

**Table I: Ideal type/models of formal and non-formal Education**

Differences	Formal Education	Non-formal Education
Purpose	<ul style="list-style-type: none"> <li>- Long-term and general</li> <li>- Certified</li> </ul>	<ul style="list-style-type: none"> <li>- Short-term and specific</li> <li>- Certificate not necessarily the main purpose</li> </ul>
Timing	<ul style="list-style-type: none"> <li>- Long cycle/preparatory/full time</li> </ul>	<ul style="list-style-type: none"> <li>- Short cycle/recurrent/part time</li> </ul>
Content	<ul style="list-style-type: none"> <li>- Standardized /input centered</li> <li>- Academic</li> <li>- Entry requirements determine clientele</li> </ul>	<ul style="list-style-type: none"> <li>- Individualized /output centered</li> <li>- Practical</li> <li>- Clientele determine the entry requirements</li> </ul>
Delivery system	<ul style="list-style-type: none"> <li>- Institution based, isolated from environment</li> <li>- Rigidly structured, teacher-centered are resource intensive</li> </ul>	<ul style="list-style-type: none"> <li>- Environment-based and embedded in community</li> <li>- Flexible, learners centered and resource efficient</li> </ul>
Control	<ul style="list-style-type: none"> <li>- External / hierarchical</li> </ul>	<ul style="list-style-type: none"> <li>- Self-governing/democratic</li> </ul>
Source:	Adapted from simkins (1977, PP.12-15, citel in Fordham, 1993)	

One of the enduring themes in the literature of non-formal education, according to Fordham (1993), has been that the education provided should be in the interests of the learner and that the organization and curriculum planning should preferably be undertaken by the learners themselves. It should be bottom up. It is also often argued that this should empower learners to understand and if necessary change the social structure around them. For instance in Uganda, Kenya, Tanzania ... non-formal education programs must not only add to an individual's skills, knowledge and attitudes but also attend to the rules and structures in the wider social system ... programs must be as concerned with fostering learning as they are with creating opportunities to transfer and apply what is learned. (la Belle 1976).

Examining the characteristics of non-formal education will pave the way to equally examine the concept of street children.

### **The Street Children**

There is no universally accepted definition of street children. Although many attempts have been made to create such a system, they have been problematic and sometimes difficult to debug. Boyden (1991) stated in his book *City Children* that "youth homelessness is an urban phenomenon." At the root of these attempts is disagreement about what the basic criteria for determining children's paths are. According to Ewelukwa (2006), the content of the concept varies depending on the background of the person trying to interpret children's behaviour, the problems children see and present, the relationships between children and their understanding of human behaviour, and the relationships are different. What does the child see in his/her relationship with society? The fact that the method has different meanings and implications in different contexts and situations further increases the problem of interpretation. Judith Ennew (1996) writes:

*In the same city (the street) can have many meanings. This might include being a major site of socialization, social and commercial life in marginalized districts, places dedicated to the circulation of traffic, and spaces dedicated to the circulation of consumers and or business employers. Streets can be paved, cobbled, grassed or dusted. At night they can be lit with neon lights and full moon or pitch dark and silent.*

Children are closely connected to the streets, and no words can fully describe the experiences of children in the world. A "street child" has no home other than the streets, this child may have been abandoned or abandoned by his/her family, or may not have any family members still alive. The situation of those with AIDS is obvious. A child who is "on the road" does not disrupt all family relationships, for example, the child may spend a lot of time on the road but return home every night or occasionally. Because the term "street child" is problematic. First, it is a broad term that covers the variety of environments children find themselves in. Second, it does not match the reality of the stories children tell about their time on and off the streets. Third, it is

compassionate and merciful. Fourth, it affects a large number of children affected by poverty, social exclusion and political systems. The first problem encountered in addressing the concept of "street children" is the need to recognize that street children are not a homogeneous group, that they have different characteristics and behaviours in many places. For this reason, health organizations, especially UNICEF and Save the Children, have revised their content on street children and are struggling to talk about this issue. Value these children as human beings and identify different groups of people on the path of life and, more. Recently, the determination of appropriate belongings among children has been "at high risk" (Panter-Brick 2001a). In the words of Raffaelli and Larson (1999, p. 1); "The term "street youth or street children" ... spends a large part of their lives in outdoor environments generally considered appropriate for children, such as homes, schools and community centers." Although all participants were children under 18, there was a wide range of ages including teenagers, pre-teens and children under 5 (sometimes including babies of homeless parents). Matchinda (1999) also notes that there is a strong bond between children at home and their friends on the street. This means that these children are influenced by their peers and encounter them on the street. It is important to remember that even if these children are influenced by their peers, the main reason they are on the street is the lack of support at home or sometimes the lack of suitable products.

Cosgrove (1990), on his part has used two dimensions to define street children: the degree of family involvement and the amount of deviant behaviour. He further stated that a street child is "any individual under the age of majority whose behaviour is predominantly at deviance with community norms and whose primary support for his/her developmental needs is not a family or family substitute (p.192). Cosgrave's definition assumes great cultural consistency, but deviance and "family substitutes" are greatly embedded in cultural particulars.u

According to Aptekar (1988b) and Visano (1990), their definitions divide these children into different stages of life. According to them, the transition process from home to the street was described as gradual, starting with a slow but gradual exit from home until they were fully integrated into street life and traditions. According to Lusk (1992) and Patel (1990), these children are called "real children". According to

(Dortinan, 1984, Lusk, 1989, and Shilter 1985), all additional details come from the description of the differences among these children, such as good play, teamwork, and interaction. They get along well with their friends, elders, and people in authority. Other facts should be considered when interpreting the children's journeys. Cultural differences also contribute to this phenomenon. Visano (1990) stated that age was a disadvantage in the 50 street children he studied in Toronto. The youth's job opportunities have improved. They are also already breaking the law because they are not of school age. The law is applied because these children are in developing countries. When people call these children "street children" instead of "street children", they are hiding the fact that the children are mostly boys. A study in Juarez, Mexico, showed that men made up 83% of the population (Lusk, Peralta, & Vest, 1989), and were poorer than men (Korbin, 1981). The most common explanation for the loss of street girls is that they are taken from the streets and turned into prostitutes (Agnelli, 1986; Nixon, 1991; Tacon, 1981a; UNICEF (1986). People need girls who do not spend time at home. In developed countries, the streets are longer than usual (Aptekar 1989).

Another less considered and subtle change is the relationship between fathers and children. This is common and may explain why boys go out on the streets while their sisters do not (Aptekar, 1980, 1985; Felsman, 1979). This may explain why half of street children in developing countries are girls (Brennan, Auieinga, and Ecciat 1979). This may be because prostitution is not a choice, or it may be because of the father-dominated family structure. The shift in father-headed households may have a greater impact on girls leaving the family, but the shift in mother-headed household structures in East African and Latin American countries and among low-income people in North America will cause young men to leave the family . . . family.

While it is possible to say that street children are of two sexes, they are more likely to occur in developing countries. The children are over 5 but not old enough to be considered adults. He added that street children are "usually minors, whose behavior is not consistent with social norms, and whose primary source of support is not the family or family changes" (p. 192). Cosgrave's argument assumes a similar cultural background, but differences and "family dynamics" are embedded in particular cultures. Fonkoua (2007) calls these children "Nanga Boko" and describes them as children who



are gradually losing their sense of family and solidarity. He added that most of them have red eyes due to drug use. They are dirty, their movements are almost incoherent, they behave like children, and are very aggressive. It is here that the family unity and stability are broken.

The United Nations Children Emergency Fund UNICEF (1985), came up with a broad definition of street children:

- i) Children on the streets are those engaged in some kind of economic activity, ranging from begging to sending. Most of them go home at the end of the day and contribute their earnings to their family income. They may be attending school and retain a sense of belonging to a family, these children may eventually opt for a permanent life on the street.
- ii) With the children of the street that is outside the normal family environment, family ties may exist but one that is tenuous and are maintained only casually or occasionally. This definition of street children is shared by many international bodies, non-governmental organizations and countries, among which is Cameroon who has equally observed that children within this age group are highly vulnerable.

According to the Ministry of Social Affairs (2008), street children are children who experience family problems, are excluded from school, are exposed to all kinds of violence, and are particularly affected by the negative effects of the modern world and modernity. Freedom of expression and loss of social ties do not match their age.

Today, it is difficult to measure the number of street children in the world. Definition of a Street Child Sometimes it is difficult to understand who is a street child. However, the United Nations Children's Fund (UNICEF, 1985) estimates that the total number of street children in the world is between 100 million and 150 million, and predicts that this number will increase to 800 million by 2020. In this context, Kopoka (2000) developed a broad and comprehensive definition of street children. "They are the ones around... They are increasingly called street children," he said.

About the Convention on the Rights of the Child, adopted in 1989 and later entered into force in September 1990. "Children in particularly difficult situations" was

mentioned at the entrance to the Children's Lane. The Convention also stipulates that these children should receive special care. This special aspect should be the provision of care, protection and education and training opportunities guaranteed by the Convention on the Rights of the Child. The International Convention on the Rights of the Child refers to these children as "children in need" and divides them into various categories. Street children are "homeless children living and sleeping on the streets of cities". They live alone and live with other street children, homeless adults or wanderers. They became homeless without the support of their families and lived on the streets.

According to UNICEF (2010), it distinguishes between two sub-groups. Children on the streets are "homeless children who live and sleep on the streets in urban centres. They are totally on their own, living with other street children or homeless adults or street persons". They have no home but the street and no family support. They moved from place to place, living in shelters, abandoned buildings and new train stations. This situation is the exact opposite of the actions of children who "make a living by prostitution or begging and go home at night". It is very important to distinguish between these two types of children because "children on the streets" have some contact with their families, while "children of the streets" live alone. Everyone's struggle is the same. These children be they on the street or of the street, they are found with the same difficulties or hardship. Therefore it is important to examine how these children ended up on the streets.

### **The Causes of the Phenomenon of Street Children**

Various theories have been put forward to explain the origins of the phenomenon of children living on the streets. The first is related to urban poverty, the second to dysfunctional families (abandonment, abuse or neglect), and the third to modernization. Many authors, such as Lusk (1992), believe that most children in developing countries live on the streets because of poverty. Lusk (1992), who studied street children in Juarez and Rio de Janeiro, as well as in Colombia, Peru and the Dominican Republic, rejected the family view of abuse or neglect through "interviews with hundreds of children in Latin America." One point was repeated many times: they work on the streets to earn money because there is not enough money at home. Children

under 18. It was found that 82% of the children ran away from home for financial reasons. Children living on the street are expected to donate half or more of their income to their families, an indication of family discord.

The situation or picture of children's lives in South Africa is somewhat different. Ross (1995) has stated that immigration policies, inequality, conflict and violence in black areas in South Africa are important factors in the emergence of street children. Le Roux (1996) published a report on a four-year qualitative study examining the experiences of all residents and children in the country. Street children in South Africa range in age from 7 to 18. The emergence of street children is a product of the apartheid political system that has existed since 1948. Street children are portrayed as victims of pre-apartheid policies.

Rose, cited in the Le Roux (1996: 4), makes the following observation:

There are an estimated 9,000 street children in South Africa, the majority of whom are black. There are almost no white street children in South Africa, but 10,000 white people in 160 countries around the world are registered with their families and receive child support services. There is no special home for African-American children in the city. There are 12 orphanages that house about 1,000 African children. Although the 11 safe havens for African children can accommodate up to 1,400 children, only 700 were accepted in 1991. The explanation here is in the context of exclusion. A qualitative study was conducted on 15 street children. The main aim of the study was to understand the reasons why children started working on the streets. The story of children working/living on the streets of Ankara. Both types of data are analyzed in terms of exclusion. The aim of this study is to collect, compile and use existing data on street children in order to develop a long-term international strategy for the promotion, protection and implementation of the rights of street children.

The main tool used in this study is an interview designed to investigate the situation of street children in Zimbabwe. The reasons for income dependency in the study included needing income, being an orphan, being abused by parents/relatives, receiving inadequate care and support from parents or guardians, and friendship. Road under Pur Railway Station and near Sarangpur Bridge. The children were asked about their reasons for staying at home or where they live, duration of stay, employment

status, income and expenses, exposure to bullying, easy access to healthcare, high school, thinking of staying away from home and family. Thirty-four children were interviewed for in-depth research. Three out of 153 girls (2%) were interviewed in Howe Old Girls' Home where they were kept. Street children do a variety of jobs to survive: filling bottles, cleaning trains, begging, working in tea/food shops, collecting clothes, etc. Reasons for running away from home include being bullied by the family, being orphaned, financial difficulties, refusing to study, and family breakup.). "Interestingly, young people are more concerned about drug use than service providers," the authors note. About a third of children in Johannesburg, the majority of whom come from poor families, have a negative attitude toward sweets, and this rate is no higher than in control groups of children living in poverty (Jansen, Richter, & Griesel, 1992).

Randall's (1988) study of street children in London found that less than 5% of children needed care because of alcohol or drug use. It is not yet known whether drug use affects children's health. It was due to financial difficulties that they started. Fortunately, 80% of the children still live with their families, and most of them apply with their families. However, not all studies support the idea of poverty. Patel (1990), after interviewing 1,000 children on the streets of Mumbai, suggested that the main reason children are on the streets is not poverty but domestic violence. Studies on child laborers living without family support (Subrahmanyam & Sondhi, 1990) suggest that poverty is one of the major reasons for children living on the streets, but family dysfunction is also a major problem. Studies have shown that childhood lifestyle traumas have multiple causes. For example, a study of street children in Brazil found that economic reasons were the main reason children were living on the streets.

The study also found that fathers were twice as likely to be street children as a dysfunctional control group (Rosa, de Sousa, & Ebrahim, 1992). Many studies have addressed the issue of paternal abuse leading to child abuse (Holinstainer & Tacon, 1983; Tacon, 1981a, 1981b). In a population-based study on street children in Colombia, De Pineda et al. (1978, supported by UNICEF) found that approximately 36% of children left their homes because of poverty, 27% because of family breakdown, and 20% because of physical abuse or neglect.

UNICEF (1990) estimated that in 1980, 369 million children under the age of 15 lived in urban areas in developing countries. Why do some children leave home while their siblings (poor, perhaps abused or neglected) remain at home? Felsman's (1989) sample of 300 Colombian street children showed that less than 3% were abandoned. Boydon (1986) found that of 200,000 children living on the streets of Lima, only 6,000 (3%) were abandoned. Tacon (1982) estimated that less than 10% of children in Latin America are abandoned by their families. Maria de Jesus' (1962) autobiography describes how a single mother took care of her children and avoided abandoning them, a single-parent child. Today, all men have extramarital affairs. In a polygamous society, a man must support all of his children, including those of his current or first wife. If a man is unable to do so, his family continues to raise his children and support his wife. In today's system, women who have "rights" have no legal rights and receive little support from their families. Kilbride and Kilbride (1990) directly attribute these changes to child abuse, claiming that such a thing did not exist before the reform. The decline of the extended family and the increase in mixed marriages are also factors that have shaped the history of street children in Latin America (Connolly, 1990).

Some authors argue that rural migration, another form of modernization, is sufficient to explain the history of street children (de Galan, 1981 (1980; Munoz and Pachon, 1980; Wright et al., 1993). However, there is also evidence that street children are not necessarily the children of new immigrants (Rosa et al., 1992; Tellez, 1976; Villota, 1979). In some cultures, it is easier for the child to be a guide; Studies have been conducted focusing on cultural factors. The origin of street children in South Africa is not poverty, domestic violence or social exclusion; in this perspective, relationships are understood from a functional perspective, a concept that involves personal development based on multiple experiences with oneself and others (Goffman, 1961). Using social theory, Visano (1990) documented the movements of a group of 27 boys and 23 girls, aged 12 to 16, from their homes to the streets in Toronto. Forced to leave their homes due to family problems, these children take to the streets to escape their problems. For these children, the road is a solution, a potential for freedom and happiness.

The quality of social relationships can also provide important information about how children will behave when they grow up. Visano (1990) stated that leaving the street, like entering the street, is not a sudden process, but a process that gradually resolves due to the inability to live on the street, lack of understanding and psychological problems. leads to a path where life begins with no solution. Over time, the children in his study began to make new friends with children who were not on the street and slowly but inevitably returned to their old places.

The number of street children is increasing all over the world, especially if the conditions that push children out of their homes and on to the streets are not addressed. Samusocial, an international organization that has been operating in Mali since 2002 and primarily helps children from broken families and children living on the streets, sees approximately 2000 street children in Bamako, but it is estimated that approximately 2,000 children die each year. As mentioned above, UNICEF (1985) estimates that this number is between 100 million and 150 million and that this number could increase to 800 million by 2020. Autumn (1996) stated that the reasons for leaving home and living on the road can be divided into two: "Push" factors and "Pull" factors.

"Push" factors are factors that push children from their homes to the streets. These conditions make it difficult for children to live at home and the streets become the best option for children to find a better life. These factors include the increasing cost of living, the global trend towards urban growth, poor housing, the search for additional income, poor living conditions and especially in developing countries, childhood and neglect, poverty, family size and decreasing school enrollment. These events have led to the collapse of the traditional family. The Fall (1996) further explains that many children from poor families experience various problems.

What draws children to the streets is "gravity". These factors include the hope of a better standard of living, financial security and freedom from parental influence, the attraction and excitement of a city in the middle of life, peer influence, etc. Some of the above situations lead to migration to the city, which is one of the most important reasons why children leave their villages and end up on the streets. The triggers for migration can be man-made or natural disasters such as floods, earthquakes,

Deshingkov and Grimm (2005) and Asfar (2000). In Latin America, child and youth employment is often attributed to processes such as high birth rates, costs, rural migration, inequality in income distribution, and lack of government social assistance programs. (Carizosa and Peorter; 1992).

It is important to remember that there are many poor families in Latin America and that poverty may be one of the main reasons why children leave home and end up on the streets (Hecht 1998). In Cameroon, Matchinda (1999) found a strong relationship between children living in homes and children living on the streets. Matchinda suggested that a sense of trust and confidence in peers may influence children from poor families as a way of bridging the gap between families. It is important to note that parents do not talk about their children's rights to play, their mental development, or their right to education. Parents' perceptions of their children's rights need to be investigated further. That is, peer groups influence children who leave home and end up on the streets.

### **The Characteristics of street children**

Children on the move face many difficulties in accessing basic needs such as clean drinking water, good food, adequate shelter, health services and sanitation. They also lack parental protection and security, and lack emotional and moral integrity due to conflicts within the family. Lugalla and Mbwapbo addressed this issue in 1999 (Mbwapbo, 1999; Le Roux and Smith, 1998). Women are rarely represented due to cultural constraints. Children have an influence on family governance. In addition, when they run away from their families, work as servants for their families or are caught by pimps, they are more vulnerable to street violence than young men, so they choose the other path (Lugalla and Mbwapbo, 1999). They stay on the streets starting at the age of 12 until they are 15-16. When looked at in terms of culture, ethics and traditions, street children often ignore culture and ethics because they are away from their families from a young age. Lugalla and Mbwapbo (1999) defined street children as "not only homeless or homeless people, but also socially ungrounded". Street children are vulnerable to sexually transmitted diseases such as HIV due to unprotected sex and free sexual relations in terms of health. Girls who offer sexual services in exchange for

security and shelter are unable to resist sexual exploitation because of their vulnerable situation (Lugalla and Mbwambo, 1999).

This is different from the urban poor, who mostly live monogamous lives, which helps control the spread of sexually transmitted diseases: the urban poorb are not forced into unprotected sex like street children. Children cannot communicate with their families online. They form a tight-knit group. These friendship groups function like a family and are a source of solidarity, material and moral support for their members. Each group has a leader, and the other members follow this leader. This is an indication that they are highly organized (Le Roux and Smith, 1998; Lugalla and Mbwambo, 1999). Street children are vulnerable to violence and illegal activities such as drug trafficking, crime, theft and gang activity (United Nations Human Settlements Health Statistics, 2000). However, many businesses still operate legitimate businesses such as car parks, car washes, luggage transport, etc. (Lugalla and Mbwambo, 1999).

Regarding security, some rely on their friends to provide them with security and protection. Girls, unlike boys, form security teams. Girls usually have a girlfriend or guardian who has sex with men, and these guardians provide them with protection (Lugalla & Mbwambo, 1999). Functional Unit Society has structures that affect the outcomes of street children. Recent interviews with African American women on welfare suggest similar situations among poor American families (Sheehan, 1993). Similar accounts have been made of Caribbean families (Mintz, 1984). Several studies have provided some evidence of public opinion on this issue. For example, a study in Jamaica found that only 7% of children were raised in two-parent families (Brown, 1987), while 85% of "Home Children" in Nairobi were raised in single-parent families. women (Wainaina Ib., 1981). Most of the children were Kikuyu (Wainaina, 1981). This may be because the Kikuyu are the largest ethnic group or because they live in and around Nairobi. It is also thought that Kikuyu families changed more than families of other ethnic groups during the period of independence. This is because many Kikuyu men were imprisoned for anti-government activities (Edgerton, 1989).

Women were forced to take on the roles previously held by husbands and fathers, leading to rapid changes in family structure (Macgoye, 1987). The path of Kikuyu children can be compared to that of children from other ethnic groups with



different family backgrounds. In other East African countries, inheritance is transmitted through the mother and her family. Thus, women with children accumulate wealth to varying degrees (Hakansson, 1988). If women are financially independent, they do not need to marry and are better able to provide for their children if they divorce. Divorce rates are higher in societies where women achieve economic independence than in societies where they do not (Kayongo-Male and Oyango, 1991). Today, among the Busoba people of eastern Uganda, near the Kenyan boarder, property is controlled by women and about 45% of marriages end in divorce (Hald, 1989).

It is reasonable to assume that women living in societies where women are not allowed to acquire property outside of marriage are less likely to experience unhappy divorces. These changes are related to child abuse. So if child abuse is the main reason why children live on the streets, this will also be reflected in comparisons of groups with different levels of financial independence than women. )

The rise of the postmodern urban family. That is, a family has children born to different men, and the mothers of these children are not related. In these families, a husband and wife have children, a wife divorce, the man marries another woman who has children from a previous marriage, and a woman from a first marriage marries a man and this man has children from a previous marriage. . Extended families are no longer siblings, members of the same clan, or united by the same community. In the city, family competition is fierce. It is based on the idea of not belonging to the "family". This situation is often seen in such families and can cause children to run away from home.

### **How the children function on the streets**

Children are often mentally retarded, given the conditions in which they live. About one-third of the children are in very good shape, another third in poor shape, and the rest in good or poor shape, depending on the children they are with, whether they can find beneficiaries, and whether the authorities and the public appeal to them (Aptekar, 1988) (Aptekar, 1993a). Similar results were found in a study of childhood mental health among 100 street children in South Africa (Richter, 1989, 1991). Veale (1992) reported that after interviewing 78 street children in Khartoum, he found "no evidence of eccentricity or deviance in their accounts of their lives". Strong adaptability

(Aptekar, 1988, 1989; Felsman, 1989; Hickson & Gaydon, 1989; Lusk, 1992; Swart, 1990; Tyler et al., 1987; Tyler, Tyler, Tommasello, & Lively, Tyler Oira, et al.; Baizerman & Pellet (1992) assessed the psychological well-being of 71 Brazilian children aged 8 to 18 years. The children's positive characteristics, such as being intelligent, having self-care skills, not using drugs, and having high self-esteem, were highlighted. The authors argue that the current negative perception of these children, that they are criminals and drug addicts, leads to blaming the victims rather than the criminals, and that this is the reality of children.

Tyler et al. (1991) and Tyler et al. (1987) collected data from 145 street children in Bogota. A 2-hour interview and the Psychosocial Competence Scale were used to assess levels of self-efficacy, confidence, and workplace integrity. They found that the children demonstrated a high degree of independence and were willing to live their lives on their own terms. The children were creative and willing to care and make friends.

Similar findings were found in a study of 300 "twilight children" in Johannesburg (Hickson & Gaydon, 1989). This study found that the primary motivation for running away from home was to seek independence, which led to the children losing control over their own lives. It is difficult to accept that the welfare of children is a problem, partly because it is so different from how they are perceived in the public and portrayed in the media. In particular, there is suspicion of drug use, child abuse, child sexual involvement, and HIV infection rates in children (Bond, 1992; Luna and Rotheram-Borus, 1992). Most claims of children using drugs on the street are not based on scientific research. An exception is Granados' (1976) study of street children in Colombia, which found that over 90% of them used inhalants. However, as noted earlier, the use of questionnaires is surprising, especially when the children do not know the researcher. Many children may use drugs in social situations, but very few are addicted to drugs. This is the view of Taylor et al. (1991) who found that half of a sample of Colombian street children were drug users, but only a fraction of them were addicts.

Another study of coping strategies in Brazilian children suggested that there was no addiction (Oliveira et al., 1992). The authors note, "Interestingly, young people are more concerned about drug use than service providers." About one-third of children in

Johannesburg, the majority of whom were poor, had a negative attitude toward sweets, no more than poor controls (Jansen, Richter, & Griesel, 1992). Randall's (1988) study of street children in London found that less than 5% of the children needed care because of alcohol or drug use. It is not yet known whether drug use affects children's health. Half of them had used inhalants, and the conclusion was that "the results support the view that no effects of inhalant abuse on cognitive or behavioral functions are observed" (Jansen et al., 1992). The assessment tools given to the children included the Halsted-Reitan Intelligence Test, the Wechsler Intelligence Scale for Children, and Raven's Color Matrices. While some of the violence must be attributed to the nature of street children and the history of violence in their country, it is important to remember that not all children who engage in crime are subject to this type of violence. It is important to address the principles of violence and work to create a safe environment for all children.

Indeed, there are documented cases of AIDS in India (Subrahmanyam and Sondhi, 1990), South Africa (Hickson and Gaydon, 1989), and Latin America (Munoz and Pachon, 1980; Munoz and Palacios, 1980; Tellez, 1976). On the other hand, Scharf, Powell, and Thomas (1986), who studied street children in Johannesburg, found that only 7% of the children were involved in gangs. Richter (1989) found that crime was rare among 100 South African street children. I think that children are less likely to be abused by other children because they have better financial prospects than other children (Aptekar, 1988d). No matter how violent children are towards each other, it is clear that they fear violence from society. Almost all studies on street children in Latin American countries show that their greatest fear is not hunger or loss of family security, but violence against the police (de Pineda et al., 1978; Fall, 1986; Felsman, 1981; Lusk, 1990). (1989; Pereira, 1985). The same situation is true in other parts of the world. A study of 1,000 street children in Mumbai revealed that their greatest fear is abandonment by the police (Patel, 1990).

Similar results were reached in South Africa (Randall, 1988; Richter, 1989; Swart, 1988). Children have reason to fear violence. Between 1987 and 1990 alone, 1,397 children died of malnutrition in Brazil (Swart, 1990). In fact, it has been estimated that the number of street children killed in Brazil exceeds the number of casualties in the Lebanese Civil War (Leite and Esteves, 1991). Despite increasing awareness, there

is evidence of collusion among state authorities (AIDSWATCH, 1989; Emert, 1989; Filgueiras, 1992; Jeffrey, 1993). Similar abuses have been observed in Colombia (AIDSWATCH, 1989), Guatemala (Amnesty International, 1990), and South Africa (Swart, 1988), where government repression has also occurred (McLaghlan, 1986). Why is there a crisis? One way to understand why violence against street children occurs is to look at communities that have street children but do not report it. In East Africa, child abuse is rare, although it exists (Lalor et al., 1992).

In Ethiopia, children feel that the current government is kind to them (Lalor et al., 1992). The same author notes that the Sudanese police, according to the children's accounts, do their best to help them. There is no such thing in Latin America. You can tell by the color of the skin. In East Africa, national elites are more integrated into society, and members of all ethnic groups are represented in all classes. The elites and the people in Latin America raise their children differently. Fathers are present and influential in elite families in Latin America. Children learn to respect their fathers' authority. The situation in low-income groups in Latin America is very different in that women are the heads of families, and boys grow up to have little respect for the law, but rather want to show respect to avoid restrictions. The family's immediate independence. The mistreatment of street children in Latin America may stem from the perception that street children are not subject to adult authority.

Therefore, when traditional authority is threatened, street boys resist the challenge of adult authority (Aptekar, 1989, 1990, 1992). In East Africa, family structures and child development are in no way related to social or political relations. There are many types of families and many ways of raising children.

### **The General Perspective: The Reaction to the Phenomenon**

The phenomenon of street children will be examined as perceived by various researchers, authorities, and authors in their various areas of study.

#### ***The Situation in Latin America and America***

UNICEF (1998) has prepared a report on the situation of street children in Brazil. The population of Brazil is 190 million and there is a huge gap between the rich

and the poor. Approximately 1% of the population controls 50% of the national income, while 50% of the poor live on 10% of the national income. The rich are very rich, while the poor live in complete poverty. The country is experiencing an economic boom. The Amazon basin has been deforested by logging, agriculture and mining activities, causing a massive migration of people to urban areas and cities.

Rapid economic growth has led to a massive migration from rural areas to cities. The Brazilian National Movement of Street Children (BNMSC: 1997) reports that there are approximately 8 million street children in Brazil. The main reason why families abandon their children is because they cannot support them.

A later report by UNICEF (2004) describes the situation in Peru in a slightly different way from the experiences of street children in Brazil. Isabel Baufume has been working with street children for 15 years. According to the census research team, more than 3,000 children between the ages of 6 and 17 work on the streets of Cusco. About 20 percent of them are under the age of 12, the Peruvian working age.

Children's activities are determined by the market, and there is a significant variation in their ability to perform. Children are mostly involved in work, while older children prefer physically demanding jobs. Working hours vary; women under the age of 8 work less than 6 hours a day, and 27 percent of women working in the market work only during holidays. Bus drivers and assistant drivers work 12-hour shifts. Due to the law of supply and demand, workers are subject to exploitation. Contracts are usually daily, lasting one to two weeks, and are usually returned when the child sleeps on time. Younger children can stand in the car, while older children must bend over. If you are lucky, your guaranteed minimum pay will increase as you travel. The driver brought him lunch. During his work, he learned about mechanics and driving, which were essential for his future career. Many of them work during the week and go to school on Sundays to get the school certificate needed to get a driver's license.

Only 18 percent of these children are uneducated. 88 percent of these children live in family structures. The specific tasks assigned to children will vary according to their age and gender. Nine percent of young people between the ages of 12 and 14 live outside their families and can be considered "walking children." The situation of street children in Kuso is unique because there are two homes for homeless children, meaning

they can escape the vicious cycle of marginalization. They can do their own work without being harassed by the police or adults. In this way, children have the freedom to choose and implement their own decisions.

In Canada, Sehimmel (2006) studied street children who had difficulty meeting their basic needs. Running away from home can be a form of resistance or a sign of disappointment with one's life. It is the most effective response to the poverty and abuse that children living in vulnerable and powerless environments are subjected to. Family lives and lifestyles lack two basic needs that are essential to children's health and well-being: a healthy family through parental support and socialization, and adequate health services such as food, shelter, clothing, and good schools..

### ***The Situation in Africa***

The case of street children in Africa is becoming increasingly serious. UNICEF (1984) estimates that about 10 million children are without families. Most of them live on urban streets and are "street children". Most of these children are forced to live on the streets due to poverty, various forms of abuse, exploitation, abandonment or orphanage due to HIV or AIDS. According to Kopoka (2000), the democracy and free trade policies of African governments are some of the factors that increase the risk of poverty and increasing poverty, which ultimately affects children. It was also noted that families have become an important factor in the emergence of street children.

In some African countries, political instability has led to violent conflicts, causing social unrest. In countries such as Sierra Leone, Liberia and the Democratic Republic of the Congo, street children are exposed to the killing of their parents or guardians, financial hardship and serious disruption of their homes and communities.

Most migration patterns have been found to be strongly correlated with a lifestyle of violence and child abuse, particularly within families and local communities. Those trying to reduce the number of street children in Bangladesh should focus on social practices that will specifically reduce the control that exists in some families over emotional, physical and sexual violence. Economic growth and the reduction of income poverty will help, but they will not be enough to reduce the number of street children.

The situation or picture of children's lives in South Africa is somewhat different. Ross (1995) has noted that immigration policies, conflict, inequality and violence in black areas in South Africa are important factors in the emergence of oppression of street children. Le Roux (1996) published a well-designed study that took four years to document all aspects of the lives and experiences of children in the country. Street children in South Africa range in age from 7 to 18. The emergence of street children is a product of the apartheid policies implemented since 1948, and street children are actually victims of these old laws. Le Roux (1996: 4) quotes Rose's observation:

There are about 9,000 street children in South Africa, the majority of whom are black. There are almost no white street children in South Africa, but 10,000 white people in 160 countries have registered and received children's home assistance. There is no special children's home for African children in the city. The existing 12 orphanages house approximately 1,000 African children. Although the 11 African children's shelters have a capacity to house 1,400 children, in 1991 this number was only 700. Black street children were seriously neglected. According to Swarts (1988), almost all the street children in Johannesburg were black children, including a few people of colour. Keegan and Le Roux (1996) stated that 90% of the children came from broken homes where there was alcoholism, abuse and family abandonment.

UNICEF (2002) conducted a study on a sample of 260 street children in Zimbabwe. The aim of this study is to develop a long-term national strategy to promote, protect and implement the rights of street children by collecting, compiling and using available data on street children. The main tool used in this study was a structured interview session to investigate the situation of street children in Zimbabwe. The reasons for relying on income for a living in the study included the need to earn an income, being an orphan, being abused by parents/relatives, inadequate care and support from parents or guardians and peer relationships.

The findings of this study show that street children are “pushed” and “pulled” by a variety of factors including family poverty, family conflict, the demands of urban life and juvenile delinquency. Emotional factors in relationships lead to positive relationships between adults and children. Rural migration is also a major reason for children ending up on the streets, including national disasters and other reasons.

Khalafala Ahmed Mohammed Arabi and Wisal Altahir Ali (2011) examined some factors affecting homelessness in Khartoum through a survey conducted with 300 street children. It was learned that the majority of street children were born in the state, but their origins were in the western and southern regions of Sudan. According to the results of the analysis, it was revealed that there are seven factors that can be grouped under the headings of urban life, risky behavior, economic reasons, nature and environment, family breakdown, surveillance and domestic violence. This study recommends that in areas where most children currently live on the streets, future plans should be developed with interventions at home to prevent children from being on the streets, school fees should be reduced and income-generating opportunities should be created for children who are educated at home. especially families at risk. affected by war and security; Creating a sense of security in street children and encouraging them to return home.

A study conducted by Ojanuga (1990) on 55 Nigerian street children under the age of 15, who were begging to make ends meet, revealed that they were on the streets due to the financial constraints of their families. Interestingly, 80% of these children still resided with their families and often begged alongside them. However, not all studies support the poverty hypothesis. After interviewing 1,000 children on the streets in Bombay, Patel (1990) claimed the major reason for street children was not poverty but family Violence.

Tchombe (2002) in Cameroon reported the perceptions of street children, their parents and community workers about why these children end up on the streets. The sample consisted of 395 children living in social institutions in Bamenda, Northwest Region of Cameroon, and data were obtained from official records and records on street children.

Questionnaire and focus group discussions: in analyzing the data through descriptive statistics, identified three main categories of causes: social, educational, and governmental. It was concluded that any programmatic interventions to prevent an increase of children drifting to the streets should address the above issues and that social policies should make available amenities and activities, create opportunities to improve family life, and provide vocational skills.



### ***The situation in Europe***

Pehlivanlı and Ezgi conducted a study on the concept of street children in Ankara. The explanation here is in the context of exclusion. They apply a nice method with 15 street children; This study focuses on the results of a historical study on the lives of children working/living on the streets of Ankara, and two types of data are analyzed in the context of exclusion in society. Culture-family relations, family relations, street life, children's life expectations are investigated.

Duyan (2005) carried out a similar study in Turkey and examined the relationship between socio-demographic and family characteristics, family relations, street life experiences and the hopelessness of street children. The study focused on a population of street children living in the city of Gaziantep, chosen for its high density of street children. Data was collected by distributing the Hopelessness Scale for Children. In his findings, Duyan interviewed 195 street children and found a significant relationship between physical violence, fathers' alcohol usage, unemployment, threats of the children at home, and hopelessness among the street children.

### ***The case of the Indian Sub-Continent***

Soniya Wazed (2012) examined the migration process in her research and stated that in addition to the economic needs of the migrants, the idea of living on the road also affects the migrants. This study was conducted and conducted in Dhaka, Bangladesh. The subjects of this study consisted of street children and street girls selected from different age groups. The researchers interviewed the participants using the semi-structured interview method and field observations were also used in this study.

The Association for Development, Delhi (2002) conducted a survey on street children and child laborers in Old Delhi, New Delhi, and Hazrat Nizamuddin Railway Station to determine the reasons for leaving their homes and their daily life problems. A sample of 100 participants was created; the majority of them were between the ages of 8 and 16. Data collected through surveys revealed that children in Uttar Pradesh and Bihar were used to living either at home or in government institutions, but some preferred to live on the streets for reasons of freedom and work. Studies conducted on children have shown that one of the major reasons why children run away from home is parental

abuse. They have no contact with their families, they do not want to go home. Education should be a key component of the plan to provide them with a better and better quality of life.

Joshi, Harish, Visaria, Leela and Bhat, Rajesh (2006) studied street children at the main Kalupur Railway Station and under the nearby Sarangpur Bridge. These children were interviewed to find out why they left their homes or place of stay, duration of stay, occupation, earnings and expenditure, harassment, treatment of sickness, willingness to study and feelings about being away from homes and family members. As part of an in-depth study, 34 children who live on the streets were interviewed. Among these children, three girls (2%) were interviewed at the Observation Home for Girls in Odhow, where they were residing. In order to survive, these street children had to undertake various occupations such as bottle picking, cleaning train compartments, begging, working at tea/snack stalls, rag picking and numerous other menial jobs.

### **Rehabilitation**

In Europe, the origins of legal interventions to help vulnerable children can be traced back to the third-century Apostolic Constitution, which declared that abandoned children should be helped. In this context, this referred to orphans and two-born children. This was followed by tenements, farmhouses, the dilapidated schools of Dickens's London, and modern shelters for homeless youth (Williams, 1990, p. 42). Throughout this history, the goals can be classified as primary prevention, education, correction, punishment, and abuse (Williams, 1990, p. 112). The current wave of global interest stems from the global goals set by the United Nations on World Children's Day in 1979 and the subsequent report of the Human Rights Committee on the International Review of Humanitarian Problems (Agnell, 1986). Many organizations are now working to address the plight of street children worldwide, including creating informative materials on the subject as part of educational development. (Street Children Alliance, 2005).

The treatment of street children requires a variety of methods to reintegrate these children into society. These include taking the children of the streets, providing

treatment, caring for them, sending them back to school, and helping them learn about law and social issues. In another study Musaya (1998), the findings explain that rehabilitation process as a response to human needs such as food, shelter, education, job training, social services, health, foster care, and a sense of belonging. In this study, rehabilitation will be examined in terms of reunification into a family environment, psychosocial skills, and social integration.

### ***Family reunification***

All interventions in child health are based on cultural beliefs and beliefs about who children are, what they should do, who should care for them and where they should be. As social, cultural and economic conditions have changed over centuries, so have children's attitudes, perhaps most notably the United Nations Convention on the Rights of the Child. Viewing children as representatives of society who translate needs into policy has transformed society in many ways and has introduced new models of action, such as working with children to ensure their participation in the processes that affect their lives.

The understanding of what is meant by the term family reunification can vary greatly depending on the organization. Most people focus on the idea of "natural" reunification, including the "unification" or "reunion" of people who have been separated for whatever reason. In this sense, reunification is more narrowly defined than the return of a child to his or her parents and relatives. Other organizations operate under broader concepts that rarely restrict food intake and include non-relatives and communities: Reunification means returning children to their birth families or extended families, supporting foster care and adoption, or enabling children to live independently in the community. Family reunification is sometimes confused with family tracing by organizations such as the International Red Cross because both processes involve identifying and reuniting family members in different ways. The process of tracing families is more applicable in situations of war or famine, where separation of families is common and where the family's place of residence is not shared. is very familiar.

Unfortunately, in many discussions of the "family reunification" of street children, this important point is rarely mentioned; in practice, the process often consists

of returning the child to his or her family. This is because institutions do not investigate the reasons for the separation of the children or their families, or do not have the resources to hold appropriate discussions or meetings. These problems are then discussed and it is hoped that reunification will work. This approach is irresponsible, ineffective and potentially dangerous for children. Therefore, institutions must ensure that reunification does not occur without: (a) Adopting a definition of reunification that recognises resolution as an inherent and necessary factor within relocation; (b) Thoroughly exploring the factors leading to the separation from the perspective of both the child and their family; c) Providing adequate rehabilitative support to the reunified child and their family before, during and after the act of reunification.

Reliance on specific "family" models has proven to be ineffective in ensuring that shared strategies remain reliable for children's real relationships and can have serious consequences for those around them, such as relatives, friends in the community and other caregivers of children. Harper and Marcus (1999) argue that colonial and/or Christian ideology emphasized the traditional nuclear family as the foundation of society and that this diminished reciprocity within the clan, whereas in Western Tanzania Tibajiuka and Kaijage (1995) directly increased it. The denial of kinship ties to orphaned children and the changing concept of family, "family roles are seen as nuclear rather than extended families." One of the defining characteristics of postmodern Western society is that society is fragmented down to the individual level and that the influence of contemporary cultures extends far beyond the Western world.

Those who plan and fund (or seek funding for) services for children often begin to work on these theoretical models that we are not personally aware of. What needs to be done is to see medical tests and prepare treatment plans. If the starting point were not to fix the child's path but to fix the child's environment, the concept of family reunification would be very different. - United Nations Universal Declaration of Human Rights (1948), Article 16.3 The importance of the "family" in the Universal Declaration of Human Rights has implications for the lives and identities of people around the world. The Convention on the Rights of the Child (1990) echoes many of these sentiments and goes further, emphasizing that the family is the "natural environment" for the "full and harmonious development" of the child. But what does the word

"family" actually mean? The existence of family reunification programs presupposes the existence of a real, shared environment or unit - the "family" - to which children can leave and to which they can return.

So what is "family"? To whom does it refer? What kind of relationship does it want? Why is "family" a more appropriate form of gathering than other groups? In a global study of the ethnic structuring of "family," Mann (2001) emphasized that there are two "basic models" for defining the concept of family: biological and generational. Firstly, a family must be blood related, whether direct relatives or distant relatives, which is the most obvious and directly understood in today's world, but secondly, a family must have at least two generations (i.e. both parents and children) the importance of relationships, i.e. (a) relatives/blood ties are sometimes more important than friends, neighbours or relationships between close or more important persons (b) the "family" must include adults, providing appropriate guidance and care for vulnerable members Children in other parts of the world Cultural differences cause children to experience mobility issues from their families and from those they are or are not related to in society, this is not an indication of poverty or deprivation from a cultural perspective. Completed.

Tronick et al. (1987) found that among the Efe people of the Democratic Republic of Congo, "multiple mothers", that is, children being cared for by relatives and kin, is a social phenomenon. A similar distribution of parental roles is seen in many parts of Asia and Africa, where children grow up in different types and structures of family (Feeny and Boyden, 2004:4). In Sub-Saharan Africa, the Demographic and Health Survey found that in Namibia, the majority of children aged 12–14 lived in single-parent households, compared with 42% of girls and 36% of boys in Côte d'Ivoire, Haiti and Benin (Mensch, Bruce and Greene, 1998). At the same time, Ennew's (1985) study of children's lives in the slums of Lima, Peru, found that many types of sibling groups were almost identical to those of two parents, with the father's family being the most common in most places, or not being the primary caregiver of the children. Therefore, the selection of children for the recruitment process by the biological, genetic and genetic methods mentioned above may be wrong and inappropriate in many cases. Furthermore, the importance of blood ties and the involvement of adults in the

construction of the "family" significantly affect the perspective of the children, since they show that a group of unrelated children living together cannot be called a "family", no matter how strong the feelings and support between them. "Family" means better or more "real" than the relationships among street children, as a group, just outside the street.

However, the evidence (and research) on the children's paths does not necessarily agree with this early assumption. Indeed, some studies have questioned this and have found that some groups of street children often see their peers as "siblings" (Zutt, 1994) or can imitate the roles and processes of family life through their interactions (Verma, 1999; Barker and Knaul, 2000). In order for children to integrate into society, many tasks must be performed to ensure that they are safe and secure in their homes; Family assessment is first to understand the family situation to which the child will return and to ensure that the environment is safe and suitable for living in order to support the child's further development (Dallape, 1987:41). The next step is to encourage the child to return. or motivate the child to return to the treatment of the family's choice (Dallape, 1987: 47).

Another important aspect is to support families or parents to meet the needs of their children when they return to society. Counseling can help parents, especially those who are alcoholics, change their behaviour. Parents also gain the ability to discipline their children responsibly to prevent child abuse. Parents living in poverty will be given incentives to save, take out loans, and start small businesses such as making soap and selling vegetables. The aim is to ensure that these parents have enough money to pay school fees and provide food and clothing for their children to grow up in a medical facility.

The reintegration process will involve reintegrating the child back into society and the family that will take the child in after recovery. Before children can be reintegrated into society, many tasks need to be done to ensure that they are safely and permanently housed, even if time and resources are limited. If they were used to treat them, the children would not remain at home and would eventually return to the streets. . First, the family assessment is to understand the family situation in which the child

will be rehabilitated and to provide a safe and appropriate environment to ensure the child's continued development (Dallape, 1987:47).

There are many challenges. The challenges that treatment facilities face are: Trying to return children to their families We will look at the challenges that children face, the issues related to their families, and the challenges that children face after recovery.

Problems affecting children include dependency; children feel they have to constantly seek help from others other than their parents or caregivers. Deep down, they believe that their parents cannot take care of them and that only others can help them, especially when they are at home. Children also fear the unknown, as they are not sure whether they will be able to survive when they return home, especially when little has changed at home. Inadequate preparation for the reunification of children can lead to children being reluctant to return to their families, especially if they do not have good relationships with their parents or guardians. If children feel unwanted and unappreciated at home, they will resist social integration and may back down even if they accept integration.

### **Psychosocial Skills**

Psychosocial skills refers to “the processes and activities that promote people’s general well-being across the lifespan”. This includes support from family and friends” (INEE, 2010a, p. 121). Psychosocial support is “a means of strengthening the resilience of individuals, families and communities” (IFRC Reference Centre for Psychosocial Support, 2009, p. 11). Its purpose is to help people recover from crises in their lives and to strengthen their ability to recover after a disaster. It also refers to the experience of being valued, respected, cared for, and loved by others in one's life (Gurung, 2006). It can come from your family, friends, teachers, community, or a group of people you belong to. Social support refers to the perceived help received from others when needed, the evaluation of different situations, positive coping strategies, and emotional support.

Developmental psychology is concerned with a person's thoughts, feelings, behaviors, memories, sensations, and understanding. Social development refers to the interactions and relationships between individuals, families, friends, and communities

(UNRWA, 2016, p. 4). Social support is important in human life because research has shown that lack of social support is associated with many psychological disorders such as depression, anxiety, loneliness, and worry (Eskin, 2003). Elliot and Gramling (1990) found that social support helped university students reduce depression, anxiety, and stress. They also found that social support can help students manage and reduce their psychological problems. Social support is also thought to have a significant impact on students' academic success. Since family and friends are a person's primary sources of support, research has shown that support from these two sources is associated with academic success (Steinberg & Darling, 1994; Cutrona, 1994).

A better understanding and knowledge of the social support systems that affect students' mental health can help us design and develop appropriate interventions to help them. Social support can help people reduce stress and prevent stressful situations. Many studies have shown that poor communication is associated with symptoms and psychological disorders such as anxiety, depression, and other mental disorders, and has a positive effect on the body and mind. According to Nahid and Sarkis (1994), social support can protect people when they face life challenges such as death, illness, and other major stressors, and can relieve their psychological distress. It has long been known that the characteristics and qualities of supportive relationships are important for personal adjustment. Many studies have shown that the positive effects of receiving and receiving social support are more beneficial to mental health than the amount of support received (e.g., Nahid and Sarkis, 1994; Holahan et al., 1995). To understand the role of finding and receiving social support in preventing mental illness, we need to examine the effects of stress; these effects focus on two types of stress: It promotes good relationships.

The first refers to the belief that help is available, and the second refers to the fact that help is actually received. Two approaches are needed to prevent stress: reducing the extent to which people perceive situations as threatening to their well-being and increasing their belief in the existence of the necessary capabilities. Research on the stress mechanisms of social support has focused on how social support relates to stress appraisal and coping (Lakey & Cohen, 2000). Research on social support and psychological problems has shown that support from family and friends can reduce the



impact of students' psychological problems (Calvete & Connor-Smith, 2006). For example, Villanova and Bownas (1984) found that social support can help students cope with the stress of daily life and reduce academic stress. When they do not receive sufficient support from family and friends, they may encounter difficulties and develop depression, anxiety and stress. This finding has been supported by Dollete et al. (2004) who found that social support can act as a protective factor in reducing psychological problems (e.g. anxiety) in students. According to Wentzel (1998), social support has been shown to be a motivating factor for students to perform well. This research is supported by the findings of Quomma and Greenberg (1994) who found that receiving less support from these sources leads to failure.

In addition, Nahid and Sarkis (1994) reported a positive relationship between stress, anxiety, depression, and social support, as low support was associated with stress, anxiety, and depression among university students. Social support has been found to be one of the most important protective factors for students (Tao, Dong, Pratt, Hunsberger, & Pancer, 2000). This is because health promotion involves social resources that people perceive to be available or provided to them, which can help prevent mental health problems. According to Teoh and Rose (2001), social support is a predictor of psychological problems. It is associated with greater depression, anxiety, emotional problems, relationship problems, dissatisfaction, and self-esteem.

The study found that students who perceived that their social resources were increased were less likely to develop mental health problems. This suggests that the impact of stressful events can be reduced when students are provided with good support. Advice and support from supportive sources can also give people hope for problem solving and information seeking. These can help students cope with various environmental stressors and adapt positively. It is thought that support provided through social support can reduce the impact of stress by increasing problem solving effectiveness and thus reducing student anxiety (e.g. Holahan et al., 1995; Lakey & Cohen, 2000). For example, access to emotional and social support can enable students to adapt and cope with unmanageable situations.

Support from family and friends includes warmth, behavioral control, and mental independence. These three dimensions help students develop a positive sense of self and social awareness, a sense of responsibility and competence, and the ability to manage power and control. Different behaviors thus reduce the incidence of psychological distress in students. This support is also essential for improving health (Oswald & Suss, 1994). For example, two sources of social support, family and friends, can predict a person's mental health. Support from family and friends, together with acceptance and warmth, is associated with higher grades in school and university, negative behaviors, less stress, and less crime among students of all social classes (Silbereisen and Todt, 1994). From previous studies, it can be concluded that social support from family and friends plays an important role in solving psychological problems, because support from family and friends can reduce students' psychological problems. This means that the higher the level of social support, the less psychological problems there will be. Conversely, the lower the social support, the greater the psychological problems.

### *Social Integration*

Social integration is becoming increasingly difficult and requires a balance against conflicts, especially as human societies continue to grow. The collective approach, from Herbert Spencer to Emile Durkheim, from Talcott Parsons to Niklas Luhmann, deals with the differences and relationships between them. All of these writers consider the focus of the integration problem to be human. But they offer different ideas and strategies for this level of relationship. Luhmann gives a narrow definition of integration to solve the problem of his predecessors: Integration is the integration of freedoms (Luhmann, 1997, p. 602). Different classes can be conceptualized or viewed as different entities or social organizations. Society is a heterogeneous structure and to maintain balance there needs to be coordination among different classes of society. Now if we put these two words together and extract the meaning of the word 'integration', we can say that it is a community or society in a state of balance. The collective entity we call society. Communities of different classes come together or mix together on the basis of common ground, which meets the needs of many people and works that bring together their needs. Each estate is organized to

fulfill certain functions throughout life, by distributing rights according to the law of inheritance.

The hierarchical order of succession promotes integration and harmony of actions. Integration is based on the successful and legal integration of citizenship as a community in its civil, political, social and cultural aspects. It is an abstract force that transcends the boundaries of race, color, gender or other groups. Relations and conflicts have different meanings at different levels of social and decision-making processes. We can speak of unity or separation only to a certain extent and at best in an objective sense, at the level of a group where individuals come together, expressed in statistics; for example, women earn less than men; Members help each other because they care about their friends. Teaching social skills that foster solidarity is an essential part of healthy social relationships. In societies with higher social cohesion, parents may have more confidence that other adults in the community will care for their children.

Therefore, they may be willing to involve their children in positive social activities. In fact, research supports the idea that social integration can encourage children to be active and physically active. Slavin (1996) found that cooperative learning programs that emphasize team building and team processes but do not provide group rewards are ineffective, but when they do provide rewards or incentives and accountability, students benefit more from group learning than from individual learning. Slavin concluded that personal responsibility and shared rewards are important for the success of cooperative learning. It is still a combination. Money and political power are examples of communication channels that act as catalysts because they allow different social systems to integrate. It is possible to communicate for commercial or political purposes without time, space, and people limitations (Lockwood, 1964; Luhmann, 1988).

In the globalization process, functional systems are moving beyond the nation state with social integration, creating a world society that moves away from integration through integration and socialization (Luhmann, 1997). The controversial question is whether international integration can be achieved without integration, or whether there is a need and opportunity for continuous improvement of the quality of supranational, even international relations. If we understand the relationship between the unity of the

good unity of the nation-state, then the path to unity between the supranational and international levels is subtle. But if we know that this process involves a change from unity through unity to deeper, more diverse joint cooperation, social and moral integrity, then we can consider that supranational and global unity can still be achieved through joint initiatives.

### **Theoretical Framework**

The theoretical framework incorporates concepts and elements from the academic literature and existing theories used in other studies. They demonstrate a broad understanding of selected concepts about a broad domain of substantive knowledge. (Akeol & Garrison, 2012). Psychological theories are useful in treating the different coping styles that emerge depending on how well children cope with other cultural factors. Four theories guided this study: Albert Bandura's social learning theory, Mezirow's 1990 theory of transformation, Maslow's self-esteem theory, and Erik Erikson's (1977) theory of psychosocial development.

### **The Social Learning theory**

According to previous studies, learning is defined as "a change in human performance or performance resulting from the learner's interaction with the environment" (Driscoll, 1994, pp.8-9). Weinstein and Mayer (1986) also defined learning as "the permanent transformation of a person's knowledge or behaviour through experience" (p. 1040). In this context, Shuell (1986) defines learning as "a permanent change in behaviour or the ability to perform a certain behaviour, resulting from practice or other knowledge" (p. 34). 412). Learning theory sees the environment as a key force in development. (Hoffman, 1993). Researchers divide learning into behavioral, social learning (SLT) and cognitive learning (SCLT). In the context of this research, Albert Bandura is arguably the most important psychologist living today. His work in the social sciences has influenced many fields of study, including education, health studies, sociology, and mental health.

The Social Learning Theory (SLT): The Social Learning Theory is increasingly recognized as an important tool for effectively managing resources and promoting

positive behavioural change. (Muro and Jeffrey 2008). This theory stems from the idea that we learn from our interactions with others in social situations. Additionally, people can develop similar behaviours by observing the behaviour of others. After observing another person's behaviour, people internalize and adopt that behaviour, especially if their observations are positive or if there are rewards associated with the behaviour. According to Bandura, imitation is related to the actual production of motor functions (Bandura 1977). SLT has become perhaps the most influential concept in learning and development. It derives from many of the basic concepts of traditional learning theory. This theory is called a bridge between behavioural and cognitive psychology because it addresses attention, memory and motivation issues. (Muro and Jeffrey 2008). However, Bandura argues that direct reinforcement cannot explain all types of learning in this case. For this reason, he added social elements to his theory and argued that people can learn new information and behaviours by observing others. According to the theoretical framework, there are three principles of integration.

The principle of social learning is to work consistently throughout life. Educational assessments can be made at any age. As long as there is exposure to new and powerful models that influence and control resources at any stage of the life cycle, new learning is always possible through modeling processes. (Newman B.M. 2007). SLT assumes that people learn from each other through observation, practice and modeling. According to these principles, learning can occur without changing behaviour. In other words, behaviorists believe that learning must occur through permanent changes in behaviour, while social scientists believe that people's learning does not necessarily result in performance because they can easily learn through observation (Bandura, 1965). Education may or may not lead to behavioural change (Bandura, 2006b). Bandura shows that intelligence plays a role in learning and this situation (Newman BM. 2007) supports that social studies have become an important factor in the interpretation of human behaviour in recent years.

**Behavioral Learning:** The observed person is called a model, and the learning process is called a model. This view is supported by (Newman B.M. 2007). Bandura noted that when something positive is perceived in a person, the need arises in the first stage, then the second and third stages of social learning such as behaviour and

adaptation occur. For example, if a teacher participates and supervises a world-class classroom and receives positive feedback and comments from the class, if they approve of the behaviours of the students, then they will want to teach the class and learn in the world themselves. They can then use the behaviours they experience to apply and demonstrate the teaching styles of other teachers in the world (Bandura, 1986). Previous research has shown that many behaviours can be learned, at least in part, through modeling. Some examples that might illustrate this include: Students might watch their parents read a book, solve a math problem, or bravely confront a dangerous situation (Bandura, 2006a). Accordingly, it is thought that violence can also be learned from modeling. Many studies have shown that children become more aggressive when they watch role models who behave aggressively or resort to violence. From this perspective, ethical and moral judgments are influenced by observation and modeling. Learning therefore involves making ethical decisions about right and wrong, which can be improved through modeling.

According to the data, there are three definitions of SLT. First, people can learn through observation, this is called observational learning. Second, mental states are an important factor in learning, this is also called internal reinforcement. Finally, it is said that education does not necessarily lead to behavioural change, but follows a structural model. Observation of Learning In 1961, Bandura conducted his famous Bobo doll experiment, which examined behaviour at least in part through the study of culture, and found that similar behaviors are learned by individuals who imitate the behaviour of the model and become their own. The results of Bandura's Bobo doll experiment were intended to change current thinking in psychology and are credited with helping shift the focus of psychology from pure behaviorism to knowledge. This experiment is one of the most admired and respected experiments in psychology. (Newman B.M. & P.R., 2007). This research is important because it departs from the behavioral theory that all behaviour is driven by reinforcement or reward. The children are not encouraged or motivated to hit the doll; Bandura called this phenomenon observational learning and identified the elements of observational learning as attention, recall, socialization, and motivation. He showed that children learn and apply the behaviours they observe in others. In this process, he identified three models of educational observation.

The current model involves a real person demonstrating or performing a behaviour. A conversational model involves describing and explaining the behaviour. Character models include real or fictional characters who portray a character in a book, movie, TV show, or online advertisement. Internal reinforcement is another type of learning and is defined as a form of reward such as satisfaction, pleasure, and success. According to some researchers such as Muro and Jeffrey (2008), who support Bandura's SLT concept, this type of learning also emphasizes internal thinking and cognition, which helps to combine learning theory with knowledge. In this context, Bandura (1986) criticized this approach and argued that external environmental stimuli are not the only factors affecting learning and behavior. Modeling Process Bandura mentioned four things that should be present in the modeling process. Note: First of all, it is necessary to pay attention to the model. The more striking or unusual something is, the more it attracts our attention.

Similarly, when we see something prestigious, attractive or interesting, we should pay attention to it. (e.g. colour) Motivation is the end of modeling; remember that since these four factors vary from person to person, different people will repeat the same behaviour in different ways. Reinforcement and punishment play an important role in motivation. Memory: The observer must remember the behaviour they have observed. One way to develop this is to use iterative techniques. The third condition is reproducibility, which is the ability of the model to reproduce the behaviour they have just observed. This means that the observer must be able to repeat the action, which can be problematic for learners who are not yet ready to repeat the action. From an SLT perspective, the reinforcement and punishment (R&P) perspectives can be divided into the following categories: having a direct effect on learning and not being the sole or important factor, influencing the way individuals behave, thus encouraging further learning; By the mid-1980s, Bandura's research had diversified further and his focus shifted to a broader understanding of human cognition in the context of social learning. His expanded approach to learning has recently become known as social cognitive theory (Bandura, 1999). The theory provides a basis for understanding, predicting, and changing human behaviour (Green & Peil, 2009).

SCLT also emphasizes strategic thinking. It also focuses on how children and working adults make sense of their social experiences and how these experiences affect behavior and development. SCLT Bandura's (2006a) Basic Assumptions are mostly related to interaction with American behavior, largely because he viewed his thinking as "intellectual" rather than "characteristic." The importance of the origins of behavioral intelligence is why his work in this area belongs to the external paradigm of developmental theory. In short, he believed that people learn behavioral and cognitive skills by observing the behavior of others and that these acquisitions can be learned without experience. Direct reinforcement. (Green & Peil, 2009). McCormick and Martinko (2004) shared some thoughts about Bandura's SCLT based on their research. They claim that people can learn by observing others; researchers such as Betz (2007) support the basic assumptions of Bandura's SCLT and state that: Behaviour toward specific goals eventually becomes a self-regulated process in learning, with some research supporting indirect rather than direct effects on learning and behaviour and punishment (Green and Pell, 2009).

### ***Phenomena of SCLT***

Cognitive psychology broadly defines social behaviour, including the process by which people acquire cultural patterns of thought and behaviour. Within this general framework, Bandura attempts to define four types of learning effects. (Green & Peil, 2009). The four characteristics of SCLT results are observational learning, acquisition of new behaviours from models, and reinforcing effects. According to the data, the frequency of learning behaviour increases when the model reinforces the same behaviour. Third, response inhibition reduces the frequency of learning behaviour after observing the punishment pattern. Fourth, the antibiotic response prevents reactivation of the response after observing the behaviour pattern, making the situation worse.

### ***Internal principle of SCLT***

Humans are only part of their environment. It is also important that we create and maintain a healthy environment. We can influence our future by carefully choosing our environment. Our choices are influenced by our beliefs and abilities (Bandura, 1997). Bandura proposed a single internal process consisting of three interrelated



components. This principle is called the triadic principle of reciprocity. Some SCLT researchers, such as Betz (2007) and Green & Peil (2009), support Bandura's social perspective and describe human behaviour as triadic, dynamic, and interactive: personal factors, behaviour, and environment. A closer look reveals that these three principles are interrelated.

### *Self-efficacy*

In Bandura's theory, self-efficacy is included in the sense that self-efficacy has a causal effect on the need for behaviour, but not vice versa, in the explanation of human behaviour (Bandura, 1986c, 1995, 1998, 2004, 2006b). Self-efficacy beliefs play many roles through cognition, motivation, emotion, and decision making. Efficacy beliefs influence whether people feel pessimistic about self-enhancement or self-defeat. They play an important role in self-regulation by competing expectations about goals and outcomes (Mark & Campbell, 2011). Self-efficacy, then, is central to SCLT and reflects people's beliefs about their own abilities or potential to perform well. This theory posits that human functioning results from the interaction of individual factors (e.g., knowledge, emotions), behaviour, and the environment (Bandura, 1986, 1997). From this perspective, personal performance is influenced by an individual's behaviour and the environment with which they interact, and is influenced by an individual's behaviour and the events that occur in that environment (Tanyi, 2009).

Self-efficacy, effort, dedication, and achievement (Bandura, 1997; Schunk, 1995). Compared with students who lack confidence in their abilities, those who have a sense of personal accomplishment or achievement are more likely to engage more, work harder, and study longer when faced with challenges. The data used to measure individual performance come from four primary areas: real-world performance, implicit knowledge, persuasion patterns, and physiological responses. Student performance provides the most reliable guide to personal performance; In general, success increases personal performance, failure decreases it, but after some success (failures) it is unlikely to fail (failure).

There are many benefits. Comparison of self-reported information gained through experience (Tanyi, 2009). Other things that are similar provide the best basis

for comparison. Students who see their peers studying a similar career are more likely to believe that they too can learn it. These negative statements are often weaker than the consequences of good performance because personal dishonesty will be compensated for by subsequent failures. Do it! Students can learn about their performance through physical measurements (such as heart rate and stress). These symptoms may indicate a person's lack of intelligence; in contrast, subjects were found to feel better when their symptoms of depression were less. One of the key features of the Bandura model is the creation of four influential sources of information or learning experiences that lead to self-efficacy.

It is also important because it is part of Bandura's Social Cognitive Theory and part of SCLT. Betz (2007). In other words, some researchers such as Betz (2007) and McCormick & Martinko (2004) support self-efficacy based on Bandura's ideas and believe that self-efficacy occurs through voluntary attitude and knowledge of the following: firstly choosing a job, organization, purpose, secondly hard work and perseverance, and thirdly learning, and achievement. They found that people with a strong sense of achievement are more likely to view difficult tasks as things to be done rather than things to be avoided, and people with a strong sense of achievement are more likely to view difficult tasks as things to be done rather than things to be avoided. To avoid productivity, there is a way for the individual to avoid hard work. It does not work and the result is not good. (Mark & Campbell, 2011).

### ***Self-regulation***

The basic idea of SCT is that people can control their thoughts, emotions, motivations, and behaviors. Self-regulation refers to the processes by which people control and direct their behavior. It views individuals as goal-oriented, developing thought patterns and adapting to the environment to achieve personal goals. Good self-management means that actors monitor the workplace, develop work strategies, work effectively on projects, and monitor results (Locke & Latham, 1990). Self-regulation has become an important factor in SLT, but in SCT individuals are considered autonomous when they have their own ideas of appropriate or inappropriate behaviour and choose to act accordingly (Williams 2010). Bandura (1978) proposed that the promotion of self-mastery is important in his theory. He believes that this is often

achieved by teaching people to reward themselves after they perform a desired behaviour.

Bandura (1982) stated that people rely on their knowledge of their own physical bodies to judge their own abilities, which can affect the user's product self-efficacy in solving health problems. As professionals, psychologists should try to understand their clients in order to help them reinterpret their beliefs or change their understanding. In many cases, the difficulty is in determining the user's beliefs about their health problems. A good example of this is that patients may mistakenly interpret fatigue as a condition, when it could mean a physical manifestation of illness or stress. If you have a physical condition, the best solution is to rest; for depression, the best option is regular exercise. Therefore, the specialist may decide that all clients with fatigue complaints should be assessed first and then given further advice based on the results. Some people may be advised to exercise more, while others may need to rest. Reinterpretation helps clients look at problems differently and change their judgments about their own effectiveness and abilities to solve health problems. We often use persuasion to convince clients that they can achieve their goals.

Bandura (1982) concluded that persuasion has no effect on individual change but is beneficial for performance, especially real persuasion. Professionals can help clients avoid giving in to their fears by asking them to set goals that are higher than they currently have. However, these goals are short-term plans and need to be realistic to make the project more manageable.

Persuasion can be used in projects that involve group problem solving and goal setting to persuade individual clients. When a person sees their peers successfully participating in similar tasks in a group, they will have more confidence in achieving success. In this way, people begin to master specific skills. Resilience is a fundamental or important factor in the well-being of street children; for example, whether they can learn how to fall and get back up when they try again, whether they can return to their previous lifestyle.

Children who go through rehabilitation are usually surrounded by positive role models such as teachers, peers, parents, social workers working in the community, and the behavior of these people can determine their future; street children. This study also

confirmed that the social learning approach is based on the fact that behaviour is learned from the environment through the observation process (Bandura, 1963). Tanyi (2009) suggests that students acquire knowledge and skills through social and cultural environments, and these environments ultimately shape their knowledge. Studies will also use this theory to show how rewards or punishments can enhance or hinder learning. Mwalili (2018) stated that these activities can keep students engaged during extracurricular activities and prevent them from falling into the habit of using and abusing drugs. Physical activity also helps children learn problem-solving skills in a social environment after they leave the hospital. He added that teachers and other staff, especially in the treatment plan, engage in extracurricular activities with the children outside of school hours to help them learn and develop support and leadership exchange and integrate into their families and communities of origin.

### **The Transformative Learning Theory**

Transformational learning theory believes that the process of "thinking transformation" has three dimensions: a psychological or understanding change in one's beliefs, a revision of beliefs, and behavioral changes in lifestyle (Mezirow, 1990). The expansion of consciousness is brought about by the development of a new world and the individual's unique abilities, and the transformation of learning is facilitated by processes such as knowledge of the symbol's content, acceptance, and sufficient pressure to revise the agreement under. It is not uncommon for this to lead to academic change. Mezirow (1990) suggests that although it can result from a combination of context over time, it is most often due to "anxiety stress" caused by a life crisis or major life change. Less negative issues such as teacher training encourage change. Prepare to change patterns of use. The methods are basic and analytical. "Students must "reflect on and make sense of their experiences" and "reflect on their own experiences" in order to change their meanings (especially beliefs, behaviours, and emotional responses). Experiences that lead to changes in thinking."

The meaning schemas that create meaning can change as one adds or integrates ideas into existing schemas, and indeed such changes in meaning in language schemas are often the result of learning. Of course, an uncritically internalized interpretation of a privileged image emerges. Thinking takes time. The dissemination of this understanding

is the main purpose of education. Transformational learning develops the self-concept. Mezirow, (1990). They suggest that this constant change is often due to "stressful stress" leading to life crises or major life changes, but it is also due to the voluntary results of a combination of meaning changes over time.

The perspective is explained by Mezirow (1990) as follows:

- Disorientating dilemma
- Self-examination
- Sense of alienation
- Relating discontent to others
- Explaining options for new behaviour
- Building confidence in new ways
- Planning a course of action
- Knowledge to implement new plans
- Experimenting with new roles
- Reintegrating

Over the years, there has been some criticism of Mezirow's educational reforms. One of the criticisms of Mezirow's theory is his emphasis on rationality. While some studies support Mezirow's theory of educational change, others argue that it is more important to consider its consequences. The role of imagination in reflecting on the difference between thinking and feeling in learning transformation can be explained. ), these once missing features can now be examined by determining whether the brain works during negative stress and the recovery process. This neurobiological study also highlights the importance of poor memory, personality, behaviour, and preferences associated with unconscious thoughts and behaviours. These experiences can be used to create spiritual or emotional changes. The experiences of overcoming racism, sexism, and other forms of oppression can be painful and emotional, as these behaviours are often seen as a way of coping with and understanding the world.

This type of learning requires taking risks, risking injury, and questioning one's own behaviour and thinking. Dirkx, Robert, Boyd, Myers, and Ruether (1998) connect Mezirow's theory, expertise, and analysis to a more comprehensive, creative, and

compelling understanding of educational change. This view of educational change is based on the work of Boyd (1998), who developed a theory of educational change based on conceptual (or deep) thought. "Significant changes in one's personality, including the resolution of personal problems and the expansion of consciousness, lead to greater integration." This should include elements such as symbols, images, and archetypes to help create a vision of self or human meaning. Boyd argues that grief is the most important part of the decision-making process. Depression occurs when a person realizes that old patterns or ways of seeing no longer apply and then uses or creates new ways, ultimately integrating the old and the new. Recent research, particularly examining the learning processes of older adults, argues that Mezirow's (1998) "stress-related depression" is an inevitable consequence of the loss of a loved one and that single older adults in particular are likely to face this problem, another major catastrophe. Another study looked at educational changes in the context of suicide. In these cases, questions about the emotional or negative effects of the relationship with the deceased and the importance of the relationship dissolving over time further complicate the issue.

Unlike Mezirow (2006), who argues that identity plays a central role in the process of change (Boyd and Myers 1998), he uses a framework of identity change that emphasizes creativity and imagination, which requires a lot of brainpower, to interpret the changes. This is a change in consciousness that has a profound and irreversible impact on our way of being in the world. This change includes our understanding of ourselves and our place in ourselves, our relationships with other people and the natural world. Our understanding of power relations in terms of class, race, and gender: our minds about our bodies, our perceptions of other ways of life, and our sense of the potential for justice, peace, and personal happiness (Sullivan, 1999).

Understanding change in education can be influenced by Western philosophical and ideological perspectives (Kathleen, 2005), and a model of change based on meta-analysis research, the "Transformative Learning Opportunity Model," is offered. When considering these different perspectives, it becomes clear that one perspective does not necessarily exclude the other. For example, Mezirow and Dirks discussed their perspectives on transformative learning at the 2005 International Conference on

Transformative Learning (Dirks and Mezirow 2006). After the conference, discussions continued via e-mail and the results were published in the *Journal of Transforming Education* (Cranon 2006).

Mezirow (2006) proposed a method for measuring emotion. Although they took different paths, both thought their thoughts were the same. This includes transforming concepts that have lost their meaning and become outdated and making them known in the world. A deeper understanding of these issues and their integration into educational reform are necessary in two respects. The term "meaning-making" (i.e., meaning-making) often arises in the context of constructivist education; an example comes from the work of John Dewey, Maria Montessori, Jean Piaget, Jerome Brougham, and others. Na and Lev's ideas are based on Vygotsky's (Mezirow, 2006).

According to the constructivist perspective, meaning is constructed through experience. Therefore, children's learning styles benefit from learning in a new environment, that is, from producing useful knowledge for themselves. Education is life itself, not preparation for life. Therefore, educational change requires originality, a determination to focus on the here and now, and awareness of feelings and thoughts in the learning environment. The important role of personal relationships and the wider world in learning is discussed. Dirkx (1997) also defines it as a language that helps us understand our thoughts and feelings, ourselves, our relationships with others, and how to make sense of all aspects of our experiences, both objective and subjective. Our knowledge of who we are and how we relate to the world must be incorporated into the learning process, leading to a deeper connection with ourselves and the world. Not all change is transformational. There is a difference between delivery, transfer learning, and transformational learning.

First, knowledge is transferred from teachers to students. It is accepted in the education sector that students are highly motivated and learn best through experience, inquiry, critical thinking, and interaction with other students. Some research on change in education can be said to fall into the category of change in education, while some writers who think about real change still fall into the category of change. It is considered revolutionary when it questions and documents an idea or behaviour, when it challenges the dominant meaning. In other words, unless the process of thinking is associated with

critical thinking, thinking alone will not lead to change in learning. Recognition and revision of proposed needs. One approach advocates a method of thinking, while the other relies on intuition and logic. But the difference between the two views is perhaps best described as a matter of focus. Both use appropriate techniques and use imagination as part of the creative process. The two different perspectives on educational change described here and their examples in practice show that there is no single model of educational change. When educational change becomes the goal of education, the environment that supports the change must consider the following:

### **The role of the educator**

Brookfield (2000) also explains that transformative learning cannot be guaranteed. Teachers are given time only for educational change. In facilitating educational change, the role of teachers is to help students identify and critique assumptions, including the thoughts that shape their own interpretations, beliefs, opinions or ideas, and the thoughts of others. Teachers should provide students with training in data analysis. By doing this, teachers encourage the practice of reinterpreting problems from multiple perspectives. The goal is to create a community of learners who “collaborate to work together to make their lives more meaningful.” Here, children learn from their teachers, who act as role models, and through this learning, they develop new knowledge that they will use to solve problems around them.

Teachers should provide opportunities for students to engage in meaningful discussion. Conversation involves consideration of beliefs, feelings, and values. Discussion aims to identify reasons behind competing explanations by examining evidence, arguments, and other perspectives. Students can analyze how they understand religion and how they come to informed judgments about it. Teachers can encourage critical thinking and critical reflection using methods such as case studies, concept maps, and life stories for learning, memoirs, recovery plans, and social engagement. Talking. One idea is to encourage processes that require group members to follow the direction of the discussion and maintain equality. Teachers can also encourage discussion from different perspectives through contradictory statements or opposing readings. Teachers should not interrupt discussion. They help students develop critical thinking and broad independent thinking skills. The foundations of independent



thinking begin in childhood and continue into adulthood. Teachers help older students assess needs more effectively, identify patterns of use and other issues more effectively, and collaborate effectively with others to evaluate beliefs and make decisions about them.

The role of the teacher is to facilitate learning discovery through the use of classroom opportunities such as learning engagement, group work, drama, investigation, and simulations. This process helps students explore the contexts in their lives and identify new sources of knowledge, thereby promoting learning transformation. Teachers play a role in creating an environment of trust and caring and facilitating positive relationships among students, which are essential elements in promoting educational change. In the context of street children, they provide them with the opportunity to develop self-confidence and learn to interact with others in the community. Teachers also set an example by demonstrating their willingness to learn and change. Teachers need to provide an environment that allows students to reflect on their learning transitions while also allowing them to reflect on themselves. Therefore, professional development is essential to help teachers become authentic and effective.

Mezirow (2009), outlines three ways in which experience is interpreted through reflection:

- Content reflection is the investigation of the content. A question that we might ask ourselves is, “What did I do that led to the outcome?”
- Process reflection includes checking on the problem-solving strategies that are used in the classroom. For example? “Do I understand the needs of my student?”
- Premise reflection is the question of the problem itself. A question might be, “Why do I feel responsible for this situation?”

### **Strategies for transformative Learning**

Cranton and King (2003) have argued that learning transformation in teaching occurs when teachers examine their practice and develop alternative perspectives to understand their practice. It is essential that this critical evaluation be developed as a performance improvement role. The role of professional development is to help teachers understand their own perspectives on teaching. As this professional development

occurs, teachers critically examine the assumptions that shape their practice and the consequences of their perspectives on these. Cultivate important conversations. Encouraging teachers to see themselves as agents of social change can be a challenging task in education. These strategies include action planning, reflective activities, research papers, curriculum development, and critical thinking discussions. Planning and reflective activities provide practice and modeling for critical thinking in science education and guide thinking and learning.

Case studies provide opportunities to analyze the perceptions and consequences of choices and actions using real-life examples. The use of case studies focuses on practice and the thoughts and feelings of practicing teachers. The development of knowledge systems allows theory and practice to be integrated. In addition to introducing new teaching methods, teachers can test new ideas and practices and compare them with previous methods. This testing and comparison does not lead to the rejection of new teachings. (, 2000). By creating a supportive culture, education can provide an environment for learning transformation. Through this experience, education becomes a relationship in which people rebuild themselves. According to both approaches, coaching is a learning tool for both the coach and the client. Educational partnerships were planned and a program was developed for teachers to support teacher change.

These experiences are designed to encourage teachers to reflect, consider different perspectives, and develop a language that connects theory to practice. By the end of the two-year training, teachers have mastered theory and are able to put this knowledge into practice. In order for teacher exchange to be effective, teachers must value their own personal and professional experiences and knowledge, so learning is both personal and relationship-related. The process involves gaining clarity through discussion of the curriculum, finding common ground through discussion of personal feelings, and receiving ongoing feedback through open-ended questions. Surprise and teachers' attempts to use the materials in their classrooms. Other methods used in this collaborative learning process are autobiography and writing. Faculty and staff who participated in the program were transformed as beliefs were questioned and knowledge was solidified through experience.

Swanson (2010) explained that new teachers often face uncertain expectations and lack the personal knowledge and understanding needed to navigate the learning environment. The learning transformation framework was used in training sessions to help them adapt their practice. Kligyte (2005) examined the 'transformational narratives' written by participants in a teaching practice based on individual reflection and group discussions. Using Mezirow's work and the development of Kegan's (2002) theory (Kligyte, 2005), we find: a shift from negative to more positive behaviour and a transformation of thought into a more nuanced understanding, organisation, including the concept that learning is something that can be controlled and shaped, not imposed from the outside, to provide greater confidence in risk and experimentation;

By creating a safe community where 'disagreements' can be explored and problems explored, participants can create a new 'middle ground' and integrate learning into practice. Kligyte (2005) notes that these are limitations of the framework, such as the possibility that participants' thoughts might translate expectations into action. He notes that the "transformational narrative" that emerged from the research is not a definitive narrative of identity, but rather a snapshot that needs to be explored. Kligyte's (2005) findings are similar to those of Fletcher (2007). They agreed that educational change facilitates understanding of complex and often confusing workplaces where multiple identities are required.

### **The role of the learner**

Kligyte (2005) and Fletcher (2007) agree that teachers act as facilitators when the goal of learning is for students to learn about themselves, others, and leadership. Therefore, learners play an important role in the learning environment and process. Students should develop classroom standards that include leadership, respect, and responsibility to help each other learn. Students need to have diversity in their learning environments and focus on peer collaboration. Children are on their way to learning new patterns of living in the social environment they live in.

Students must monitor their own thoughts to change unhelpful language use. Through educational communication, students must try to reflect on underlying thoughts, values, beliefs, and feelings. When learners reflect on the thoughts of others,

they objectively reconstruct their own frame of reference. Instead, content change occurs when learners evaluate their perceptions. Through discussion, students can analyze what is being said. These discussions provide opportunities to examine evidence, arguments, and other perspectives, encouraging collaborative learning.

### **The rational and affective role of transformative learning**

Change in education sometimes involves two incompatible things: knowledge, thinking, and purpose, and thinking, thinking, and feeling. Both thoughts and feelings play a role in educational change. Despite the importance of changing learning as a necessary process, teachers need to consider how to help students use thinking and reasoning as a way of thinking. Think about the importance. Many schools and studies are based on the principles of educational reform. One example of this is the transformational research. Centre for Transformative Learning at the Ontario Institute for Studies in Education (OISE) at the University of Toronto. This is not the time. Bamber and Hanlein (2011) explained that students in service learning classes experience a shift in their thinking and worldview when exposed to change in the education system. Imel (1998) stated that educational change may not be the goal of education, but its importance cannot be ignored. Teachers should try to understand, even if they do not support them.

### **Relevance of the theory to the study**

Researchers suggest that education should be about helping students use their knowledge to solve real-life problems. In our context, street children need to acquire skills and experience to deal with a variety of real-life situations. This is consistent with changing the way education is conducted. The theory suggests that teachers should consider how they can help students use their thinking and reasoning skills to think critically. The theory also suggests that students should be able to control their thinking and change their use of unhelpful language. The path for children is thus to become participants in the construction of the knowledge they will use in their new environment. The theory suggests that students should participate in discussions because they can identify with them. Such discussions can provide an opportunity to review evidence, arguments, and other perspectives, and can help foster collaboration.

### **The Psychosocial theory of Development by Erik Erikson**

Eric H. Erikson (1963) was a philosopher, therapist, and sociologist who developed a unique theoretical framework for structuring the stages of human development, adult maturation, and social and interpersonal relationships. Erickson based his theory on Sigmund Freud's theory of sexual orientation and his research with children and families. According to Erickson, the most important factors in the development of human behaviour are social factors that influence human development. Although Erikson's theoretical framework is the foundation of the psychoanalytic paradigm and therapy, it has had a significant impact on educators, parents, curriculum developers, special educators, teachers, school counselors, school administrators, and policy makers. The applicability of Erikson's theory, especially in a context of rapid change, will vary depending on the culture and how the family interprets concepts such as autonomy, responsibility, morality, and parenting (or control).

But his theory does allow us to understand universal principles of human development. His ideas therefore have implications for parenting, teaching, counseling, relationships, and communication. Erickson's framework is important for two main reasons. First, it promises self-improvement through self-reflection or self-healing. Second, it leads to the creation of learning experiences. It is good for school-age children to develop virtues as they grow. At the core of every school relationship, whether it is with peers, teachers, books, or the physical space in which students live, is the social interaction and emotions of all children. This is an often overlooked and underappreciated aspect of human development. Because current curricula focus on supporting intellectual and character development, basic developmental elements are often overlooked. For example, in primary schools, children are expected to create working models from cardboard, sand, wood and paper; this requires openness and imagination.

Erickson's framework offers a coherent understanding of children's developmental and learning needs, including the needs of children with learning disabilities. With the appropriate integration of Erikson's views, a possible transition from didactic behaviour to cognitive and inclusive learning can be achieved, leading to lifelong, original, creative and broad-ranging learning. The concept of educational

design based on Erikson's framework also relates to the ideas expressed in other important documents of the education committee, such as the NCF (2005) and the Yashpal Committee Report (1993).

Erickson believed that personality development follows a predetermined course of eight psychological stages from childhood to adulthood. At each stage, a person experiences psychological problems, which can positively or negatively affect personal development. According to Erickson's theory, every person must go through eight interconnected stages throughout their life. In this stage, we will examine some of the stages of child development.

### **Psychosocial maladaptations and malignancies (negative outcomes)**

If a child can successfully pass through the various stages and developmental milestones, then we can expect him to be a healthy and active person. However, if a person experiences more failures than successes, his behaviour will be negative. Maladaptation and Malignancy represent the negative consequences of the negative experiences experienced in all the stages of the crisis. If we do not do this properly, we can develop negative and destructive behaviours that will hinder our future development. Malignancy includes some positives and many negatives, such as a person not trusting others. Dishonesty includes many positives and few negatives, such as a person trusting others too much. Eight Stages of Development Erik Erikson describes eight stages of development that healthy people go through.

### **Trust vs. Mistrust (Infants, 0 to 1 year)**

The role of the supervisors is of great importance at this stage. If the caregiver's behaviour and care towards the child is consistent, predictable, and reliable, the child will feel safe. This trust will accompany the child throughout his life, making him feel that the world is a safe place, and that other people can be trusted and will always help him. On the other hand, if the parent or primary caregiver does not provide a safe and loving environment, it can lead to insecurity. According to Erickson, the success of this stage will foster the virtue of hope in the growing child.

### **Autonomy vs. Shame & Doubt (Toddlers, 2 to 3 years)**

The second stage is the development of the anal muscles in early childhood. This is the critical moment of "holding and letting go." As children master evacuation and physical strength, they begin to explore their environment. If parents and caregivers adequately support children's behavior, children develop a sense of independence, a sense that they can solve many problems on their own. However, if caregivers demand too much too soon and do not allow children to complete tasks that they are capable of, children may become embarrassed and lack confidence in their ability to solve the problem. If a child does what is necessary, what is equal to himself, he will develop the virtue of the power of reason; success at this stage will lead to the virtue of the will.

### **Initiative vs. Guilt (Preschool, 4 to 6 years)**

During this period, the child begins to develop his/her abilities. He/she has learned to initiate: "Focus on the challenges of the world, take responsibility, think about goals, and learn new skills" (Tandon, 2002). Play is very important at this stage. It gives children the ability to have control over their environment. If parents support and encourage their children's work and thinking, this will increase the child's confidence in his/her abilities. This will help your child to lead others and make his own decisions in the future. On the other hand, if the child's beginning is criticized and controlled by his parents, the child will develop a sense of guilt. At this stage, success will lead to achieving goals.

### **Industry vs. Inferiority (Childhood, 7 to 12 years)**

During this time, children learn to develop skills such as reading, writing, math, and more. If a child's initiative is accepted, encouraged, and supported, then they will become capable and confident, and thus motivated. On the other hand, if a child's initiative is constantly criticized and criticized, then they will think that their ability is less. The balance between passion and humility will foster the virtue known as wisdom. If a child experiences failure, he or she may develop a negative attitude towards failure and have a negative attitude towards failure.

## **Implications for Education**

Erickson's theories or arguments have important implications for the services provided to children in social, family, and workplace settings, and for the development of adults in terms of equality, responsibility, and caring for others. He recognizes the existence of both "good" and "dark" sides of human nature and advocates for their transformation into transformative, healthy, and beneficial behaviours that promote mutual respect, life, and thought. He warns us that when people do not engage with their own energies, negative outcomes such as "stagnation and selfishness" will result. According to Erickson, fertility is the result of years of accumulation and resolution of early human development. The creative person is a model of balanced personal identity that inspires, guides, directs, and guides young people toward a life of personal growth, knowledge creation, and discovery. If illnesses such as withdrawal, self-doubt, lack of self-confidence and loneliness are to be "treated", it would be beneficial for society to consider the root cause of this negative thinking, namely the language of experiences in the family and school environment. Children and youth seek opportunities for emotional awareness, social purpose, emotional development and cultural awareness. In order to prioritize the needs of children and youth, we must first ask the following important questions: What do we teach, why do we teach, when do we teach and how do we teach? How will we teach, because the main purpose of education is human development. . Therefore, as children grow up, it is possible for them to develop their thinking skills and learn new life skills.

When life is viewed from a generational perspective, the ability of teachers to educate the next generation is as important as their own development. When life circumstances do not allow this growth to take root, treatment through therapy and group education can provide a positive path for the growth of self-awareness. and think. The purpose, content, appropriateness and readiness of the curriculum should also be reviewed. Traditional school practices give little space to thinking and teaching, to initiative and passion, to meaningful change and participation. Erickson's framework suggests that we provide opportunities for children to develop self-awareness skills and to support practices that allow children to share their questions, ideas, and feelings

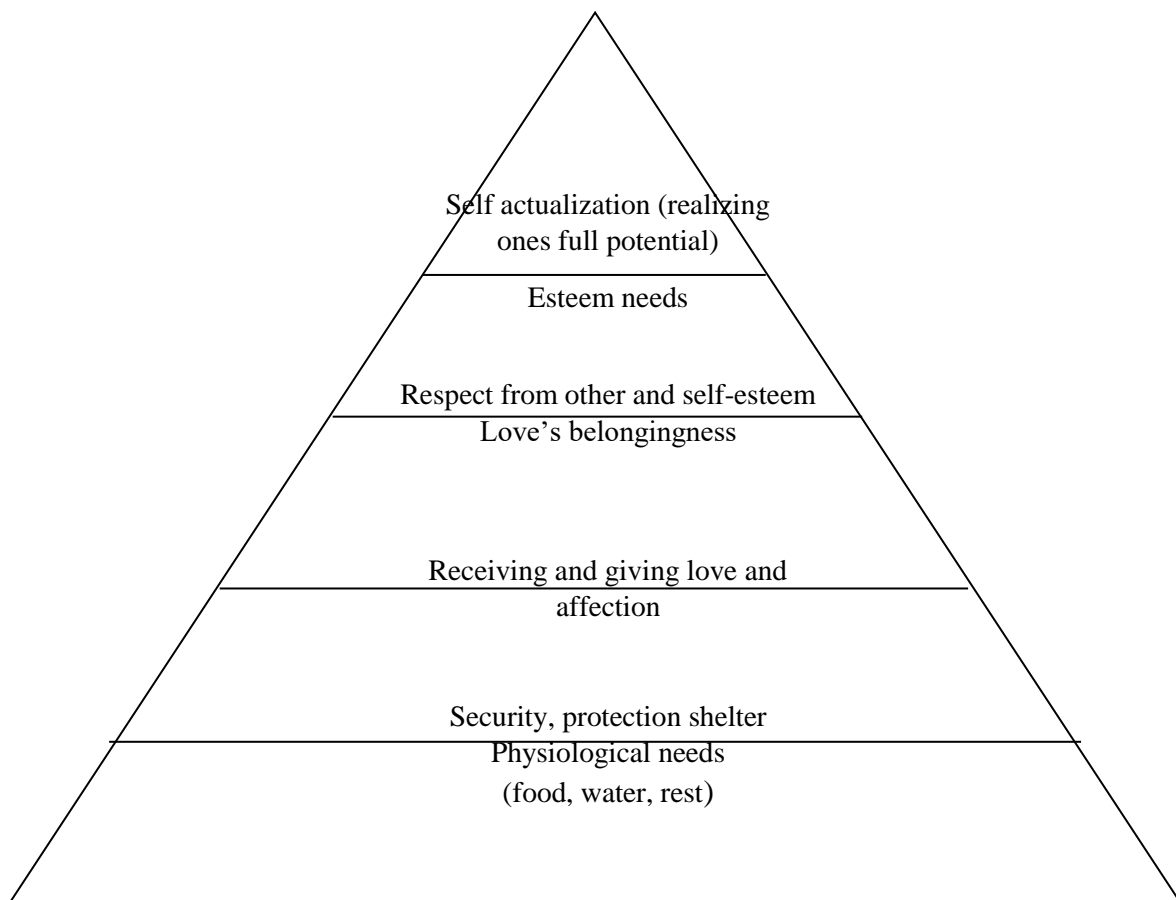


regularly. By sharing conflicts, suggestions, and creative ideas, we provide a better understanding of the purpose. and care for future generations.

Erickson's theory of psychology is useful for self-awareness and development, as well as for providing education and assistance to children with difficulties, such as toddlers. Although Erickson's model emphasizes the importance of the eight stages of crisis, the basic idea is that people continue to change and develop throughout life and that personality is not formed solely in childhood. This is a very useful idea and many people believe it to be true. This perspective helps to encourage and encourage ourselves and others to see the future as an opportunity for positive change and growth, rather than looking back on the past with criticism and regret. If we can recognize the lessons and accept them as they arise, we can effectively revisit them. No matter what happened in the past, everyone can change and grow. As always, understanding why we are the way we are – self-awareness is always a valuable and important next step. Erickson's social psychological theory should be taught to everyone – especially students, teachers, and parents – because it is easy to understand and can help people of all ages understand the relationship between lifestyle and human behaviour, rather than just affecting the development of children into happy, thoughtful adults. Erikson was passionate about improving the way children and young people were taught and wanted his ideas to be more widely understood and applied in everyday life.

### **The Theory of Self-esteem by Maslow**

Maslow's hierarchy of needs offered an alternative to the conclusions reached by Freud and Skinner. He called his approach the "third force" to contrast its idealism with its denial of human freedom and dignity. Maslow believed that when scientists studied the highest levels of human development, they would find that humans were self-sufficient beings; Maslow's theory was good for humans. Rules should be arranged in a hierarchical order, as seen in Figure 3. Action can be achieved by meeting one need at a time. The basic driving force is physiological. Then comes the need for security, the desire for love, and the search for self-esteem.



**Figure 1: Maslow's Hierarchy of Needs**

**Source:** Nicky Hayes (1994), Foundation of psychology, clays Ltd, London and New York.

Esteem. Notice the softening of the words used to describe progress. We are driven to meet our lower-level needs, but we are also motivated to meet our higher-level needs. Maslow referred to the four lower needs, as deficiency needs because their lack create tension within us. He saw nothing wrong with the human desire to scratch where it itches. As long as we can work to satisfy our desires, we are on the path to growth. We feel pain when our freedom to meet our needs is restricted by oppression or a hostile person. Meeting needs is healthy. Complacency makes us sick. Maslow thought Freud's term instinct overstated the truth. Maslow used the word instinct to refer to a very basic motivating force. People can resist the temptation of physical, security, love, and emotional esteem, but it is not easy.

Although everyone has the same needs, the way we meet them will be different. While your partner goes for a quiet walk with his friends, you can meet your need (to

love and be loved) by attending a party. Let's be brothers with our bones. Other theorists include these four needs in the list of basic needs. The genius of hierarchy is the idea of superiority. Basic needs are the needs that have the most power or influence over our behaviour. Maslow suggested that everyone has basic needs, but the needs vary from person to person. You may be motivated by a desire for love, while I may be motivated by a desire for esteem. Which need is most important to a particular person? According to Maslow's theory, basic human needs are at the bottom of the pyramid of needs. Motivation theorists almost all agree that the need for food and other physiological needs are powerful, basic drives. Fortunately, for most people, these simple needs work most of the time. What if we had plenty of bread and a full stomach every day? Maslow explained the motivational shift that occurs when survival needs are met: Other (higher) needs immediately arise, and rather than hunger, they cause the body to become stronger. As these are met, new (even higher) needs arise, and so on. When one need is met, another needs take its place.

### ***Physiological Needs***

Physiological needs are simple: the body needs food, fluids, sleep, oxygen, companionship, freedom of movement, and warmth. When one of these nutrients is missing, we experience hunger, thirst, fatigue, shortness of breath, sexual dysfunction, constipation, and discomfort from being too hot or too cold. These stimuli force our bodies to seek out the missing nutrients so that they can restore balance or relax homeostatic systems. Dogs and cats feel like heat-seeking missiles, constantly searching for a sunny spot that provides warmth. Maslow believed that physiologically, there is no difference between people. But when physical needs are met, people are no different. But when the needs of the body are met regularly, it no longer causes distress. I am sorry that I no longer support it. One of the reasons why children live on the streets is because they lack basic needs such as water, food, medical care, and shelter. Meeting these needs means meeting some of the needs that led them to this path.

Weight Watchers recommends going to the grocery store after eating. When we're full, food doesn't matter. That's when hunger and other physical safety needs start to kick in.

### ***Safety Needs***

Security needs to be done only on a psychological level. Of course, we try not to poke our eyes with sharp sticks. But when we reach a level of physical comfort, we try to create stability and harmony in a chaotic world. Maslow, when discussing security, expressed the child's need for predictability and certainty. For example, children generally prefer a regular sleep schedule and show signs of distress if their parents try to disrupt their child's sleep. Security needs require a world that is uniform, safe, and has few surprises. Some of you come from broken homes or dysfunctional families and know the fear of waiting for the next argument or the next shoe to drop. Many adults spend their entire lives at this level as if a disaster were about to strike at any moment. Political demands for law and order are directed at people whose insecurities have not diminished. Maslow also placed religious beliefs on the safe side because he saw them as an attempt to create a world free of stress.

### ***Love and Belongingness Needs***

Once the physiological and security drives are satisfied, the need for love or belonging comes into play. Satisfaction is a matter of learning, not of achieving either one or the other. Only when the need has been satisfied for a long time does it tend to disappear. The order moves to the next higher level, in this case love. By applying the concept to the treatment of street children, street children will be able to receive the care, attention and concern that they would not receive on the street on their own. This also means that this love, attention and affection will allow them to accept their home, and not accept or reject the path that is a suitable living space for them.

Maslow's theory of integration combines the powers of giving and receiving love. It offers a different kind of love than the passion of rock lyrics than announce "I want you, I need you and I'll have you". It is raw sex. And loving giving is not a maternal instinct given to us by nature. According to Maslow, giving love is filling the void by understanding and accepting the choices of others. Accepting love is a way to avoid the pain of loneliness and rejection. Men who reach this level "feel like never before that they are without friends, lovers, wives, and children" because support is only provided when one feels inadequate. According to Maslow, love loses its appeal when

you have enough. Thirty years ago, it was said that the highest of Americans' needs was the desire for love and belonging. If the television revival of the importance of happiness is any indication, his assessment remains valid today. Psychopaths, for example, have no such need; they don't need warmth or affection. But for some people, self-esteem and a sense of belonging clash. They want to be respected first, then loved. But for most of us, the rule of law is exactly as Maslow described it:

Physiological → Safety → Love → Esteem.

### ***Esteem Needs***

The esteem needs are of two types. There's self-esteem, which is the result of competence or mastery of tasks. Harvard psychologist David McClelland calls this a "need for achievement". There's also the attention and recognition that come from others. Wanting this admiration is part of what McClelland labels the "need for power". McClelland assumes that individual differences in needs are tied to personality, and they change slowly, if at all. Maslow, on the other hand, believes that repeated shifts in motivation are possible when a person is in a supportive environment.

### ***Self-actualization: the ultimate goal***

Maslow defined the need for self-actualization as "the desire to be more and more of oneself, to do everything possible." Just behind the desire for perfection is the satisfaction that makes people feel a slight but constant pull to maximize their potential. Apparently, the comic book character Charlie Brown, who laments his lack of talent, hasn't gotten there yet. These changes may include a search for knowledge, understanding, peace, personal fulfillment, meaning in life, or beauty. For example, an aesthete at this level may feel uneasy when walking past a fast food restaurant with flashy neon signs. This will ensure that children take their rightful place in society.

Maslow set out to study successful employees who had overcome the frustrations and hardships that led to the needs of those lower in the hierarchy. He saw little. Those who followed his example grew in age and life. Everyone was dedicated to a task or task that would benefit others. They are free to find a job or career because they don't need anyone else. Life is possible. People are asked to describe their

happiest, most exciting, most fulfilling moments or the time a song made for them. This higher knowledge will bring fulfillment to those who transcend the need for scarcity and other humanistic psychologists. While Maslow was not the creator of human motivation, he was certainly a father figure to those who embraced the tradition of “if it feels good, do it.” It’s hard to imagine crowds lining up to embrace Leo Buscaglia if Maslow hadn’t paved the way. Millions of people have been influenced by his ideas. But numbers do not determine truth. Does this hierarchy stand up to scientific scrutiny? The results have been mixed. Hundreds of empirical studies confirm physical strength, security, love, and respect. However, the same study did not look for hierarchical or better order.

In the 1960s, Dutch industrial psychologist Gerald Huizinga tried to test this theory in the workplace. Huizinga's research is a more focused effort on adapting to hierarchy due to its diverse sources and cultural contexts. More than 600 managers were surveyed in five businesses in the Netherlands. The structure included production, human resources, R&D, finance and senior management. The participants ranged in age from 20 to 65, with educational levels ranging from primary school to university degrees in the Netherlands. But no matter how much he examined the data, he found no evidence that workers had only one need, or even that it diminished when it was satisfied.

Even without job support, it is hard to deny that there are overwhelming needs that control our behaviour until our desire is satisfied. When there is physical pain, security, love, and self-esteem tend to return. We need long-term studies, lasting a decade or more, to truly test eugenics. The longer time frame allows researchers to explore whether motivational changes follow Maslow’s hierarchical model.

*The Blueprint of theories used in this study*

**Table II: The blueprint of theories used in this study**

Theories/Models used	Authors and other users/supporters of the theories	Overviews	Variables and indicators explained
<b>The Social Learning theory</b>	Albert Bandura (1977) Shuell (1986) Hoffman (1993) Newman (2007) Muro and Jeffrey (2008) Tanyi (2009), Williams (2010).	The environment is a major force for development.  An enduring change in behaviour  -Social learning, imitation and behaviour modelling,  -The influence of cognition on behaviour and development  <ul style="list-style-type: none"> <li>• Self-efficacy</li> <li>• Self-regulation</li> </ul>	It explains the independent variable non-formal education, four indicators namely, literacy and numerical skills, civic and moral education, life skills and vocational education and ICT as a skill. This is equally linked to the dependent variable, rehabilitation,  <ul style="list-style-type: none"> <li>• Psychosocial skills,</li> <li>• Family reunification.</li> <li>• Social integration</li> </ul>
<b>The Transformative theory</b>	Mezirow (1990) Taylor (1998) Boyd (1998) Boyd and Myers (1998) Sullivan (1999) Kathleen (2005)	-Transformation of basic world views and specific capacities of the self.  <ul style="list-style-type: none"> <li>• Self-conviction,</li> <li>• Behavioral changes.</li> </ul> -Transformative learning develops autonomous thinking.  <ul style="list-style-type: none"> <li>• Experiences to face real-life situations</li> </ul>	The theory links the independent variable of non formal education to the dependent variable, which is the Rehabilitation notably  <ul style="list-style-type: none"> <li>• Psychosocial skills,</li> <li>• Social integration,</li> <li>• Family reunification.</li> </ul>

		<ul style="list-style-type: none"> <li>• Learners construe, validate, and reformulate the meaning of their experiences,</li> <li>• Learners change their learning schemes (specific beliefs, attitudes and emotional reactions).</li> </ul>	
<b>The Theory of Hierarchy of Needs</b>	Abraham Maslow (1954) Huizinga (1960) Carl Rogers (1964)	Human potential movement –self-actualization as the highest human attainment. From the most basic needs to the most sophisticated needs.	This theory explains the dependent variable, which is rehabilitation, <ul style="list-style-type: none"> <li>• Psychosocial skills</li> <li>• Social integration</li> <li>• Family reunification.</li> </ul>
<b>The Psychosocial Development theory</b>	Erik Erikson (1963) Tandon (2002) Tanyi (2009),	Principles human Development Skills inccalcution, inclusive learning, Self-reflection and behavioural development. Thoughtful educational progrms.	This theory explains the independent variable, non-formal education, and it is linked to the dependent variable, <ul style="list-style-type: none"> <li>• Psychosocial skills,</li> <li>• Social integartion</li> <li>• Family reunification.</li> </ul>

**Source:** *Researcher 2023.*



Based on the presented theoretical framework, it is evident that Bandura's Social Learning theory adequately explains the research work. It explains the independent variable, non-formal education, and the three indicators of rehabilitation: social integration, psychosocial skills, and family reunification. This is done with some aspects of the theory of social learning, imitation, and behaviour modeling. Furthermore, the role of cognition in behaviour and development consequently leads to self-efficacy and self-regulation. According to Bandura learning experiences for these children will lead to self-efficacy. Again Tanyi (2009) upholds that learning in a social and cultural environment will permit the learner to acquire skills that will enable the learners to fit in the his environment.

Secondly, the Transformative theory links the independent and dependent variables, creating a favorable nexus between them while simultaneously answering the principal research question, that is the effect of non-formal education on the rehabilitation of street children, regaining their rightful place in society. Again, the Transformative Learning Opportunities Models by Kathleen (2005), help to explain social integration, psychosocial skills, and family reunification.

Thirdly, the theory of Psychosocial Development by Erik Erikson, which is socially regulated to self-efficacy and self-regulation approach, comes in this study to expatiate on the dependent variable, in which social integration and psychosocial skills become a reality. According to Erikson, self-improvement is possible through self-reflection or self-healing. This will equally lead to the creation new learning experiences. He further stated that the purpose of education is for human development. Fourthly, the theory of Self-esteem by Maslow is linked to the independent variable by self-actualization which equally explains the dependent variable in terms of psychosocial and social integration and family reunification. This explains how these children once misfits in society now empowered to fit in a fast-changing society. Again it answers the the principal research question which states what is the effect of non formal education on the rehabilitation of street children in Cameroon. This now paves the way to review the related literature based on variables in the light of literacy and numerical skills civic and moral skills, life skills and vocational education, and ICT skills.

## **The Review of Related Literature based on variables**

### **Literacy education and numerical skills**

Literacy skills are essential components of non-formal education, not only because they are skills in themselves but also because they are necessary skills for the acquisition of other skills which are very important aspects of non formal education. We will start by examining the concept of literacy, then how it is used as an instrument for the acquisition of other skills. The UNESCO project was based on a preliminary assessment of how literacy affects people's lives (especially their working lives) and what these benefits mean for productivity and efficiency. According to Gowen (1992), upholds that the success programs depends on the shared definition of the nature and value of literacy among participants on the site at hand- managers and educators, teachers and students. Efforts to interpret the texts vary among scholars and institutions. The following points allow us to understand the different meanings of the word "knowledge": literacy is a factor in human communication that, in its absence, supports new models of identity and behaviour, and is the quantitative measurement of the ability to read and understand, as a process of unconscious knowledge and intelligence that leads to the "development" of social functions, as a process of competence, as a process of psychology, as the link between reading and communication, and as the skills surrounding reading and writing.

More recently, social psychologists and anthropologists have used concepts such as cooperative learning, distributed learning, and communities of practice to shift the focus from humans to a more cultural perspective based on new understandings of reading (Rogoff and Love, 1984; Lave, 1988; (Rogoff, 2003; Lave and Wenger, 1991). Rogers (2003) distinguishes between cognitive learning (usually measured as quick-response events) and cognitive learning (measured from the learner's perspective). Much research in the field of adult education shows that adults often use a variety of learning methods (learning-cognitive learning approaches) with children.

UNESCO supports the global movement for universal literacy as part of a partnership to promote a multitude of skills, including the ability to read, basic personal

development and human rights (UNESCO, 1947). UNESCO supports the concept of primary education as the basic elements of reading and writing skills, as can be seen in UNESCO's (1958) statement that a literate person can understand, read and write this subject, a simple statement on his or her everyday life. It is worth noting that literacy is increasingly seen as essential for economic growth and national development. For example, the International Conference of Directors of Education for the Eradication of Illiteracy (also held in Tehran in 1965) first emphasized the interaction between literacy and development and the introduction of the concept of knowledge work. Literacy should not be seen as an end in itself, not as a simple curriculum that teaches reading and writing texts, but as a means of preparing people for social, civic, and economic activities (Yousef 2003). From these, we can unabashedly agree that education in reading for poor or disadvantaged people, such as children, not only provides them with the necessary education but also integrates them into the relationship with society as a whole.

The Inter-Agency Commission of the World Conference on Education for All (1990, p. 63) argues that reading is "a unique and valuable learning process for receiving and processing information, learning new things, participating in culture and creating worlds". This means that reading is a tool for achieving the goals of teaching and learning writing, reading and speaking. The Amman Declaration (1996) states: "The Universal Declaration on Education for All is designed to encourage, not restrict; to set a minimum, not a ceiling." Category: basic learning tools (such as reading and writing, oral communication skills, numeracy and problem-solving skills) and basic educational concepts (such as knowledge, skills, values and attitudes) "are essential for humanity to survive, develop its potential and realize its own. To live and work with dignity, to participate in development, to improve the quality of life, to make informed decisions and to continue learning".

Torres (1993), upholds the fact that the way in which basic learning needs are conceptualized and categorized, notably (a) reading and writing are categorized as simple tools for learning, with both being viewed as tools in their own right, and (b) skills and ideas, and (c) language and mathematics are viewed as tools because they create and relate

to each other. Reading, writing, and speaking are part of the language group and must be understood through an understanding of language. (d) it is simply a matter of "solving a problem" rather than creating intellectual knowledge (of which the solution is one). These skills are used in both ways (teaching to write better, learning to solve mathematics problems, being able to solve other problems, etc.).

Literacy is best understood as a skill, especially the ability to read and write, that is independent of the information a person receives and the background of the person receiving it. Researchers are still divided on the best way to acquire reading skills; some advocate "phonics" and others advocate "reading for meaning," leading to what are sometimes called the "literacy wars" (Adams, 1993; Goodman, 1996; see the discussion in Street, 2004). The emphasis on the subject has recently given way to a "scientific" focus on topics such as phonetics, word recognition, spelling, and vocabulary. This approach has recently shifted to a scientific understanding of the basic properties of human memory (e.g., how the brain processes reading patterns) and concepts such as developing phonological awareness and enabling faster reading (Abadzi, 2003b, 2004).

The most common understanding of literacy is that it is a set of tangible skills, particularly the cognitive skills of reading and writing, that are independent of the context in which they are acquired and the background of the person who acquires them. Scholars continue to disagree on the best way to acquire literacy, with some advocating the phonetic approach and others reading for meaning, resulting in what has sometimes been called the reading war (Adams, 1993; Goodman, 1996). Findings and Determinations Section, 2000)

Adequate initial reading instruction requires that children:

- use reading to obtain meaning from print,
- have frequent and intensive opportunities to read,
- are exposed to frequent, regular spelling-sound relationships,
- learn about the nature of the alphabetic writing system and
- understand the structure of spoken words.

Comprehension can be improved through instruction that focuses on developing comprehension and vocabulary, teaching rhymes, and explaining written words, and through direct instruction in comprehension skills such as inference, prediction, and observation. Comprehension also requires practice, which can be gained through reading independently, in pairs or groups, and through reading aloud (Snow, Burns, & Griffin, 1998, Executive Summary, pp. 4, 7). By the 1990s, their vision, expertise, and talent began to capture the attention of policymakers and make an impact.

literacy knowledge was evident in all programs studied.

- use reading to obtain meaning from print,
- have frequent and intensive opportunities to read,
- are exposed to frequent, regular spelling-sound relationships,
- learn about the nature of the alphabetic writing system and
- understand the structure of spoken words.

Chall (1967) published *Learning to Read*, a book that described the teaching and learning of reading and writing in the United States and elsewhere and began to be incorporated into public discourse about literacy, health, global economic competition, and domestic culture. Collaboration. As a result, programmed, packaged texts became a new product that served to define the business model of education. But this was also a time of philosophical reflection in Western societies, when the behavioural approach to the study of human behaviour was being challenged by recent scholarship (Royer, 2005) and by the cognitive approach to much of humanity's perceptions of nature. childhood and "welfare" practices. This was a time of government taking more responsibility for poor education (Kantor, 1991) and of the "free schools" movement (Miller, 2002), which was based on the "law of truth" that "social change must solve existing problems." "Wholeism and Social Reform" (p. 76). By the 1960s, the authority of the teacher-scientist relationship had grown to the point where the ideas, skills, and talents of each group began to compete for the attention and intervention of policymakers. Reading is essential for young people's success in school. Students who read well perform not only in English but also in other areas of the curriculum. Students' overall learning and their transition from one level of education to

another depend on their strong foundation in literacy and their positive attitudes toward learning. Students need to have the skills, knowledge, attitudes, and understanding to meet the demands of the curriculum and participate in society.

Denise Lievesley and Albert Motivans state:

*'Literacy plays an essential role in improving the lives of individuals by enabling economic security and good health, and enriches societies by building human capital, fostering cultural identity and tolerance, and promoting civic participation' (2002, p. 8).*

Literacy is embedded in the practices of our everyday lives. When we buy a car, do shopping, visit the doctor or pay a bill, we engage in social practices in which literacy is embedded. There are culturally accepted ways of engaging in social practices, which can vary across cultures and over time. Greeting people, talking on the phone, sending greeting cards, sending text messages, and even shopping are social practices that vary across cultures and have changed over time. When these practices involve literacy, the forms of literacy also vary from culture to culture and from situation to situation. Out of a need to achieve these social purposes, we reach for literacy skills. Therefore, teaching children to be literate should not be seen merely as providing them with a set of skills to transfer from situation to situation. Rather, it should involve teaching them how to participate in, understand, and gain control of the social practices of their society and the literacy practices embedded in them. As James Gee says in his foreword to Lewis's *Literacy Practices as Social Acts*:

*Literacy-related social practices almost always involve many other things besides written language. They almost always include and integrate, along with written language, specific and characteristic ways of talking, acting, interacting, thinking, feeling, valuing, and using various symbols and tools. Participating in a specific social practice requires access offered by those already adept at the practice or those who 'own' and control it. (Lewis 2001)*

Therefore, the aim of any literacy program should be to teach students to construct a wide range of texts and to interpret a wide range of texts constructed by others within and beyond the social and cultural contexts in which they live.

To do this, students need to understand that:

- different types of texts exist
- texts serve different social purposes
- texts are typically structured in particular ways
- make choices from the resources of the language system to construct texts to achieve particular social purposes
- choose how to present our texts depending on our purpose and audience
- interpret texts constructed by others by understanding how and why particular texts have been constructed
- use our knowledge of oral, written, and audiovisual text structures when we interpret texts constructed by others

It is significant that, in the modern world, literacy demands are increasing, and there is now a demand for greater and more sophisticated literacy skills related to the increased variety and complexity of how literacy is used. This places schools and teachers in a pivotal position to assist students in attaining the levels and varieties of literacy they will need in the 21st century. Education authorities must decide what kinds of literacy practices they will value and promote.

### ***Numerical skills***

The term ‘literacy’ has come to be used as a general term to refer to other skills and abilities such as information literacy, visual literacy, media literacy and digital literacy. Numbers and their skills are often understood as an adjunct to, or part of, the cognitive processes that constitute reading. Recent research suggests that English numerals were first considered as a reflection of reading in 1959 (in the Crowther report to the UK Department of Education), and this gives an idea of our relative familiarity today. Skills knowledge (Cohen et al., (2003). For example, teaching numeracy to the elderly, disadvantaged groups

and street children means enabling them to deal with a variety of numerical situations. As Cohen et al. (2000) argue, Numbers should be seen as a semi-autonomous area where reading and mathematics intersect, not only in terms of intellectual skills but also in terms of students' thinking and cognitive styles. The term digital literacy increasingly refers to resources that allow better participation in social activities (Evans, 2000):

In addition, researchers have suggested that the cognitive process is different depending on the social and cultural context of the two contexts (Barton , 1994). Studies of ethnographic applications in specific contexts have contributed to the development of a methodology known as New Literacy Studies (NLS) (Gee, 1999; Boston and Hamilton, 1999; Collins, 1995; Heath, 1993; Street, 1998). Instead of viewing the act of reading as a content-based cognitive skill, the National Language Services (NLS) approach treats reading as a social practice and even a goal. Skills such as numeracy can be linked to social history.

The cultural perspective on reading emerged in the 1990s. This perspective on reading emphasizes the importance of cultural perspectives within the family and other groups of people. According to this view, some children come to school with knowledge and behaviors that are very close to what is expected in a school-based reading environment. The beauty of these children is that they can easily adapt to the school environment and the reading skills developed in this environment. However, other children may not have the cultural resources (Bourdieu, 1977) that will help them learn the reading skills valued and practiced in formal educational settings. The importance of family awareness. They know that they must find ways to connect home and school experiences. The importance of variety and variety of content in literacy education is also emphasized. Drawing on Vygotsky's (1978) research, they argued that social interaction is the basis of literacy learning. Barratt-Pugh (1998, p.5) discusses six concepts related to reading from a cultural perspective:

- Children's learning about the nature of literacy and how to 'do' literacy arises from participating in a variety of literacy activities in the home and the community.



- Literacy practices are often ‘culturally specific’, contributing to children’s sense of identity.
- Children have a variety of understandings about what literacy is and how it is ‘done’.
- There are different literacy practices for a variety of literacy purposes.
- Children learn literacy differently or have different ‘patterns’ of literacy learning.
- Literacy practices are valued differently, depending on the social and educational context.

Freebody and Luke’s (1992) sociocultural theory of reading asserts that there are four sets of roles, resources, or ‘practices’ that children need to be able to control to become effective readers. The four practices are not hierarchical but equally important and should all be addressed right from the start, although the emphasis will change according to the teaching situation.

The *code breaker* practice involves ‘cracking’ the codes of letter-sound correspondences and the grammar of particular texts.

The *text participant* practice involves making meaning of the text, including making personal connections such as linking the text with prior experiences and knowledge.

The *text user* practice has to do with understanding that there are different text types for different purposes and different audiences with different needs and expectations.

The *text analyst* practice involves appreciating that texts are not neutral and that authors have values and agendas that readers need to uncover and think about.

The socio-cultural perspective has played a significant part in informing Australians.

Curriculum documents, such as the Australian Curriculum: English and the Early Years Learning

International involvement in literacy has revolved around the six goals of Dakar framework for action and the millennium development goals. To attain the Millennium Development Goals, the International Monetary Fund, the World Bank, and the United

Nations have all committed to the conversation of primary Education, the promotion of gender equality, and the empowerment of women at all levels. Following the adoption of the Dakar framework for action, literacy-related discussion among international planners and stakeholders has been characterized by a focus on improving literacy levels and new understandings of literacy (UNESCO 2003d). Many international organizations and non-governmental organizations have recognized the problem of illiteracy and are seeking to improve access to literacy (ILO, 2004; UNESCO, 2004b; UNICEF, 2005a; world bank, 2003 UNDP, 2004). Perhaps the strongest assertion of renewed commitment to literacy has been the declaration of the United Nations literacy decade.

The social dimension of literacy recognizes that creating literate environments and societies is essential for achieving the goals of eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality, and ensuring sustainable development, peace, and democracy. UNESCO emphasizes the goal of universal literacy under the motto “literacy as freedom”, reflecting on the evolution of the conception of literacy.

The United Nations Literacy Decade aims to achieve the following four outcomes by 2012:

2. Making significant progress towards Dakar Goals 3, 4, and 5.
3. Enable all learners to attain a mastery level in literacy and life skills;
4. Creating sustainable and expandable literate environments; and
5. Improving the quality of life.

The importance of literacy and its related skills cannot be overemphasized because they are tangible skills in themselves and vectors for the acquisition of other life skills. This can now enable us to develop into a part of role play by civic and moral education in rehabilitating street children in Cameroon.

### **Civic and moral education**

The word citizenship etymologically comes from the Latin word "civitas" and means a citizen living in a country, territory or community ". On the other hand, a fool is "a

person who ignores public affairs and works for personal or private gain without regard to public interests - public places and public "good". The word is an ancient Greek word meaning "individual, independent, self-sufficient" (p. 2).

In the Cameroonian context, the transformation of our educational system from "citizenship" education to "good citizenship" education has affected citizenship and ethical education, as set out in Ministerial Circular N° 53/D/64 / MINEDUC / IGP /. ESG//PN – HG November 1990. Page 11, 1995). The general objective of the National Forum is to make recommendations for the development of a new educational policy so that Cameroon can create a new educational system that is in line with today's needs. To be a citizen who speaks at least one of the national languages (mother tongue), is culturally and intellectually diverse, enterprising, innovative, tolerant, honest and responsible, proud, friendly, generous, intelligent, bilingual (French and English) who is loyal to themselves and committed to the ideals of peace, unity and justice (National Education Forum, 1995). (MINEDUC, p. 11, 1995). In general, the purpose of the National Conference is to present proposals for the establishment of a new educational policy for Cameroon, so that Cameroon can develop a new educational system that will enable it to meet the challenges of today and the 21st century. (Mbella-Mbappe, p. 1, 1995). The new direction of Cameroonian education in terms of schooling is very clear. The Conference defines the purpose of schooling as personal, social, moral, intellectual and political or public opinion. For the individual, schooling should ensure the physical, intellectual, artistic, academic and moral development of the child and the development of his/her society.

As for educational ethics, schools should ensure that children appreciate universal ethical values such as respect for human rights, independence, work, and discipline. Schools, as a political or civil institution, should teach children about culture and tradition. This will include respect for others, tolerance, peace, justice, and humanitarian issues such as environmental protection, health education, agriculture, cooperation, discussion and cooperation. Schools have the responsibility to instill civic responsibility and love of country in students. They should become the best place for national integration and the spread of bilingual education. The conference views schools as a means through which we

can combat all forms of discrimination and promote attitudes that support national and regional integration. Citizens come together to raise public awareness for their well-being, for the well-being of their communities, for the well-being of the countries they love and for the benefits they receive.

More importantly, the conference agreed that private students and citizens should not only remember and learn about environmental issues, but also carefully manage a tour according to their public duties. This is especially true if we are to examine the various environmental hazards that affect humans and the interaction between humans and the environment. The relationship between humans and the environment and the need to manage it stimulates the study of the value of the environment for humans. This was also the goal of the 1972 Stockholm Conference in Sweden. Its purpose is to make people aware of environmental problems, to take measures to prevent damage, to live in harmony with the environment and to protect our environment for human health. In addition, with the Earth Summit held in Rio de Janeiro in 1992 and in Johannesburg in 2002, the United Nations has not only developed the necessary measures for the protection of the environment, but also taught and understood the importance of protecting the natural environment.

The conference agreed that schools should produce loving, open-minded, literate, bilingual (French and English), citizens who know at least one of the national languages (language), culture, open to the world and business. are creative, patient, honest, content with themselves, people with ideas of peace, unity and justice (National Education Forum, 1995). Our educational environment is an initiative by the Ministry of Secondary Education to promote the spirit and value of peace, unity and civic responsibility among Cameroonian youth. Similarly, the President, President Paul Biya, in his speech on the 47th National Youth Day on February 10, 2013, said: "Being a good citizen is the foundation of every nation or community." Our Church, temples and mosques must become real schools of good citizenship, strict and moral, and I call on the youth to act with honesty and responsibility. For this reason, on September 9, 2011, the Ministry of Youth was renamed

the Ministry of Youth and Citizenship. According to Nze-Ngwa (2008), this transformation from “Civics” to “Citizenship” education was intended to:

- Make the Cameroonian youth aware of their present and future responsibilities;
- Assert themselves as worthy citizens of Cameroon and the world;
- Inculcate fundamental and universal values such as respect and love for one another;
- Encourage tolerance, the acceptance of differences, and a culture of peace and solidarity;
- Cultivate patriotic spirit and respect for institutions, among other things.

The amendment to the Constitution on June 2, 1972 resulted in the adoption of a new law on January 18, 1996, which led the country to a whole new package of reforms. The organizational changes included the creation of the Senate, the Supreme Court of Investigation, the Legislative Council and regional divisions. These technologies were gradually introduced to the country, giving it a new face. This institutional transformation not only directs society towards good governance and good leadership, but also creates a foundation and opportunity for citizens to enjoy and understand the way their lives work. The global economy does not leave Cameroon untouched, and despite its many influences, most people's lives are still focused on success. This has led to the creation of structures and institutions responsible for good governance, such as the National Anti-Corruption Commission, the promotion and protection of the rule of law and respect for human rights. The rights and freedoms enshrined in the Universal Declaration of Human Rights Rights. In 1948, Cameroon established and began its work with the National Commission on Bilingualism and Multiculturalism, following the establishment of the Human Rights and Freedoms Action Commission.

The organization's efforts to meet the needs of services, products, and human resources create a favorable environment for competition in a changing world dominated by new technologies. The outcome of three thousand years of change will inevitably require the world to change. Law No. 2001/41, dated 19 February 2001, regulates the establishment of public schools and assigns responsibilities to school administrators. The Ministry of Youth

Affairs opened the event to the public and issued guidelines on citizenship education and national integration.

The formal Ministry of Education published on the 28<sup>th</sup> of May 2004 in Arrete N° 36 45/D/64/MINEDUC/SG/IGE/IGP/SH defines the program of citizenship Education (civic and moral Education) within secondary General Education. This was equally in line with the World Program on Education for Human Rights proclaimed by the United Nations General Assembly on the 10<sup>th</sup> of December 2004.

Furthermore, Cameroon's adherence to international treaties, such as the Convention on the Rights of the Child (1989), in its article 29 states;

*(a) The development of the child's personality, talents, and mental and physical*

*(b) The development of respect for human rights and fundamental freedoms and the principles enshrined in the Charter of the United Nations;*

*(c) The development of respect for the child's parents, their own cultural identity, language, and values, for the national values of the Country in which the child is living, the Country from which he or she may originate, and for civilizations different from their own;*

*(d) The preparation of the child for responsible life in a free society in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all people, ethnic, national, and religious groups, and persons of Indigenous origin;*

*(e) The development of respect for the natural environment.*

In addition, on December 8, 2004, the Ministry of Youth Affairs was established and later renamed the Ministry of Youth and Citizenship Education, thus re-initiating public service work in Cameroonian society. At this critical time, it will be important to explore the meaning of citizenship education and its application in society. Meaning (Pike, 2007). Global interactions are changing the nature of integration, creating “multiple, flexible, and interdependent loyalties” (Mitchell and Parker, 2008, p. 775). Today, young people can identify with a variety of communities, including what Benedict Anderson

(1993) calls “imagined communities.” As a result, the world is changing what young people need to know and be able to do to be successful and take part in society (Merryfield & Duty, 2008). “Active” learning and engagement (Sanaa Osseiran & Betty Reardon 2008). This encompasses all forms of learning, from formal learning (in schools, colleges, and universities) to informal learning (not necessarily in the classroom). According to Herbert and Sears (2008), civic education aims to prepare individuals to participate as active and responsible citizens in democracy. Furthermore, Nze-Ngwa (2008) argued that civic education is a formal and informal activity that aims to transform young people and adults into empowered, informed, and responsible citizens and society at large.

### ***Citizenship in the school environment***

With the Decision No. 53/D/64/MINEDUC/IGP/IPN-HG of November 15, 1990, the transition from Citizenship Education to Citizenship Education was achieved in our school. Section 1 of the Privacy Policy No. 30/05/MINESEC/IGE/SH Reports on the subject of citizenship in the Cameroonian curriculum. This is an important information that teaches schools to teach citizenship education (citizenship ethics education). The program aims to develop the capacity of Cameroonian youth to reach out, respect and honor fellow citizens and to fulfill their current and future responsibilities as valuable citizens of Cameroon and the world.

Fonkoua and Toukam (2007) in their study titled "Principles of Justice and Justice in Cameroon" made an analysis of Justice and Justice in Cameroon and also showed how Cameroon can participate in the world society. They shed light on the political, economic and cultural context of the country, as well as some regional and international organizations that influence global citizens. In order to prepare young people for the needs of not only our country but also our changing world, civic education is not only necessary but also indispensable. It is important to remember that civic education encompasses a wide range of skills and knowledge that directly or indirectly affect the lives of young people and the nation. Civic education will include a good knowledge and understanding of the basic laws and regulations that govern local communities and local customs. These include the rights

and responsibilities of those around us, tolerance of differences and difficulties, sustainable development, democracy, human security, environmental protection and the rational use of natural resources, equality, and freedom.

This knowledge and understanding should be supported by the skills and abilities to think critically, analyze information, engage in discussion or reasoning, and participate in conflict resolution and negotiations to participate in community life. According to Dze-  
Ngwa (2007), citizenship education should be characterized by the values and practices of respect, justice, freedom, law, and listening, and teach cooperation with others. The aim of citizenship education is not only to enable young people and adults to become good citizens but also to create and spread the values of peace, freedom, and democracy. The course contents were designed and developed by the Department of Education Support of the Ministry of Secondary Education. The content of the curriculum contains some important things such as:

- The Constitution of the Republic;
- The Right to Education for the Child;
- The Family as a basic and functional unit of the society;
- Human and people's Rights, especially as initiated by the Universal Declaration of Human Rights in 1948;
- All the good that peace can bring;
- All the dangers that threaten peace;
- The structures that work to maintain peace;
- The organization of the state (the various organs, structures, and their functioning);
- The contributions of each citizen in the maintenance of peace;
- The right to employment as an element that contributes to the maintenance of peace;
- The right to decent remuneration;
- The right to proper health (Health Education)
- The right to know and protect the environment (environmental education);



- Different sub-regional and Regional Organisations;
- The United Nations and its specialise Agencies such as UNESCO, UNICEF etc;
- The African Union;
- National and International (N.G.Os);
- Different National Institutions and Commissions, such as the National Commission for Anti-corruption;
- National Commission for Human Rights and Freedoms;
- National Commission for Bilingualism and Multi-culturalism etc.

## **Life skills and vocational education**

### ***The concept of life skills***

To better understand the concept of "life skills", it is necessary to look at the origin of the term. German philosopher and teacher Bollnow (1964) introduced the concept of "life wisdom", which includes such human qualities as maturity and courage, joy of life, faith (sense of meaning in life) and important life skills. Human Beliefs as the Theoretical-Methodological Basis of Leadership (Yarkina, 1997) is the first book to present an in-depth analysis of life skills. A large part of the book is devoted to the interpretation of intellectual life phenomena within the new paradigm of scientific education. In 1997, Russian educators, sociologists and psychologists began to search for alternative strategies for influencing the development of life skills in children who were experiencing stress and psychological problems as a result of political, social and economic upheavals characteristic of the collapse of the Soviet Union and its course towards economic reforms.

The study of the development of children's livelihoods by researchers from Russia, Europe and the USA revealed that there are similarities in the situations where these problems arise. Try them and see how they solve them. Ideas for healthy choices and a meaningful life. Helps young people understand themselves, evaluate their skills, abilities and development. It also helps young people interact with others, adapt to their environment and make decisions about responsibilities. The main goal of life skills

education is to help students develop a sense of self as valuable and honorable individuals. Life skills education is an important learning experience for everyone. Many skills such as leadership, responsibility, communication, intelligence, self-esteem, interpersonal relations, etc. will reach the highest level when practiced. Congratulations. We should make life skills education the basis of many youth programs and an integral part of our education.

In life skills education, children actively participate in dynamic learning. Methods such as group and pair work, brainstorming, games, activities and discussions can be used to encourage this interaction. Life lessons begin with the teacher exploring with the students their ideas or knowledge about a situation that can be applied to life. Children may be asked to discuss the topics raised in small groups or with a partner in more detail. They may then participate in short-term activities or take part in projects that provide the opportunity to practice their skills over a period of time, as internships are an important part of vocational education. Finally, teachers give homework and encourage children to discuss and practice these skills with their family and friends. It is a culturally based leadership style that is used especially when a group of people come together to identify their talents and guide them to choose the necessary steps to help themselves and develop their skills and talents as part of their development.

In order for life skills education to be implemented effectively, the country needs experts and qualified personnel. Vocational training should include training programs prepared by experts and groups of experts in the field, with the aim of improving the knowledge and skills of teachers in the subject. Parents should be trained to prepare their children for outdoor competitions. and education, the development of life skills that will support social development. Doing so can enable people to have more control over their health and environment and to make beneficial choices for their well-being. People will call the connection between personal responsibility and the ability to determine appropriate behavior for health life skills. (In 1997, life skills were defined as the ability of people to adopt and adapt positive behaviours that enable them to cope with the demands and challenges of daily life. The nature and definition of intellectual life will vary across cultures and contexts, but a review of life skills shows that at the heart of life skills is an

important process by which leaders promote the health and well-being of children and young people.

**These skills include:**

- Decision making
- Problem-solving
- Creative thinking
- Critical thinking
- Effective communication
- Interpersonal relationship skills
- Self-awareness
- Empathy
- Coping with emotions
- Coping with stress.

Decision-making helps us to deal constructively with decisions about our lives. This can have consequences for health if young people actively make decisions about their actions in relation to health by assessing the different options and what effects different decisions may have. Similarly, problem-solving enables us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

Coping with stress is about recognising the sources of stress in our lives, how this affects us, and acting in ways that help control our stress levels. This may mean that we take action to reduce the sources of stress, for example, by changing our physical environment or lifestyle. Or it may mean learning how to relax so that tensions created by unavoidable stress do not give rise to health problems.

The Dakar Framework for Action, which took place in Senegal (2000) on the theme “Education For All”, includes life skills in two of the six goals; with regard to the learning

needs of young people (goal 3) and the essential learning outcomes of quality education (Goal 6). The rationale for including life skills is that:

*Young people, especially adolescent girls, face risks, and threats that limit learning opportunities and challenge the educational system. These include exploitative labour, lack of employment, conflict and violence, drug abuse, school-age pregnancy and HIV and AIDS. Youth-friendly programmes must be made available to provide information skills, counselling and services needed to protect them from risk.*

UNICEF (2012), on its part, evaluating the global life skills for educational programs, mentioned that there is no common definition for life skill; although the World Health Organization and other bodies have given definitions of the concept, it is elastic and includes a range of skills and knowledge. It should be noted that what is important in its conception are the personal, interpersonal, and cognitive psychosocial skills that enable people to interact appropriately, manage their emotional state, and make decisions and choices for an active, safe, and productive life. UNICEF stated that life skills can be general education skills, such as accessing, analyzing, and using information.

**Table III: Life Skills Categories**

<b>Cognitive</b>	<b>Personal</b>	<b>Interpersonal</b>
<ul style="list-style-type: none"> <li>• Decision-making</li> <li>• Problem-solving</li> <li>• creative thinking</li> <li>• critical thinking</li> <li>• Active listening</li> <li>• Flexibility</li> <li>• Reflection</li> <li>• Life-long learning</li> </ul>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Coping with emotions and stress</li> <li>• Time management</li> <li>• Making healthy nutrition and lifestyle choices</li> <li>• Healthy living habits</li> <li>• Self-assessment</li> <li>• Self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Effective communication</li> <li>• Skills to be able to refuse</li> <li>• Making friends</li> <li>• Sharing</li> <li>• Skills to ask for help</li> <li>• Helping others</li> <li>• Assertiveness skills</li> <li>• Tolerance</li> <li>• Empathy</li> </ul>

Source: UNICEF 2012

UNICEF (2012), on its part, refers to life skills as a large group of psychosocial and interpersonal skills that can help people make informed decisions, communicate effectively, and develop coping and self-management skills that may help lead a healthy and productive life.

Given the wide-ranging relevance of life skills, an optimal strategy for introducing life skills teaching would be to make it available to all children and adolescents in schools.

Life skills teaching promotes the learning of abilities that contribute to positive health behaviour, positive interpersonal relationships, and mental well-being. Ideally, this learning should occur at a young age before negative patterns of behaviour and interaction have become established.

The school is an appropriate place for the introduction of life skills education because of:

- the role of schools in the socialization of young people;
- access to children and adolescents on a large scale
- economic efficiencies (uses existing infrastructure);
- experienced teachers already in place;
- high credibility with parents and community members;
- possibilities for short and long-term evaluation.

Even in countries where most children do not complete their education, teaching life skills in schools should be a priority. Life skills education is relevant to the daily needs of young people. There is evidence that when it becomes part of the school curriculum, it helps prevent dropout. Furthermore, once experience is gained in developing and implementing life skills programmes in schools, this experience can help develop and implement programmes in other settings. It is also important to provide long-term support and resources for life skills education and to involve all organisations that will play a role in developing the programmes. The success of the programme is largely dependent on the availability of in-service training and efforts to provide training for teachers in the participation of teachers in educational programs in schools. Life skills education requires

schools and education authorities to provide training for teachers and the development of textbooks, as well as informal support after the teaching has been used. This investment is worthwhile, given that the positive benefits of life skills training are so far-reaching. For example, research on life skills classes has shown that the methods used help improve teacher-student relationships (Parsons et al., 1988), and there is evidence that life support programs are associated with lower reporting of behavior problems in the classroom. . .

There is also research that life coaching can improve academic performance (Weissberg et al., 1989). Other positive outcomes include increased attendance (Zabin et al., 1986), decreased bullying, reduced use of special services, and improved relationships between children and parents. . The evaluation process and its results should be conducted and shared with all relevant decision-makers who will affect the future of the life skills program. If a project involves ongoing evaluation of its implementation and impact, it is still subject to significant change and is likely to be revised and maintained over time. To use children's resources, talents and abilities in ways that are effective and beneficial to them and society. To produce workable projects, create opportunities to improve family life and provide job skills to those living on the streets. Education for these children is vital because without education, it is apprehended that these children can be a source of violence and delinquency in the society. (Scanlon et al., 1998).

### ***Vocational education***

The definition of vocational education as a sector within the education system brings with it many problems and problem-solving. However, this simple distinction does not apply to analysis. A good plumber or electrician must have imagination and intelligence and must be determined to solve problems. Similarly, a good surgeon must have a variety of practical skills to masterfully operate upon patients. These simple differences can lead to conflict and learning in technical schools (Neave, 1978) or in the professionalism of higher education (William, 1985). The question mark raises more questions about where the education was given, who was the students, where did the student acquire the training, who was the educator, and most importantly, what events took place in the school during

the training. Venn (1964) explains the etymology of the term vocational as a sort of calling. He said that this education was focused on achieving a stable job and professional recognition, noted that this emerged with the changes in the 19th century. However, this is not the case now. Societal institutions, religions, political, cultural, economic and social which were once based on permanency were subsequently caught up in the twentieth century trend of “change”.

As the reasons for vocational education became less clear over time, its status began to be questioned. In fact, much of the literature on vocational-based learning lacks a clear definition of the term "vocation." The conditions for vocational education appear similar - vocational education is at the bottom of the hierarchy of knowledge and values, the flow of learning is open to "low achievers" and subject to control. Respect your parents. level of freedom, such that only work has legitimacy over other things and power, not in the connection of various forms of meaning-making and is reserved for lower-level work. Instead, Stevenson accepts John Dewey's view that vocation is the only life activity that has significant meaning for an individual because it produces positive and useful outcomes for his peers. Good work. However, while such a definition does not raise the status of what vocational is, it does not solve the practical problem of the difficulties in identifying vocational education provisions in certain institutions. In such an approach, vocationalisation is vital for all types of studies. Indeed, even for academics, meaning to their work often arises in application.

Moodies (2002), on his part analyses existing definitions in four dimensions. He argues that there should be a definition for all four levels, stating that vocational education and training can be considered as a means of developing and applying knowledge and skills for middle-level jobs that people need from time to time: this pragmatic meaning to be in line with UNESCO's "Revised Recommendation on Vocational Education and Training (VET)", emphasis is placed on using the expression "technical and vocational education and training" instead of "vocational education and training" in practice! The above recommendations suggest that vocational education and training is a term that refers to all aspects of the educational process, including general education, technological training, and

the acquisition of wisdom, stature, understanding, and knowledge. The concept of vocation in all areas of life (UNESCO, 2001 P2). Determining the role of vocational education within other areas of education is also an important political issue. It is difficult to determine whether vocational education and training contribute to gender inequality. The report notes that these issues are complex and may vary from region to country. It is also clear that girls are both over- and under-represented in many countries (UIS 2016, p. 63)..

However, Oketch (2007), who writes about the question of vocationalisation in Africa, is more critical, stating that gender inequalities that have persisted in the general programs are also prevalent in the Technical Vocational Education Training (TVET) programs. But where the picture seems improved in terms of female participation, (TVET) is relegated to a less prestigious education. It is a double loss for girls in such cases. Oketch's conclusions are plausible, as in Africa, the vocational Education training sector is often small and offered at lower levels. Another approach to this practical problem comes directly from the state's role, in relation to how the labour market should be organized. As vocational Education Training (VET) is an invented bridge between education and the labour market, broader visions are important for designing a vocational Education Training system. Clarke and Winch (2007) trace different definitions of vocational Education Training back to the historical context of the Nation-state.

They compared the German and French machines with the British machines. In the first two systems, the state plays a major role in creating laws regarding employment and education, establishing businesses, determining capital relations and finding jobs and workers. In contrast, in the United Kingdom, national law is often arbitrarily associated with national institutions, leading to a perceived or real distinction in the relationship between labour and capital practices that is unresponsive or unpredictable, and their authors argue that vocational education in the United Kingdom is an educational model with less state intervention and less social injustice (Clarke and Winch 2007, p. 14). It is not difficult to guess that the state's view of business largely determines how vocational education and training will operate, who will pay for what, and who will benefit from it. It should be clear that the concept of vocational education and training is ultimately pragmatic, as it is



concerned with important issues such as who will get what, when and how (Lasswell, 1936).

The problem of definition has some consequences. First of all, it should not be forgotten that any choice of interpretation will lead to a simplification of the truth. It is not possible to describe every vocational training system worldwide or within the same country in a few lines; otherwise, many nuances that may exist will be ignored. Therefore, some members of international academic organizations may not agree with a single definition, because for them, some practical issues may be ignored. Indeed, such problems will arise if the choice of definition is based too much on continental European standards. Second, if this choice is defined broadly in nature, such as education that prepares students to enter the workforce (which is the aim of all education), it becomes a tautology. What are the best strategies for creating content for on-the-job training and coaching? Living in the real world while implementing the vision of vocational education and training that Education International and its partner organizations see, including the above issues. development and regional development. The plans include expanding TCET and diversifying TVET programs. Education is defined as quality education provided in post-school education centers, informal learning centers, and vocational training programs such as internships. The idea recognizes work-based learning as a way to normalize and ensure social union and wage equality. The strategy proposes to improve Vocational and Technical Education programs through work-based learning under the supervision of MINEFOP.

Industrialized countries invest more in vocational training than developing countries. The UNESCO Institute for Statistics (UIS) has found a simple link between the two: the higher a country's GDP per capita, the higher its secondary/vocational education (UIS, 2006, p. 54). However, there is little support in the literature for a link between work-based learning and training and development. With some exceptions, the standard conclusion is that it is wiser for government to invest in general education rather than vocational training and education. This idea is based on the concept of the jobless school, introduced by Foster in 1965 when he examined Western-style education reform in Ghana. The World Bank believes that vocational training and education is essential for economic

growth, but that the scale of vocational training and education institutions should be as small as possible and that private enterprises should invest heavily in production and demand generation. Third, there is the “Education for All” approach, which some argue has led to a decline in interest in education and training (McGrath, 2002). Plans are being made and economic concerns are hardly off the global development agenda. We will review the processes of on-the-job training and education and make some recommendations.

Foster’s main point is that young people in Africa were well informed in the 1960s that, despite all attempts to change their behaviour, education would do more to help them achieve their goals and improve their conditions than schools. Quick said that policy may have many important objectives to improve the conditions of disadvantaged groups and the economy, but the actual attitudes and behaviour of young people will not conform to these objectives as in Africa. Foster’s conclusions are based on research examining the views of Ghanaian young people about the future and their educational opportunities. King and Martin (2002), although they raise some points and acknowledge the decline of community schools, conclude that Foster’s words from 1963 still hold true today, even when he tries to use schools. Please note that it is not necessary to use it today because on-the-job training is seen as simply training for future education and not as a way of promoting employment. sis is a way of supporting a particular career in life.

He argues that vocational education and training in Africa should be redesigned to produce skilled workers who can be linked to informal employment (Oketch 2007). However, it is clear that this “fallacy” still influences policy makers today, leading them to doubt the relevance of vocational education and training for “Skills and Productivity” (Widdleton et al.). Although many research articles have been reviewed on this subject, this article will take the school as a dysfunctional workplace as a starting point. The work of the World Bank is interesting because it has funded a great deal of vocational education and training in the past. intelligence; the second issue is how to increase productivity in the face of severe constraints and how to meet the high demand for public education and educational resources, and how to improve access to and quality of education (ibid., p. 3). The benefits of vocational education and training therefore need to be assessed in the

context of other investments. The authors (Middelton et al., 1993) have highlighted the above problems, so it is not surprising that attempts to examine the contribution of work-based learning and training to economic growth have failed (*ibid.*, p. 46). But this does not prevent them from drawing their conclusions.

The authors (*ibid*) then define three critical dimensions which can make VET cost-effective as a strategy:

- When it is focused on improving productivity when jobs are available and when it produces workers with needed skills of acceptable quality. Understanding the economic context in which training is delivered is therefore critical to the development of effective training policies and programs (*ibid*, p.70).

Unsurprisingly, these were also the starting points for the World Bank's Vocational Education and Training policy document, written by the same author two years earlier. This policy document focuses on four key strategies for improving vocational education and training: strengthening primary and secondary education, supporting private sector education, improving the efficiency and effectiveness of public education, and educational strategies and ethics (World Bank, 1991). It is difficult to determine exactly how the legal documents were written, as some documents appear to be inconsistent. On the one hand, the fundamental principle of the role of public service providers points to problems in planning and tight management, lack of links with employers, inappropriate branding targets and inadequate financing (*ibid.* pp. 26–29). On the other hand, it emphasises the role that the state should play in compensating for market distortions in payment policies, maintaining external benefits, compensating for individual capacity weaknesses and improving justice (*ibid.*, pp. 34–37). The role agreed upon for the state is that of a mediator rather than a powerful player, as the British state has often assumed, as noted above. This has, however, provoked much controversy. In his critique of the World Bank's intervention in Sub-Saharan Africa, Bennell (1996) notes;

They explain how the model these countries have used is one largely built by the private sector. For example, in Singapore, training levies are paid through a 1 per cent tax imposed on

companies using the Nages paid to low-paid workers as the tax – base. They conclude that the low social rates of returns to vocational education and the high rates observed in the case of in-service training suggest that the fundamental question in skills development is not whether to vocationalise schools but at what stage to do so in the education process (ibid). Thus, once again, the value and contribution of VET is not entirely put aside provided that VET is organized within the discourse of privatization.

### **ICT skills**

From transportation to communication, business and commerce, technology is an indispensable part of most activities in daily life. According to Newbill and Baum (2013), the way the world works has been transformed by technology. According to today's standards, technology encompasses the role of schools in preparing students for the future (Ritzhaupt et al., 2012). As technology becomes more integrated into daily life, technology integration has become a driving force in education (Dougherty, 2012; Lowther, Ian, Strahl, & Ross, 2008; Project Tomorrow, 2012). As education becomes integrated into the social culture, there is hope and necessity for education to be adapted to the new needs of digital citizens (Franciosi, 2012; Jenkin, 2009).

ICT was introduced in Cameroon in 1998 but did not become operational until four years later, with the establishment of the General Inspectorate of Computer Science (Fouda et al., 2013). Before the Ministry of Education had ICT classes, some private schools, secondary schools and technical schools in some of the larger cities were equipped with computers and started to offer ICT courses (Karsenti et al., 2012). Earlier, in February 2001, the President had called for education to lead to economic knowledge in a speech to Cameroonian youth (République du Cameroun, cited in Mbangwana 2008). This led to the introduction of ICT in both comprehensive and secondary education, and many schools have since received government funding for the provision of the service. Multimedia Resource Centres with internet connections (Mbangwana 2008).

Successful learning is determined not only by academic achievement, but also by the transfer of skills, intelligence and abilities necessary for work, education and training,

personal development and careers, and the socio-economic background and culture of the students. . This explains, in part, why informal, non-formal and adult education are seen as important for future learning (Punie and Cabrera 2006). The impact of ICT on learning can be approached in different ways. There are many different terms to consider: computer-assisted learning, online learning, computer-aided learning, online education, distance learning, e-learning, virtual learning, digital education, etc. This compilation covers various perspectives on ICT and education. Therefore, its impact on the educational process should include not only traditional educational outcomes, but also the use of ICT by teachers (teacher training), the use and training of ICT in schools, and finally the impact of ICT on students' self-development, self-confidence and self-esteem.

In Cameroon, government involvement in the ICT sector began with the National Agency for Information and Communication Technologies (ANTIC) developing policy documents and general strategies to integrate ICT into all sectors and create capital. By 2003, an ICT curriculum for secondary schools had been developed (ERNWACA-Cameroon 2005) and nurseries, primary schools and teachers were provided with training on the ICT curriculum and the national curriculum published in 2008. The National Book Council also prepares and implements textbooks to support ICT teaching (Rèpublique 2007a, cited in Mbangwana 2008). Republic also outlined guidelines for the implementation of the National Policy on Information and Communication Technologies (ICT) in Higher Education, drawn up in 2007 and implemented between 2007 and 2015. The aim of the strategy is to train teachers and administrators to understand the importance of ICT in teaching and school management and how to use ICT.

The Ministry of Secondary Education launched the first competition in 2014, in partnership with the MTN Foundation under a partnership agreement in 2013 (Camerpost 2013), to reward teachers who integrate ICT into their teaching. The aim of this competition is to integrate ICT into the Cameroonian curriculum, encourage teachers to use technology without discrimination, encourage research into new teaching methods and contribute to the achievement of good education. This competition is open to secondary and private school teachers nationwide (Tawong, 2015). From the foregoing, the vast majority

of measures taken by the country have not been implemented. But there is hope. Despite the obvious challenges of connecting more Cameroonian schools to the national network and the internet, equipping schools with technology, training more teachers and providing funding for ICT integration, there are projects like Les Champions that are making a real difference. Success stories..

### ***ICT as a Learning Tool***

There are many uses of ICT in education. These range from using ICT as a tool to support traditional teaching to situations that require a completely different teaching approach, such as fully ICT-supported classrooms. Below is some evidence on the impact of ICT on learning outcomes and how ICT is used in education. It clarifies whether ICT should be a connecting tool or a catalyst for change and innovation. This does not change the fact that face-to-face classroom education is still available. Contrary to expectations, online distance learning and cross-border e-learning by students outside the country where the school district is located have not yet become a major focus. In most universities cross-border e-learning is small and peripheral activities and all online courses account for less than 5% of all entries.

Therefore, the fact that most e-learning is related to modules or courses shows the importance of e-learning as an additional tool (OECD 2005). They focus on using e-learning to improve classrooms for easier access and better access to learning content. The impact of ICT on administrative services such as admission, registration, billing and purchasing is more obvious than its impact on the foundation of teaching and learning in the classroom. Thus, OECD (2005) concluded that education is not a substitute for learning and teaching. In addition to ICT and e-learning literacy, schools are also taking intellectual property rights into account when providing online learning content. They may also be unconvinced by promises of lower costs compared to traditional school programs. There is little evidence of this in the short term, even if there is a positive effect, it will have a positive impact on prices in the medium term. This can be achieved by increasing the number of students taking online courses, using open source software and content, increasing the reuse of learning content, and improving the quality of learning processes.

For example, teaching methods should not reduce the diversity and creativity in learning models and classroom content.

The general development of students' knowledge is also important and there is a good argument for the use of ICT in further education (OECD Florida Center for Technology in Education, (2012). Developed by the Florida Center for Technology in Education and the Florida Department of Education, the TIM system consists of five components. The multiplier matrix works as explanation and evaluation skills and the ones that need to be developed are research and presentation, knowledge construction and health issues. security related to justice and equality (Republique 2007). The matrix is formed by the characteristics of the learning environment and the level of technological integration, influenced by three interrelated characteristics: initiative, collaboration, development, reality and goal orientation and the five stages of learning. technology integration: access, adoption, adaptation, sharing combination and change A A 25-cell table that provides guidance to teachers and schools to help them assess the level of technology integration in their classrooms and to provide information on how to use technology can be integrated into teaching (Florida Center for Technology Teaching, 2012). Effective technology education should develop the ability to understand the relationship between knowledge and differences in school standards and goals. Classroom level, teacher, school factors, demographic characteristics, culture, and desired learning outcomes can guide the selection of the most appropriate integration model.

However, when students use word processing techniques, they also reach a second level of development (Oostveen, Muirhead, & Goodman, 2011). The second level is the development level that supports the integration of technology by incorporating applications such as presentations, background drawings, and the addition of pictures or visuals into the learning process (Chell & Dowling, 2013). It focuses on the use of technology as a tool for enhancement, change, and efficiency (Puentedura, 2013). The third level, adaptation, is achieved when teachers use technology to include students in the learning process (Hos-McGrane, 2011). For example, students use interactive tools in virtual portals and online learning spaces such as blogs, discussion groups, and newsletters where they can publish

their work and receive feedback from their peers and teachers (Oostveen et al., 2011). The final stage is reinterpretation, where teachers use technology to help their students create something new or achieve tasks that were previously unthinkable (Puentedura, 2013). Other elements can be shared or shown with peers or other audiences (Hos-McGrane, 2011). Shulman, Knowledge of seven layers such as content, curriculum and general guidelines for learners, characteristics of learners, learning goals and objectives.

### ***Some Bodies in charge of ICT Education in Cameroon***

The main bodies in charge of ICT Education in Cameroon are MINEDUB, MINESEC, the National ICT Agency (ANTIC), and NEPAD, a non-governmental organization. MINEDUB and MINESEC have been carrying out remarkable projects since ICTS was introduced in schools under their ministries. MINEDUB has been working through PAQUEB (Projet Pilote pour L'Amélioration de la Qualité de L'Éducation de Base), meaning Pilot Project to improve the quality of Basic Education concerning the implementation of the one laptop per child project in Cameroon. MINESEC, for its part, has been opening multi-media centers, and GRID (2014) says it can now boast that 80 percent of secondary schools have computer rooms and 60 percent have computers.

However, even though 96.23 percent of public primary school pupils and secondary school students are taught ICT lessons and 100 percent of Teacher Training Colleges teach ICTs to student teachers, a greater part of the training is still theoretical due to the chronic lack of resources and infrastructure (ERNWACA-Cameroon 2010; Ndonfack N. 2010). ERNWACA (Educational Research Network for West and Central Africa) carried out joint research with PAQUEB in 2009 and 2010 and found that 87 percent of all teaching is only theory since only 3 percent of all public primary schools have computers

ANTIC (Agence Nationale des Technologies de l'Information et de la Communication) known in English as the National ICT Agency, drafted the first national policy for the development of ICTs in 2007. ANTIC is in charge of cyber security, cybercrime, and fraud-related issues. It also lays down rules and recommendations for



schools and parents to use in preventing children from accessing illegal and immoral content by setting and blocking undesired websites.

## **Review of Empirical Studies**

### **Studies on Street Children**

The phenomenon of street children has always existed in our country and has affected all areas of social life. Therefore, this phenomenon still occurs in places or regions where it did not exist before.. This have given grounds for researchers and other stakeholders who are pre-occupied with the well-being of children in general and the vulnerable in particular to investigate the root causes of this phenomenon, summarised the identifying characteristics of street children phenomenon worldwide and equally indicated the dire consequences of a street lifestyle for children's health, education and their personal development in the society at large. UNICEF (1990) estimated that in 1980, 369 million children under the age of 15 in developing countries were living in urban poverty. Why do some children leave home while their siblings, who are equally poor and likely to be abused or neglected, remain at home?

According to Volpi (2002), the existence of street children indicates the urgent need for activities by NGOs and other development partners to reintegrate children into the daily life of the society. This also provides a basis for researchers to conduct research in these areas, to investigate ways to provide effective services to children so that they can live the life they want. Yes, like a child again. Researchers from all over the world have studied and exploited this phenomenon as a to rehabilitate these children in various geographical regions in different contexts and have tried to come out with different solutions for the same children in different regions, countries and communities and elaborate strategies which are suitable for these children in their specific situation where they find themselves. Fonkoua (2018), on his part advocates for quantitative development programs that will assist these children to integrate into our education system. Here we are going to review the phenomenon in terms of the causes, method of data collection and tools used, the results obtained, proposed remedies highly indicated from the obtained results that will lead us to

the dire need for rehabilitation. Furthermore, we will review the various rehabilitation strategies according to its objectives, bringing out possible controversies and establishing a knowledge gap between the study and other studies under review. We will also examine various rehabilitation strategies according to their objectives, identify potential pitfalls and identify inconsistencies between this study and other approaches.

According to the research of Khalafala Ahmed Muhammed Arabi Visal Altahir Ali (2011), many factors contribute to the homelessness of 300 street children in Khartoum. They found that most of the children were born in this state, but most were born in Western and Southern Sudan. Case studies were used and the results showed that there were seven factors that can be categorized as urban life, risky behaviors, financial reasons, nature and environment, family explosions, surveillance and domestic violence. This study recommends that future plans should be developed in the areas where most of the families of children currently living on the streets live, interventions should be made at home to prevent children from being on the streets, school fees should be reduced and income-generating opportunities should be created for vulnerable families, especially those affected by war and famine;

A study by Lusk (1992) suggested that most children in developing countries live on the streets due to poverty. Lusk (1992), who studied street children in Juarez, Rio de Janeiro and Colombia, Peru and the Dominican Republic, did not recognize the theory of domestic abuse or neglect in his work "Interviews with Hundreds of Street Children in Latin America." de Sousa and Ebrahim (1992) collected information on the physical and mental health of 80 Brazilian children aged 9 to 18 and examined them. They found that 82% of the children had left home for financial reasons. Children who remained on the street were expected to donate half or more of their income to their families, an indicator of family discord.

The situation or picture of children's lives in South Africa is somewhat different. Ross (1995) stated that in South Africa, immigration policies, conflict, division and violence in black areas are important factors in the emergence of the oppression of street

children. This is the finding of a four-year study that shows the general lifestyle and experiences of children in the country. The phenomenon of street children is a product of the apartheid policies that have existed since 1948.

Pehlivanli and Ezgi (1955), they carried out studies in Ankara on the concept of street children. Here the explanation was in the context of social exclusion. On 15 street children, he employed qualitative methods, the main aim of this study was to understand the reasons why children start working on streets, it focused on the finding from the live histories of children who work/life on the streets of Ankara in which two types of information were analysed in the context of social exclusion.

In Zimbabwe, UNICEF (2002), conducted a study with a sample of 260 street children. The objective of this study was to compile, consolidate and validate available information on street children to facilitate the development of a long-term national strategy aimed at promoting, protecting and fulfilling their rights. The principal tool used in the study was interview schedules designed to investigate the situation of street children in Zimbabwe. The study cited the following reasons for being on the streets; the need to earn income, being orphaned, abuse by step-parents/relatives, inadequate care and support by parents or guardians, and peer pressure.

Joshi, Harish, Visaria, Leela and Bhat, Rajesh (2006) studied street children at the main Kalupur Railway Station and under the nearby Sarangpur Bridge. These children were interviewed to find out why they left their homes or place of stay, duration of stay, occupation, earnings and expenditure, harassment, treatment of sickness, willingness to study and feelings about being away from homes and family members. For an in-depth study 34 street children were interviewed. Out of 153 children, three girls (2%) were interviewed at the Observation Home for Girls in Odhow, where they were kept. To survive, street children undertook a variety of occupations: bottle picking, cleaning train compartments, begging and working at tea/snack stalls, rag picking, etc. Among the reasons for leaving home was; harassment by family members, being orphans, for earnings, refusing to study, family disintegration and so on.

Another study of Brazilian street children commented on the absence of drug abuse (Oliveira et al., 1992). In fact, these authors noted that “it was interesting to learn that the youths were much more concerned about its drugs abuse than were the service providers.” About a quarter of the street children in Johannesburg, far too many but no more than the proportion of poor children in the control group, were chronic glue sniffers (Jansen, Richter, & Griesel) 1992). In Randall's (1988), study of London's street children, less than 5% needed care for alcohol or drug abuse. What is unclear is the degree to which the children's mental health is affected by their use of drugs.

Furthermore in a study conducted by Ojanuga (1990) on 55 Nigerian street children under the age of 15, who were begging to make ends meet, revealed that they were on the streets due to the financial constraints of their families. Interestingly, 80% of these children still resided with their families and often begged alongside them. However, not all studies support the poverty hypothesis. After interviewing 1,000 children on the streets in Bombay, Patel (1990) claimed the major reason for street children was not poverty but family Violence. Another Indian study, this one of child porters (children under age 14 working and living without family support), showed that although poverty was a significant aspect of the children being on the streets, family discord was the major problem (Subrahmanyarn & Sondhi, 1990).

Studies often cite more than one reason for the origins of street children. For example, the same study of Brazilian street children that found economic reasons to be the major reason for children being on the streets also noted that it was twice as common to have fathers absent from the homes of street children as it was to have fathers absent from those of the control group of poor working children (Rosa, de Sousa, & Ebrahim, 1992). The consequences of this movement to the streets are far reaching to the society at large. Several studies have highlighted the harmful impact of stepfathers who mistreat their stepchildren (Holinsteiner & Tacon, 1983; Tacon, 1981a, 1981b). In a demographic study of street children in Colombia, De Pineda et al. (1978 UNICEF sponsored) found that

approximately 36% of children left home due to poverty, 27% due to family breakdown, and 20% due to physical abuse or neglect.

Duyan (2005) carried out a similar study in Turkey and examined the relationship between socio-demographic and family characteristics, family relations, street life experiences and the hopelessness of street children. The study focused on a population of street children living in the city of Gaziantep, chosen for its high density of street children. Data was collected by distributing the Hopelessness Scale for Children. In his findings, Duyan interviewed 195 street children and found a significant relationship between physical violence, fathers' alcohol usage, unemployment, threats of the children at home, and hopelessness among the street children.

Another study by Tchombe (2002) reported on the perceptions of street children, their parents, and community workers about how children ended up on the streets. The sample of this study consisted of 395 children living in social welfare institutions in Bamenda, Northwest Region of Cameroon, and data were obtained from official records and children's rights registers. Descriptive analysis of the data was conducted through questionnaires and focus group discussions, and three main causes were identified: social, educational, and governmental. It was decided that any intervention to prevent the increase in the number of street children should be aimed at the above-mentioned issues, and that social policies should provide services and activities that create opportunities to improve family life and provide vocational training.

Furthermore, in a study carried out by Cumber and Tsoka-Gwegweni (2016), in three Cameroonian cities, it was to examine the situation and characteristics of street children. The study was to describe the demographic, socio-economic, and behavioral profiles of street children. The study used the analytical cross-sectional survey conducted through researcher-administered questionnaires to 399 street children. It was found that poverty or inadequate family income, authoritative parents, dysfunctional families, rural-urban migration, death, and other health challenges faced by Cameroonian families contribute to the reasons for some children seeking jobs in the informal economy and thereby directly or indirectly affecting the number of children drifting into the streets in the

Cameroonian society. It was recommended that the plight of street children necessity the design and implementation of intervention strategies to prevent children from living on the streets and assist those who have become street children. At the same time, this study demonstrates that the presence of these children on our streets equally presents opportunities for these children to develop survival strategies that enable them to cope with street life, despite the adverse conditions they have to undergo and endure on the streets. Similar findings were also confirmed in studies carried out by Plummer et al. (2007) in Khartoum and by Strehl (2010) in Peru and Sudan.

Another study conducted in 2017 by USAID and Catholic Relief Services in three cities in Cameroon: Bamenda, Douala, and Yaoundé. This study provides a qualitative and comprehensive analysis of the situation of street children, examining their health characteristics and their exposure to abuse, exploitation, and disease. It provides descriptive data on the causes and effects of this phenomenon and evaluates the effectiveness of current interventions. The findings indicates that the problem of street children is complex and varies according to whether they are street children, children living in schools, children living in institutions, and children in conflict with the law. It is recommended that all actors in society take a shared responsibility for children and ensure a harmonious and effective partnership.

In Canada, Sehimmel (2006) studied children living on the streets to meet certain needs. Running away from home can be a struggle and an expression of frustration with their living conditions. It is the most effective response to the suffering and abuse that poor and vulnerable children can experience. Their families and lifestyles lack two essential elements of a child's basic needs for healthy and social development: a healthy family defined by supportive parents and relationships, and social protections such as adequate food, shelter, clothing, and a good education.

The primary goal of most of the studies mentioned above is to investigate the underlying reasons why children are on the streets, and the data collection tools used are then good indicators of children's well-being. These studies are similar to this one because they begin by examining the reasons why children leave home and end up on the streets.

The reasons for this include extreme poverty, unemployment and the inability to meet the basic needs of children such as school, food, water and clothing. Similarly, the reasons why these children left their homes and lived on the streets were almost the same as those in this study. The study revealed that the most important factor causing these children to leave their families and live on the streets was poverty or financial difficulties.

Lusk (1992) has suggested that most children in developing countries live on the streets due to poverty. Lusk (1992), who studied street children in Ciudad Juárez, Rio de Janeiro, Brazil, as well as in Colombia, Peru and the Dominican Republic, rejected the theory of domestic abuse or neglect, stating that "In interviews with hundreds of children in Latin America over a five-year period, while working on a health questionnaire administered to 100 Brazilian street children, a theme emerged repeatedly and the results showed that children between the ages of 9 and 18... They found that 82% of the children left home due to financial reasons. It is recommended that family interventions be carried out to prevent these children from ending up on the streets.

Similarly, in a study conducted by Khalafarah Ahmed Mohammed Arabi Visal Atahir Ali (2011) in Khartoum, it was found that economic factors, urbanization, risk-taking behaviour, natural and environmental factors are the main factors that lead children to leave home and go out on the streets. As in this study, economic factors are shown as one of the reasons why these children end up on the streets, but unlike that study, this study does not address the natural and environmental factors that cause children to leave their families. While this study also uses face-to-face interviews as a data collection tool, a questionnaire form is also used in this study in addition to the interview. While the data analysis in the study above was again used in situational analysis, this study used descriptive and qualitative analyses. The study suggests that these programs should be targeted to the regions where the families in question live. The statistical data used in this study is analytical, and the reasons include urban life, risky behaviours, and environmental factors, but in this study, these are not the main reasons why children take to the streets. The study suggests that services should be returned to the regions where children live, school fees should be reduced, opportunities should be created for vulnerable families,

especially those affected by war and floods, and laws and regulations should be improved to protect children. Unlike the present study, non-formal education courses such as literacy and digital skills, life skills, and job skills should be part of the school curriculum to meet the diverse learning needs of the learners.

The situation or picture on the streets of children in South Africa is a little different. Ross (1995) stated that migration policies, inequality, conflict and violence in black areas are important factors in the emergence of street children in South Africa. Countries are advised to develop policies that will reduce discrimination and segregation. It is an important point that this study, unlike the current study, concludes that the main reasons for children living on the streets are racism, inequality and violence in black communities, and that this study addresses poverty and to some extent family disintegration as the main reason. Another study conducted by Pehlivanlı and Ezgi (1955) in Ankara found that the main reason for children living on the streets was social exclusion and suggested that policies be developed to eliminate exclusion. While poverty or economic status is generally examined in this study, the data collection method used in the above study is interviews, which is also valid for this study, but the following questionnaire was used in this study.

Tchombe (2002) argues that there are three main factors contributing to the conditions in Cameroonian society: social, educational and governmental. It has been agreed that any intervention to prevent the increase in street children must address the social problems as well as the issues mentioned above. Cumber and Tsoka-Gwegweni (2016) found that poverty or insufficient family income, excessive parental authority, poor family functioning, urban migration, death and other health problems faced by Cameroonian families are the reasons why some children seek work in the informal economy. Our study in Cameroon, mentioned above, showed that children leaving home and taking to the streets are due to similar reasons as in this study. However, the situation in Zimbabwe is slightly different; UNICEF (2002) conducted a study to collect, synthesize and verify existing data on street children and to contribute to the long-term development of the country to promote, protect and realize their rights. While the purpose of this study was to collect data that would support the development of these children, one reason is clear:



Poverty remains a significant factor that keeps children on the streets, and this is consistent with the results of this study.

Again, the above studies are different from this study because in the above studies, root causes were investigated and some measures were determined through data collection and operational tools such as legal reform, education, legislation. Sehimmel (2006) advocates a healthy family that includes supportive and close parental relationships and adequate resources such as food, shelter, clothing, and good education. Tchombe (2002), upholds the fact that any programmatic interventions to prevent an increase of children drifting to the streets should address the above issues and that of social policies which should make available amenities, activities, create opportunities to improve family life and provide vocational training. But the present study did not end at the root causes but went further to find out the impact of non formal education on the rehabilitation of these children. Again the present study the non formal educational models the we finding out its impact on the rehabilitation on the children includes literacy, numerical skills, moral and civic education life skills and vocational education and ICT skills.

However, there are still some differences. For example, while our current study was conducted in clinical settings, some of the studies mentioned above were conducted on the streets. For example, Khalafala Ahmed Mohammed Arabi Wisal Altahir Ali (2011) Some factors affecting homelessness in Khartoum. Case study was used and the results showed that there are seven factors that can be categorized as urban life, risky behaviour, financial reasons, conditions and environment, family breakdown, surveillance and domestic violence. It is suggested that a visual perspective is taken in the study. The reason why this study is related to the current study is that the analysis is part of the qualitative analysis used in this study. It should also be noted that among the recommendations of most studies, there is a framework for providing education to these children , at home or on the street, with parental support. This is also consistent with our current research; we want them to be educated so that they can return to their families.

The tools used to collect data in the above study also included interview guides and questionnaires similar to those used in this study. However, this study continued with group

discussions to collect data. While most studies use one of the analytical data, this study used both qualitative and quantitative data analysis methods. In fact, these authors found that "interestingly, street children are more concerned about drug use than service providers." Approximately one third of street children in Johannesburg are long-term users; this figure is higher than the majority of children in the control group, but not higher (Jansen, Richter, and Griesel 19). Randall's (1988) study of street children in London found that less than 5% of children required care because of alcohol or drug use. It is not yet clear how drug use affects children's health. "The results support the view that the effects of substance abuse on cognitive and interpersonal functioning cannot be overemphasized" (Jansen et al., 1992). The assessment instruments given to the children included the Halsted-Reitan Intelligence Test, the Wechsler Children's Intelligence Scale, and Raven's Color Matrices.

Tyler et al. (1991) and Tyler et al. (1987) collected data on 145 street children in Bogota. They used 2-hour interviews and their own brainstorming skills to assess the self-efficacy, confidence, and integrity of the plan. They found that the children were taught a sense of independence and were willing to define their lives in their own terms. Children are creative and engage in caring, supportive friendship networks. Furthermore, this study did not address the children's cognitive level or self-regulatory skills in this process. Baizerman and Pellet (1992) assessed the psychological well-being of 71 Brazilian children between the ages of 8 and 18. Again, the negative perception that these children were criminals and drug addicts was thought to be more damaging to the victim than the reality of these children. The present study is being carried in the rehabilitation centers while others studies are carried out on the street to find out the coping abilities or empowerment abilities of these children on the streets.

After examining the empirical studies of street children dealing with the causes, consequences, measures taken and the recommendations it will be imperative to examine the empirical studies rehabilitation of these children.

## **Studies on Rehabilitation**

There is no single strategy for addressing the problems experienced by children on the streets, as each environment is unique and requires different interventions (Suda 1995). In addition to the use of rehabilitation centers, there are other ways and means of reintegrating children into society. Some of these ways include adoption, foster care, orphanages, orphanages, and even inclusion in the National Youth Service (NYS), which enable these children to find security and dignity in their lives. These include renovations by schools, renovations with children, and renovations by community organizations that involve children.

The first difference is between NGOs that primarily provide medical services to children and NGOs that interact with schools, families, communities, and other institutions, including advocacy, support, and social support. Another difference is that some organizations provide home-based services for young children for some time, while others focus on providing regular, out-of-home services or services for more children (Volpi, 2002). To better understand rehabilitation research, this concept needs to be examined through research tools such as social integration, psychosocial skills, and family integration.

### ***Social integration***

In order for society to maintain its balance as a heterogeneous unit, there must be a balance between people of different classes. Now if we put these two words together and derive the meaning of the compound word 'integration', we can say that it is the process of a community or a society, where the differences of the community come to a state of balance. The different classes of society are so mixed or intertwined that we get a society based on a functional role that meets the various needs of individuals and groups. We can also say that man is an important part of life. The study started in 2006 in open medical schools and public schools in four cities of Georgia (Tbilisi, Rustavi, Chiatura and Gori). Although there are teachers and other professionals in schools, their activities are mostly limited to health and nutrition, although teachers and other specialist were there. The centre acted

primarily as shelters. The issue brought forward by the research carried out in these centres include learning strategies as one of the rights of the child and as a means of social development life skills. With the introduction of the curriculum, a reform has been made in the content and structure of these schools. The introduction of the educational component led to the revision of the content and structure of functions of these institutions. Consequently, these institutions added an educational rehabilitation function to their primary social assistance. The result of the research made it possible to rename the institutions educational rehabilitation centres.

According to the research, children who come to the children's centers should be selected by a multidisciplinary team consisting of teachers (five-six), social workers (six-seven), a doctor and a director. The centers serve children between the ages of 6 and 17, and the monthly enrollment varies between 25 and 50. (This number will vary depending on how the child enters the facility.) Most of the children survive and complete the rehabilitation process. Children often come to the center with their friends, siblings, and sometimes even their parents (45% of the total, according to the research). These places offer free "in-out" service. However, they must accept the necessity of respecting preferences and fulfilling educational obligations, which is the first step to achieving both. This is what distinguishes crèches from other schools. Childcare centers for the most vulnerable are open at night and children can stay overnight if they wish.

Every child is provided with textbooks and other school materials. There is no fee for education. The centres follow the national curriculum, but since most (98 percent) of the children who are admitted to illiterate, an adapted curriculum is required. Children are identified and admitted in the centres in the following ways: children who live and work in the street enter the centres at their own will; children are identified and brought in by social workers; children are brought in by their relatives, guardians, or parents; governmental and non-governmental organisations identify street children.

According to the research, a teacher first identified a child's development level against his/her age through interviews and using textbooks and other visual learning aids. Children were then divided into four groups called "steps." The curriculum accordingly

consisted of four steps or levels. The first step consisted of the material taught in the first, second, and third years of public school; the second step covered material of the seventh and eighth grades; and the fourth step was that of the ninth grade. The experience of the centres has shown that on several occasions, children failed to meet any of the levels. The curriculum of each step was naturally abridged as much as possible by selecting materials, and simplifying methods of delivery preference was given to key issues during the selection and use of materials.

The principles of group and individual work are used as the learning method. The main purpose of this teaching method is to help children develop critical thinking and analytical skills. When working with children, teachers often adapt their teaching to the children's feelings or thoughts. Based on the children's suggestions, we increased the intensity and duration of group reading lessons and added illustrated narratives to the reading materials to increase children's motivation. Using this method increases children's self-confidence. Children love to talk out loud and think about various topics, and teachers encourage them to do so. These programs help teachers support children and create a positive, open, and friendly environment where they can feel comfortable and free to express their talents, thoughts, desires, and dreams. These sentences are very important for children to express their reality, set goals, and develop independence and analytical skills.

There are five steps to the Street Wise approach to solving the problems of street children. These are; familiarization trips, internships, surveys, in-service trainings and postgraduate trainings. During community outreach or aid activities, we reach out to street children and help them with their urgent needs and inform them about other services provided by Street-Wise. Secondly, housing steps are provided for children, where childcare providers create a family environment with fun activities, informal guidance and developmental activities. The third stage is the assessment stage. The aim at this stage is to return the child to his/her family or find a foster family. During the assessment, the child's history, counseling needs, and level of education will be assessed to facilitate next steps. Following the assessment process, children are usually placed in a program that includes therapeutic (reading, mathematics, general education, and rehabilitation), academic, life

skills education (religion, health and hygiene, sexuality, drug and alcohol education, arts and crafts), and career education (literacy, development, and employment). At the end of the program, the child is ready to leave the program and enter regular school and formal education.

The Street-Wise approach has five steps for solving the problems of street children. These are street outreach, shelter, assessment, street-wise education projects, and graduate programs. In the outreach phase or step, children on the streets are contacted, helped with their immediate needs, and informed about other services Street-Wise offers. Secondly, the shelter step is to offer children a place to stay, where childcare workers create a substitute home environment where recreational activities, informal guidance, and development work are undertaken. The third phase is assessment, which aims to integrate the child back into their home or to find suitable foster care. During the assessment, the background, counselling needs, and educational level of the child is evaluated to mitigate the follow-up steps. After the assessment stage, children move on to the education project, which concentrates on remedial programs (literacy, numeracy, general education, rehabilitation programs), formal education, life skills training programs (religion, health and hygiene, sex education, drug and solvent abuse counselling and art and drama therapy) and job-skills training (instill work ethos, develop concentration and preparation for employment). In the final step of the program, the child is prepared to leave the project for formal school and formal training. Even after this, the program continues to support ex-street children to their independence and employment. (Le Roux 1994, p. 65-66).

The Undugu Basic Education Programme (UBEP) in Kenya offers opportunities to street children and other disadvantaged children in the slums of Nairobi to acquire functional literacy and practical skills with considerable success. The program was established to address the needs of young street workers in Nairobi, the so-called parking boys and girls. Initially focused on child rehabilitation, it gradually turned its attention to the communities where children originated, recognizing that it needed to address the symptoms and root of the problem. The Undugu Society carries out a variety of urban

community development projects and provides direct services to street and working children. Activities are identified and designed in consultation with the community.

These include

- an alternative primary education program for children in low-income neighborhoods;
- primary and secondary school scholarship programs to assist low-income children and youth who want to remain in formal schools;
- an urban agriculture project that serves to generate income for youth who live in the street;
- a community health program that includes primary health care, family planning, and AIDS prevention;
- a housing assistance program that upgrades slum dwellings;
- production units that provide training in practical skills of trade and technical assistance in marketing goods and services and
- Job placement.

In the second area, the Undugu Association's goal is to connect young people with professionals working in the informal sector. When young people come to the program, Undugu tells them to find a professional in the community they want to work with. If the situation warrants, Undugu negotiates an agreement with the youth and the artisans under which the NGO provides training in the necessary professions and skills while the youth work with the artisans. After completing their training, the young people return to Undugu to receive training in small business management. The Ministry of Trade and Economic Development helps participants develop their businesses and create products, and provides loans. Ouma (2004) examined the role played by the Undugu community in providing education to street children and its strengths and weaknesses. The project aims to improve the human rights of street children; however, the access criteria do not align with this fundamental aim, as only children living nearby and supported by their parents or guardians are considered "street children", while those who need more assistance are not considered

“street children” (Ouma 2004, p. 54). Their very old age means that they have difficulty keeping up with their peers, who often finish primary school before the age of 13. Almost all children (90%) leave school before entering the Undugu community (Ouma 2004, pp. 46-48). Education in the Undugu community is divided into three categories: basic education, vocational training, and informal education. Primary education aims to teach literacy and numeracy skills and to teach values and attitudes necessary for positive life changes. Admission to the Andugu Vocational Training Centre requires a high level of competence. (Ouma 2004, p. 17) 57-58).

Kaime-Atterhog and Ahiberg (2008) argue that programs to change street children and their behaviour should focus on establishing friendships and conversations with the children. This allows teachers to learn about their lifestyles. This should be the main focus of any program designed to help children succeed in adulthood. Furthermore, those who work or interact with street children should show compassion and care in their work (Orme and Seipel 2007, p. 498). Raffaelli and Koller (2005) studied the future expectations of street children attending daycare and shelter services on the streets of Porto Alegre, Brazil. They felt that the lifestyle was static and limited the youth's vision of the future. When asked about their hopes for the future, participants expressed mixed feelings about personal achievement and the pursuit of material goods; these responses differed from those reported in surveys of youth in many countries... When youth were asked to predict what they would be doing when they turned 18, few gave predictions that matched their hopes, suggesting a disconnect between hope and optimism. Conflicts between expectations and expectations have been linked to developmental problems (e.g., Yowell, 2002).

Nalkur (2009) in Tanzania compared the lifestyle priorities of current street children with those of non-street children and former street children in (re)integration programmes, finding that after one year's participation in residential interventions, former street children's priorities (education, family etc) were more similar to school-going children's than they were to current street children's, suggesting that high-quality rehabilitative care may be instrumental in enabling children to prioritize preparing positively for the future. Nalkur's additional finding that obtaining good advice from adults was one of the most



important events for street children confirms Schimmel's (2008) contention that supportive adult relationships should be considered a basic need for street children, along with shelter, clothes and food.' (Nalkur, 2009:330).

In Brazil, there is the Axe program, which started in 1990. It provides outreach services for out-of-school youths and adolescents. The implementing agency is the Axe Centre for the Defense and Protection of Children and Adolescents.

The following are some specific program activities:

- Outreach services. A bus parked in the city centre is used to reach out to children spending time in the streets and to raise their curiosity. A street educator informs children about the fun-filled activities on the bus and invites them on board, where they can watch a video, draw, sing, or read books. If the children are interested, they are also invited to become students at any of Axê's educational or training centres. The project also provides food, medical care, legal protection, assistance with identity documents, and some financial aid to replace what was being earned on the street.
- Early childhood education project. The program uses theatre, dance, and song, the program engages children from marginal neighbourhoods in learning activities relevant to their reality and cultural heritage.
- Production workshops. Children participate in productive activities such as paper recycling, printing, and a fashion workshop. The emphasis is on quality, and the goods produced are sold at competitive, non-subsidised prices in two shops in the tourist area of downtown Salvador.

Workshops are also meant to prepare participants to enter the world of work by increasing their ability to concentrate, reinforcing their motor skills and emotional equilibrium, and helping them form new habits and behaviours.

- Vocational training for those aged 16 and older. Agreements are signed with public and private companies able to give children job training and eventually hire them.
- Street Children: Promising Practices and Approach

The program works closely with the local municipality to avoid duplicating services offered to street children. It also tries to coordinate its activities with programs geared to children at primary and secondary risk, which can refer their difficult cases to Axê. Given the importance of learning in its philosophy, the program relies on highly skilled educators rather than volunteer staff.

Many children have developed new life plans, returned to their families and school, and, though still poor, enjoy more dignified conditions. Of the 823 adolescents contacted by the program in 1990, 768 went back to live with their families. Because of its success in Salvador, Project Axê has received numerous requests to replicate its programs nationally and regionally. The program has been least successful with finding children jobs and integrating them into the labor market, in large part because of the high level of unemployment in the country.

### ***Family reunification***

Casa Alianza is a non-governmental organization that works to rehabilitate and protect street children in Central America. The main goal is to get children off the streets rather than improve their livelihoods. For this reason, teachers do not provide food or clothing to children on the streets, but instead encourage them to go to crisis centers and, when they cannot be reunited with their families, they are given temporary housing and group homes. To this end, the organization provides support in stages to help children and families come together and solve their problems. Each stage will last about a month. The first stage is to meet the needs of children in crisis and to build trust. In the second stage, teachers conduct preliminary interviews with families to investigate the feasibility of integration. Each child has a plan according to his/her own conditions and individual needs.

The third is to provide counseling, self-help groups and therapy for families and children, financial support for parents, job training, and community support. In the fourth stage, children were gradually reunited with their families under the supervision of teachers. The program has a minimum of two years of monitoring, and some provide financial support to help families care for their children. The program includes individual

and group therapy, child care training, vocational training, and pediatric and gynecological therapy. The children receive intensive individual and group therapy and vocational training. After about three months, they are accepted into a foster care program or re-integrated into a family.

The first location was opened in memory of a street child who was brutally killed by the Guatemalan police. Four offices provide legal protection to hundreds of children abused by law enforcement and refer child abuse cases to specialized regional and international teams. They also help children with legal issues such as obtaining birth certificates and ID cards. Casa Alianza in Mexico provides a home-based program for children with AIDS. The remaining 12 percent eventually left their families, but most returned to the Casa Alianza facility rather than end up on the streets.

### ***Psychosocial Skills***

Psychosocial competencies, also known as psychosocial skills or life skills, are essential for the prevention and promotion of mental health. Since the beginning of this century, psychosocial competencies have been defined as the ability to develop positive mental health.

There is also an NGO called Ciudad Don Bosco (Salesian Mission), founded in Colombia in 1964, that provides home care services to street children. Their target group is adolescents and young adults between the ages of 0-18. Approximately 400 children benefit from this program each year. The program has four stages. First, we contacted the street children and encouraged them to stay overnight in the housing project. Secondly, studies have been initiated for behavioral change, basic education, socialization, and the development of self-esteem for children who decide to stay in the region. Thirdly, children can attend primary and secondary schools provided within the scope of the program. Fourthly, entrepreneurship training is provided to young people. The program evaluates and measures the health, nutrition, mental health, social, dental, and occupational health of the participants at four levels.

These plans are designed to meet the needs of the individual such as motivation, education, nutrition, and health, and are reviewed regularly. Children also contribute by sharing their thoughts in open and constructive groups. The collaboration of professionals ensures that lessons are organized according to a broad curriculum and designed to support each child's self-awareness and self-confidence. A large number of students graduate and receive their diplomas every year. According to this information, it is stated that the center is the most experienced and effective in the city and that it receives continuous financial support from both the private sector and the public. The organization, Childhope, launched the program in 1995 in Pasay City, where child prostitution is prevalent. Its goals are to: (1) increase community awareness of the issue; (2) increase the capacity of NGOs, government officials, and volunteers to promote local support and services; and awareness and respect for their rights.

The program has established a municipal task force with churches, schools, NGOs, police, and local government. Its function is to train local officers and community stakeholders to promote support for young prostitutes, train volunteers in family counseling and group therapy, lobby for the passage of a law protecting sexually exploited children, conduct outreach work in the street operates a drop-in center for girls and helps rehabilitate and reintegrate prostitutes into the community. Task force members oversee various program activities. For example, a local religious group that runs a day-care centre and shelter is in charge of the girls' rehabilitation, and NGO street educators help reach girls in the streets. Twenty-two local schools have formulated a plan of action to fight prostitution, which includes incorporating child rights in school education, identifying abused and prostituted school children, counselling them, referring them to appropriate services, and conducting orientation sessions on child prostitution with parents. In addition, 195 community volunteers have been trained in advocating support for these girls in their neighbourhoods and places of work.

No data are available on the program's impact, however the program appears to show potential for sustainability and replicability: after one year of operation, the Pasay City task force took over management of the program, with CHILDHOPE providing

technical assistance when needed. A similar program has been initiated in the nearby city of Kalookan. According to the Nairobi Central Business District Association NCBDA (2001), there are 351 rehabilitation Centres in Nairobi. A study conducted in Tanzania on the effectiveness of the NGOs in rehabilitating street children in Dar es Salam City identifies various strategies NGOs deploy to select street children from the streets for rehabilitation. This includes conducting interviews, picking the children from the streets to drop-in centres, conducting medical check-ups and screening to establish the health status of the children, and conducting counselling to change their behaviours (Niboye 2013).

According to (Wambui; 2003 and Alcom; 1969) about rehabilitation, therapeutic methods were developed to work with young offenders, whereby the treatment of offenders was dominated by methods following psychodynamic principles, with counselling and group therapy in particular. In addition, education programs also distort the treatment with inclusive and proved popular during that period, and it's still evident today (Schweinhert, Barner & Barners, Welkart, 1993). While the treatment with psychodynamics tradition continues today, Conder & Cox (1993), indicated that the 1970s, 1980s, and 1990s had seen an upsurge in offender treatment programs based on behavioural and cognitive behavioural principles. Certainly, by the late 1950s and 1960s, a position had been reached in which psychological theories had been applied to criminal behaviours and associated treatments were relatively widely used for a range of offender groups (Hoolin; 1999, 1995, Nitzel; 1979, Ross & Fasino 1985).

Another aspect of rehabilitation of street children is treatment giving to children who are drug addicts or who are use to to other forms of substanec use. Eventhough it fall within the other rehabilitative activities carried out within the centres, but other studies show that their principal activity is the distoxication of children who are addicted to drugs. Tyler et al. (1991) and Tyler et al. (1987) collected data on 145 street children in Bogota. They used a structured 2-hour interview and their own psychosocial competence scale, which assessed self-esteem, trust, and active plan fullness. They found that the children showed a high degree of autonomy, actively defining their lives in their own terms. The

children were highly creative and immersed in a network of caring and supportive friendships.

The present study differs with similar study dealing with the the rehabilitation of street children in the sense that here we concetrate with the development of skills while others deals with detoxication of children who have suffered from drugs addictions. Baizerman and Pellet (1992), measured the mental health of 71 Brazilian street children ranging in age from 8 to 18. They pointed out several resilient characteristics of the children including a high degree of intelligence, a concern for each other, the lack of drug abuse, and good self-esteem.

### **Knowledge Gap**

Researchers in their different domains and areas of the globe find out the root causes of the phenomenon and their consequences and try to propose strategies for how these children can be integrated into the mainstream of society. This phenomenon results from the breakdown of the nuclear family, stemming from condition of poverty and unemployment has fueled problematic lifestyle including drunkenness, domestic violence and prostitution as principal reason for street children phenomenon (Williams 1996, Lugalla and Mbwapbo 1999). Furthermore UNICEF (2005) upholds that these children are excluded from essential services such as healthcare services and education, lacking the protection of family and community; they are often at risk of exploitation and abuse. For these children, childhood as a time to grow, learn, play and feel safe is in effect meaningless According to Shukla (2005) children take to the streets as the only alternative in their search for basic necessities such as food, clothing, shelter and health facilities.

Volpi (2012), upholds the view that though these children might be facing the same difficulties on the streets, the reasons why they might have left their various homes is unique for every child from every region or country. It will be imperative to examine some major contributions made by some authors in the rehabilitation of these children into the main stream of the society. Promenent amongst the researchers is Tchombe (2002), who strongly suggested that education is vital for the rehabilitation of street children. From this

study it was recommended that social policies which should make available amenities, activities, create opportunities to improve family life and provide vocational skills for those that in the institutions for their eventual reintegration into the society. Again she strongly suggested that education, vocational training and the provision of social amenities should be part and parcel of the rehabilitative process to integrate these children into normal of the society.

In South Africa, Le Roux (1994), in the Street-Wise project responded to the needs of street children. From a mobile school (taking educative activities to children), it becomes a comprehensive model with variations of activities striving for street children's wellbeing. The objective of Street-Wise was to give child care (shelter, food, clothing, and help with medical, welfare, psychological, and legal services), and provide education and vocational skills. The activities include reuniting street children with their families, providing accommodation, running outreach programs and informing children still living on the streets, running educational programs to offer functional literacy and numeracy skills and to prepare participants for effective, productive, and meaningful employment, coordinating support programs for ex-street children and informing other organisations about Street-Wise approach.

The Association for Development, Delhi (2002) conducted a study among street and working children at old Delhi, New Delhi and Hazrat Nizamuddin railway stations to identify the reasons for leaving their homes and the problems they faced in their daily lives. A sample of 100 respondents was taken; most data was collected through questionnaires,, and it was found out that children who belonged to Uttar Pradesh and Bihar had stayed in a home/government institution at one time or the other,, but some wanted to remain on the streets because of freedom and employment opportunities. This study concerning the children mentioned abuse by parents as main cause for them having left their homes. They did not have any contact with their families and did not want to return to their families. It was recommended that education should be an essential part of the programme to give a better lifestyle and standard.

Ouma (2004), upholds the fact that education provided in Undugu society was divided into three categories, namely, basic education, basic skills, and informal skills. The objectives of basic education were to teach literacies and numeric skills and to teach values and attitudes, which are necessary for adjustments to desirable living in society. The basic skills were necessary to enter the Undugu vocational training centres. Fonkoua (2018), succinctly advocates for quantitative developmental programs to be put in place to enable these children (the vulnerable) especially street children to be integrated into the educational system. He went further to uphold the that systems should be put in place which could permit vulnerable children, the marginalised and those excluded from school (street children, working children, disable), that they should have access to quality education adhering and confirming its stands by the world Declaration in Jomtien 1990 which states “Education is an individual Right that all nations should recognise

According to Schimmel (2006, p.216), it is not acceptable for governments to violate the human rights of street children. Instead, they should offer education and rehabilitation facilities and encourage street children to use them before resorting to force. Schimmel also emphasizes the importance of providing quality shelter and equipment that can cater to the varying needs of street children. Also, the love and care inside these facilities should be improved with support from the working adults. Street educators play a key role in changing street children’s attitudes to moving to a shelter. They are usually social workers who out-reach the children in their surroundings and build relationships with them daily. Street educators can inform children about various issues such as health, their rights, alternative options to street dwellings, and emotional possibilities.

In a study carried out by Manga (1992), on behalf of the Ministries of Social Affairs and Women Empowerment and the Family in Yaounde and Douala it shows that 71.5% of children on the streets who used this means (informal economy) for survival are school dropouts. These high dropout rates increase their gradual drift to the streets and finally they are being immatriculated as streets children. It was recommended that access to education to these children means development of their skills, social development and consequently reverting to normal life in the society just like their peers. In another study



carried by Cumber and Tsoka-Gwegweni (2016), it was found out that the educational level among street children in Cameroon remains a challenge as a majority of them have just primary school level or drop out and are not able to earn much income on the streets to meet up with their basic needs. The study equally reveals that over 77.4% of these children dropped out from primary school and 21.3% had no formal education. These children need support to develop skills that they can be used to integrate into the society.

Furthermore in a study carried by Arrey (2023), investigating the psychosocial needs its effect on the education of street children, the study revealed that socio-economic factors related to poverty, lack of food, lack of shelter, lack of basic school needs, and psychological causes such as dysfunctional family settings, alcohol, drugs consumption and authoritative parenthood and some of the major causes for the phenomenon. It was recommended that efforts should be made to provide basic needs for these children, effective support for their studies and the creation of outreach services to recuperate children before they are fully matriculated as street children. Again it was recommended that parents should be educated on the notion of child upbringing, parental affection and guidance of children.

The various studies examined above demmotrstes that education, vocational training, skills development and the provision of basic needs and social services constitutes some of the basic requirements for the empowerment of street children that will enable the to reintegrate into the main stream of the society. The state of Cameroon have put in policies, structures more specifically ed-educational centres all aimed at rehabilitating these children into the main stream of the society. In this structures the are man by managers, educators, psychologies, counsellors and other cargivers. This personnels provides the necessary guidance, training and psychosocial support to enable these children to have a smooth transition from the centers to the various families. In the Ministry of social Affairs, a projected was created in 2008 aimed at adopting collaborative framework with other partners working towards the reintegration of street children into the society.

In a study carried out in three cities in Cameroon by USAID and the Cotholic Relief Services in 2017 working in collaboration with the ministry of Social Affairs, it was

concluded that the raising of awareness of all social actors was a common responsibility of solidarity for these children and to take collective, effective and sustainable measures. Again some major recommendations were arrived at; ensure that having access to free, compulsory and high-quality primary education for all children, both girls and boys is a fundamental principle for the provision of comprehensive basic education. Organise awareness raising campaigns to change attitude and behaviours within target population. This involves using innovative methods to sensitize and inform families of their parental responsibilities, the harsh living conditions for street children (health, food, hygiene, lodging etc) and the importance of education.

It will be noticed that despite all the necessary measures taken by the state to revert these children to the main stream of the society, so they can live a productive life, yet we still find these children roaming our streets. This now creates the gap in this study. The question is how do we close the gap?

The learning needs of youths, especially the vulnerable, as articulated by the world conference in Education, are diverse and should be met through various systems. They advocate for Universal Primary Education (UPE), especially the governments, contended that mass education will result in an increased supply of educated human power, accelerated economic growth, more social justice, reduced regional disparities and improved social welfare. Education for street children will allow them to learn skills through interactions, develop skills and try to apply them to solve their daily problems. Therefore the universalisation of education will drastically reduce dropouts consequently reducing the rate at which we can find children drifting to the streets.

Again the content of the curriculum for primary should be revised, so that it becomes more flexible and adaptable to the learning needs of all the learners. This should be closely followed by the curriculum for secondary schools. Schultz (1981) upholds that population quality and knowledge constitute the principal determinants of the future welfare of mankind. At the individual level, a child with access to quality primary education has a better chance in life as the education provides the child a solid foundation for continued learning throughout life and equips the child with skills to lead a productive life in society.

By this Declaration it was an appeal for national governments and other agencies to provide education for every child regardless of age, sex, race, or where the child finds him/herself. Cameroon adheres to the principles of universalisation of primary education and of our educational system.

As one of the vulnerable groups of children living in the streets, street children will need education not only as a right, but as a source of empowerment to themselves and society. Graham-Brown (1991: 76) suggests that once people achieve basic literacy, whatever its precise form, the process creates further demands for post-literacy education, whether to 'catch up' on missed formal education or to develop organizational or practical skills.

According to Le Roux (1994), the Street-Wise project in its rehabilitative efforts provided shelter, food, clothing, psychological assistance, legal services, education, vocational skills, functional literacy and numerical skills and above all out-reach services to these children. Taking a look at the Association for Development, Delhi (2004), it was recommended that education should be provided to these children to enable them return to their various families. Again in Ouma (2004), upholds in the Undugu society that basic education, basic skills, and informal skills should be provided to these children to enable them gain entrance into the Undugu vocational program. The various studies examined above demonstrate that education, vocational training and the provision of basic needs and social services constitutes some of the basic requirements for the empowerment of street children that will enable them to reintegrate into the society, where at one moment they were socially excluded. Our present studies tie with the various studies examined above non formal education (literacy and numerical skills, civic and moral education skills, life skills and vocational education and ICT skills) in the present study constitutes core content to all the studies and programs presented by the various authors above. The studies equally show that the rehabilitative process arrived at by the various studies and programs ties with our studies which rehabilitation leads to the acquisition of psychosocial skills, integrative skills and finally enabling the child to return to the family setting.

In chapter two we had the review of literature, Conceptual and theoretical framework. Here the concepts includes non formal education, street children and rehabilitation. It was followed by theoretical framework, which includes Maslow theory of hierarchy of needs, the psychosocial theory of Development by Erik Erikson, the social learning theory by Bandura and the transformative theory by Mezirow. Again we have the review of related literature based on variables. This is followed by empirical studies and Knowledge design. This now lead us to chapter three which methodology and procedure.

## **CHAPTER THREE**

### **Research Methodology and Procedure**

This chapter explains the researcher's procedure and method in carrying out the research. According to Lodico et al. (2006), they uphold research method as a logical plan or blueprint by which the researcher operates a practical preparation of their enquiry. It provides procedural outline for the conduct of a given investigation. This chapter shall show the methods and operations that made the researcher to explain the variables and adequate treatment of the collected data. It is very imperative to use appropriate tools to attain this goals. In this chapter, we will examine the following sub-headings : area of the study, the research design, the study population, the target population, the accessible population, the sample, the sample size, sampling, and sampling technique, and construction of research instruments, validation of instruments, Pilot test; the administration of the instruments and data collection. We have ethical consideration and data analysis technique, the recapitulative table and a summary information table for the chapter.

#### **Area of the study**

The study is carried out in Cameroon found in Central Africa. Cameroon bounded in the west by Nigeria, to the north by Chad, to the East by the Central Africa Republic and Equatorial Guinea, Gabon, and Republic of Congo in the South. In Cameroon, its educational system owes its origin to its colonial history. Consequently, the educational system is made up of two sub systems namely the English sub system and and the French sub system. Yaounde is the political capital of the country, while Douala is the economic capital. Cameroon is made up of ten Regions, Yaounde is it poloitical capital and the city of Douala as it economic capital. This study will be carried out in all the re-educational centres housing street children in Cameroon. Presently there exist 8 public and 9 private re-educational centers which are directly under the supervision of the Ministry of Social Affairs. Description of it population and the list of re-educational centres. See appendix.

## Research Design

According to Creswell and Clark (2007), a research design is the procedure for collecting; analyzing, interpreting; and reporting data in research studies. Its main purpose is to guide the researcher regarding the choice of methods and procedures for gathering, analyzing and interpreting data. It helps the researcher generate answers to the research questions (Burns, 2000). According to Amin (2005), a research design is the conceptual structure within which qualitative research is conducted and constitutes the blueprint for measuring variables collection and data analysis. A research design aims to enable the research to test hypotheses or answer research questions.

This study employed the survey and correlational research design. According to Cohen, Manion, and Marrión (2007), surveys or longitudinal studies look at individuals, groups, institutions, methods, and materials to describe, compare, contrast, classify, analyse and interpret the entities and events in the field. The survey is chosen because the population as a whole will be studied. Surveys are used when a carefully selected sample of respondents is surveyed, and a population description is inferred from what is found about the sample. The type of survey used in this study is descriptive, which collects information from a sample that has been drawn from a predetermined population.

The descriptive survey is used in this study because it enables the researcher to collect data at a particular point to describe the nature of the phenomenon, identify standards against which these existing phenomena can be compared. It equally assist the researcher to scan a wide range of issues, population, institutions, and programmes to describe or measure any generalised features. Again it assist the researcher to assure objectivity and generalization of findings. Descriptive design will focus mostly on the 'what' of the objective of the study, we equally employ the correlational design in order to enable the researcher to diagnose the 'why' and 'how' of this study. A correlational research design describes quantitatively the degree to which the variables are related. This involves data to determine if and to what extent non formal education will influence the rehabilitation of street children. The degree of relationship is determined by the product-moment correlation coefficient referred to as  $r$ . The  $r$  is measured on a scale of  $-1$  to  $+1$ .

The more related the variables are, the more accurate the relationship. Again, we adopted the correlational research design because we intended to determine the strength of the relationship that probably exist between non formal education and the rehabilitation of street children in Cameroon.

In this study, the mixed method approach combining the inductive and deductive methods was used in order to collect the most comprehensive data about the study. Quantitative and qualitative approaches assist in synthetic data that would otherwise be subjective if using only one research approach. The philosophical underpinning is thus pragmatism. It offers a more feasible approach and breaches the gap between philosophy and methodology (Tasakori Tedlie, 2010). Pragmatism has been used in this study because it offers a more feasible ontological and epistemological approach. It is practical, its outcome is oriented based on action and leads iteratively to further actions and the elimination of doubts and offers a method for selecting methodological mixes that help answer the research question of this study (Bessong, 2017).

Despite the strength of the mixed method approach, Fakis et al. (2014) note that critics hold the view that mixing qualitative and quantitative research methods is problematic because both use different ontological and epistemological assumptions. However, Tasakori and Tedlie (2010) argue that mixed-method research is possible because it frees the researcher from the dual grip of either or all levels of the research and provides an opportunity for using varied designs, data collection, and analysis set to portray a complete image of the phenomenon.

### **The Population of the Study**

According to Shukla (2020), a research population is a set of all the units (people, events, things) that possess variable characteristics under study and for which the findings of the research can be generalized. The population determines the limit within which the research findings are applicable. The population of this study is all the stakeholders in the re-educational centers in Cameroon. The population of this study is made up of 8 state and 9 private re-educational centers. In these centers, we have street children (trainees),

managers, educators, and other caregivers. These institutions are controlled directly by the Ministry of Social Affairs.

### **Target and Accessible Population**

According to Amin (2004), the target population is the part of the population to which the researcher ultimately wants to generalize the results. Franckel and Wallen (2006) denote that the target population is the population the researcher would like to generalize (it is the researcher's ideal choice). The target population is that portion of the population extracted for the study. The entire population for this study, as mentioned above includes all the trainees, managers, and educators in all the 19 re-educational centers and all the ex-trainees from these centers.

Among the 19 re-educational centers mentioned above, we targeted 5 public and 7 private centers making a total of 12 centers. Through the purposive sampling technique, we selected 5 state and 7 private centers. The reason for this number of targeted re-educational centers is that during the time of the study, these were functional and accessible to the researcher. Based on the above reason, the purposive sampling technique was used to select the target population from these centers for the study. The purposive or judgement refers to a type of non-probability sample technique in which unites selected individuals and cases required characteristics that the researcher needs in his sample. Also call judgemental sampling because it relies on the researcher's judgement when identifying and selecting the individuals, cases, or events that can provide the best information to achieve the study objectives. In this study, the centers selected by the researcher were deemed necessary because they were operational at the time of the study and poseses the chateristerics that could provide information which meets the objectives of the study. It is on this grounds that we use the purposive or judgemental sampling technique to come out with targeted number of re-educational centers where the population was extracted. The table below demonstrates how the purposive sampling method have been used to select the managers, educators and trainees from the 12 re-educational centers as part of the target population for this study.



**Table IV: Distribution of target Respondents according to sex**

	Trainees		Managers		Educators		Sampling Technique
	Boys	Girls	Male	Female	Male	Female	Purposive or Judgemental
ICE Betamba	27	00	01	00	04	00	
CAO Bépanda Douala	25	00	01	00	04	00	
Centre d'Accueil des mineurs de Bertoua	24	00	01	00	02	01	
Home-Atelier de Douala	23	00	01	00	03	00	
Chain Saint Nicodème de Douala	25	00	01	00	03	01	
Centre Social Edimar de Yaounde	17	00	01	00	02	00	
Foyer de l'Espérance de Yaoundé	16	00	00	01	02	00	
Remar Cameroon de Douala	23	00	01	00	02	00	
Main dans la Main de Douala	21	00	01	00	02	00	
ANER de Douala	15	00	01	00	02	00	
CAO Bafoussam	25	00	01	00	03	00	
Foyer de l'Arche de Noé de Yaounde	17	00	00	01	02	00	
<b>Total</b>	<b>258</b>	<b>00</b>	<b>10</b>	<b>02</b>	<b>31</b>	<b>02</b>	<b>303</b>

**Accessible population**

According to Onen (2020), accessible population refers to the portion of the target population to which the researcher has reasonable access and from which a sample can be

drawn. The accessible population of this study comprises all the trainees, managers, educators, counselors, and caregivers found in 5 public and 7 private re-educational centers which we were able to have access to, from the target population. From our target population as seen above, which stands at 303 respondents we succeeded in having access to 11 managers, 20 educators, and 253 trainees, which stands at 284 respondents.

**Table V: Distribution of Respondents according to accessible population**

Centers	Trainees		Managers		Educators		Sampling Technique
	Boys	Girls	Male	Female	Male	Female	Purposive sampling technique
ICE Betamba	26	00	01	00	03	00	
CAO Bépanda Douala	25	00	00	00	02	00	
Centre d'Accueil des mineurs de Bertoua	24	00	01	00	02	01	
Home-Atelier de Douala	22	00	01	00	02	00	
Chain Saint Nicodème de Douala	25	00	01	00	01	00	
Centre Social Edimar de Yaoundé	17	00	01	00	02	00	
Foyer de l'Espérance de Yaoundé	16	00	00	01	01	00	
Remar Cameroon de Douala	23	00	01	00	02	00	
Main dans la Main de Douala	21	00	01	00	01	00	
ANER de Douala	15	00	01	00	01	00	
CAO Bafoussam	23	00	01	00	01	00	
Foyer de l'Arche de Noé de Yaounde	16	00	00	01	01	00	
<b>Total</b>	<b>253</b>	<b>00</b>	<b>09</b>	<b>02</b>	<b>19</b>	<b>01</b>	

**Source:** Field Data 2023

## **Sampling**

According to Onen (2020), sampling is the process of selecting a group of people, events behaviors, or other elements with which to conduct a study. A Sample is a portion of the population whose results can be generalized to the entire population. The elements making up this sample are those studied. According to Amin (2005), a sample is the portion of the population whose results can be generalized to the entire population. Sampling is the process of extracting a portion of the population from which generalization can be made. The data from the sample inferences or generalization of the entire population. The procedure for the selection will be specified in the following sampling technique below.

### **Sample Techniques**

The sampling technique is a plan which specifies how elements should be drawn from the population. It is also the method used to select the sample population. Sampling is a process by which a relatively small number of individual objects or events is selected and analyzed to find out something about the entire population from which it is selected (Singleton et al. 1998). According to Babbie (2002), sampling is a situation where one selects a sample based on one's knowledge of the population, its elements, and the nature of the research. Babbie (2002) argued that in research, it was "appropriate to select a sample based on knowledge of a population, its elements, and the purpose of the study" (p. 178).

In this study, we employ purposive sampling techniques were used to select the respondents. we used the purposive sampling technique to select the managers, trainees (street children), and educators from the 12 re-educational centers. The street children, Managers, educators, and caregivers.

### **Sample**

The sample size is that portion of the accessible population that is studied. A Sample is a portion of the population whose results can be generalized to the entire population. The elements making up this sample are those studied. According to Amin

(2005), a sample is the portion of the population whose results can be generalized to the entire population. The sample for the study was made up of 11 managers, 20 educators, and 253 street children (trainees) selected through a purposive sampling technique. Again this number of participants was appropriate for the study, therefore all the participants were used for the study. Therefore the study sample was made up of 253 street children, 11 managers and 20 educators, giving a total of 284 respondents who accepted to participate in the research as presented in the table below is the sample of the study.

**Table VI: Sample size**

	<b>Managers</b>	<b>Educators</b>	<b>Trainees</b>		<b>Total</b>
<b>Sample</b>	11	20	253		284

Source: *Field Data 2023*

### **Research Instruments**

In research, the instrument is any device that enables the researcher systematically collect data such as questionnaire, interview guide and focus group discussion guide.

### **Questionnaire**

A questionnaire is research instrument consisting of a series of questions for purpose of gathering information from respondents. The questionnaire was chosen because it enables the researcher to obtain adequate information since the responses are precise and objective. It is also time-saving, based on the objectives of the study less costly in terms of money and enables the researcher to deal with many respondents conveniently. The questionnaire was divided into six sections: **section I** consist of the demographic profile of the respondent, **section II** consists on basic literacy and numerical skills, Section **III** of skills related to basic moral and civic education, section **IV**, life skills and vocational education, **section V** deals ICT skills, all these relate to the independent variable which non-formal education. The indicators of the dependent variable include family reunion,

psychosocial skills, and social integration. The table below shows the description of the questionnaire. The questionnaire were closed-ended.

**Table VII: Descriptiion of Questionnaire**

Hypotheses	Indicators	Number of items	Measuring scale
RH1	Literacy and numerical skill	1-13	4 Likert scale
RH2	Civic and moral education	14-26	4 Likert scale
RH3	Life skills and vocational education	27-38	4 Likert scale
RH4	ICT skills	39-46	4 Likert scale

**Source:** *Researcher (2023)*

#### **Extranous Variables for the Study**

Ages of the children (trainees)
Educational level of trainees
Professinal expriences of Managers and Educators

**Source:** *Researcher 2023*

**Table VIII:Weighting the scale**

Hypotheses	Indicators	Number of items	Measuring scale
RH1	Literacy and numeracy	1-13	4 Likert scale
RH2	Civic and moral skills	14-26	4 Likert scale
RH3	Life skills and vocational education	27-38	4 Likert scale
RH4	ICT skills	39-46	4 Likert scale

**Source:** *Researcher (2023)*

### **Weighting the scale**

The measurement was a four-point Likert scale presented in the order: ( Strongly agree-SA=4, Agree-A=3, Disagree-D=2, Strongly disagree-SD=1). From the objective of the study, all items were affirmative, thus all positive responses had high points. Four point Likert scale was chosen because it is more reliable for recording opinions ideas, and it equally eases data analysis through the Statistical Package of Social Science (SPSS, version 23). The respondents were expected to tick the option most suitable to them.

The decision rule according to Tanah and Encho (2017), refers to a regulation or guide that enables a researcher to make a decision on whether to accept or reject an issue as seen below.

$$\text{Mean} = 4 + 3 + 2 + 1 = 10 = 2.5$$

This means that any factor with a mean of 2.5 and above was accepted (positive) while those less than 2.5 were rejected (negative). Each questionnaire was made up of closed-ended questions and was answered anonymously and not obligatory. (*see appendix*). Given that we are carrying out mixed research and the closed-ended questionnaire can only provide quantitative data, thus we introduced the interview guide.

### **Description of Interview Guide**

The interview guide was designed and used as the second instrument for the data collection. According to Bird (2016), an interview guide is a list of sub-topics that you plan on covering in the interview expressed in the questions that you want to answer under each topic. We used the interview in this study because it will provide qualitative data. The goal here is to enable us to understand the phenomenon from the experience of the participants. It equally helps us to explain and explore research subjects' opinions behavior and phenomenon. The items on the interview were open-ended so that in-depth qualitative information could be collected. Each of these questions has two sub-structured questions to guide the interviewee's discussions. We used the interview guide to collect data from the managers and educators of the re-educational centers. instrument contained elements of the

different constructs of the research such as literacy, numeracy, civic, moral skills, life skills and vocational education, and ICT skills and their effect on rehabilitation.

### **Focus Group Discussions Guide**

This is an organized discussion among 4-6 individuals on a single topic for a specified duration. It helps collect qualitative (Feeling or perception of target audience) information and encourages ordinary dialogue (including differences of opinions) among group members. The Focus group technique is especially useful for an in-depth exploration of non-formal education activities in the centers by trainees on views on various topics.

### **The Validation of Research Instruments**

Validity is the most important idea when preparing or selecting an instrument for data collection. After all, inferences cannot be made from data collected with instruments not serving the purpose for which the instruments are intended. All researchers want the information they obtain through an instrument to serve their purposes. Therefore, to verify the validity of qualitative data, there are approaches to verification and quality standards. Validity verification relies on Guba's model of trustworthiness (De Voset et al. 1998). This model is based on identifying four aspects: truth value, applicability, consistency, and neutrality. Truth value considers whether the researcher has established confidence in the findings of information and context within which the study was undertaken. Applicability refers to the degree to which findings can be applied to other contents and settings. Consistency alludes to the reproducibility of findings if the inquiry was replicated with the same subjects, while neutrality is freedom from bias in research procedure and results (Krefting, 1990) cited by Makhann (2010).

Validity is therefore the degree to which a measuring instrument measures what it is designed to measure. Every measurement instrument is designed for a specific measurement. If it is correctly designed, it measures what it is supposed to measure. If it is faulty, it measures something else that may not be what it is supposed to measure.

**Face validity**

To ensure face validity, the questionnaire and interview guide of this study were constructed with the help of classmates. It was then submitted to the supervisor who scrutinized the items, checking the appropriateness of language and clarity, to ensure that the instruments were appropriate for the collection of relevant data. After making the necessary corrections from this expert, the questionnaire and interview guide were considered to have attained face validity.

**Content validity**

According to Amin (2005), the validity of a measure refers to the extent to which it measures what it claims to measure or to the extent to which it is specifically related to the characteristics it was designed to measure. It shows how the instrument models the knowledge, skills, attitudes, and behaviorus that participants are expected to exhibit. Therefore, validity is the extent to which a measurement instrument reflects the variable it is designed to measure. The instrument is sent to an expert to read and modify. These exercises have reviewed the purpose well and have revised and clarified some of the questions, made them more relevant to the content, and covered all the topics of the course. Then the supervisor meticulously examines the questions one by one and makes suggestions to improve the quality of the questions. Each question is evaluated according to the differences in the subject and related outcomes and the validity of the questions is examined. It also verified the authenticity of these items for research and theoretical purposes. As a result of the examination, it was determined that the items in the questionnaire and the interview period were suitable for research; Therefore, the validity of the content of the scale was given a green mark. Convergent validity was calculated and found to be 0.63, which is above the threshold of 0.5, similarly, discriminant validity is 0.7 as reported by Fornell and Larcker (1981). Thus, strong evidence regarding the validity of the construct was confirmed.



### **Reliability of instrument**

Saunders et al. (2007) argue that two researchers working in the same field will produce different data and reach different conclusions. Both studies may be reliable, but if they produce conflicting results, then the reliability of one or both studies becomes questionable. Therefore, trust is asking the question: “Did two researchers independently examine the same location or topic and reach the same discovery?” Reliability is essential to the effectiveness of the data collection process. Gay and Airasian (2009) believe that trust is the level of relationship demonstrated by instruments or processes. If independent administrators of a survey or similar instrument show similar performance, the instrument is considered reliable (Saunders et al., 2001). Therefore, the more reliable the equipment, the more consistent and reliable the results. Although there are many methods to verify validity, such as trial/retest and split-half analysis, the split-half method is the most widely used in educational research (McMillan, Schumacher, 2001). In general, any reliability coefficient above 0.5 is considered a good measure of reliability. According to McMillan Schumacher (2001), the greater the heterogeneity of the measured trait set or the higher the scores, the higher the reliability.

### **Test-retest reliability**

The determination of reliability, test-retest reliability, and internal consistency were conducted. According to Amin (2005), a test-retest reliability or stability refers to “the degree to which scores on the same test by the same individuals are consistent over time”. This is to prove that scores obtained at one point in time will be the same or close to the same if the test is re-administered at another time. This is how the measure of the test is stable over time.

In this study, the Cronbach’s alpha statistical test was used. Salkind (2000) states that internal consistency examines reliability within a particular set of items. Internal consistency is evaluated by correlating performance on each item in a test or a scale with total performance on the test or scale and takes the form of a correction coefficient. The correlation between test 1 and test 2 would be represented as test 1/test 2. Where the scores

on test 1 and test 2 are correlated. The reliability coefficient (which is roughly the same as the correlation coefficient) ranges in value from -1.00 to +1.00. A “value of 1.00 would be perfect reliability, where there is no error whatsoever in the measurement process.

### **Administration of the research instruments**

The study subjects were recruited from the various rehabilitation institutions under study. The Dean of the Faculty of Education of the University of Yaounde 1 authorized the researcher to administer the instruments. This authorization was presented to the authorities of the various institutions, and clearance was given for this exercise to take place in the institutions. After the clearance, meetings were held with the technical teams of each institution, explaining to them the purpose of the research and how it is intended to be carried out in the institutions in question, pointing out the role they have to play in the realization of this objective. In each institution, the educator/educators accompany the researcher to the class where we have the trainees. After an introduction, he will try to explain to the trainees the purpose of the visitor who is in front of them. The floor is then given to the researcher, who tries to familiarise himself with the trainees and instill confidence in them. This confidence-building exercise will lead to the administration of the questionnaire.

This exercise was done with the assistance of the educators because the questions were read out with explanations for them to tick the appropriate response to the best of their understanding. A questionnaire was personally administered using the face-to-face approach with the administrations and a schedule for the street children. This exercise was carried out in all the centers scheduled for the study. The questionnaire was used here as an instrument for data collection because it assisted the researcher in accessing their basic literacy level, especially in reading and writing. A diverse type of data was collected, and the triangulation method of data collection and various stages of the study. Equally, there was followed by focus group discussion and interviews for the managers and educators. The interviews with the managers and educators were done in the office individually.

Regarding the trainees, the focus group ranges from 4 to 6 trainees per group, and it was organized with the assistance of the educators in each of the centers.

Data is either classified as primary or secondary. This is based on their sources, which are either primary or secondary sources.

### **Primary sources**

Primary data is a type of data that never existed before, hence it was never previously published. According to Saunders, et al. (2012), primary data is collected for a specific purpose, which implies that they are critically analyzed to find out answers to research questions. This comes mainly from direct observation of the event, manipulation of variables, and contrivance of research situations, including the performance of experiments and questionnaire responses. When data takes any form mentioned above, it creates another source-secondary source. In this study, the primary data source comes from the information obtained directly from the children during focus group discussions and questioning. This includes family background information, reasons why they are on the streets, how long they have been there, experiences on the streets, and how they got to the centers. The tools used were questionnaires, interview guides, and focus group discussions.

### **Secondary Sources**

Primary sources generate secondary sources. Data collected from secondary sources are secondary data, but secondary data emanate from data processing from primary sources. In this study, we exploited our secondary sources from already existing information on the children in the Centres, such as why they are on the streets, what they have been doing, and their progress records on what they have been doing. Programs in various domains offered and their perceptions of these programs. This permits us to analyze table blueprints, item difficulty level, and item discrimination index. We have equally used books, the internet, and thesis... as secondary sources to collect data for the study. Studies were carried out by other researchers in the rehabilitation of street children.

### **Ethical considerations**

An authorization letter was issued by the Dean of the Faculty of Education from the University of Yaounde I. This authorization permitted the researcher to present himself to the various institutions and centers where he had to conduct the research. This letter equally confirmed that the study was meant solely for academic purposes. The identity of the respondents was taken care of by not revealing personal identification on questionnaires. This was particularly important for this study as we deal with street children and information concerning them, which is considered very sensitive.

### **Methods of data analysis**

In this study, data analysis consisted of a combined statistical tool to analyze the data obtained from the survey. To achieve the desired goals, answer the research questions effectively to determine the validity of the conceptual model, and most importantly, ascertain the best and relevant results, efficient quantitative and qualitative data analysis was essential.

### **The Quantitative Analysis**

Data preparation in which data was logged, checked for accuracy, and entered into the computer using SPSS, which is designed to analyze, display, and transform data (Trachim Donnelly, 2007). They further stated that the use of graphic displays is “particularly valuable in making the logic of mixed-method design explicit” (p.183). In this perspective, Tuffe (2006) affirmed, “Most techniques for displaying evidence are inherently multimodal, bring verbal, visual and quantitative elements together” (p. 83). In so doing, the researcher used a variety of charts, line graphs, and figures to represent quantitative data analysis graphically. In this regard, Tufle (2006) stated that “statistical graphics and maps are virtual numeric fields labeled with words and framed by numbers” (p. 83). The researcher also uses tables to report results related to the research questions. According to Creswell and Plato Clark (2007), “These visual forms depict the trends and distributions of data” (p.135) and allow readers to understand the quantitative results of the study better. A

frequent goal in data analysis is to efficiently describe and measure the relationship strength between variables (Muijs, 2004). In this regard, bivariate descriptive statistics describe such a relationship.

### *Correlation*

The correlation coefficient was used to test our research hypotheses. The purpose was to measure the degree of association between the independent non-formal education variables in our research hypotheses and the dependent variable rehabilitation, symbolized by the correlation coefficient. The correlation coefficient is a simple descriptive statistic that measures the strength of the linear relationship between two variables: non-formal education and the rehabilitation of street children. According to Amin (2005), the value of the correlation ranges from -1 for a perfect negative correlation to +1 for a perfect positive correlation, which indicates the strength of this association. In this study, to determine the existing relationship between two variables basic literacy/numerical skills basic civic, moral education, life skills vocational education, and digital skills, and the rehabilitation (family reunion, psychosocial skills and social integration) or how it influence the rehabilitation of street children. The researcher used Pearson's correlation coefficient because this study aims to predict how the dependent variable, rehabilitation is being influence by the independent variable, which is non-formal education. In so doing, the Pearson Product Moment correlation coefficient was used because the data in this study are parametric. That is, its interpretation does depend on the population fitting a parameterized distribution. This researcher also preferred to use parametric statistics because the results of this study are generalized to a large population.

Interpreting the Pearson's Product Moment correlation coefficient.

The usefulness of the correlation depends on the size and significance (Muijs, 2004). If  $r$  reliably differs from 0.00, the  $r$ -value is statistically significant, which does not result from a chance occurrence, implying that if the same variables were measured on another set of similar subjects, a similar  $r$ -value would result. If it achieves significance, it

is possible to conclude that the relationship between the two variables was not due to chance.

According to Muijs (2004), the size of any correlation is generally evaluated as follows;

Correlation value	Interpretation
0.00 to 0.10	Weak
0.11 to 0.29	low
0.30 to 0.59	Modest
0.60 to 0.79	Moderate
0.80 to 0.89	Strong
0.90 to 1.00	Very strong

On the other hand, it is important to state that correlation does not imply causation. In this regard, just because one variable relates to another does not mean that changes in the cause change in the other. In other words, other variables may act on one or both related variables and affect them in the same direction. Cause-and – -effect may be present, but correlation does not prove cause (Frankel and Wallen, 2009). In this study, the researcher was interested in verifying if the occurrence of one variable, non-formal education, caused or increased the occurrence of the other variable, which is rehabilitation. He was equally interested in determining the strength of the correlation between non-formal education ( literacy and numerical skills, civic and moral skills, life skills and vocational education, and ICT skills) and rehabilitation (social integration, psychosocial skills, and family reunion) variables.

### **The Qualitative Analysis**

The qualitative data analysis (interviews and focus group discussions) analysis strategies were grounded in an inductive approach. The “hermeneutical” analysis process was used in this research to analyze and interpret interview data. Hermeneutics is the art of interpretation, which is concerned with creating an interpretative understanding of a

participant's experience (Kkafle,2013). It may also involve interpreting text based on iterations of the researcher's own experience, existing literature, and research, and one's contextual ideas. The interview and focus group discussion data was subjected to content analysis to describe, decode, translate, and develop understanding through a content analysis of the situation, especially data collected from the participants. The type of content used here is the rational content analysis method. This method of content analysis was used here because we wanted to establish the relationship between the concepts collected from the respondents. This gave an in-depth analysis of the information obtained from the managers and educators of the centers and the trainees from the rehabilitation centers. This will help to show how non-formal education will influence the rehabilitation of street children.

### **Restatement of research hypotheses**

A hypothesis is the most specific statement of a research problem. It is a statement of inequality. According to Amin (2005), a hypothesis is defined as “a presumptive statement of a proposition or a reasonable guess based on available evidence that the research intends to check.” it states the researcher's expectations concerning the relations between the variables in the research problem.

Our study examines or explores the rehabilitation of street children and the effect of non-formal education in the rehabilitation process in Cameroon. The study attempts to identify, describe, and explore the non-formal education items or factors and their role in shaping the lives of street children in rehabilitation centers.

In our study, the variable of non-formal Education under study includes literacy and numeracy skills, civic and moral education life skills, and vocational and digital skills. The study also examines the nature, type, and extent of rehabilitation programs offered to street children in the centers. The rehabilitation variable includes family reunion, psychosocial skills, and social integration.

### **General research hypothesis**

There is a significant relationship between non-formal education and the rehabilitation of street children.

### **Specific research hypotheses**

**H<sub>1</sub>:** There is a significant relationship between literacy, numeracy skills and the rehabilitation of street children.

**H<sub>0</sub>:** There is no relationship between literacy, numeracy skills and the rehabilitation of street children.

**H<sub>2</sub>:** There is a significant relationship between civic moral education skills and the rehabilitation of street children.

**H<sub>0</sub>:** There is no significant relationship between civic moral education skills and the rehabilitation of street children.

**H<sub>3</sub>:** There is a significant relationship between life skills, vocational education and the rehabilitation of street children.

**H<sub>0</sub>:** There is no significant relationship between life skills, vocational education and the rehabilitation of street children.

**H<sub>4</sub>:** There is a significant relationship between ICT skills and the rehabilitation of street children.

**H<sub>0</sub>:** There is no significant relationship between ICT skills and the rehabilitation of street children.

### **Variable of the study**

Amin (2005), defines a variable as “anything that can take on differing or varying value.” Variables are characteristics that can take on more than one value and show



variations. This study distinguishes two major variables: the independent (IDV) and the Dependent (DV) Variable. We equally acknowledge the extraneous variables.

### **Independent variable**

According to Feldman (200), the independent variable is manipulated by an experiment. They may be called predictor variables because they can predict or are responsible for the change of status of the other variables. According to Amin (2005), it is the one that influences the dependent variable and it is the presumed cause of the variation in the dependent variable. In this study, the independent variable is non-formal education.

### **Modalities for Non formal education**

- ❖ Basic literacy and numerical skills
- ❖ Basic civic and moral education skills
- ❖ Life skills and vocational education
- ❖ ICT skills

### **Dependent variable**

A dependent variable is a variable that changes as a result of a change in the independent variable. It is the variable of interest, one whose effect is being studied. In this study, the dependent variable is the rehabilitation (psychosocial skills, social integration, and family reunion) of street children.

### **Rehabilitation**

- ❖ Social integration
- ❖ Psychosocial skills
- ❖ Family reunification

### **Extraneous Variables**

These are variables that probably compete with the independent variables in explaining the dependent variable. In this study we have three extraneous variables. These variables are;

- ❖ Ages of the trainees
- ❖ The level of education of the trainees
- ❖ The professional experience of the the managers/educators

### **Operationalisation of variables**

There are several different ways in which independent and dependent variables can be conceptualized. Whatever way is chosen, it is known as the operationalization of the independent and dependent variables. According to Feldman (2000), operationalization is translating a hypothesis into specific testable procedures that can be measured and observed in the study.

According to Greswell (1994), as cited in Feldman (2000), there is no single way to operationalize a hypothesis. It depends on logic, the equipment and facilities available, the psychological model being employed, and ultimately, the cleverness and the originality of the research.

A variable is an element whose value can change and take other forms when we make observations of another. According to Feldman (2000), the dependent variable is measured and is expected to change due to changes caused by the experimenter's manipulation. This variable receives the effect of independent variables and is also known as the criterion variable.

**Table IX: Summary of hypothesis variable modalities and statistical test**

<b>TOPIC</b>	<b>General Hypothesis</b>	<b>Specific Hypothesis</b>	<b>Independent variable</b>	<b>Dependent variable</b>	<b>Modalities</b>	<b>Statistical test</b>
<b><i>The impact of Non-Formal Education on the Rehabilitation of Street Children in Cameroon.</i></b>	There exists a significant relationship between non-formal education and the rehabilitation of street children in Cameroon	<b>H1.</b> There is a significant relationship between Literacy, numeracy skills and the rehabilitation of street children.	Writing skills, reading of simple text/ basic educative messages, simple counting, recognition of basic words/tenses  Listening to simple manipulation skills, understanding of simple texts	Social integration skills,  psychosocial skills,	Questionnaire,  Interview  Guide,  Focus Group  Discussion  Guide	-descriptive statistics,  -the person's product and correlation coefficient,  Content analysis
		<b>H2.</b> There is a significant relationship between civic and moral education skills and the rehabilitation of street children.	Respect for classroom rules  Respecting simple rules.  Respecting teachers  School properties.  -living values  Ethical values  -tolerance,  -honesty	-Family reunion,  -Social integration skills,  Psychosocial skills	Questionnaire,  Interview  Guide,  Focus Group  Discussion  Guide	descriptive statistics,  -the person's product and correlation coefficient      Content analysis,
		<b>H3.</b> There is a significant relationship between life skills, vocational education and the rehabilitation of street children.	Creative skills, skills in tolerance.  Skills time management,  Skills in healthy nutrition,  Skills in attending to others,  Listening skills,  Cooperating with others  Assisting persons in needing situations.	-Family reunion,  -Social integration skills,  Psychosocial skills	Questionnaire,  Interview  Guide,  Focus Group  Discussion  Guide	descriptive statistics,  -the person's product and correlation coefficient      Content analysis,  Item analysis;

			<ul style="list-style-type: none"> <li>carpentry tools, building tools and farming tools.</li> <li>-embroiding</li> <li>-income generative activities</li> <li>-auto mechanics</li> <li>-tailoring</li> </ul>			
		<p><b>H4.</b> There is a significant relationship between ICT skills and the rehabilitation of street children.</p>	<p>Typing of alphabet/ traditional ICT tools; modern ICT tools major parts of a computer; traditional ICT tools Identification of simple ICT tools, basic usage of ict tools</p>	<p>-social integration skills, Psychosocial skills Family reunion.</p>	<p>Questionnaire, Interview Guide, Focus Group Discussion Guide</p>	<p>descriptive statistics, -the person's product and correlation coefficient, Content analysis Item analysis.</p>

**Source:** Researcher 2023

**Table X: Summary of the methodology and Procedure of the study**

<b>Aspect</b>	<b>Types adopted</b>	<b>Number/Methods used</b>	<b>Authors/Source</b>
<b>Area of the study</b>	-The Republic of Cameroon -Re-educational Centres	19 Re-educational centres	MINAS
<b>Research Design</b>	-Descriptive survey -Correlational	2 designs	-Cohen,Canion& Marrion (2007) -Amin (2005)
<b>Study Population</b>	Managers, Educators, and Trainees (street children) from 5 State and 7 private centres.	-12 Managers -33Educators -258 Trainee	-Francekel and wallen (2006) -Amin (2004)
<b>Target Population</b>	From 5 state and 7 private centre. - Managers, Educators, Trainees.	12 Managers 33 Educators 258 Trainees	Amin (2004)
<b>Accessible Population</b>	5 State centres 7 Private cetres	11 Managers 20 Educators 253 Trainees (Street children)	Onen (2020)
<b>Sampling Technique</b>	Purposive or Judgemental	1 Technique	Singleton et al (1998) Babbie (2002)
<b>Sample</b>	Sample table	284	Amin (2005)
<b>Data collection instruments</b>	Questionnaire on Four-point Likert scale for Trainees.  Interview guide for Managers and Educators.	2 tools	

	Focus Group Discussion guide for Trainees.		
<b>Sources of Data</b>	Primary Secondary		
<b>Validation of Research instruments</b>	-Content validity (experts cross-check).		Amin (2005)
<b>Reliability</b>	-Test-retest -Chronbach's alpha		Saunders et al (2007)
<b>Administration of instruments</b>	ICE Betamba, CAO Bepanda Douala, Centre d'Accueil des mineurs de Bertoua, Home-Atelier Douala, Chain Saint Nicodeme de Douala, Centre Social Edimar Yaounde, Foyer de l'Esperience de Yaounde, Remar Cameroon de Douala, Main dans la Main de Douala, ANER de Douala, CAO Bafoussam, Foyer de l'Arche de Noe de Yaounde.		
<b>Statistical Data Analysis</b>	-Quantitative: Descriptive statistics -Qualitative: Hermeneutic and content analysis		

*Source: The Study 2024*

This chapter on methodology enabled the researcher to describe the process used to collect information and data. The process of returning again and again to the research questions, methods and data helps the researcher to discover new ideas and points of view from different researchers, which ensures a comprehensive approach to research questions. The research methodology permitted the researcher to explain the scientific procedures which were carried out to enable the researcher to describe, explain and predict the phenomena.

## **CHAPTER FOUR**

### **Presentation and Interpretation of Findings**

In this chapter, the results of the study based on the data collected are presented. The data was collected through three instruments: a questionnaire for street children, an interview guide for managers/educators and ex-trainees, and a Focus Group Discussion Guide for trainees. The data from the questionnaire was analyzed using the SPSS tool, as explained in chapter three. On the other hand, the data from the focus group discussions and interviews was analyzed through content analysis, more specifically the relational method of content analysis. The first part of the presentation of results will deal with descriptive analysis, and the second part will deal with content analysis. The data is displayed in figures and tables using frequencies and percentages.

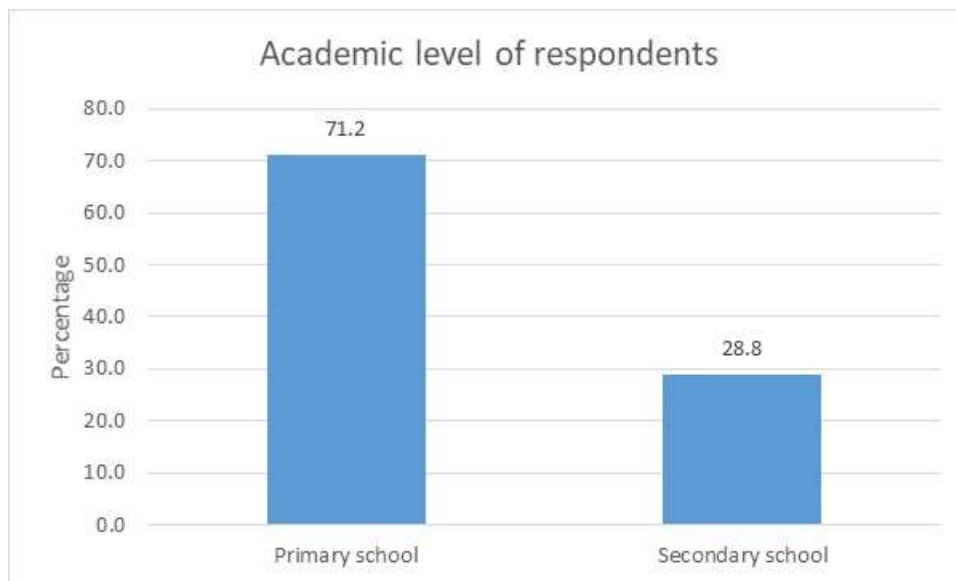
#### **Descriptive Statistics**

##### **Presentation of Respondents' Demographic information**

The respondents involved in this study were predominantly male, totaling 100%, and their ages ranged from 9 to 16 years. The male respondent population shows that 71.2 % have at least attempted primary or are at the primary level of education, and 28.8% have attempted a secondary level or are at that level.

The study findings suggest that an overwhelming majority of the respondents, comprising 71.17% of the sample, have either attempted or completed primary school education. On the other hand, as indicated a sizeable proportion of respondents, accounting for 28.83% of the sample, have attempted or are currently pursuing secondary education. The accompanying bar chart highlights that many children involved in the study have achieved no more than primary school education.





**Figure 2: academic level representation**

The study primarily involved respondents between 9 to 16 years old, which comprised the majority with a percentage of 97.7%. This indicates that only 2.30% of the respondents are over the age of 16, highlighting the youthful nature of the participants in the study. The fact that these children are young and have limited education highlights the importance of providing proper education and guidance to help them integrate into society and become active participants. Additionally, the youthfulness of the respondents indicates the level of vulnerability this accounts why they can easily move to the streets.

### Analysis of independent variable

#### Basic Literacy and Numerical Skills

**Table XI: Descriptive Statistics on Basic Literacy and Numerical Skills**

Statements related to Basic Literacy and Numeracy skills		Strongly Disagree	Disagree	Agree	Strongly agree
<b>Q1</b>	Do you have exercises that involve writing and reading?	<b>3.41</b>	<b>10.32</b>	<b>54.33</b>	<b>31.94</b>
<b>Q2</b>	The manner you are taught enables you to write well, pronounce and read fluently in school.	<b>6.1</b>	<b>4.4</b>	<b>29.8</b>	<b>59.6</b>
<b>Q3</b>	The teachers gave a lot of practical lessons, which helped me to develop good listening skills.	<b>6.1</b>	<b>8.8</b>	<b>52.6</b>	<b>32.5</b>
<b>Q4</b>	Simple counting exercises permit you to carry out counting operations easily.	<b>5.3</b>	<b>9.6</b>	<b>44.7</b>	<b>40.4</b>
<b>Q5</b>	These simple counting permits you to perform arithmetic operations.	6.1	11.4	44.74	37.74
<b>Q6</b>	Simple counting enables you to know the number of pupils in your classroom.	7.0	4.4	44.7	43.9
<b>Q7</b>	Simple counting permits to count objects.	4.4	12.3	33.3	50.0
<b>Q8</b>	The reading exercises permit me to read and understand my school rules and regulations.	7.7	9.4	52.8	30.1
<b>Q9</b>	It permits me to read simple information in my school and centre.	78.0	11.0	46.4	34.5
<b>Q10</b>	Reading exercises permit me to read my textbooks easily.	3.1	12.6	46.2	38.1
<b>Q11</b>	It can enable me to listen and follow instructions given by my teachers.	5.2	14.0	50.6	30.2
<b>Q12</b>	Reading permits me to follow instructions and trace my way.	7.3	10.4	38.8	43.5
<b>Q13</b>	Simple counting permits me to measure the distance from my classroom to another class.	4.4	14.6	36.8	37.5
	<b>Total Average</b>	<b>5.7</b>	<b>10.3</b>	<b>45.7</b>	<b>39.1</b>

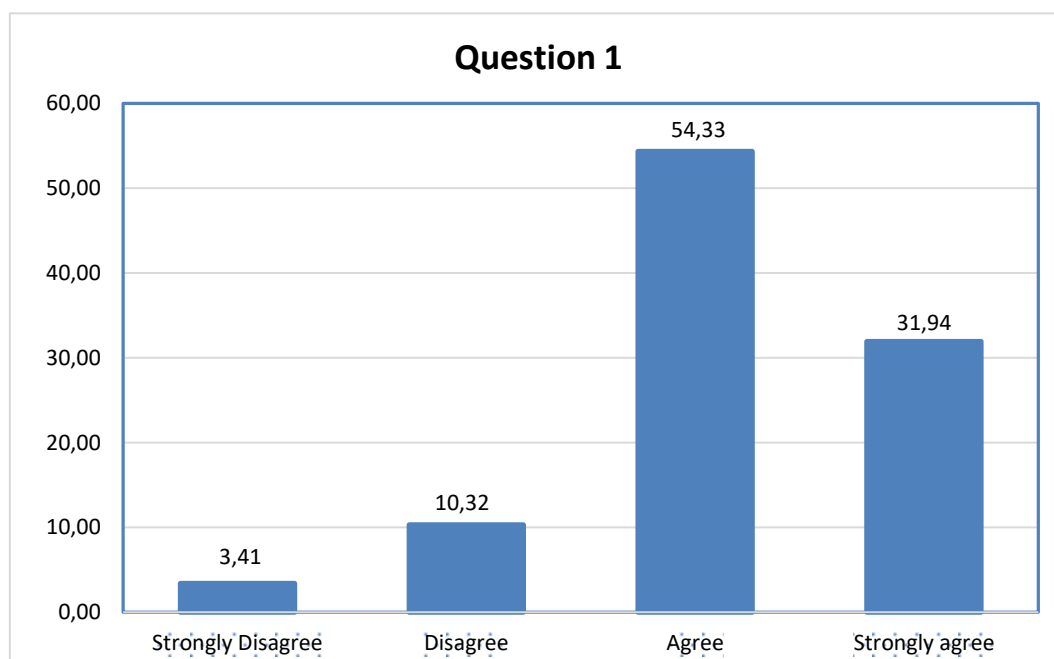
Strongly agree=4; Agree=3; Disagree=2; strongly Disagree=1

Source: *Field data 2023*

According to the Table 6 above which deals with the item on basic literacy and numerical skills, it is observed that the re-educational centers promotes literacy and numerical skills. Again it is observed that this skill has been acquired by the learners in the the centers

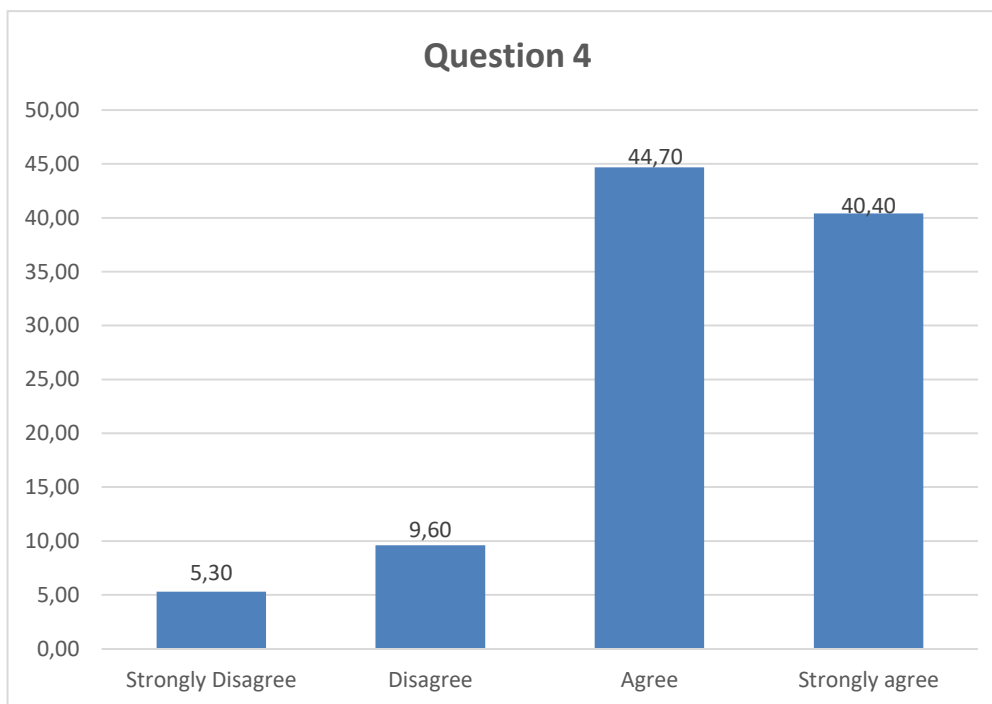
Out of 253 respondents, 84.80% reported acquiring the necessary literacy and numerical skills from the non-formal education they received at the center. It further shows that 39.1% strongly agree, and 45.7% agree with this statement. However, 10.3% of the respondents disagree and 5.7% of the respondents strongly disagree with the fact they have acquired basic skills in literacy and numeracy from the centers. Globally, it is demonstrated that the pedagogic approach and methodology used by the teachers are appropriate for them to develop the required competencies.

These can be buttressed by the following specific answers to some specific questions on basic literacy and numerical skills in Table 7:



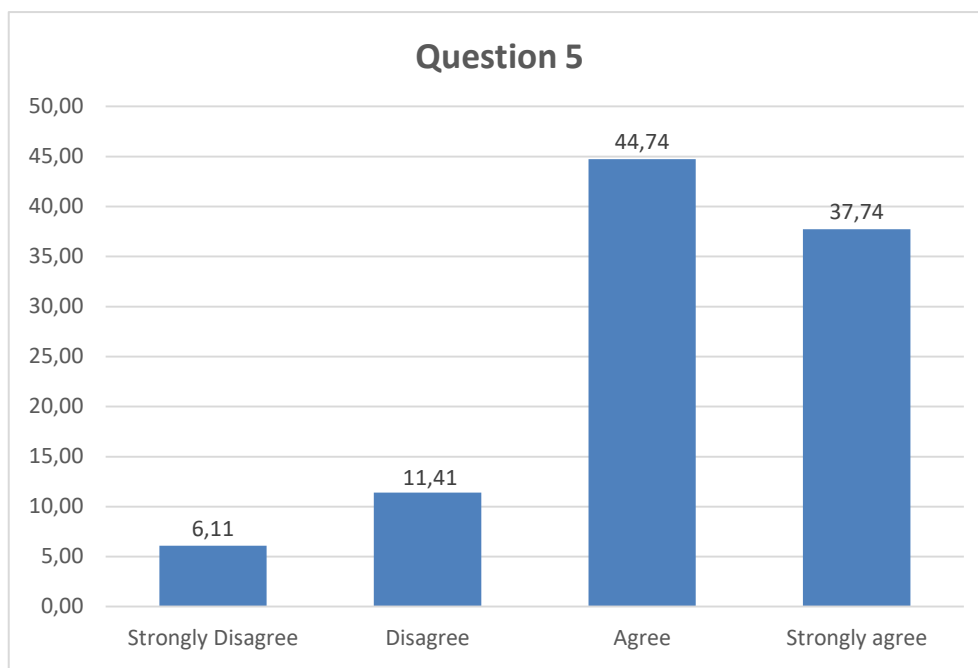
**Figure 3: Simple reading and writing skills**

Regarding question 1 on the table, the proposition " You are involved in simple reading and writing". The percentage of respondents who strongly disagree on this question stands at 3.41%. Among the participants, a mere 10.53% expressed their disagreement that teaching writing and reading skills in the centers did not enable them to read, write, and pronounce fluently. On the other hand, a staggering 54.33% of learners agreed that the writing and reading skills imparted in the centers had indeed helped them enhance their writing, pronunciation, and reading abilities. Again 31.94% strongly agree on the fact that they were involved in exercises that concerned simple reading and writing in the centers. It means that out of the 253 respondents, 86.27% agree that they were involve in exercises that concern simple writing and reading. The above presentation bears demonstrate that these skills assist children in acquiring new knowledge and skills and equip them to adapt to new learning methods and approaches, enhancing their overall learning experience. These skills enable street children to write, pronounce, and read fluently in school and interact in the social milieu. From the above analyses, it means the acquisition of these skills by the learners assists them in acquiring other life skills.



**Figure 4: Simple counting skills**

Again regarding question 4 on the table, the proposition, simple counting permits you to carry out counting operations easily. As part of your lessons in the center, you learn about simple counting and measurement of objects. From the results above, 5.30% of the respondents strongly disagree with this fact while 9.60% disagree. On the other hand, 44.70% of the respondents agree on the fact that simple counting permitted them to carry out simple counting operations and 40.40% strongly agree on this fact. Therefore from the table above it is demonstrated that 85.1% of the respondents were of the fact that the simple counting exercises carried out in the centers permitted them to carry out simple operations on counting and measurements. This implies that most of the respondents acquired skills from these exercises.



**Figure 5: Simple calculations**

Regarding question 5 on the table, the question reads, simple counting permits you to carry out counting permit you to carry out simple calculations. It is observe the 6.11% of the respondents strongly disagree on the fact that simple counting permited them to carry out simple calculations. This equally follows suit by those who disagree on this fact which stood at 11.41% of the respondents. Furthermore 44.74 % of the respondents agree on the fact that these lessons permitted them to carry out simple calculations and 37.74% strongly

agree on the fact. Therefore from the table above it is demonstrated that 78.48% of the respondents were of the fact that the simple counting exercises carried out in the centers permitted them to carry out simple calculations. This implies that most of the respondents acquired skills from these exercises.

Conclusively, 5.7% of the respondents strongly disagree on the fact that that literacy and numeracy skills as a form of non-formal education have not assisted them in carrying out simple counting exercises. On the other hand, 10.3% of the respondents disagree, and 45.7% agree or think they have acquired the necessary literacy and numeracy skills from the Centres. Again 39.1% of the respondents strongly agree on the fact that they have acquired some literacy and numerical skills from the the centers. A reasonable percentage of the respondents, 84.80 %, expressed that they have developed the required literacy and numerical skills from the non-formal education they received in the centres, with 16.0% disagree. Globally, they feel the pedagogic approach and methods used by the educators are appropriate for them to develop the required competencies.

**Basic moral and civic education skills.**

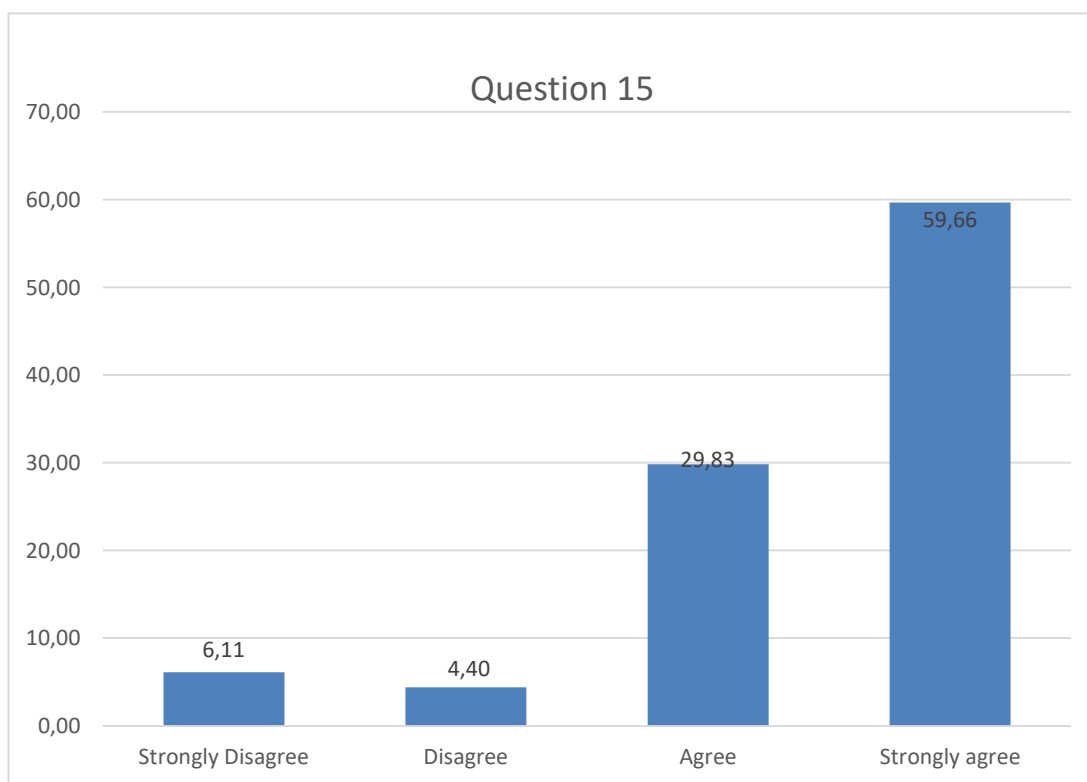
**Table XII: Descriptive Statistics on Basic civic and moral education Skills**

<b>Statements related to Basic civic and Moral Education skills taught at the centre</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>Q14</b>	You taught the importance of family life	<b>5.3</b>	<b>7.1</b>	<b>45.1</b>	<b>42.5</b>
<b>Q15</b>	The role of the members of the family	<b>13.5</b>	<b>8.8</b>	<b>47.7</b>	<b>30.0</b>
<b>Q16</b>	The importance of returning to your family	<b>6.2</b>	<b>18.4</b>	<b>53.4</b>	<b>22.0</b>
<b>Q17</b>	You know the importance of going to school	<b>3.5</b>	<b>11.0</b>	<b>50.5</b>	<b>35.0</b>
<b>Q18</b>	Respect for classroom rules	<b>5.5</b>	<b>11.3</b>	<b>51.1</b>	<b>32.1</b>
<b>Q19</b>	Respect for school rules and regulations	<b>5.6</b>	<b>9.2</b>	<b>52.6</b>	<b>32.6</b>
<b>Q20</b>	How to take care of your school properties	<b>5.3</b>	<b>8.0</b>	<b>55.7</b>	<b>31.0</b>
<b>Q21</b>	How to take care of our environment	<b>8.0</b>	<b>10.6</b>	<b>45.8</b>	<b>35.6</b>
<b>Q22</b>	Respect for classmates and friends	<b>16.3</b>	<b>13.4</b>	<b>42.4</b>	<b>27.9</b>
<b>Q23</b>	Respect for my teachers	<b>3.5</b>	<b>8.8</b>	<b>23.0</b>	<b>64.6</b>
<b>Q24</b>	You can identify what is right from what is wrong.	<b>5.3</b>	<b>4.4</b>	<b>54.9</b>	<b>35.4</b>
<b>Q24</b>	You taught me how to help people around you who need your help.	<b>3.5</b>	<b>8.0</b>	<b>52.2</b>	<b>36.3</b>
<b>Q26</b>	Respect for elders	<b>6.2</b>	<b>5.3</b>	<b>33.6</b>	<b>54.9</b>
	<b>Total average</b>	<b>6.7</b>	<b>9.6</b>	<b>41.5</b>	<b>36.9</b>

**Strongly agree=4; Agree=3; Disagree=2; strongly Disagree=1**

After analyzing Table 8, we can conclude that respondents strongly agree with the propositions indicating that the center promotes civic skills over moral skills. On average, 78.4 % think that the education they have received at the center has enabled them to develop basic civic and moral education skills and 16.3% hold the opinion that they have not acquired any skills in civic and moral education from the center. It is further observed that 6.7% strongly disagree with this fact and 9.6% disagree with the same fact. On the other hand, 36.9% strongly agree, while 41.5% only agree on average with the responses to all thirteen questions.

Some sampled details can be illustrated by the results of the following items below.

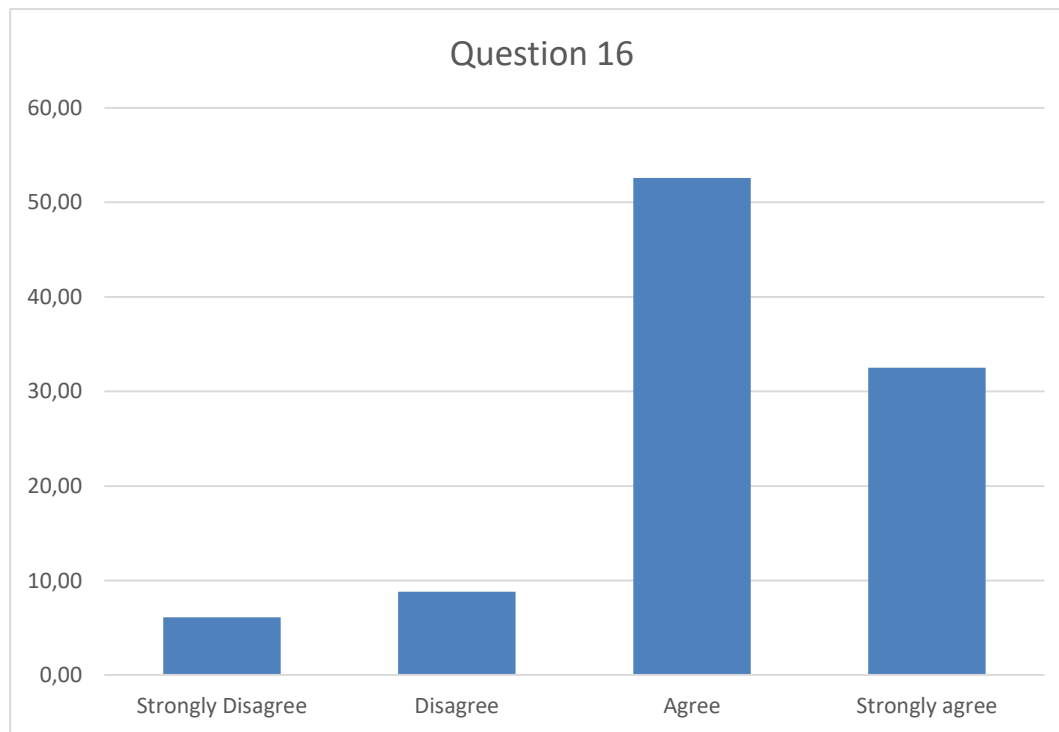


**Figure 6: role of family members**

The item deals with civic and moral education skills taught in the centers. Here it deals with the role of family members. Looking at the bar chart, we noticed that 6.11% of the respondents strongly disagree that the teaching of this lesson have permitted them to



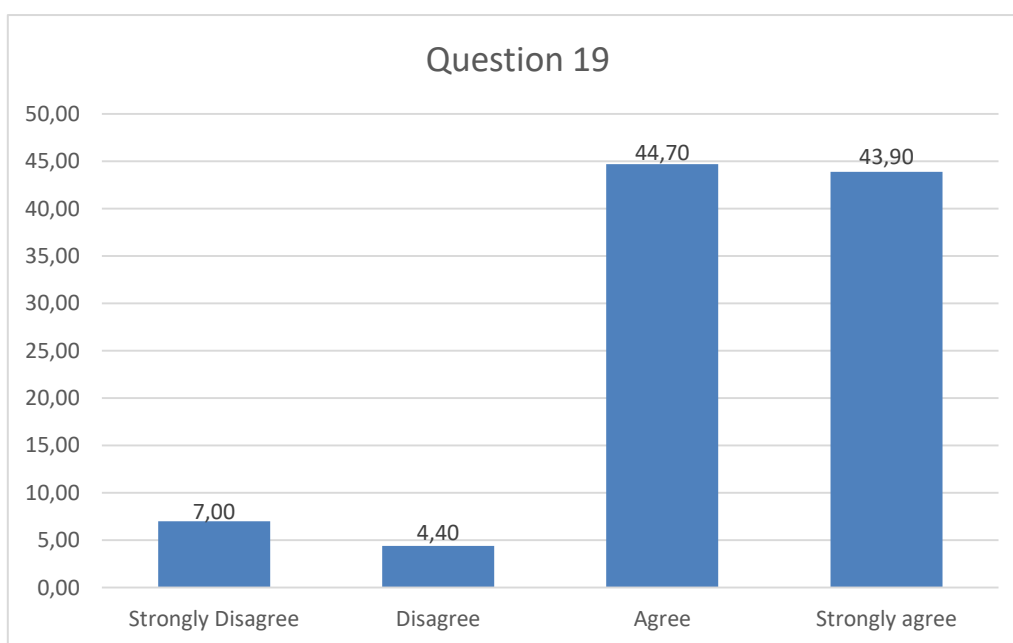
acquire some skills in the center. Again 4.40 % disagree with the fact that these lessons which deals with the role of family members in the society have not impacted their lives. It follows suit with 29.83% of the respondents who agree and 59.66% of the respondents who strongly agreeing on the fact that civic and moral education lessons taught in the centre assisted them in understanding the role of the members of the family in society. Therefore 89.49% of the respondents agree on the fact that civic and moral lessons given to them in the centers assisted them to understand the role of family members in society. On the other hand, 10.51% of the respondents thought that these lessons did not help them to understand the role of the family members in the the society. Therefore the teaching of these lessons in the centers greatly assisted the learners to acquire skills in family life.



**Figure 7 The importance of the family**

Figure 11 presents a concise representation of the basic civic and moral education skills and attitudes of the surveyed respondents. The chart reveals that a significant percentage of the participants (75.4%) thought that civic and moral education lessons have assisted them in understanding the importance of returning to their various families. On the

other hand, 24.6% of the respondents hold the opinion that these lessons have not assisted them to understand the importance of returning to their various families. A breakdown of this percentage revealed that 22% agreed with this assertion that moral and civic education lessons will greatly assist them in understanding the importance of returning to their various families, while 53.4% strongly agreed equally with it. Again 6.2% of the respondents strongly disagree and 18.4% of the respondents disagree equally on this fact. In conclusion, the figure highlights the importance of basic moral education in shaping the attitudes and skills of the respondents in the areas of values, and ethical decision-making.



**Figure 8: Respect of simple rules**

According to the findings presented in Figure 12 educators employ simple examples to assist learners in comprehending fundamental ethical principles such as respect for rules. The majority of participants (88.6%) concurred that acquiring these abilities facilitated their understanding of basic moral concepts. A small percentage (11.4%) disagree on this fact. Furthermore while 7.00% strongly disagree and 4.40% believed that the skill did not aid in comprehending essential concepts, that is following or respecting simple rules in the classroom, on campus and the society at large. Overall, it can be inferred that most

participants believe that teaching of this skill permitted them in the comprehending simple rules regulations within their environment.

### Life skills and vocational education

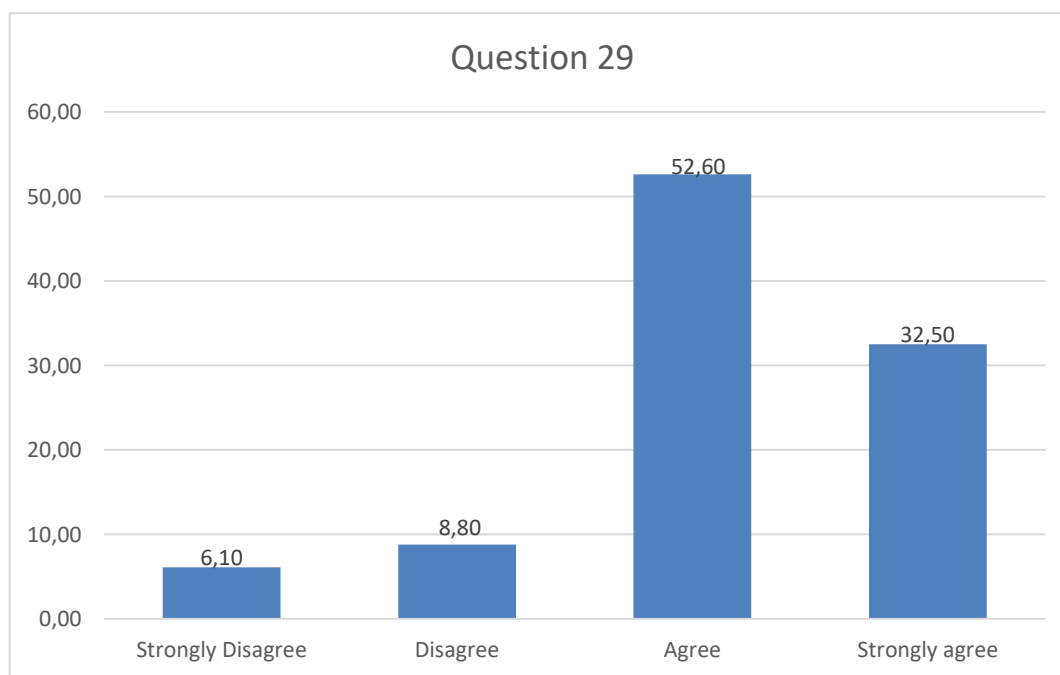
**Table XIII: Descriptive Statistics on Life skills and Vocational education**

<b>Statements related to Life skills and vocational education.</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>Q27</b>	You are taught how to manage your time	<b>9.0</b>	<b>7.8</b>	<b>55.7</b>	<b>25.7</b>
<b>Q28</b>	You are taught the importance of healthy nutrition in your life.	<b>7.1</b>	<b>7.1</b>	<b>48.7</b>	<b>37.2</b>
<b>Q29</b>	You are taught the importance of listening actively and responding thereafter.	<b>5.3</b>	<b>8.8</b>	<b>39.0</b>	<b>46.9</b>
<b>Q30</b>	You are taught where to channel your problems in the school	<b>7.1</b>	<b>4.4</b>	<b>24.6</b>	<b>61.9</b>
<b>Q31</b>	You have lessons on cleanliness/personal hygiene	<b>8.8</b>	<b>12.4</b>	<b>45.1</b>	<b>33.7</b>
<b>Q32</b>	You taught the importance of being tolerance	<b>11.5</b>	<b>30.4</b>	<b>33.6</b>	<b>24.5</b>
<b>Q33</b>	How to make friends	<b>16.1</b>	<b>20</b>	<b>33.9</b>	<b>30.0</b>
<b>Q34</b>	How to share with others	<b>20.8</b>	<b>18.2</b>	<b>40.4</b>	<b>20.6</b>
<b>Q35</b>	In the workshop, you carry out lessons on woodwork	<b>8.0</b>	<b>8.8</b>	<b>66.3</b>	<b>16.8</b>
<b>Q36</b>	In the workshop, you carry out lessons on block moulding	<b>7.00</b>	<b>4.40</b>	<b>44.70</b>	<b>43.90</b>
<b>Q37</b>	In the workshop, you carry out lessons on painting	<b>11.5</b>	<b>9.7</b>	<b>36.7</b>	<b>42.5</b>
<b>Q38</b>	During farm work, you taught how to plant crops.	<b>8.0</b>	<b>5.3</b>	<b>36.2</b>	<b>50.4</b>
	<b>Total average</b>	<b>10.2</b>	<b>11.7</b>	<b>44.3</b>	<b>35.5</b>

**Strongly agree=4; Agree=3; Disagree=2; strongly Disagree=1**

Arranging the results of table 8 in terms of respondents who strongly agree with the propositions, it can be concluded that the centre promotes life skills and vocational skills.

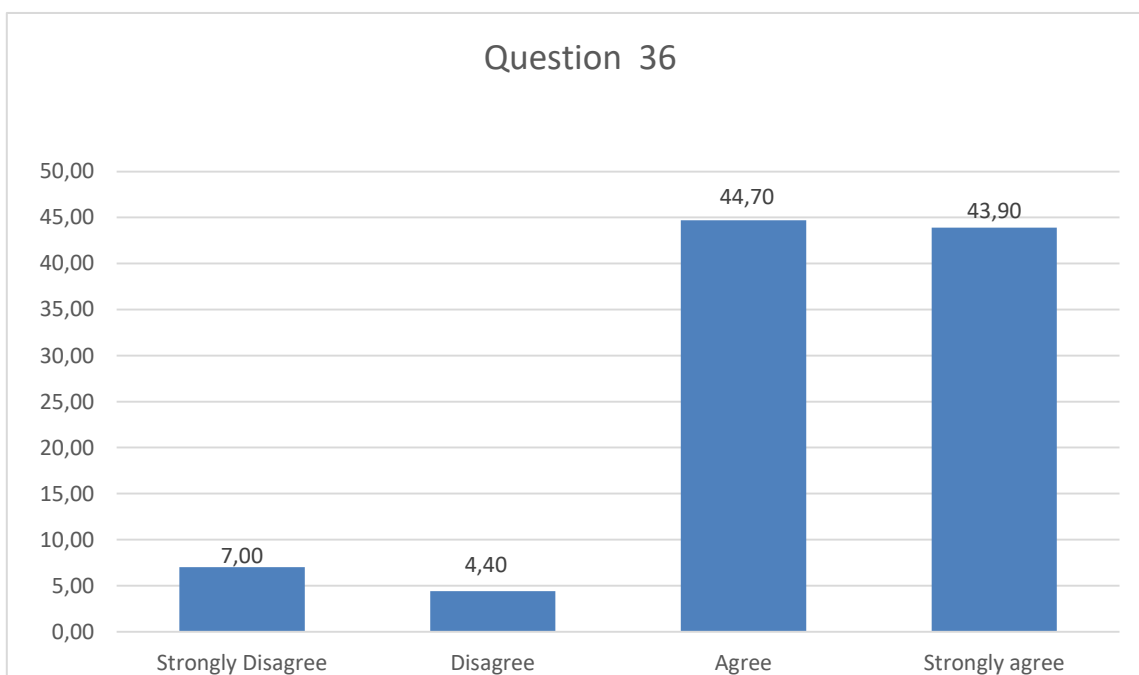
In conclusion, the survey findings indicate that 79.8% of the participants agree on the effectiveness of non-formal education in imparting life skills and vocational skills. A higher percentage, 10.2%, strongly disagreed with this notion, while another 11.7% disagreed or reported feeling they had not gained the necessary life skills from the education centers. However, most respondents, comprising 79.8%, reported that they had acquired the required skills through non-formal education, with 21.9% disagreeing with this statement. These results suggest that non-formal education can effectively impart skills.



**Figure 9: Skills of listening actively**

The Bar chart above represents the life skills dealing with effective communication and interpersonal relationship skills the respondents acquired in the center. It is noticed that 8.8 % of the respondents did not agree that they have acquired listening skills in communication, and 6.10 % strongly disagreed, with this proposition. It will be noted that 85.1 percent of the respondents believed that teaching these skills in their center has

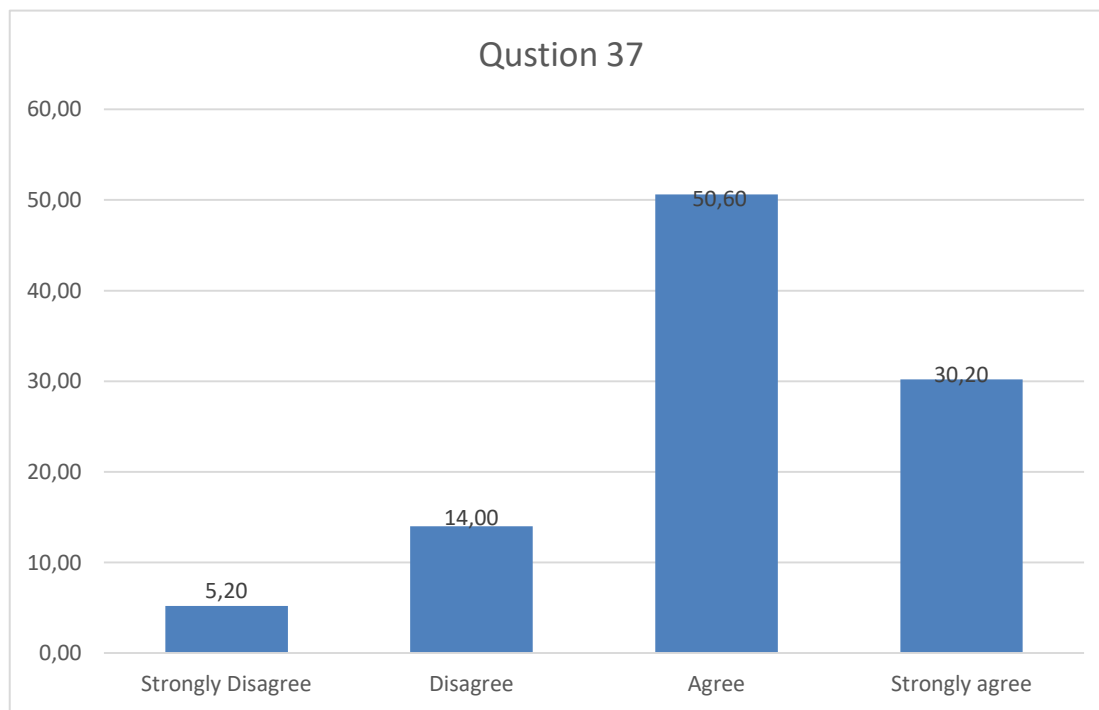
impacted them positively, with 52.60% agreeing and 32.50% strongly agreeing with this proposition. It can be concluded that 85.1 percent of the respondents agree on the fact that the teaching of these skills assisted them in the acquisition of the skill of listening actively, while on the other hand, 14.9 percent disagree with this simple proposition.



**Figure 10: Technical skills**

The Bar chart above represents the respondents' responses to technical skills that deal with construction works. From the chart above, it can be noticed that 7.0% strongly disagree that the respondents believe these skills are not significantly embedded in the program taught in the center. It will be equally noticed that 4.4 % of the respondents disagree with the fact that these skills did not assist them in acquiring some competencies. Therefore 11.4% of the respondents think that the teaching of this skill in the centre did not assist them in the acquisition of related competencies in the construction works. On the other hand, 44.7% of the respondents agree that these skills are taught and they have acquired some competencies based on that in the centers. Again 43.90% of the respondents strongly agree on the fact that the teaching of these skills in the center enables them to acquire some competencies in construction works. Conclusively it can be said that 85.6

percent of the respondents agree on the fact that the teaching of this skill permitted them to acquire some competencies in the domain of construction work.



**Figure 11: Skills in woodwork**

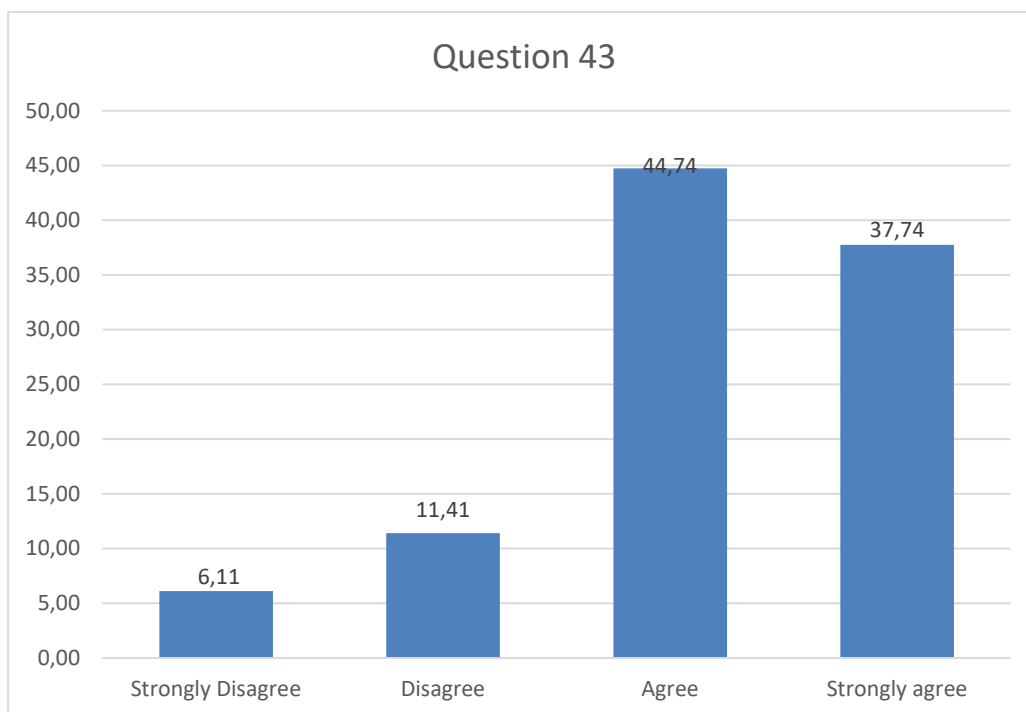
The bar chart above demonstrates the respondents' responses to vocational skills, and entrepreneurship taught in the center. It will be noticed that 5.20 percent of the respondents strongly disagree that the teaching of these skills in their center has not impacted them in any way in their lives. It follows suit with 14.0 percent of the respondents disagreeing on the fact that these skills have not impacted their lives as learners. On the other hand, 50.60% of the respondents agree with the fact or hold the opinion that these skills, firstly, are taught in the center, and secondly, as learners, they have a significant impact on their lives. Again 30.20 per cent of the respondents strongly agree on the fact that the teaching of these skills significantly impacted their lives. Conclusively, 19.20 percent of the respondents disagree with the fact that this skill did not assist them in the acquisition of competencies in woodwork. On the other hand, 80.8 percent of the

respondents agree on the fact that teaching this skill in the center will significantly assist them in the acquisition of competencies in the domain of woodwork.

### ICT skills

**Table XIV: Descriptive Statistics on Digital Skills**

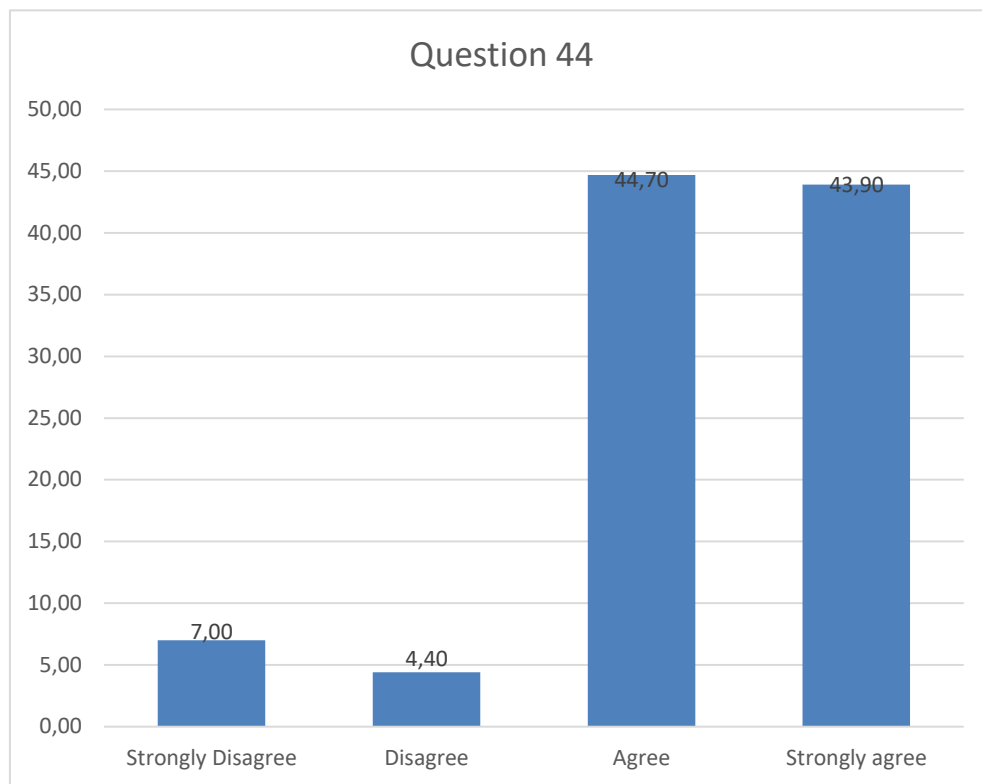
<b>Statements related to Digital skills taught in the center</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>Q39</b>	You can identify simple ICT tools	<b>12.4</b>	<b>13.3</b>	<b>58.7</b>	<b>18.6</b>
<b>Q40</b>	You can simply traditional ICT tools	<b>14.2</b>	<b>15.9</b>	<b>37.2</b>	<b>32.7</b>
<b>Q41</b>	The functions of traditional ICT tools	<b>10.6</b>	<b>8.8</b>	<b>38.7</b>	<b>41.6</b>
<b>Q42</b>	You can identify some modern ICT tools	<b>15.9</b>	<b>8.8</b>	<b>19.2</b>	<b>54.0</b>
<b>Q43</b>	The functions of some modern ICT tools	<b>7.1</b>	<b>12.4</b>	<b>56.6</b>	<b>23.9</b>
<b>Q44</b>	You know some major parts of a computer	<b>8.8</b>	<b>10.6</b>	<b>46.1</b>	<b>34.5</b>
<b>Q45</b>	You can type the alphabet with the computer	<b>12.4</b>	<b>20.4</b>	<b>35.4</b>	<b>44.2</b>
<b>Q46</b>	You are taught how to use the keyboard of the computer.	<b>16.3</b>	<b>15.9</b>	<b>43.2</b>	<b>24.6</b>
	<b>Total average</b>	<b>12.2</b>	<b>13.3</b>	<b>41.9</b>	<b>34.3</b>



**Figure 12: Functions of modern ICT tools**

The bar above the chart depicts the teaching skills of information communication technology (ICT) to the learners in the center. It will noticed that 7.1 percent of them strongly disagree with the fact the teaching of this skill did not permit them to identify the functions of modern ICT tools. Furthermore, 12.4 percent of the respondents disagree with the fact the teaching of this skill permitted them to identify the functions of modern ICT tools. This follows with the fact that 56.6 percent of the respondents agree on the fact that the teaching of this skill in the center enable them to identify the functions of modern ICT tools. Again 23.9 percent of the respondents strongly agreed the fact that the teaching of this skill permitted them to identify the functions of modern ICT tools. Conclusively, it is observed that 19.5 percent of the respondents disagree with the fact that the teaching of this skill in the center did not permit them to acquire competence to identify the functions of modern ICT tools. On the other hand, 79.5 percent of the respondents agree on the fact that the teaching of this skill in the center permitted them to acquire competencies that impacted their lives in the domain of ICT.





**Figure 13: Parts of the computer**

The bar chart presented above displays the respondents level of knowledge about the various parts of a computer. It is noticed that 7.0% of the respondents strongly disagree on the fact the lessons on the various parts of the computer will not improve on their competence on ICT. Furthermore, 4.4 percent of the respondents disagree on the fact that these lessons did not assist them in the acquisition of skills in this domain. On the other hand, 44.7 percent of the respondents agree on the fact that lessons on the various parts of the computer will greatly assist them in the acquisition of skills in ICT. Again 43.9 percent of respondents strongly agree on the fact that these lessons have greatly improve their competences in the understanding of the parts of the computer. Conclusively, 11.4 percent of the respondents disagree on the fact that these lessons assisted them nin the bacquisition of knwldge in this domain. On the other hand, 88.6 percent of the respondents aree on the fact that lessons on this topic greatly assisted them in the improvement of their knowledge in the the said deamain.

**Table XV: Summary of the average summated score for Tables**

<b>Average overall responds to a group of questions (table 1 to 5)</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
Literacy & Numeric Skills	5.7	10.3	45.7	39.1
Civic & Moral Skills	6.7	9.6	41.5	36.9
Life And Vocational Skills	10.2	11.7	44.3	35.5
Digital Skills	12.2	13.3	41.9	34.3

Based on solid agreement with the proposition related to the development of various skills, we can conclude that the respondents self-reported to have strongly developed competences firstly on literacy and numerical skills, secondly on life skill and vocational education, thirdly on Civic and Moral education skills, then lastly followed by the development of digital skills.

### **Verification of Hypotheses**

#### **Verification of research Hypothesis 1:**

Literacy, numerical skills and the rehabilitation of street children.

**Alternative Hypothesis one (Ha 1):** There is a significant relationship between literacy, numerical skills and the rehabilitation of street children.

**Statistical Hypothesis one (Ho 1):** There is no significant relationship between literacy, numerical skills and the rehabilitation of street children.

The table above explains the relationship between the variables literacy, numerical skills and the rehabilitation of street children. A close observation from the statistical representation reveals a correlation between literacy, numerical skills and the rehabilitation of street children where their relationship is at ( $r=.0554$ ) level of correlation. The correlation level between the variables at ( $r=.0554$ ) means the relationship between the variables literacy, numerical skills and rehabilitation of street children is significant. It is equally observable that there is a positive, strong statistical relationship between literacy, numerical skills and the rehabilitation of street children. Equally, the p-value of 0.00 at a 99

per cent confidence level indicates that there is only a one per cent chance of making an error; it gives us grounds to accept that such a relationship does not only exist but is positively strong. Therefore, it falls in line with the stated research hypothesis which states that there is a significant relationship between Literacy, numerical skills and the rehabilitation of street children. Therefore we reject the null hypothesis, which states that there is no significant relationship between literacy, numerical skill and the rehabilitation of street children, in favour of the alternative, which holds that there is a significant relationship between literacy, numerical skills and rehabilitation of street children.

To buttress this fact, one will agree with the Jomtien Declaration, which classifies learning needs into two groups: firstly, essential learning tools such as (literacy, oral expression, numeracy and problem-solving) and basic learning content such as (Knowledge, skills, values and attitudes). Human beings require all these to survive, develop their full capacities, live and work in dignity to participate fully in development, improve the quality of their lives, make informed decisions, and continue learning. One can agree with Cohen et al. (2000), stating that literacy and mathematics are seen as semi-autonomous areas at the intersection between literacy and mathematics and address purely cognitive issues and students' dispositions and cognitive styles. It means that literacy is not only a skill per se but also a means for acquiring other skills. One will agree with Gol (2000), who stated that numeracy situations include generative interpretive and decision situations. He further stated that generative interpretive situations require people to count quantity, compute and otherwise manipulate numbers, quantities, items or visual elements, all of which involve language skills to varying degrees.

Yousef (2003), in the same light, stated that literacy is not an end in itself, but it is regarded as a way of preparing man for social, civic and economic roles that go beyond the limits of rudimentary literacy training consisting merely in the teaching of reading and writing. From the above analyses, it means the acquisition of these skills by the learners assists them in acquiring other skills in life. According to Chaturvedi (2008), offering the opportunity to street children to learn literacy and numeracy will empower them to fit in the changing society where education is the gauge for employment opportunities.

(Ouma (2004), upholds the fact education provided in Undugu society was divided into three categories, namely, basic education, basic skills, and informal skills. He went further to state that the objectives of basic education were to teach literacies and numeric skills and to teach values and attitudes, which are necessary for adjustments to desirable living in society. The basic skills were necessary to enter the Undugu vocational training centres.

UNESCO (1947) supported the international drive to spread literacy as part of its concerted efforts to promote a basic range of skills, including acquiring literacy as a fundamental aspect of individual development and human right. UNESCO supported the idea of a fundamental education centred mainly upon the skills of reading and writing, which was reflected in UNESCO's (1958) statement that a literate person could, with understanding, read and write a short, simple statement on his or her everyday life. Literacy is crucial to young people's success at school. Students with effective literacy skills excel not only in English but also in other areas of the curriculum. Students' overall school performance and their successful transition from one stage of schooling to the next depends on a well-developed foundation of literacy skills and positive attitudes to learning that accompany these skills.

Again UNICEF program for street children between 2023-2027 targets learning for these children in the following areas namely communication and language, literacy, mathematics, understanding the world, expressive arts and design. Furthermore, self-reporting from educators demonstrates that they assist these children in reading and writing exercises to help improve on their level of understanding of simple exercise. It implies simple reading and writing is very important for these children to understand further texts and their environments.

## **Verification of research hypothesis 2**

*Basic civic and moral education and the rehabilitation of street children.*

**Alternative hypothesis Two (Ha2)** There is a significant relationship between basic civic moral education and the rehabilitation of street children.

**Null Hypothesis Two (Ho2)** There is no significant relationship between basic civic moral education and the rehabilitation of street children.

The table above gives a vivid statistical relationship between the variables: basic civic moral education and the rehabilitation of street children. From the above table, it can be noticed that a statistical relationship exists between the variables of basic civic and moral education and the rehabilitation of street children. From the statistical representation, it will be realized that there is a correlation between the basic civic moral skills and the rehabilitation of street children where their relationship is at ( $r=0.562$ ) level of correlation. The correlation level between the variables at ( $r=0.562$ ) means the relationship between basic civic moral education and the rehabilitation of street children is significant. It is equally observable that there is a positive, strong statistical relationship between basic and moral education and the rehabilitation of street children. Equally, the p-value of 0.00 at a 99 percent confidence level indicates that there is only a one percent chance of making an error. We can now accept that such a relationship does not only exist, but is very strong. Therefore, going back to the research hypothesis, we reject the null hypothesis, which states that there is no significant relationship between basic civic moral education and the rehabilitation of street children, in favour of the alternative, which states that there is a significant relationship between basic civic, moral education and rehabilitation of street children.

The National Education Forum (1995) stated that the school is expected to guarantee the physical, intellectual, artistic, civic, and moral education and the development of the child's personality in society. It further states that the school is expected to train the children to appreciate universal ethical values such as respect for fundamental human rights, liberties, work, and discipline. This gives the picture of the holistic upbringing that the child is supposed to acquire in Cameroonian society. Furthermore, Nze-Ngwa (2008), on his part, views that the transformation in our educational system of civics to citizenship was intended to assert the youths as worthy citizens of Cameroon and the world, inculcate fundamental and universal values such as respect and love for one another and cultivate patriotic spirit and respect for institutions amongst others.

Citizenship is also an educational activity intended to transform people into “active” informed, and responsible (Sanaa Osseiran & Betty Reardon 2008). This involves all forms of education, from formal (in schools, Colleges and Universities) to informal (not necessary in the classroom). According to Herbert and Sears (2008), citizenship education prepares individuals to participate as active and responsible citizens in democracy. The Forum recommended that the type of persons to be produced by the school should be patriotic, enlightened, knowledgeable and bilingual (French and English) citizens who are also literate in at least one of the national languages (indigenous) language, steeped in their culture and open to the world, enterprising, creative, tolerant, honest, proud of their identity and imbued with ideas of peace, solidarity and justice (National Education Forum, 1995).

The articulations and recommendations reached at the National Education Forum 1995 were not only a transformation of our educational landscape but a vivid attempt to inculcate into the Cameroonian youths the spirit and values of peace, cohesion and responsible citizenship through the Ministry of Secondary Education.

This means that the civic and moral education lessons offered to these children will equip them with skills that will assist them in participating in society fully.

### **Verification of research hypothesis 3**

#### ***Life skills and vocational education and the rehabilitation of street children.***

**Alternative hypothesis Two (Ha3)** There is a significant relationship between Life skills, vocational education and the rehabilitation of street children.

**Null hypothesis Two (Ho3)** There is no significant relationship between Life skills, vocational education and the rehabilitation of street children.

The above table gives a statistical relationship between the variables of life skills, vocational education and the rehabilitation of street children. From the above, it will be noticed that a statistical relationship exists between the variables of life skills, vocational education, and the rehabilitation of street children. The statistical representation above shows a correlation between life skills, vocational education and the rehabilitation of street

children where the extent or degree of relationship is at ( $r=0.647$ ) level of correlation. From the level of correlation between the variables in question at ( $r=0.647$ ), it therefore implies that the relationship between life skills, vocational education and rehabilitation of street children is significant. It equally means a positive, statistically solid relationship exists between life skills, vocational education and the rehabilitation of street children.

Equally, the p-value of 0.00 at a 99 per cent confidence level indicates that there is only a 1 % chance of making an error; it gives us grounds to accept that such a relationship exists now. Therefore, reasoning in line with the research hypothesis, we reject the null hypothesis in favour of the alternative, which states that there is a significant relationship between life skills, vocational education and rehabilitation of street children. One will agree with UNICEF (2012), which asserts that skills help people make informed decisions, communicate effectively, and develop coping and management skills, which may lead to a healthy and productive life. This assertion goes ahead to show the vital role life skills play in managing other related skills in the daily life of an individual. Again UNICEF plans 2023-2027 for helping, protecting and defending street children, focus on the boosting the capacities of the learners in the ecosystem, health, nutrition, hygiene practices and retaining out-of- school children in the national education system. Furthermore to offer them quality non formal education opportunities as a transist to formal education. Again UNICEF aimed at empowering adolescents boys and girls in street situations to be agent of change, through participatory planning and creating innovations and entrepreneurial solutions. Dallape (1987), purports that training such as book keeping, marketing skills, and communication skills should be taught alongside vocational training because they will help the trainees to be able to sustain their careers in society.

One will agree with Gorham (1980), who states that vocational training and income-generating activities assist these children in reintegrating into mainstream society in the centres. He further affirms that this produces immediate visible results, but the objects made can also generate income for the children and prepare them to work, thus improving their self-esteem and confidence. Zain et al. (1986) asserted that skills acquired from these lessons will lead to less bulling, fewer referrals to specialist support services and better

relationships between the children and their parents. Weissberg et al. (1989) asserted that teaching these skills to children will lead to improved academic performance. Therefore, one can conclude that life skills and vocational education play a vital role in the enhancement of the rehabilitation of street children.

#### **Verification of research Hypothesis 4**

*Digital skills and the rehabilitation of street children.*

**Alternative Hypothesis one (Ha4):** There is a significant relationship between Digital skills and the rehabilitation of street children.

**Statistical Hypothesis one (Ho4):** There is no significant relationship between Digital skills and the rehabilitation of street children.

The table above explains the relationship between the variables of Digital skills and the rehabilitation of street children. A close observation from the statistical representation will show a correlation between digital skills and the rehabilitation of street children where their relationship is at ( $r=0.597$ ) level of correlation. The correlation level between the variables at ( $r=0.597$ ) means the relationship between digital skills and rehabilitation of street children is significant. One can equally say that there is a positive, statistically solid relationship between digital skills and the rehabilitation of street children. Furthermore, the p-value of 0.00 at a 99% confidence level indicates that there is only a 1% chance of making an error, and it gives us grounds to accept that such a relationship exists. Therefore, reasoning with the stated research hypothesis, we reject the null hypothesis in favour of the alternative, which states that a significant relationship exists between digital skills and the rehabilitation of street children.

Ritzaupt et al. (2012) purport that technological advancement and integration in mainstream life have been driving forces in education. Punie and Cabrera (2006) asserted that educational achievements are not only shaped by the way education is organised but also by the socio-economic environments and by changing skills and competences required for employment education and training, self-development and participation in society.



Furthermore, the Cameroon national guideline for training in ICT was developed here. The objectives of the programme were included in the teaching of ICTs in preschool and primary schools. The guidelines were based on six modules for each level, including developing discovery and presentation skills, application skills, knowledge construction skills, and health and safety issues related to ethics and equity (République du Cameroun 2007). The third level, modification, was achieved when educators used technology to involve the students in the learning process (Hos-McGrane, 2011). For example, students employ the interactive tools of virtual portals and online learning environments such as blogs, discussion boards, and journals, where they are expected to publish work and receive peer and teacher feedback (Oostveen et al., 2011).

According to Newbill and Baum (2013), the way the world works is being revolutionized by technology. By today's standards, technology envelops the future for which schools are charged with preparing their students (Ritzhaupt et al., 2012). With the advancements of technology into mainstream life, technology integration has rapidly become a driving force in education (Dougherty, 2012; Lowther, Ian, Strahl, & Ross, 2008; Project Tomorrow, 2012). Because education coexists on a sociocultural level, there is an expectation and necessity for education to adjust to the emergent needs of the progressively digital public (Franciosi, 2012; Jenkin, 2009).

From the above, it was ascertained that acquiring these skills gives learners opportunities to easily learn other skills, which assists them in being creative and innovative in society. Therefore, one can conclude that digital skills play a vital role in the enhancement of the rehabilitation of street children.

### Presentation of the summary of the findings

**Table XVI: Summary of Findings**

Hypothesis	p-values	Alpha	Path coefficient	Decision
01	0.000	0.05	84.8 percent	Ha retained and Ho rejected
02	0.000		78.4 percent	Ha retained and Ho rejected
03	0.000		79.8 percent	Ha retained and Ho rejected
04	0.000		76.2 percent	Ha retained and Ho rejected

**Source:** *Field data 2023*

From the table above, all the alternative hypotheses for the study were retained given that our p-values are less than the 0.05. Looking at the path coefficient, literacy and numerical skills comes first with 84.8 percent, followed by life skills and vocational education with 79.8 percent, then moral and civic education skills with 78.4 percent lastly by ICT skills with 76.2 percent. The retention of all the alternative hypothesis permit us to retain the general hypothesis which state that there is a significant relationship between non formal education and the rehabilitation of street children in Cameroon.

### Qualitative analysis

#### Managers and Educators

The first part of the data analysis will examine interview results obtained from managers and educators from the centers. The content analysis method will be used. Generally , a content analysis methos will seek meanings and relationship of certain words and concepts within the texts or corpus of texts, and generate thematic data that reveals deeper insights into text's meanings. Prased (2008), defines it as “.....the study of content with reference to the meanings, contexts and intentions contained in the messages”. (P.174). Here thematic content analysis will be used to analyse interview results and

interpret them according to themes and sub-themes as guided by the interview guide and, at the same time, directed by the general research question. This is because thematic content analysis is very accessible and flexible. It will suit the research question posed to the managers and educators.

The thematic analysis identifies patterns or themes within qualitative data or information given by the respondents. Brun and Clarke (2006) suggest that it is the first qualitative method to be learned as '*---it provides core skills that will be useful for conducting many other kinds of analysis*' (p.78). A further advantage, particularly from the learning and teaching perspective, is that it is a method rather than a methodology (Braun and Clarke; Clarke and Braun, 2012). This means that, unlike many qualitative methodologies, it is not tied to a particular epistemological or theoretical perspective. This analysis was inspired by "basic interpretative research", which assists in understanding the inferred meaning given by the participants on how non-formal education influence the rehabilitation of street children in Cameroon. It consisted of the location of points of view and narrations as they were given by participants in response to the questions relating to the acquisition of non-formal education leading to the rehabilitation of street children.

The interview results respond to different research questions and further show or establish a relationship between the variables under study: non-formal education and the rehabilitation of street children. Therefore, the thematic analysis will be more appropriate to be used here because information from the managers and educators concerning non-formal education will be explained how it enhances the rehabilitation of street children in the various centres.

There are four themes derived from the interview with the educators and managers, namely resources used, transfers of skills, collaboration and change of behaviour for the trainees.

The first theme derived from interviews with educators and managers was the resources used for the transmission of skills. It is important to note that for the teaching and learning process to be effective, it will be determined by the type and nature of the didactic material used. Self-reporting from a majority of educators/managers indicates that the

resources used for the teaching and learning process in the canter included simple documentation from the environment such as simple messages on the on the notice boards and bill boards around the campus, textbooks, notes from school, and workshops in the canter. *Our centre uses simple documentation, school notes and textbooks to teach the children (E2). We have workshops and school farms that we use for demonstrations and explain to them some basic principles concerning farming (M1). Our centre has a few computers, a sound system and a media Tech. With the presence of these, we teach the children (E4).* The implication here is that it makes the children familiarise with their natural environment and equally adaptable to it. This means they are socially integrated into their society.

*We equally use simple interactive documents to teach them some societal rules. For example, short stories. (E5).* From the above, it means the educators principally used documentary information like textbooks and notes from school, which ties in with the official programs of the children. It is worth noting that they use other facilities such as the workshops and their farms or gardens in the centres. It equally means that the simple messages on the bill boards are not only use to pass vital information. This means they are socially integrated into their society.

The second theme derived from the interview questions is the transfer of skills to the trainees. The educators use simple and environmental examples and let the children be at the centre of their discussions. The teaching methods or approach is instrumental in acquiring knowledge for children whose educational level cannot be easily determined. Their educational level is low, and it is not easy to ascertain the exact level.

Self-reporting from most managers/educators indicates that no particular method is adopted to teach these children these skills. The participants reported that the method or approach used is determined by the skills and the situation that presents itself or the learners' needs in a particular circumstance. *We use simple environmental examples. I mean learning by doing (M2).* It means that there is no pre-determined content for learning; the content is highly determined by the learning needs of the learners. Again, this approach assists the learners in acquiring life skills and it one of the principal is a hallmarks of non-

formal education. The content of what is to be taught and the approach is determined by the learning needs of the learners. This equally means that from the lessons using simple environmental examples it gives them the opportunity to acquire some psychosocial skills on how to handle or tackle rightfully some difficulties encountered in their daily lives. Furthermore it shows the flexibility program which is determined by the learning needs of the learners.

Again, self-reporting from a majority of the managers/ educators indicates, especially concerning literacy skills, that they use the *active learning method* to transmit these skills to the learners. *Our principal objective here is to make sure that the children become literate. Apart from their school lessons, we teach them how to read and write so that they become functional in society (M2).* It means that there are children who can write well that is why the educators teach them how to write and read. They assist the children in reading their notes from school and their textbooks and doing their assignments. It means the learner is actively involved in the learning process and finds himself at its centre. *We encourage them to read all the time (E4).* The principal objective here was to make the children to become literate. The goal of fighting illiteracy aligns with recognising the importance of these skills as a vector for acquiring other life skills.

Making these children *functional in society* implies that the learners will easily integrate into the mainstream of society. Acquiring these skills not only makes the children literate but also gives them access to other skills in life. Equally, the fact that some of these centres are involved in remedial and catch-up courses means that these children's chances or opportunities to learn these skills are highly increased, making them literate. The revision of their exercises from school implies that the children are initiated into the comprehension and understanding of what they have been taught in school. It means they can read and practice exercises on their own. Their involvement in debates and discussions with demonstrative activities means they can read, understand and practice concepts and notions in their daily lives. Secondly, acquiring these skills broadens their horizons for acquiring other skills in life.

Self-reporting from about 98 per cent of the participants shows that these skills are principally taught in the schools where the children attend. In the centres, they repeat or reinforce the teaching of these skills through the different activities in which the children participate in the centre. They assist the children in revising their lessons from school, and where there are difficulties, they always refer to the teachers in the school. *We involved these children in an interactive and participatory learning process. We called this learning by doing (M4).* This learning by doing means that the children actively participate in all the tasks in the centre, and the educators accompany them towards accomplishing them. It means that the children can carry out the task independently for every activity accomplished without assistance. These activities reinforce their reading, writing and comprehension skills.

The educators equally involved them in simple discussions and debates and initiated educative talks on the child's daily life. The educators initiate simple themes from their environment and daily encounters and develop them for educative talks from their daily encounters in the centre. *We engage them in simple discussions taking the form of educative talks (M1).* Their involvement in debates and discussions with demonstrative activities means they can read, understand and practice concepts in their daily lives. According to *Manager 1*, *'We involved these children in interactive and participatory learning. We called this learning by doing'.* This learning by doing means that the children actively participate in all the tasks in the centre, and the educators accompany them towards accomplishing them. It means that the children can carry out the task independently for every activity accomplished without assistance.

These activities reinforce their reading, writing and comprehension skills. It means the children can practice these skills during their daily experiences and encounters in the centre. Their immediate environment comprises short, simple, educative messages meant for demonstrations during their educative talks, discussions and other debates. *We use simple messages and slogans such as 'Going back to the family is your ultimate goal', 'Have respect for elders', 'Take your studies seriously' (E5).* These simple educative slogans not only help teach these children some values of society, but they equally assist in perfecting

their abilities in these skills, especially reading and comprehension, because they become apt in the reading and practising these skills. The transfers of the various skills gives them grounds for the acquisition of psychosocial, integrative skills and the abilities to return to their various families which is the core of rehabilitation.

The third theme derived from the interview with managers and educators is *collaboration*. Collaboration here deals with the manner and approach the educators use to transmit these skills to the learners. A cross-section of the managers and educators of the centres showed that they use diverse means and ways to attain their goals in the centre. *We teach them through educative talks and interactive and participatory approaches when the need arises using simple environmental examples. I mean learning by doing (M2)*. It means that there is no pre-determined content for learning; the content is highly determined by the learning needs of the learners.

Self-reporting from most educators indicates that they try as much as possible to collaborate with the children in teaching and learning. *We choose themes that affect their lives in the centre; for example, if an item is missing, we develop a theme that deals with taking without permission, refusal to go to school, the Rights of the child and many others'* (7). The simple fact the topics or themes are initiated and elaborated from the activities around them indicates a great sense of collaboration between the children and their educators. It means that in the educative talks, demonstrative lessons are developed, and the children become active participants in the discussions. This implies that they are made to understand the values and norms of these concepts and how they affect their relationship with their friends, teachers, parents, and society at large. The children are made to understand the Rights the society owes to them; they should exploit these Rights for their common good. These rights include education, clothing, nutrition, shelter, portable drinking water, etc. It equally means that persons around these children have rights they must acknowledge and respect equally.

Self-reporting from the majority of the educators indicates there was not only collaboration between the children themselves, the children and their educators but also, equally, the school program was closely followed up by the educators. This means that

there was a collaboration between the school and the centre. *Apart from the regular curriculum, we teach these skills through activities in the centre. In the morning, during the general assembly, there is hoisting of the flag, singing the national anthem and their social interactions with friends (M1).* This means that these children are taught basic societal values and are made to understand how these norms, values, and rules govern their immediate environment and society. These skills are equally acquired during educative talks with the children and other social debates.

This means simple educative themes that affect the children's daily lives are developed and discussed with them, bringing out their importance in society. The children are taught these citizenship and moral education skills in their regular school syllabuses. These are equally acquired in the centres through their daily activities: debates, discussions and educative talks. *'We drilled them on common notions and concepts such as uprightness, truthfulness, honesty and respect for persons and state institutions' (E6).* This means the children are made to understand and practice basic morals, values, rules, discipline, obedience and kindness to humanity. It means basic societal norms are instilled in these children so that they can regain their lost values from the streets. This means the children are taught practical demonstrations of behaving in society.

Self-reporting from most educators indicates that some computer and technical skills are being taught in the centres. *'These skills are not taught directly in the centre, but we carry out some activities related to this domain. The children carry out lessons in the schools where they attend, but a Media Tech' (M) exists in the centre.* The acquisition of these skills by the children is from the regular school programs. But in the centre, they carry out some activities which reinforce and expose these children to these skills. The existence of a *Media Tech* means these children are made to understand the names and functions of the instruments found in the *Media Tech* centre. It means the children can learn about some functioning and how to carry out some elementary/basic learning activities with a computer in the centre. *'There exists a computer unit in the centre with an instructor where the children are drilled on basic concepts of computer skills. But our greatest difficulties are that these children cannot read nor write (E4).*



These children are exposed to some basic elementary computer notions in the centre. This allows them to learn and understand some basic concepts of these skills. But if some cannot read or write, it means there is serious difficulty in understanding some of these concepts taught to them. *These skills are not taught directly in the centre, but we carry out some activities related to this domain. The children carry out lessons in the schools where they attend, but a Media Tech (M1) exists in the centre.* The acquisition of these skills by the children is from the regular school programs. But in the centre, they carry out some activities which reinforce and expose these children to these skills. The existence of a *Media Tech* means these children are made to understand the names and functions of the instruments found in the *Media Tech centre*. It means the children can learn about some functioning and how to carry out some elementary/basic learning activities with a computer in the centre.

Self-reporting indicates that the educators gave those who cannot write or read extra classes on those aspects. *We give them extra classes on a one-to-one basis and depending on the situation we have at hand (M4).* This means the educator takes time to give the learners a second chance in their learning process. This means that where there is a gap, they try as much as possible to fill the gap by repeating the lessons with the child. This confirms that one of the principal goals of the centres is to fight illiteracy.

Self-reporting from most educators and managers indicates that these children are drilled on some technical skills. *'These children are drilled on vocational skills such as motor mechanic, woodwork bricklaying, carpentry, and basic concepts and practices in agriculture like poultry and the raising of pigs' (E8).* This implies that the children are initiated or given the opportunities to have some basic training in some trades offered by the rehabilitation centre. This means the children can pursue further training in other institutions or are directly reinserted into society from the centre. It is worth noting here that a certain positive attitude is detected in these children coming from the streets. For example, some are apt in income-generative activities. It implies that these children developed some survival or adaptive skills on the streets. These adaptive skills can be encouraged and developed to broaden the scope of knowledge of the children in that

domain. It means that projects can be initiated by the child, and with the educator's assistance, these projects can be developed in line with his knowledge about them. It equally means that not all attitudes learned from the streets are wrong; some good ones can be exploited for the common good of the child.

The fourth theme from the interview with managers and educators is *behaviour change*. One of the principal goals of the centres is to eventually settle these children in their respective homes after their passage in the centres.

Self-reporting from a majority of educators and managers indicates that strategies are put in place for these children not only to join their families but to have the interest and affection to stay and not to return to the streets. *We involved these children in an interactive and participatory learning process. We called this learning by doing (M4)*. This learning by doing means that the children actively participate in all the tasks in the centre, and the educators accompany them towards accomplishing them. . It implies that the authorities of the centres develop and lay down strategies to search for ways and approaches for these children to return to their various families harmoniously. It means they are permanently on the search and keep in contact with all the stakeholders involved in returning these children to their families. *We try to indoctrinate them (M2)*. The participants equally reported that their activities carried out in the centres with these children are how to permit these children to trace their families and be fully integrated. *'These children are educated on living in society, the school, in their homes and friends in the centre' (M1)*. It means that the children are made to understand how to live harmoniously in the family; it means good habits and manners, simple ethics and respect for the family. It equally means learning to live with friends in school and the centre.

A sub-theme two develop from behaviour change is social *integration*. Considering the lifestyle these children have experienced on the streets, they must be integrated into their respective families and society. Self-reporting from the educators/managers indicates that they involve the children in activities that deal with personal hygiene and sanitation, drug use and environmental cleanliness. *We get the children up in the morning, and the first activity they carry out is brushing their teeth, dressing their beds, and cleaning the*

*dormitories, toilets and their immediate surroundings. On Saturdays, they do laundry, ironing and manual labour twice weekly (M4).* The implication is that the children are drilled on personal hygiene taking care of themselves. They brush their teeth, clean the toilets and dress their beds. Cleaning their dresses and their immediate environment means that diseases that can be transmitted through these mediums are prevented. Besides learning to be clean, diseases are prevented, and children remain healthy. It equally means that they do not only learn how to keep the environment clean, it means the environment is protected.

Self-reporting from the participants indicates that the children are drilled on the use of drugs found around their environment. *'On the issue of drugs, we sensitise the children through educative talks on the uses, the dangers and its consequences on their health and the society at large. The children are educated on the nature, types or varieties of drugs found around their environment' (M2).*

It means the children are educated on the dangers of the usage of drugs on their health and the consequences on their education, social environment and society. They are sensitised on how to prevent contact with drugs, persons or environments suspected of harbouring drugs or any substance. It equally means that the children are aware of the dangers of the usage of drugs on their health, with a corresponding consequence on the educational relationship with their family, friends, elders and society at large. The implication is that they are drilled on how to prevent contact with persons or environments suspected of harbouring drugs. There is also the development of the awareness of outright refusal of the consumption or any form of the use of any substance.

### **Trainees (Focus Group Discussion)**

The second part of the data analysis will examine the results obtained from trainees from focus group discussions in the rehabilitation centre. The first theme derived here is the *socio-economic factors* causing children to leave their homes. The second is the *survival mechanism* on the streets; thirdly, life in the centre includes providing *psychosocial and educational needs*. It will be imperative to start with the first theme, namely the socio-

economic factors that might have triggered the movement of these children from their homes to the streets.

*Self-reporting from the participants indicates poverty, causing insufficient or complete lack of basic needs such as food, school needs, fees and medical care. Furthermore, self-reporting from the participants shows that psycho-social causes like dysfunctional family settings, authoritative parenthood and lack of affection play important roles in the children drifting to the streets.* This indicates that the gradual movement of these children from their homes to the streets results from the socio-economic and psycho-social causes mentioned above.

The second theme derived from the focus group discussion is the *survival mechanism* exhibited on the streets by these children. *Self-reporting from participants indicates that the children do jobs around the markets and railway station, begging around the streets and sometimes doing petite trading to earn money.* This means that the children develop self-survival mechanisms such as doing jobs for payment and petite trading, which is an initiation into entrepreneurial skills thereafter.

The third theme derived from the focus group discussion is the provision of socio-economic and educational needs to the trainees in the rehabilitation centres. *Self-reporting from the participants indicates that some basic needs were being provided to them in the centre. This includes food, medical care and clothing in the centre.* This means that with the provision of these needs they are able to attend school just like their peers.

The fourth is the *learning of skills*. The skill here include academic, vocational and societal skills. *Self-reporting from participants indicates that they attended school. Equally, in the centres, they work in workshops the trades include woodwork, bricklaying, carpentry, and school farms and are involved in recreational activities such as handball and football.* The simple fact that they attend school, it means that they are exposed to the learning of skills from the center. It equally means that the children will acquire skills on computer and other life skills in the center.

Self-reporting from participants indicated that they drilled on simple personal hygienic rules, environmental hygiene and cleanliness as a whole. Again they drilled on the negative consequences on drugs on their health, on their personal behaviours and how it affects their lives in school and the society at large. Self-reporting from participants demonstrates that the consumption of drugs have many negative consequences on their health. Again they have learn to stay from from it.

Again self-reporting from participants demonstrates that their stay in the centre they have learn skills that will make them different from from their friends who are still on the streets. It means that these skills will make inculgate harbiths that will permit them to shy away from their previous llife which is street life.

The next skill is *family tracing*. This skill include talking about their families, thinking negatively about the streets and thinking to joint their parents. Self-reporting from participants shows that they will never think of leaving their homes for the streets. It means that the skills they have learn the centre have transformed their personality from what they use to be on the streets to children who wish to joint their various families. Therefore one can conclude that the skills they have learn in the centre will greatly assist them to become part and parcel of the society by returning to the various faimilies.

## **CHAPTER FIVE**

### **Discussion of results, Recommendations, Suggestions and Proposals for Further Research**

This chapter discusses the results and the interpretation presented in chapter four above. In this chapter, we will answer the research questions and discuss the research hypotheses. We will equally substantiate the views of other authors and relevant theories used in this research work. It is worth noting that we are also highlighting the meaning, importance and relevance of the results.

#### **Discussion according to the responses from Demographic information**

The given research relies on demographic data presented in the bar chart above. According to Sanlkind (2010), demographic information is crucial in providing the necessary data about research participants. It's essential to determine whether the individuals in a particular study are a representative sample of the target population if the objective is to generalise the findings. In the case of this research, the demographic information obtained from the respondents in the rehabilitation centres under study was relevant to the research objectives. The characteristics of the respondents included their gender, age range, and level of academic attainment.

Based on gender, the study findings indicate that a significant majority of minors residing in the investigated centres are male(100%), whereas female populationis is (00%).

It means that majority of the children leaving the homes for the streets are male children which at the end of the day they are finally immatriculated as street children. This can be observe in most of our round about and other places of high prevalence with street children. Correspondingly, the vast majority of participants are between 9 and12 years old (98.1%), with a small percentage being over 16 (2.30%). These results indicates that the majority of street children are young and are male chidren, highlighting a high degree of vulnerability. This can explain the reason why a walk to the Central Business Districts of

our urban centers, railways or areas of high prevalence of this phenomenon it will be discovered predominantly they are boys.

Another characteristic of the population under study is their level of academic attainment. It is indicated from the study that 71.2% of the respondents have attempted primary school level, and 28.8 % have at least attempted secondary level. The fact that a majority (71.2 %) of these children have attempted only a primary level of education indicates their low level, hence their vulnerability. The demographic indicators discussed above show that the respondents are not only tender but also dropouts from either the primary or secondary levels of education. For this reason, Fonkoua (2018) advocates for appropriate measures to integrate these children into our educational system. This explains why appropriate measures are taken in the rehabilitation centres to give these children an opportunity for education and training.

## **Discussion of Findings according to Research Hypotheses and Questions**

### **Literacy, numerical skills and the rehabilitation of street children**

The effect of literacy and numerical skills on the rehabilitation of street children.

- **Research Question One:**

What is the effect of literacy and numerical skills on the rehabilitation of street children? The results obtained and the presentation in Figure 3 indicate that the answer to this question is affirmative.

- **Research hypothesis Ha1:** There is a significant relationship between literacy, numerical skills and the rehabilitation of street children.

**H01:** There is no significant relationship between literacy, numerical skills and the rehabilitation of street children.

Upon reviewing the data, we determined that the alternative hypothesis was valid and rejected the null hypothesis. This means a significant relationship exist between literacy, numerical skills, and the rehabilitation of street children. In other words,

improving the literacy and numerical skills programs in the rehabilitation centres will greatly improve or ameliorate their reading and writing skills 84. 80 % hence on their learning skills. This is particularly true in the findings that we realise in the centres. The centers carry out simple basic literacy and numerical skills such as reading, writing, and counting and how these skills assist them in their learning exercises.

Among the several researchers we studied, we took special note on the relationship our result has with their findings. The Undugu society is one of the project meant for the rehabilitation of street children in Kenya. The role of this project was the provision of education for street children and its strength and weaknesses. According to Ouma (2004), purpose of the project was to return street children humanitarian rights through the criteria for admission into the rehabilitation center. The project paid more attention to children who were resident at the nearby slum areas living with a parent or guardian who were supported were 'children on the streets' and 'children of the streets' who would have been even more in need.

The Undugu Basic Education Programme (UBEP) in Kenya offers opportunities to street children and other disadvantage children in the slum of Nairobi to acquire functional literacy and practical skills with considerable success. The program was established to address the needs of young street workers in Nairobi, the so-called parking boys and girls. Initially focused on child rehabilitation, it gradually turned its attention to the communities where children originated, recognizing that it needed to address not only the symptoms but also the root of the problem. The Undugu Society carries out a variety of urban community development projects as well as providing direct services to street and working children

The Undugu Society's strategy is to link street youth with informal sector artisans. When youths enter the program, Undugu asks them to identify an artisan in their own neighborhood with whom they would like to work. If the situation is suitable, Undugu negotiates an agreement with the youth and the artisan under which the NGO will provide training in marketing and basic practical skills while he or she works with the artisan. After the apprenticeship, the youth returns to Undugu for training in small business management skills. A business Advisory Unit and Industrial Design Department offer loans and help participants improve their marketing and product design. Most of the leaners in the Primary



Education Programs at Undugu society were from the age group 13-16 years. Being too old, it meant that it was difficult for them to catch up with their peers who normally finished primary education by the age of 13 years. Almost all the children (90 percent) had dropped out of school before entering Undugu society (Ouma 2004, p 46-48). The education provided in Undugu society was divided into three categories namely; basic education, basic skills and informal skills. The objectives of basic education were to teach literacies and numeric skills and to teach values and attitudes, which are necessary for adjustments to desirable living in the society. The basic skills were necessary to enter the Undugu vocational training centers.

In Uganda, the Basic Education in Urban Poverty Areas (BEUPA), aims to improve the life perspectives of out-of-school children and adolescents between the ages of 9 and 18. The essential features of BEUPA include:

- Mother-tongue education;
- Integrated approach to learning;
- Similarity between the primary school curriculum and the BEUPA curriculum. The core curriculum of BEUPA is a condensed version of the primary school curriculum (Mathematics, Integrated Science, Social Studies and English). There is also instruction in psycho-social life skills, and living values education.

The close relation between BEUPA and formal primary school facilitates interaction between the two. If they drop out from one sub-sector they can drop in the other.

The delivery of the curriculum is shortened to 3 years from 5 years. The curriculum contents are organized into learning areas; a learning area is equivalent to one term's instruction.

Utilization of expertise from the community in skills training provides a vital link between the school and the community, and makes the school a part of the community.

- a) Learner-friendly pedagogical processes and learning environments contribute a great deal to facilitating learning acquisition.
- b) Utilization of the services of community facilitators harmonizes the relationship between the school and the community. Instead of being apart from the community the school becomes a part of the community thus enhancing school community relations.

- c) The integrated nature of the curriculum enhances the holistic development of the learner in terms of intellectual, physical, emotional and social development.
- d) Provision for entry into formal education through the organization of the curriculum promotes interaction between the formal and non-formal sub-sectors, and accords the latter parity of self-esteem.

The study further revealed that street children have unique basic needs, therefore curriculum content and pedagogy should be constantly reviewed and updated. The participation of the community is important and should be improved and projects like Undugu Society should not be so dependent on external donors, because this put a risk on its continuity. The study suggests that there should be more research in the area of pedagogy for street children and their psychology and sociology. Studies should be carried out in the areas of curricular and teaching and learning resources for street children. (Ouma 2004, p.91-93). At least 2,000 young people have been trained through this program and now contribute toward the national economy. Between 1990 and 1995 Undugu helped establish 106 small businesses, and in 1991 it obtained scholarships for 399 youth from slums and saw 700 children enrolled in community-based primary schools.

Similarly in another project working on the same organisational line just like Undugu Society is the the Nyalenda Catholic Church Programme-Kisumu. The purpose of the project is meant to inculcate into the trainees integrative and psychosocial skills so that they become functional in the society. This is a small street children project with a capacity of 60 children. It is modeled on Undugu Society of Kenya's supportive street children intervention. It is located at Pand Pieri Catholic Church. The average age of the children is 9-18 years. These are provided with health care, shelter, functional literacy and vocational training. The intervention also provides nursery facilities for children in Pand Pieri (UNICEF, 2001). The intervention is organized in terms of a Reception at Pand Pieri and a Halfway House and Rehabilitation Centre at Nyalenda. The Halfway House accommodates boys who are almost adults and are undergoing vocational training. Since its inception, the intervention services have expanded in terms of both facilities and number of beneficiaries. The potential beneficiaries of the services are identified and screened by the street worker

(Chama, 2008). However, the interventions may not reach many street families. This programme is Faith based. Therefore this study sought to find out whether these services can effectively work in non-religious street children rehabilitation programmes.

Kaime-Atterhog & Ahiberg (2008) contend that to change street children and their behaviour programmes, they must create friendly and dialogical relationships with the children. In this way, educators can learn to understand their ways of living. This should be the fundamental basis for all the programs to help street children achieve successful adulthood. In addition, persons working with street children or handling matters concerning them should show empathy and care.

In a report published by UNESCO in 2001, it examines the initiative of the Indian Government and international agencies and voluntary sector for the eradication, rehabilitation and education of street and working children in India.

In the international NGO known as CINI ASHA has managed mainstream 1500 street children and working children from squatter's settlements in formal schools. Their parents appreciated the educational experience for children, which in turn have changed the lives of the families for the better. Their eating habits have changed, consumption of alcohol have been reduced and gambling habits have changed.

CINI ASHA is the urban project for children of the streets both for 'on' and 'of' the street category of street children. The non-formal education encouraged these working children to continue their education along with the work activities. To give basic learning skills of reading, working and knowledge of numbers, so that the child in day-to-day life could use these skills. The subjects taught in this course are; reading, writing, numbers working with numbers and the rest.

A teachers' guide has been prepared to instruct the teachers and orient them for these classes. The guide includes a checklist for teachers, so that he/she is prepared to meet the children for the first time in the class. The focus in the first class is:

- Recognition of letters, introducing the text and reading of text.

- Writing is taught through playful methods like use of crayons, where the child is free to draw lines and squares. With the help of squares, alphabets are fitted in these squares.
- Introduction of spelling checks are taught alongside.
- The next phase is the introduction of, numbers, reading of numbers, explanation of numbers reading through diagrams, charts and local available materials. Finally, the child is prepared to work and commute with numbers. The additions, subtraction and multiplications are taught gradually.
- In the second phase the children are introduced to reading and writing of stories, so that they are prepared for enrolments into the formal system of education.

The results of such learning materials is encouraging as 1500 children have been successfully enrolled in formal schools.

### ***Door Step Model***

The Door Step's model of the bridge course covers 'on the street' category of children in Mumbai, mostly for the pre-preparatory stage. The syllabus covers all the above stated aspects but at a lower level. However, the focus is on preparing simple worksheets for making reading and writing skills easier for these type of children. The worksheets prepared by Door Step Model are being used by other NGOs in the city. Children appreciate the worksheets and utility for easy understanding.

In South Africa, the Street-Wise project responded to the needs of street children. Le Roux (1994) studied a street children's project with many dimensions. Street-Wise was founded in 1998, and after three years, it had branches in Johannesburg, Soweto, Durban and Pretoria. Street-Wise was a non-political inter-denominational and non-racial endeavour. From a mobile school (taking educative activities to children), it becomes a comprehensive model with variations of activities striving for street children's well-being. The objective of Street-Wise was to give child care (shelter, food, clothing and help with

medical, welfare, psychological and legal services), and provide education and vocational skills. The activities include reuniting street children with their families, providing accommodation, running outreach programs and informing children still living on the streets, running educational programs to offer functional literacy and numeracy skills and to prepare participants for effective, productive and meaningful employment, coordinating support programs for ex-street children and informing other organisations about Street-Wise approach. (Le Roux 1994, p. 64-65).

In Cameron, the measures taken include creating rehabilitation centers to give these children education and training so they can be reinserted into society. This objective is being met in the rehabilitation centers through specific units or sections put in place. In the re-educational centers, education sections include: education, training, restructuring of personality, psychology and counselling, social insertion, civics and morals. In the Professional training section: skills development, self-employment, woodwork, motor mechanics, welding, livestock, agriculture metal constructions and bricklaying. These various sections or units are equipped and staffed to accomplish their task. The primary schools ensure that these children attend school, which means their first objective is to fight against alphabetization. The primary schools found in the rehabilitation centers are attended not only by the children from the center but also by children out of the center; this acts as a vector for socialization.

This ties in with one of the managers' responses: "One of the principal objectives here is to fight against alphabetization". Secondly, the schools provide remedial courses for the children, especially those who have dropped out. Thirdly, the schools provide programs and activities for children above the normal school-going age but who have not gotten the opportunity to attend school at the normal age. Through various intervention strategies, children can acquire essential skills to progress to higher education levels in secondary schools. Trainees demonstrate the efficacy of these strategies and have acquired these crucial skills and vocational ones, within the centers. Educators in the centers are dedicated to assisting children in learning how to read and write, utilizing lessons provided by their teachers. Moreover, interactive activities, such as reading simple texts, flyers, billboards,

and basic calculations, are employed to enhance children's reading, writing, and listening skills. Furthermore, the children are encouraged to engage in direct communication, such as telling short stories and socializing, to develop their communication skills further.

Regarding basic literacy and numerical skills, results from the centers indicate that 83.2% have developed reading, writing and speaking skills. It equally shows that 85.9% of these children in the centers have gained competences in reading fluency and pronunciation. It goes further with listening skills: 79% demonstrate that they have acquired skills in listening, and 71. % have gained skills in arithmetic operations. The overall findings from the study indicate that 84.8% of the children have gained competences in basic literacy and numerical skills, as indicated by the statistical information presented above in this study.

Therefore, it gives us grounds to confirm the alternative hypotheses: there is a significant relationship between basic literacy, numerical skills and the rehabilitation of street children. On the same strand of reasoning, the null hypothesis, which states that there is no significant relationship between basic literacy, numerical skills, and the rehabilitation of street children, is rejected. One will agree with researchers such as Fonkoua (2018), who uphold that quantitative developmental programs should be implemented to incorporate these children into the educational system. While upholding his views, to effectively rehabilitate these children, it is worth mentioning here that these programs should not only be quantitative but equally qualitative, which is determined by socio-economic background, the length or duration of time on the street, level of education and the cause why the child drifted to the street. This means appropriate programs should be developed within the educational system, considering their various specificities. Cumber and Tsoka-Gwegweni (2016) found in their study that the educational level among street children in Cammeron remains a challenge as a majority of them have just primary school level or dropped out. The study reveals that over 77.4% of these children dropped out of primary school, and 21.3% had no formal education. These children need support to develop skills to integrate into society.

They went further to strongly suggest that the Government and NGOs should develop non-formal education opportunities that can integrate them into society with varieties of (skills, backgrounds, and capabilities) to permit the accommodation of different non-educational backgrounds so that street children will have the option of choice so as not to impose a particular education on them. Similar results were confirmed by McAlpine et al. (2010) in a study carried out in Northern Tanzania. Vigil (2002) argued that these children need to be enabled to build self-confidence and a sense of self-worth that has steadily diminished over the years of hardship on the street.

Ouma (2004), upholds the fact that education provided in Undugu society was divided into three categories, namely, basic education, basic skills, and informal skills. The objectives of basic education were to teach literacies and numeric skills and to teach values and attitudes, which are necessary for adjustments to desirable living in society. The basic skills were necessary to enter the Undugu vocational training centres.

The Inter-Agency Commission of the World Conference on Education for All (1990, p. 63) argues that reading is "a unique and valuable learning process for receiving and processing information, learning new things, participating in culture and creating worlds". This means that reading is a tool for achieving the goals of teaching and learning writing, reading and speaking. The Amman Declaration (1996) states: "The Universal Declaration on Education for All is designed to encourage, not restrict; to set a minimum, not a ceiling." Category: basic learning tools (such as reading and writing, oral communication skills, numeracy and problem-solving skills) and basic educational concepts (such as knowledge, skills, values and attitudes) "are essential for humanity to survive, develop its potential and realize its own. To live and work with dignity, to participate in development, to improve the quality of life, to make informed decisions and to continue learning".

According to Schimmel (2006, p.216), it is not acceptable for governments to violate the human rights of street children. Instead, they should offer education and rehabilitation facilities and encourage street children to use them before resorting to force. Schimmel also emphasizes the importance of providing quality shelter and equipment that can cater to the

varying needs of street children. Also, the love and care inside these facilities should be improved with support from the working adults. Street educators play a key role in changing street children's attitudes to moving to a shelter. They are usually social workers who out-reach the children in their surroundings and build relationships with them daily. Street educators can inform children about various issues such as health, their rights, alternative options to street dwellings, and emotional possibilities.

The Plan of Action adopted in 2002 in a United Nations Special Session on children sets out three necessary outcomes: the best possible start for children, access to quality education, free compulsory primary education, and ample opportunities for children and adolescents to develop their capacities.

At this juncture, we, therefore, uphold that literacy and numerical skills play a vital role in the rehabilitation of street children. This is because skills such as psychosocial and social integration skills acquired by the trainees all culminate into lifelong learning, which permits the learners to facilitate the upgrade of their knowledge, skills, and competence in life. It will equally enable the learners to acquire other skills, such as vocational skills, for the children to integrate into society fully. This is especially true as these skills are a vector for acquiring other cognitive skills. In Cameroon, studies have proven that a majority of these children drop out from the primary education level, and a good proportion have not had the opportunity to attend primary school. Therefore, based on this, teaching literacy and numerical skills to children in the rehabilitation centre is not only to fight illiteracy but to transform these children to become functional in society.

Therefore, it is incumbent on States, Governments and Communities to collectively promote and create educational and other social facilities that will give children living on the streets the opportunities to develop and participate fully in the mainstream of their society.

### **Civic and moral education skills and rehabilitation of street children**

The effect of civic and moral education skills on the Rehabilitation of Street Children



- **Research Question Two**

What is the effect of civic and moral education on the rehabilitation of street children? It is clear from the result obtained shown and the presentation in Figure 11, that the answer is in the affirmative.

- **Research hypothesis two:**

**Ha2:** There is a significant relationship between civic moral education skills and the rehabilitation of street children.

**Ho2:** There is no significant relationship between civic moral education skills and the rehabilitation of street children.

According to the results presented in Table, civic and moral education skills play an essential role in the rehabilitation of street children. This fact is further illustrated in the fact that the alternative hypothesis is retained, and the null hypothesis is rejected. It can be concluded that civic and moral education skills are strong moderating factors influencing the rehabilitation of street children. The path coefficient of 0.562 indicates that civic and moral education skills influence 78.4% of the variations that occur in the rehabilitation of street children. Looking at the p-value of 0.00 at a 99 % confidence level indicates that there is only a 1% chance of making an error; we can now accept that such a relationship exists. Therefore, going back to the research hypothesis, we reject the null hypothesis in favour of the alternative, which states that there is a significant relationship between basic civic moral education and the rehabilitation of street children. We examine civic and moral education skills from the lights of essential skills such as respect for parents, teachers, friends, school property and the environment, basic notions of what is right, wrong, bad, and good and some basic societal values. The results confirm a relationship between civic moral education and the rehabilitation of street children.

The results are acceptable from the statistical point of view and equally demonstrated from the findings of other researchers. The results indicate that 89.4% of the children have acquired skills dealing the role of members of the family in the society. It follows suit, with 85.1% of the children acquiring skills dealing with tracing and returning to the

families. Equally, 88.6% of these children have acquired skills on simple rule and regulations. The results at the tail end show that civic and moral education skills enhance street children's rehabilitation at 78.4%. It is therefore concluded that civic and moral education skills have a positive influence on the rehabilitation of street children.

It will be necessary to examine projects dealing with the rehabilitation of street children and impeded in their programs there are aspects of civic and moral education. In the Philippines the Community Mobilization for the Protection and Rehabilitation of Street Girls is a project that started in 1995. It is a Community based awareness-raising and education program. The name of the implementing agency is Childhope who initiated this program in late 1995 in Pasay City, an area known for widespread child prostitution. Its objectives were to (1) raise community awareness of the problem; (2) develop a local capacity for advocacy and service provision among NGOs, government workers, and volunteers; (3) reach out to children in streets and bars and provide shelter, care, and rehabilitation services to prostitutes and abused girls under 18 years of age; (4) involve families in the rehabilitation process; and (5) improve girls' self-esteem and awareness of their rights.

The program has established a municipal task force that works with churches, schools, NGOs, police, and local government. Its function is to train local officers and community stakeholders to promote support for young prostitutes; train volunteers in family counseling and group therapy; lobby for the passage of a law protecting sexually exploited children; conduct outreach work in the street; operate a drop-in center for girls; and help rehabilitate and reintegrate prostitutes in the community.

Task force members oversee various program activities. For example, a local religious group that runs a day-care center and shelter is in charge of the girls' rehabilitation and NGO street educators help reach girls in the streets. Twenty-two local schools have formulated a plan of action to fight prostitution, which includes incorporating child rights in school education, identifying abused and prostituted school children, counseling them, referring them to appropriate services, and conducting orientation sessions on child prostitution with parents. In addition, 195 community volunteers have

been trained in advocating support for these girls in their neighborhoods and places of work. No data are available on the program's impact. However, the program appears to show potential for sustainability and replicability: after one year of operation, the Pasay City task force took over management of the program, with CHILDHOPE providing technical assistance when needed. A similar program has been initiated in the nearby city of Kalookan. Salam Balak Trust, a New Delhi base NGO was established in 1989 to provide shelter and protection to street children loitering in and round New Delhi railway station. The target group are essentially 'of the street' children with minimum or no family controls.

The objective of the NGO was to provide counselling, basic necessities like shelter, food, health care services, healthy living and sanitation. The organization has arranged reintegration of the children with families whenever possible.

Children interested in education are put in separate shelter homes. These children are enrolled in government/private schools and also provided food, clothing and medical care. They are also given vocational skills. Children admitted in-between are given non-formal education and prepared for enrollments in formal schools. Children are encouraged to be in contact with families and even reunited after completing elementary schooling. Separate shelter homes for girls (age 5-16years) have been started to provide 'temporary safe space for girls in distressful circumstances'. These girls are either reunited with their families or are getting education and vocational training to be rehabilitated back into the society. The girls are imparted with non-formal education initially and are enrolled in formal schools subsequently. The non-formal education covers alphabets, numbers and word formations. Vocational courses in embroidery and tailoring are also given the girls. Efforts are made to provide recreation and counselling of basic awareness, especially health education on HIV/AIDS. Outdoor trips for cultural programs and general awareness programs are also arranged. Special discourses are given for health, hygiene and proper sanitation.

Again in another project known as Ciudad Don Bosco Programme in Medellin, Colombia, the children were initiated into some vocational skills. It was started by

the Salesian Fathers in 1965 and it is operating to date. The target groups were young children and adolescents (0–18 years). It reaches about 400 street children a year. This programme offers a residential comprehensive service that consists of four stages: First, children are contacted in the street and encouraged to spend a night at the program shelter. Second, activities begin for children who decide to stay in the center, focusing on behavioral changes, basic schooling, socialization, and developing self-esteem skills. Third, children attend formal primary and secondary school. And fourth, technical training for the labour market is provided for adolescents (ADB, 2003). However, there still exist street children in Colombian cities. This study sought to find out if the rehabilitative strategies in Colombia can work in the Kenyan situation.

Taking a look at the Street-Wise approach which is the South African model it has five steps for solving the problems of street children. These are street outreach, shelter, assessment, street-wise education project and graduate program. In the facet, children at the streets are contacted, helped with their immediate needs and informed about other services Street-Wise offer. Secondly, shelter step is to offer children a place to stay, where child care workers create a substitute home environment, where recreational activities, informal guidance and development work are undertaken. The third phase is assessment, which aim to integrate the child back to his/her home or to find suitable foster care.

During the assessment the background, counselling need and educational level of the child is evaluated to mitigate the follow-up steps. After the assessment stage, children move on to the education project, which concentrate on remedial programs (literacy, numeracy and general education, rehabilitation programs), formal education, life skills training programs (religion, health and hygiene, sex education, drug and solvent abuse counselling and art and drama therapy) and job-skills training (instill work ethos, develop concentration and preparation for employment). In the final step program, the child is prepared to leave the project for formal school and formal training. Even after this the program continues to support ex-street children to their independence and employment. (Le Roux 1994, p. 65-66).

Le Roux (1994), further upholds that because Street-Wise programs has involved community and its members to its activities, it has contributed significantly to its success. The program faced difficulties when trying to house the street children out in the country, because children themselves were used to urban life and desired to live in city areas. Challenges were also found in the test results of cognitive development with older boys and those who had stayed at the streets for longer time. Richter (1989), argues that street children had effective problem-solving skills but they need counselling with mental health and social adjustment problem. Le Roux (1994), pointed out some reasons for the relatively poor success rate of Street-Wise. These reasons were that children do not always know how they could be helped best to become independent and self-sufficient, they dislike the rules and limitation in the programs and also the prying into their personal lives by outsiders; some of them were also mixed with other children with whom they did not want to be with on the streets and in addition not all the children wanted help in the first place.

In Brazil there is the Axe program which started in 1990, it provides outreach services for out of school youths and adolescents. The implementing agency is known as Axe Centre for the Defense and Protection of children and Adolescents.

The Project Axe has received international recognition for its imaginative educational work with marginalized children in Salvador. Practicing what Axe calls the pedagogy of desire, project facilitators stimulate the child to develop interest in school through artistic and recreational activities, as well as other non-formal methods of education. Axe approach is designed to reach children on the streets and strengthen their desire to stay in school and learn.

Through a strong partnership with the State Secretariat of Education, Project Axe has been able to integrate its pedagogy into the public school system. The following are some specific program activities:

- Outreach services. A bus parked in the city centre is used to reach out to children spending time in the streets and to raise their curiosity. A street educator informs children about the fun-filled activities taking place on the bus and invites them on

board, where they can watch a video, draw, and sing or read books. If the children show an interest, they are also invited to become students at any of Axe's educational or training centres. The project also provides food, medical care, legal protection, assistance with identity documents, and some financial aid to replace what was being earned in the street.

- Early childhood education project. Using theatre, dance, and song, the program engages children from marginal neighborhoods in learning activities relevant to their reality and cultural heritage.

Workshops are also meant to prepare participants to enter the world of work by increasing their ability to concentrate, reinforcing their motor skills and emotional equilibrium, and helping them form new habits and behaviors.

- Vocational training for those aged 16 and older. Agreements are signed with public and private companies able to give children job training and eventually hire them.
- Street Children: Promising Practices and Approaches.

The program works closely with the local municipality to avoid duplicating services already offered to street children. It also tries to coordinate its activities with programs geared to children at primary and secondary risk, which can refer their difficult cases to Axe. Given the importance of learning in its philosophy, the program relies on highly skilled educators rather than volunteer staff.

In the United States the project known as Bridge over Troubled Waters in Boston, started in 1970 and it is still functioning till date. This program target adolescents (16–22 years) and has reached approximately 4,000 vulnerable children through residential and outreach comprehensive services. Bridge over Troubled Waters was founded to serve runaways, homeless youths and other youth in the street through a multiservice approach. One of its services, called street outreach, consists of having street workers meet daily with runaways, homeless youth, and other young people at risk in areas where they gather, to explain Bridge services and refer them to appropriate community services (McWhirter, 2004). Recognizing that street youth are usually wary of social service agencies and

mistrustful of adults in general, educators try to establish trust through non-threatening dialogue and a consistently caring attitude (McWhirter, 2004). However this program neglects the less than 16 year group who may be on the street too. It should be noted that just like the Street-Wise project in South Africa and the Bridge over Troubled Waters in the United States in their rehabilitation efforts they provide a lot of outreach services. The services provided here assist these children for those who are not fully matriculated as street children to finally regain their rightful places in their respective families.

Another successful program for the rehabilitation of street children is Casa Alianza project in 2000. Casa Alianza is an NGO created dedicated to the rehabilitation and defense of street children in Central America. Its ultimate purpose is to provide children with an opportunity to leave the street, rather than improve street life. For this reason, educators do not offer food or clothes to street children but encourage them to join a crisis center, followed by transition homes and group homes only in cases where family reintegration is impossible. One of Casa Alianza's primary goals is to reintegrate the child in the family. To this end, it offers phased-in support for children and families to reunite and find solutions to their difficulties. Each phase lasts about one month.

The first phase consists of meeting the basic needs of children in a crisis center and building trust. In the second phase, educators hold preliminary interviews with families and explore the feasibility of reunification. Each child has his/her own plan, tailored to the specific situation and individual's needs. Phase three includes counseling to families and children, self-help groups and therapy, financial assistance to parents, job training, and identification of a support network in the community. In the fourth phase, children gradually reunite with their families, under the supervision of educators. The program provides for a minimum two-year follow-up, which in some cases includes material support to enable families to take care of the child.

They also assist children with matters of civil law, such as the acquisition of birth certificates and identity cards.

The HIV/AIDS program, another important endeavour, provides sex education and information on the prevention of sexually transmitted diseases. Casa Alianza in Mexico has a residential program for children at the terminal stage of AIDS.

According to the data available on family reintegration activities, Casa Alianza has had a success rate of more than 88 percent over the past five years (this refers to the percentage of children who have been reintegrated into their families). The remaining 12 percent leave the family again after a while, although most of these return to Casa Alianza's center rather than to the street.

In Ghana the Health Peer Counseling Program based in Kumasi and it started in 1987. This program was implemented by Youth for Population Information and Communication (YPIC) which targeted children and adolescents (10–24 years) and it reached 1,500 street children. YPIC was a youth-serving NGO with an integrated approach that included health services, population and environment education, job creation, life skills, and rural and community development. This program was not sustained due to funding issues (Chama, 2008). The present study sought to find whether non-residential open systems of rehabilitation can work in Kenya since other programs are majorly residential and to see the best ways of enhancing the effectiveness of rehabilitation interventions.

Taking a close view of the activities of the street children in the rehabilitation centers it will be realized that moral and civic education skills are being taught and these children acquire some competences from the teaching of these skills. In the rehabilitation centers the children attend primary school for those who are of that level and those who are above that level attend secondary schools. From their various schools moral education and citizenship lessons are being taught and equally there is the re-educational unit or section in the center. In the Cameroonian context civic and moral education has been influenced by a transformation in our educational system of “Civics” to “Citizenship” education which was contained in ministerial circular N° 53/D/64/MINEDUC/IGP/ESG//PN – HG of November 1990. These changes were as results of some recommendations made during the National Forum on Education held in May 1995. According to Mbella-Mbappe (1995), the new



orientation of the Cameroon educational system with respect to the objectives of the school was very clear. He further explains the objectives of the forum in terms of the individual, the community, the moral, the intellectual and political or civic point of views. As concerns the individual, the school is expected to guarantee the physical, intellectual, artistic, civic and moral education as well as the development of the child's personality in the society. With respect to the moral aspect of education, the school is expected to train children to appreciate universal ethical values such as the respect of fundamental human rights, liberties, work and discipline. As concerns the political or civic sphere, the school is expected to introduce the child to democratic principles and practices.

This will include the respect for other people's rights, tolerance, peace, justice, human aspects such as environmental protection, health education, agriculture, dialogue and cooperation. It was the responsivity of the school to train students on civic responsibilities and the love for their Country. It should be the place par excellence for education in the exercise of national unity and the promotion of official bilingualism. In their educational programs, they carry out activities which deals with the restructuring building up of the personality of the child through psychotherapies of individuals and the group. These children are given an assistance from the educators in the centers insisting on civic moral skills lessons through the lessons given from the school by their teachers.

These competences are being develop in these children using some other interactive skills or activities such as respect for elders, friends, teachers, school properties, the environment, state institutions, the national colours, values such as good, bad, right, wrong, kindness and social interaction. In the centers the educator's carryout educative talks which deals with aspects on citizenship and moral education. This involve the organization of a group, or living in a community, respecting the rights of others, kindness, the effects on drugs and other psycho-active substances on human and the society at large.

Fonkoua and Toukam (2007), upholds the fact in order to prepare young people for the needs of not only our country but also our changing world, civic education is not only necessary but also indispensable. It is important to remember that civic education encompasses a wide range of skills and knowledge that directly or indirectly affect the lives

of young people and the nation. Civic education will include a good knowledge and understanding of the basic laws and regulations that govern local communities and local customs. These include the rights and responsibilities of those around us, tolerance of differences and difficulties, sustainable development, democracy, human security, environmental protection and the rational use of natural resources, equality, and freedom.

As far as the individual is concerned, the school is expected to guarantee the physical, intellectual, artistic, civic, and moral education and the development of the child's personality in society. Regarding the moral aspect of education, the school is expected to train children to appreciate universal ethical values such as respecting fundamental human rights, liberties, work and discipline. As far as the political or civic sphere is concerned, the school is expected to introduce the child to democratic principles and practices. This will include respect for other people's rights, tolerance, peace, justice, and human aspects such as environmental protection, health education, agriculture, dialogue and cooperation. The school was responsible for training students on civic responsibilities and their love for their country. It should be the place par excellence for education in exercising national unity and promoting official bilingualism.

In their educational programs, they carry out activities that deal with the restructuring and building up of the child's personality through psychotherapy for individuals and the group. These children are assisted by the educators in the centres, insisting on civic moral skills lessons through the lessons given by their teachers at school. These children develop these competences using other inter-active skills or activities such as respect for elders, friends, teachers, school properties, the environment, state institutions, the national colours, values such as good, bad, right, wrong, kindness and social interaction. In the centres, the educator carries out educative talks which deal with aspects of citizenship and moral education. This involves the organisation of a group or living in a community, respecting the rights of others, kindness, and the effects of drugs and other psycho-active substances on humans and society at large.

The statistical information obtained from Table 2 above indicates that basic civic and moral education skills enhance the rehabilitation of street children in the centres. The

results from the centres indicate that 78.4% have developed competences in civic responsibilities. The overall findings from the study indicate that 78.4 % of the children have gained competences in basic civic and moral education skills, as indicated by the statistical information presented above in this study. The statistical information presented above gives us the latitude to confirm the alternative hypotheses, which state that there is a significant relationship between basic civic skills, moral education skills, and the rehabilitation of street children. Equally, the null hypothesis, which states that there is no significant relationship between basic civic skills, moral education skills, and the rehabilitation of street children, is rejected.

### **Life skills and vocational education and the rehabilitation of street children**

The effect of life skills and vocational education on the rehabilitation of Street children.

- **Research Question three:**

What is the effect of life skills and vocational education the rehabilitation of street children?

- **Research hypothesis three**

**Ha3:** There is a significant relationship between life skills, vocational education skills and the rehabilitation of street children.

**Ho3:** There is no significant relationship between life skills, vocational education and the rehabilitation of street children.

The results in Table 3 show that life skills and vocational education plays a vital role in enhancing the rehabilitation of street children. It is illustrated in the fact that the alternative hypothesis is retained while the null hypothesis is rejected. Therefore, it is concluded that life and vocational education skills are strong moderating factors in enhancing the rehabilitation of street children in Cameroon. The path coefficient of 0.647 indicates that life skills and vocational education skills influence 79.8 % of the variations in the rehabilitation of street children in our various centres. Looking at the p-value of 0.00 at

a 99 % confidence level indicates that there is only a 1 % chance of making an error. We can now, therefore, accept that such a relationship exists. Therefore, going back to the research hypothesis, we reject the null hypothesis in favour of the alternative, which states that there is a significant relationship between life skills and vocational education and the rehabilitation of street children. We examine life skills and vocational education skills from the light of essential skills such as coping with stress, self-awareness, effectiveness, communication, interpersonal relationships, psychosocial skills, cognitive skills and vocational skills. The results confirm a relationship between life skills, vocational education and the rehabilitation of street children. The results, which are acceptable from the statistical point of view of 78.9%, are equally demonstrated by the findings of other researchers in their studies of rehabilitation programs for street children.

An example of such a program is the Residential comprehensive services provided by an NGO, Programmes for street children called Ciudad Don Bosco (Salesian Fathers), founded in 1964 in Colombia. The target group is young people and adolescents ranging from 0 to 18 years. The number of children reached each year is about 400 children. The program consists of four stages. First, children are contacted in the street and encouraged to spend a night at the program shelter. Second, activities begin for children who decide to stay in the center, focusing on behavioural changes, basic schooling, socialization, and developing self-esteem skills. Third, children attend formal primary and secondary school provided by the program. And fourth, technical training for the labour market is provided for adolescents. The program evaluates and considers participants' basic health, nutrition, psychological, social, dental, and occupational needs throughout the four stages.

These are known as life skill education. Life skill education is a value-added program which aims to provide students with strategies to make healthy choices that contribute to a meaningful life. It helps adolescents to understand their self and to assess their skills, abilities and areas of development. It also helps adolescents to get along with other people and adjust with their environment and making responsible decision. The main objective of life skill education is to enable the learner to develop a concept of oneself as a person of worth and dignity. Life skill education is a basic learning need for all individuals.

Various skills like leadership, responsibility, communication, intellectual capacity, self-esteem, Interpersonal skill etc. extends its maximum level, if it is practicing effectively

A period of time is spent observing, conducting medical tests, and holding discussions with each child, after which an interdisciplinary group of professionals prepares a strategic plan for each. These plans recommend how best to respond to psychological, educational, nutritional, and health needs and are regularly revised. Children also provide input by expressing their feelings in open groups and therapy sessions. The collective work of professionals ensures that recommendations follow an integrated approach tailored to stimulate self-awareness and self-confidence in each child. Each year, many children graduate from the program with a diploma. Because of this record, the center is regarded as the most experienced and effective in the city and has gained the continuous financial support of both the private and public sectors.

Another Project was established in 1989 to educate and rehabilitate working children in Mumbai, India, in carpet weaving. It provides three years of non-formal education to children between the ages of 10 and 14 involved in carpet weaving. The education is equivalent to 5 years in the formal system (level I-V). The idea is that on completing the non-formal education, the child joins a formal school for further education or will join the labour force on more favourable terms as a skilled workers. Adequate attention is paid to enrolling the girl child and children from marginal sections, especially backward classes and scheduled castes.

The Project MALA schools offer technical skills training through vocational carpet weaving, tailoring, and non-formal education. Parents are happy with the one-hour daily carpet weaving and tailoring course, as they believe it instils confidence in their children. The school follows the minimum level of learning (MLL) curriculum designed by non-formal education, with some aspects inspired by Gandhian principles and guidelines set by the Government of India. The curriculum combines productive work with other forms of learning, providing basic primary education in mathematics, languages, and general sciences. Teachers use various teaching aids such as charts, posters, stories, songs, practical

demonstrations of skills, outdoor field tours, and remedial teaching, prioritising a child-centred approach.

A discussion with parents and community members of the Mala school students indicated that they have seen a change in the children's behaviour since they joined the Mala schools. Their health and physical appearance had improved, their hygiene habits had improved, they had become more alert, learned things quicker, and had the confidence to face the challenges and speak better. The influence was also found in their friends and siblings, who also expressed motivation for learning. Mala schools have played a significant role in creating more demands for schools as more and more children want to enroll in Mala schools or other types.

Another program is the Educational Transitional program created in 1991 by American Family Inns, which provides transitional housing to homeless families and has integrated educational, vocational, and family support services into the residential setting. This stable, structured environment provides parents and children access to various programmes, one offered through the child development centre (for preschool children and infants). The centre follows a variation of the High/Scope curriculum, developed at the University of Michigan and aimed at developing a child's sense of control and initiative. Teachers organise weekly conferences with parents to discuss the child's needs and progress and to involve the family in all aspects of early childhood education. Another aspect of the program is the Brownstone School, which provides after-school education to children aged 5 to 13 to compensate for their limited education opportunities. The theory behind this endeavour is that children who are behind should be placed in a "slow lane" or a remedial program to catch up but in a program similar to those for "gifted" children. The model developed by Henry Levin emphasises a low student-to-teacher ratio, active teaching of concepts, analysis and problem-solving, interactive learning tools, and fieldwork. High expectations, clear deadlines, and stimulating didactic material are vital components of the process.

The program motivates parents to work with teachers and children. "Learning contracts" based on subject areas chosen by the children are drawn up to involve parents in

monitoring school performance. The organisation also offers family literacy workshops, family trips, and family projects such as community gardens. Still, other services are provided through the Healthy Living Center for recreational and cultural activities. Children are encouraged to express themselves in drama, dance, and poetry. Children learn cooperation and social skills by participating in sports teams and Boy Scout groups. The centre also organises workshops on substance abuse, AIDS, pregnancy, and crime. Parents are encouraged to meet staff members regularly and discuss the capacities and needs of their child.

Children attending the Brownstone School have a 92 per cent public school attendance rate, compared with the 63 per cent rate of homeless children throughout the city. After six months of participation, the children's scores in reading go up from less than 40 per cent to 60 per cent. Their math scores doubled from 23 per cent to almost 50 per cent. Many students win academic awards from their public schools. Furthermore, 86 per cent of Family Inn's parents with children in the program visit the public school and their child's teacher, whereas the proportion is only 26 per cent for parents whose children are not enrolled in the program. Half of parents whose children are in the program are now working toward completing their GED. The program's positive impact is a joint effect of the three integrated program components (the Brownstone School, the Child Development Center, and the Healthy Living Center) and the high level of parent involvement in all activities. All services can replicate this approach providers working with homeless children.

From the above studies, it will be shown that the programs involve many rehabilitative activities. However, it is worth noting that these programs carried out activities that focus on self-awareness, self-confidence, behavioural changes, basic schooling socialisation and self-esteem. Again, the children were involved in carpet weaving and tailoring, showing that these children acquired some vocational skills. The overall findings from the study indicate that 79.8% of the children have gained competences in basic life skills and vocational education skills, as indicated by the statistical information presented above. From the statistical information presented above,

we can confirm the alternative hypotheses, which state a significant relationship between basic life skills, vocational education skills and the rehabilitation of street children. Equally, the null hypothesis, which states that no significant relationship exists between basic life skills, vocational education skills, and rehabilitation, is rejected.

In evaluating global life skills for educational programmes, UNICEF (2012) mentioned that no standard definition for life skills exists. Although the World Health Organization and other bodies have defined the concept, it is elastic and includes a range of skills and knowledge. It should be noted that what is important in its conception are the personal, interpersonal and cognitive psychosocial skills that enable people to interact appropriately, manage their emotional state and make decisions and choices for an active, safe and productive life.

Academically, education detached from reality was regarded as providing insufficient skills for appropriate employability of university graduates. The challenge is to link higher education with the constantly changing needs of society, and this is seen as an increasingly important issue by universities and politicians (European Commission 1995). Creating a fruitful and dynamic partnership between higher education and society has become one of the basic objectives of universities. In terms of development skills for employability through the lifelong learning framework, continuous TVET includes employer-led training, adult training programmes and informal training. Formal learning is getting more and more inclusive of informal and nonformal learning to vocationalise education by devising most effective ways in which education institutions can best prepare learners for vocationalisation, we mean a way of empowering individuals through development of their capabilities and providing them with an opportunity to orient and adapt for the work environment. The main goal of vocationalisation is to improve the vocational relevance of education. Usually, vocationalisation means the introduction of practical and/or vocational subjects, industry visits, vocational guidance and more applied way of teaching general education subjects.

Vocational training should be evaluated as a component of rehabilitation for street children. While general education develops intellectual, thinking and critical thinking skills,



vocational training develops practical skills, efficiency and problem-solving abilities. However, this simple distinction does not apply to analysis. A good plumber or electrician must have imagination and intelligence, and must be determined to solve problems. Similarly, a good surgeon must have various skills to be able to operate on expert patients. These simple differences can also lead to conflict and learning in working universities (Neave, 1978) or in the functioning of higher education (William, 1985).

The need to develop effective and employable skills has led to the development of work in the field of 'vocationalisation' in secondary education as well as in the field of general and 'pre-vocational' options.

According to Preston et al. (1989), rehabilitation is achieved through de-socialization where the individual unlearns inappropriate behaviour and through re-socialization, acquires new and appropriate cultural norms, skills, values, roles and self-image. Dallape (1987), further upholds the fact that the rehabilitation environment thus provides adequate diet, shelter, basic sanitation, hygiene and clothing to the street children. The rehabilitation environment can therefore be described as safe and free of dangers appropriate for unlearning all the behaviours previously learned.

Ukije (1966) writes:

It is the role of education to promote participation in social improvement, to influence people's ways of doing things, to be in accordance with the changing times, to improve standards of living, and to show ways of promoting sound habits of health, sanitation, and good nutrition.

Tchombe (2002) suggests that for any programmatic interventions to prevent the drifting of children to the streets, policies should be implemented to create amenity activities, create opportunities to improve upon family life and provide vocational skills for those already on the streets. Therefore, life and vocational skills play a pivotal role in the enhancement of the rehabilitation of street children.

This can be confirm from the fact trainees from these centers have acquire skills from these centers and are about to be integrated into the society. These skills will give

them ground for other skills such as psychosocial skills, social integration which culminate into family- reunification.

### **ICT skills and the rehabilitation of street children**

The effect of ICT skills on the rehabilitation of street children.

- **Research Question Four:**

What is the effect of digital skills on the rehabilitation of street children?

- **Research hypothesis Four:**

**Ha4:** There is a significant relationship between digital skills and the rehabilitation of street children.

**Ho4:** There is no significant relationship between digital skills and the rehabilitation of street children.

The presentation of the results in Table 4 shows that ICT skills play an essential role in enhancing the rehabilitation of street children. It shows that the alternative hypothesis is retained while the null hypothesis is rejected. Therefore, it is concluded that digital skills are decisive moderating factors in the enhancement of the rehabilitation of street children in Cameroon. The path coefficient of 0.444 indicates that digital skills influence 76.2% of the variations in the rehabilitation of street children in our various centres. Looking at the p-value of 0.00 at a 99 % confidence level indicates that there is only a 1 % chance of making an error; we can now accept that such a relationship exists.

Therefore, going back to the research hypothesis, we reject the null hypothesis in favour of the alternative, which states that a significant relationship exists between ICT skills and the rehabilitation of street children. We examine ICT skills, from the lights of essential or basic skills in ICT instruments, such as the basic function of a computer or a phone, and functions of modern and traditional ICT tools, using it for communication and as a learning tool. The results confirm that there is a relationship between ICT skills and the rehabilitation of street children. The results are acceptable from the statistical point of

view: 76.2 % of the respondents believe that ICT skills have been acquired in rehabilitation centres, which is equally demonstrated by the findings of other researchers in their studies of rehabilitation programs for street children.

The Vatsalya Foundation programme, founded in India in 1955, provided shelter, Counselling, education, health care, recreation and vocational training to the 'of the street' category of children. The organisation has been able to reintegrate several street children with their families. They have also enrolled several children in the formal schools. The foundation provides technical skills to the 'off the street' category of children. Several children have been enrolled in formal schools. The foundation provides computer training courses to the enrolled children. Art lessons in painting, drawing, and preparation of handicrafts are given to the enrolled children. The major aim of the organisation is to provide rehabilitation and protection from abuses to the 'off the street' category of children. The children are independent and disciplined. A significant proportion of the children have been reintegrated with society after job placements.

In another project, the Prayas Juvenile Aid programme, established in 1988, the target groups are both 'on the street' and 'off the street' categories of street children. The objective of the organisation is to rehabilitate them and reduce the incidence of vagrancy and delinquency among the families through a holistic approach comprising shelter, food, clothing, care and protection, health support, community participation, reintegration with families, non-formal education and imparting of vocational skills. The organisation runs 3 shelter homes (one for boys and girls and a custodial home for boys). The boys' shelter home is a 24-hour open shelter where children spend extra time. Girls' shelter home is restricted to only registered children. They are not allowed to move out unless they are reintegrated with the family or provided a self-support mechanism.

The girls' shelter home provides food, clothing, bedding, health care, non-formal education, library and vocational skills training to inmates. The organisation also runs several non-formal education centres for 'on the street' children in identified slum squatters. They provide elementary education to out-of-school children and remedial support to school-goers. The organisation also impacts vocational skills like screen

painting, cutting and tailoring, embroidery, beauty culture, bookbinding, arts and crafts, candle-making, and scooter repair. Emphasis is laid on mainstreaming the children from these slum areas after imparting basic elementary education. The other community participation activities are helping the children of migrant workers by providing midday meals and non-formal education.

Transitional day program. It has an open day centre where youth can participate in recreational and confidence-building activities. Breakfast and lunch are provided. Counselling services. These include long-term substance abuse counselling, personal counselling, basic survival services, family counselling, and referrals. Because the youth are not forced to attend sessions, they feel comfortable talking freely and can begin addressing the root of their problems. Education/pre-employment program. Bridge provides educational, pre-employment, guidance, and job development services for youth to enter and advance in jobs, training programs, or higher education. It offers adult education classes to help young people meet the literacy standards required for the high school equivalency degree. Courses combine academic instruction with professional, computer, job search, and life skills training.

Residential components. Bridge's Transitional Living Program, single-parent houses, and cooperative apartments offer youth an opportunity to acquire life, social, and educational skills in a safe, drug-free, and nurturing environment while enjoying the full range of other Bridge services. The objective is to help young residents develop the self-esteem and capacities that will enable them to return to their communities as responsible adults. Referral services. Bridge maintains a vast network of affiliations with agencies that provide specialised services, including hospitals, mental health centres, educational programs, homeless shelters, and multicultural services.

The statistical information obtained from table 4 above indicates that basic ICT skills impact the rehabilitation of street children in the centres. The results from the centres indicate that 82.4 % have learned some basic functions of ICT. It shows equally that 88.6 % of these children in the centres have gained skills in the usage of some basic parts of the computer. The overall findings from the study indicate that 76.2% of the children have

gained competences in basic ICT skills, as indicated by the statistical information presented above. From the statistical information presented above, we can confirm the alternative hypotheses, which state a significant relationship between basic ICT skills and the rehabilitation of street children. Equally, the null hypothesis is rejected, which states that there is no significant relationship between basic ICT skills and the rehabilitation of street children.

In Cameroon, a national guideline for training in ICT skills was developed. The objectives of the program were included in the teaching of ICTs in preschool and primary schools. The guidelines were based on six modules for each level, including developing discovery and presentation skills, application skills, knowledge construction skills, and health and safety issues related to ethics and equity (République, 2007).

According to the Florida Center for Instructional Technology (2012), the TIM model is an incorporation of five interdependent characteristics of learning environments: active, collaborative, constructive, authentic, and goal-directed, with the five levels of technology integration: entry, adoption, adaptation, infusion, and transformation. Together, the matrix, the characteristics of the learning environment, and the levels of technology integration create a 25-cell table that provides teachers and schools with a guide to assist them in evaluating the level of technology integration in their curriculum and to provide models of how technology can be integrated into instruction (Florida Center for Technology Instruction, 2012). Efficient technology integration for pedagogy requires understanding the transactional relationship between the components of knowledge and the unique dynamics of the school's framework and goals.

The grade levels, teachers, school factors, and demographics, along with culture and desired learning outcome, help guide the selection. Again Slaughter (2009) points out "our world today has become the electronic world" (p. 16). With technology driving the social lives of students, its use is an effective way to promote student engagement, resulting in a passion for lifelong learning. Teachers have a responsibility to provide a new level of instruction that is relevant, effective, and socially engaging for students (Slaughter, 2009). Through the use of tools such as cell phones, texting, instant messaging, chat rooms, and

wikis, teachers can instruct students using the tools that they are already comfortable with, to most effectively disperse information and academic content (Slaughter, 2009). By designing instruction to meet the social needs of students through the use of appropriately aligned technology, Dewey's social learning theory is evident in these classrooms.

There are different approaches to measuring the diffusion of ICT-enabled learning. Some look at its diffusion in specific sectors, such as tertiary education, while others compare these different sectors to see where diffusion is most widespread. Other approaches look at differences between countries. HELIOS (2006:37) argues that, as eLearning develops further, it is no longer possible to analyse it as one single phenomenon, as was the case in the past. The use of interactive learning content for instance, cannot be confined to the classroom only, as students might want to access it from their home computers. Most studies seem to agree however that the traditional approach of counting the number of computers (with or without Internet) according to the number of students in the classroom is an interesting and useful comparative indicator but not sufficient to indicate the impact of ICT on education. Therefore, usage should also be taken into account, both quantitatively (e.g. frequency of use) and qualitatively (e.g. how are computers used, and for what), as well as usage both by teachers/instructors and students.

The impact of ICT on learning can be approached in different ways. There is no single concept of learning through the use of ICT. Many types can be envisaged: computer-assisted learning, web learning, computer classes, online training, distance education, eLearning, virtual learning, digital training, etc. In this review, a broad view of ICT and learning is taken into consideration. Consequently, its impact on the learning process should encompass not only traditional learning outcomes but also the use of ICT by teachers (teacher training), the organisational use of ICT by education and training institutions, and, last but not least, the impact of ICT-enabled education on, for instance, personal development, confidence and self-esteem. In Cameroon, the involvement of the Government in the area of ICTs seriously began with the development of the policy document and the general strategy for the integration of ICTs in all sectors by the National Agency of ICTs (ANTIC) and the setting up of Multimedia Resource Centres in some

primary and secondary school. Successful learning is determined not only by academic achievement, but also by the transfer of skills, intelligence and abilities necessary for work, education and training, personal development and careers, and the socio-economic background and culture of the students. . This explains, in part, why informal, non-formal and adult education are seen as important for future learning (Punie and Cabrera 2006).

Conclusively ICT skills play a vital role in the enhancement of rehabilitation for street children.

### **Difficulties Encountered During the Research Process**

It is worth mentioning that a research endeavour of this nature and magnitude could not have gone through without encountering some challenges during the process. Considering the vulnerable and sensitive nature of the target population of this study it was not easy to have access to these vulnerable group of children called street children. Even with the presentation of research authorization from Dean of the Faculty of Education, University of Yaounde 1, some institutions still made it difficult for the researcher to have access to these children

### **Difficulties Encountered**

- The educational level of some of the children is very low. There are some of these children who cannot read and write. There some who are drop out from primary level, it makes it difficult pass information at once to the children. This create an extra-task for the educators to repeat their lessons with them and give them extra time to attend to their difficulties.
- The number staff as whole is not sufficient more especially trained staff in the center. It makes it difficult to allocate sufficient time to work with the children especially when it comes to one-to-one basis.
- The administrative procedures and the funding to sustained these children during placement in other institutions for continuous follow-up and finally integration in

the family or reinsertion in cumbersome. Sometimes it delays this process and consequently the final integration of the child into the family.

- The decline of parental responsibilities when these children are in the centers. Lack of sufficient collaboration with the families when the children are at the rehabilitation centers. This equally helps to delays the training process and becomes cumbersome for if rehabilitation center has to shoulder all these responsibilities.
- Insufficient in-house training to keep the educators updated and improve on the skills on how to cope to with the ever increasing psycho-social needs of these learners.
- Some of the centers do not have sufficient infrastructures and where it exists, it need renovation.

In the process of this research, it was not easy to access specific rehabilitation centres as some administrators did not allow free access to their centres even with the research authorisation from the university. In some centres where access was granted, some educators did not collaborate with the researcher, making the process difficult for him.

The reseacher had to several visits to the centers for convient period to work with the children. This because sometimes the atmosphere does not permit effective working environment with the children.

The absence of relevant statistical information on street chidren in Cameroon

## **Recommendations**

### **Curriculum Designers**

- The policy makers should render the Cameroonian educational system more pragmatic so that it meet up with diverse learning needs of the learners.
- The curriculum should be more holistic in nature that is made up of formal and non formal to make the learners acquire practical skills and renders the learners functional in the society.
- More trained staff should be put at the disposal of the the centers.



### **To Rehabilitation Centers**

- The rehabilitation centre should develop a system where the admitted children into the centre should be classified according to why they left their homes for the streets and the difficulties encountered while on the streets before coming to the centre. A broad classification of this nature will give them an idea of the type and nature of individual programs to be developed for the children, either as a group or as an individual. For those centres where the children are accommodated, their accommodation should be arranged equally.
- The rehabilitation centres should use the skills and resources of the community to link the rehabilitation centre and the community.
- The facilitation of learning through child-centred programs should be very flexible in approaches.
- Putting a Counselling service in place to ensure the transition from school to professional life through Career Guidance.

### **The Ministry of Social Affairs**

The operational and technical units of the Ministry of Social Affairs service, such as social centres, Divisional Delegations and other specialised services, work hand in hand with the rehabilitation centres for the smooth return and integration of these children into their respective families. By implication, it means there has been a systematic sensitisation and education of the children to learn and understand the importance of returning to their various families. More outreach Services should be created with street educators to prompt more children from fully immatriculated as street children.

### **Proposal for Further Research**

- The psychosocial needs of Street children and their Education in Cameroon.
- An Evaluation of the Training programs offered to street children in Cameroon Re-educational centers.
- The Role of Non Formal Education in Cameroon Educational system.

## CONCLUSION

When the League of Nations adopted the Geneva Declaration of the Rights of the Child, the international community has made a series of firm commitments to children to ensure that their rights to survival, health, education, protection and participation, among others should not only be guaranteed but highly protected by the society. The most far-reaching and comprehensive of these commitments is the Convention on the Rights of the Child, adopted by the United Nations General Assembly in 1989 and ratified by 192 Countries.

This legal document in its article 6 and 26 relate to the opportunities and means made available for children to have access to education, skills training, recreation and rest, information, parental care and social security. It is in the light that street children should be given the opportunity for the acquisition of these rights. Street children just like their peers in schools need education for their own personal progress and that of the society at large.

The African Union commemorated the 21<sup>st</sup> Day of the African Child in 2011. The Executive Council of the Union adopted by Decision N° EX.CL/Dec. 569(XVII) dwelt on the following theme; “All Together For Urgent Action in Favour of Street Children”. The council states that the phenomenon of children living on the streets is a multi-dimensional obstacle to the development of the child at different levels including educational, health and psycho-emotional. It further states that, this phenomenon requires a mobilization of all works of life in a bid to provide multi-disciplinary assistance to the children. This means that for a child who does not have access to or who is refused education, his or her personal progress and development will not only be hampered but that of the society at large. These children are endowed with a lot of potentials in the form of abilities and competence which if carefully exploited will not only be beneficial to them but to their municipalities and the entire nation.

Education is recognized globally, not only as the foundation for lifelong learning and human development, but also as an essential ingredient in the fight to reduce poverty and promote development in all aspects of life (Kimuyu et al, 1999). Schultz (1981)

contends that population quality and knowledge constitute the principal determinants of the future welfare of mankind. Education steers development in all spheres of life. At the individual level, a child who has access to quality primary schooling has a better chance in life as the education provides the child a solid foundation for continued learning throughout life and also equips the child with skills to lead a productive life in society.

Again UNICEF (2006), contends that the right to education is not only a human right in itself, but also a vector to empowerment, a multiplier, and transformative right. It further stated that these rights include a right to education, right in education, and a right through education. Education plays an important role in advancing individuals' physical, mental, mental, spiritual moral and social development and families and communities to transmit social and cultural values and practices, while respecting human rights

It is generally believed that the basis for any concrete development must commence with the development of the human resources of that particular society. Therefore, to accomplish or attain this goal of human development, we must pass through education. Again education is the greatest legacy that a nation can give to her citizens especially the youths.

Again the World Summit on Children 1990 on its part, made a strongly worded *Declaration on the Survival, Protection and Development of Children*. In this declaration, it affirms that millions of children around the globe live with scourges of poverty and economic crises, further claims that these children need special attention, protection and assistance from their families and communities as well as being part of national efforts and international cooperation. It further insinuated that efforts should be made to ensure that children live in a free society. This Declaration is innovative because it makes a connection between extreme poverty and those who are excluded from the society. This falls in the same strand of reasoning with UNICEF's report 2006 on the *World State of Children* which recognises the negative role play by poverty in the exclusion of children in general and the vulnerable and the marginalise in particular. The report further made fervent appeal to the international community and equally made strong proposals to stakeholders to develop framework for the provision of education, training, health facilities and other social

amenities for children in general and these vulnerable group in particular. The World Summit on Children 1990 equally share similar objectives with the MDGs on the well-being of children and take steps to eradicate extreme poverty, hunger and to protect the environment for future generations. Furthermore, the MDGs have unified the international community around a set of common development goals creating a rare opportunity to improve the lives of children, who now make up more than 40 percent of the developing world's population and half the population in the developing world. *A World Fit for Children* endorses all the ambitions of the Millennium Declaration and MDGs. It enriches the agenda by emphasizing the importance of taking actions in the best interest of children to ensure that children are put first, that every child is taken care of and no child is left out from its agenda. (United Nations 2002 p.2).

The United Nations Convention on the Right of the Child (1989), which came into force in September (1990) has had a huge impact in defining conceptual frameworks and humanitarian concerns regarding Children in adversity. The Convention further asserted a number of rights for children worldwide, formulated basic principles to be applied, and created a legal obligation to put these rights and principles into practice. The issue for children in difficult circumstances is no longer a matter of humanitarian and charitable concern but it is a legal responsibility falling on a State as party to the Convention. These skills can be acquired within the formal or non-formal settings in their training in rehabilitation institutions. This can vividly be explained in the notion of transfer of learning as Tanyi (2009), put it "the ultimate goal of teaching or educational experiences both in and out of school is to enable the individual to meet new situations of various degrees of relatedness and similarities more effectively as that it makes the individual functional in the society". This means the experiences acquired by each learner does not only expose the learner to new situations, but give the learner the abilities, capacities to fully or squarely handle the challenges of the new situations being face by the learner. Children in general and these vulnerable group in particular they need some basic skills not for their self-fulment but as pre-requisite for their harmonious socialisation in the society. These children need basic trade skills which enable them to be fully integrated in the main

stream of the society. Mwangi (2001), on his part proposed that basic literacy and source of livelihood should be part of the non -formal education curriculum meant for street children. children. According to Emile Durkheim (1922), education is one of the factors which plays a vital role in social integration. He further states training acquired by a learner will influence the behaviour positively in the society. This positive influence will lead them to learn particular rules which mould them good citizens of that society.

To achieve this rehabilitation, process these children need education and training. The United. Nations Convention on the rights of the child adopted in 1989 and enforced in September 1990 referring to this group of children as “children in especially difficult circumstances” declaring that such children need special consideration. In its article 27, it advocates for social rehabilitation for all children who are abandoned and exploited. Therefore, street children falling under these categories of children needs to be rehabilitated so that they can once live a decent and normal life in the society.

According to UNICEF (2006), education contributes to achieving the pulic good and developing and maintaining healthy, open, transparent, tolerant, just, non-discriminatory, and inclusive societies that provide an environment condusive to the realization of human rights. It further upholds the fact that education is particularly important for vulnerable, marginalised, and disadvantaged groups, including indigenous people, girls and women, minorities, persons with disabilities.

The World Conference on Education which held in Jomtien, Thailand in 1990 under the theme “Education for All”. Its 5th article deals with the basic learning needs and it states that;

*The basic learning needs of the youths and adults are diverse and should be met through a variety of systems. Literacy programs are indispensable because literacy is a necessary skill itself and the foundation of other life skills. Literacy in the mother tongue strengthens cultural identity and heritage. Other needs can be served by skill training, apprenticeships and formal and non-formal education programs in health, nutrition, population, agriculture, techniques, the environment and science, technology, family life; which includes fertility awareness and other societal issues.*

The availability and access to education is a fundamental human right as inscribed in the 1948 Human Right law of the United Nation. Recognising and integrating the various forms of education is an essential strategic intervention necessary for the achievement of the goals of Education for All (EFA) in accordance with the principles of the World Declaration on EFA and the Dakar Framework for Action for which partnerships are crucial. Although literacy is not a panacea for solving all the problems facing these children but no doubt that a literate population is more productive and empowered to make informed decisions for sustainable livelihood.

For instance, in Brazil successful programmes for street children were termed jewel boxes (Myers, 1991) on the grounds that they reach a tiny proportion of street children and the few replications tried on a large scale were not successful (Klees et al, 2000). However, interventions have not been subjected to systematic review and there is little academic research available that has analyzed or compared interventions or models of care in any detail. Indeed some researchers now suggest a best process approach which starts from a premise that in most cases no practice is universally best and foregrounds learning about the unique, the specific, and the non-generalizable (Payne & Bell and the CSC, 2010).

Again according to Ansell (2005), inspired by the spirit of non formal education vividly demonstrates four different approaches based on ideas by Rizzini and Lusk (1995). They can be approached in various ways with different amount of formal and non formal educational activities. These approaches include; correctional model, rehabilitative model, outreach strategies and preventive approach.

In the correctional model, street children are seen as public nuisance and risk to common security. The objective is to deter children from the bad life with crimes and violence and protect the public from their threats. Juvenile justice and detention in jail or some sort of institutions are used as a method by the government and the police.

In the rehabilitative model, street children are viewed as damaged. Usually, NGOs or churches organize programs of drug detoxification and provision of a family-like

environment. The objective is to rehabilitate the children and help them to re-enter mainstream society.

Outreach strategies aim to empower the oppressed street children based on the education model from Paulo Freire. The method uses education, including practical and political skills, the streets and support groups. Actors in these methods are street teachers whose work is also funded by religious groups and civil society.

The preventive approach sees street children on the streets from the perspective of social and economic forces. Their objective is to improve those situations that lead children to the streets in the first place. This approach has no simple solutions but promotes children's rights and targets unemployment and poor housing. Actors are NGOs and coalitions of street children lobbying the government (Ansell 2005, p. 204).

These approaches can also be combined, and various non-formal programs use more than one approach with the marginalized groups. These kinds of programs are called hybrid programs and aim to promote life skills vocational training and traditional literacy training (Glassman, Hoppers, Destefano, 2008, p. 10). From the above mentioned, rational thinking dictates that no one model or approach can effectively be used to bring street children to the mainstream of society; it should be a combination of interventions.

Again Brink (2001) upholds that five educational activities approaches could be adopted when working with street children. These are the recreational approach, educational and socio-cultural approach, special health care approach, vocational training and income generating approach and residential approach. They can be used separately, together or in stages from one to another.

The state of Cameroon adhering to the various world declarations also affirms its stands towards the same direction in the supreme law of the land that is, in its 1996 constitution. In its article 26(1), it states that everyone has a right to education. It further states that 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

merits. It further states in sub section (2) that education shall be directed to the full development of the human personality and to the strengthening of the respect of human rights and fundamental freedoms. To effectively give this piece of legislation the place it deserves in the Cameroonian educational landscape, the state further affirmed its stands by law No 98/004 of April 14 1998 organizing and orientating education in the country. In its article 7, it states that the state assures and guarantees on equal opportunity to education for every child without discrimination, regardless of sex, political opinion, philosophy, religion, social origin, cultural background, language and geographical origin.

It is in this light that this research work examined how non formal education influence the rehabilitation of street children. Rehabilitation here refers to the acquisition of psychosocial skills, integrations skills and finally family reunion. If the Millennium Development Goals need to be met, then these children most in need, who are poor, they are marginalized and making a living from the streets needs to be empowered through education so that they should integrated and functional in the society. According to UNICEF (2005), millions of children are making their life through impoverish, abandoned, uneducated, malnourished, discriminated against, neglected and vulnerable. For these children, life is a daily struggle to survive. It further stated that they are excluded from essential services such as healthcare services and education, lacking the protection of family and community; they are often at risk of exploitation and abuse. For these children, childhood as a time to grow, learn, play and feel safe is in effect meaningless.

The education of these children is of vital importance because without education, it is apprehended that these children can become a source of violence and delinquency in the society (Scanlon et al 1998). It is through education that they can disappear from the streets, join their families, becomes autonomous, helpful to themselves and the society at large. UNICEF (2023), plans to under the takes major break through programs in fovaour of children who are in street stuations. This includes expanding the social safety net through cost assistance and family empowerment programs. Equally boosting the capacity of the learning ecosystem and to retain out-of school children in the national education



system and again offer them quality non formal education opportunities as a transit to formal education.

The researcher targeted the problem of rehabilitation of street children in Cameroon principally from the stand point of the provision of education. Non formal education in the form of civic and morals, literacy and numerical skills, life skills and vocational education and ICT skills for these children how it will influence the lives of these children in the society. . In this study, we are dealing with non-formal education as a means for the rehabilitation of street children. Here there is a significant renewal in the interest in non formal educational goals especially in our educational system. This is evident in the discussions on formal versus non formal education and community schools by Hoppers (2005; 2006; 2007; 2008) and the statement that came out from the Council of Europe. The integration of formal non formal education proves that it is capable of promoting practice-oriented skills learning can significantly improve on the Cameroon's education system which is presently too theoretical to meet the needs of real situation of the learners.

According to Thompson (2001), the provision of non-formal education targets specific sectors of the population, pursues a clearly defined purpose, and can help to address multiple problems facing the different communities. This means that to address some specific community problems, mainly through educational intervention, certain opportunities are created in which formal and non-formal education can be integrated, and attempts could be made to document and equate such learning with the one that takes place in a formal setting. The study explores opportunities for integrating formal and non formal education in a Cameroon to assist people acquire, build and enhance on their learning skills, productive skills needed for creating wealth, establishing sustainable livelihood. The principal skills here are literacy, numerical skills, moral and civic education, life skills, vocational education, and digital skills.

These skills are acquired in the various institutions under study. Eventhough these skills are taught in the formal settings, the presen study pay more emphasis on the teaching of these skills in a non formal setting and see the effect on the rehabilitation of these children into the main stream of the society. The combination of formal and non formal

education will help creat maximize the benefits that the communities would enjoy from such functional integration. Again such a combination could be a step to influence the curriculum and how it is delivered and enhance learning in both formal and non formal settings. The learning programs in formal and non formal settings could be embedded in a practice bases contexts where the acquired skills are immediately used in real life situations. This will equally improve the measurable learning outcomes from education. It means the Cameroonian educational system should be pragmatic, that is it should drastically move from realism and idealism based on too much speculation which is difficult to verify. Pragmatism is concern with evaluating and sovling practical problems through the process of thinking. Doing, experiencing, practicing, experieementing and engage in problem sovling are some of the hall marks of pragmatic educational system.

Educational programs should focus on learners's needs, ability, interest, experiences and background knowledge. School programs should harmonize with the learner's expericenes outside the school. According to Dewey (1922), the school institution promotes the transmission of societal myths and constitutes for this purpose a purified medium of action. The school environment facilitates the mastering of certain personal habits which are not necessary commendable. He further stated that the school is also an environment of children socialization. It should not be considered only as an institution that shares certain knowledge and skills to students. School programs focus on practice, working with problems common to the the leraners's experieces for facilitating the development of problem sovling skills.

It should be noted that non formal education should not be assumed to be for non literates only because it does accommodate literate people and contribute towards improving their livelihood. Considering the fact that all four hypotheses were confirmed and the all the four null were rejected, therefore non formal education positively impacted the rehabilitation of street children in Cameroon. Therefore non formal education does not only positively influence the lives of street children, by implication it plays a vital role in shaping our educational system. As the need for integrating formal and non formal education is highlighted by Rogers (2004), Hopper (2005; 2006; 2007; 2008) and

Thompson (2001), educational programme planners, designers and implementers urgently need to remove the distinctions between ‘formal’ and ‘non formal’ education so that the two can be seen as an integral part of the education system complementing one another”. Non-formal education is indispensable in realising the right to meaningful education for all out of-school child, adolescents and adults. Its innovations in curricula, pedagogies, and delivery modes can also make a positive influence on formal education to prevent dropout and improve the educational quality. An example of non-formal education program meant to meet the learner's immediate needs is the primary skill training is the undugu movement in Kenya. The undugu basic education program (UBEP) in Kenya offers opportunities to acquire functional literacy and practical skills to street children and other disadvantaged children in the slums of Nairobi with considerable success. The basic education in urban principals aimed to improve the perspectives of out-of-school children and adolescents between the 9-18 from selected suburbs of Kampala. In Zambia, there are Alternative Approaches through community schools (AATCS), where serious efforts were made to provide literacy, leadership and vocational training and health education for youths and adult.

The research work started with chapter one which deals the background of the problem, chapter two deal with the review of related literature, based on variables and employed relevant theories to explain the concepts. In chapter three, the researcher brought in pragmatism as the study’s philosophical assumption. The mixed research approach was used as the research design, (descriptive survey and correlational), the population, the measuring instruments its validity and reliability was equally examined. The data analytical tool was the SPSS. The results from this research work indicates that non formal education namely literacy and numerical skills, civic and moral education, life skills and vocational education, ICT skills significantly influence the rehabilitation of street children in Cameroon. This research offers the mechanism for the provision of non-formal education to street children towards their education and social integration, acquisition of psychosocial skills and family reunification. It is worth while noting here that to render our educational system more pragmatic and equally render the learners adaptive and functional in the society, the curricular should take into consideration all forms of education. Efforts should

be made to consider the interest and increase learners involvement in curriculum design and other stages of learning which is one some of the hall marks of non-formal education.

One of the enduring themes in the literature of non-formal education, according to Fordham (1993), has been that the education provided should be in the interests of the learner and that the organization and curriculum planning should preferably be undertaken by the learners themselves. It should be bottom up. It is also often argued that this should empower learners to understand and if necessary change the social structure around them. Non formal education programs must not only add to an individual's skills, knowledge and attitudes but also attend to the rules and structures in the wider social system ... programs must be as concerned with fostering learning as they are with creating opportunities to transfer and apply what is learned. (la Belle 1976). This is because learners in a non formal environments come with real life experiences to be shared.

Again if we need to meet up with the Sustainable Development Goal number 4 which deals with quality of education, it will be imperative to embrace the totality of all forms of education under what Rogers (2004) refers to as the 'rubric of lifelong education', the discourse of lifelong learning needs to speak of all forms of education- 'formal, 'non formal,' and even 'informal' learning. By taking this into consideration the diverse learning needs of learners will not only be met, but importantly they will be equip to squarely face real life challenges. This is important because lifelong education helps to advance the promotion of economic growth and enhancement of active citizenship in the society .

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## APPENDICES

REPUBLIQUE DU CAMEROUN  
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### AUTORISATION DE RECHERCHE

Je soussigné, Professeur BELA Cyrille Bienvenu, Doyen de la Faculté des Sciences de l'Éducation de l'Université de Yaoundé I, certifie que ARREY Mathias BATE, Matricule 873242, est inscrit en Doctorat/ PhD à la Faculté des Sciences de l'Éducation, Département : *CURRICULA ET EVALUATION*. Filière : *MANAGEMENT DE L'EDUCATION*.

L'intéressé doit effectuer des travaux de recherche en vue de la préparation de son diplôme de Doctorat / PhD. Il travaille sous la direction du Pr Maureen EBANGA TANYI. Son sujet est intitulé: « *Non formal education and the rehabilitation of street children in Cameroon* ».

Je vous saurai gré de bien vouloir le recevoir et mettre à sa disposition toutes les informations susceptibles de l'aider dans son travail.

En foi de quoi, cette autorisation de recherche lui est délivrée pour servir et valoir ce que de droit.

Fait à Yaoundé, le 02.05.2023.



Pour le Doyen et par ordre  
*Jacques Eroume*  
Maître de Conférences  
Langue Française et Linguistique

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## QUESTIONNAIRE FOR STREET CHILDREN

Dear respondent,

I, ARREY Mathias BATE is a PhD student in the Faculty of Education in the University of Yaounde I. I am carrying out research on the topic : *The Impact of Non Formal Education on the Rehabilitation of Street children in Cameroon*. The information you are giving should be as honest as possible. The information given remained confidential and it will only serve for research purposes.

### 1. Demographic information

M	Q1	Sex: 1- Male <input type="checkbox"/> 2- Female <input type="checkbox"/>
	Q2	Age 1) Less than 10 years ; 2) 11-20 year ;
	Q3	Academic level 1) <input type="checkbox"/> Primary <input type="checkbox"/> secondary

***Basic literacy and Numerical Skills***

**Tick the appropriate answer**

<b>Statements related to Basic Literacy and Numeracy skills</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>Q1</b>	Do you have exercises that involve writing and reading?				
<b>Q2</b>	The manner you are taught enables you to write well, pronounce and read fluently in school.				
<b>Q3</b>	The teachers gave a lot of practical lessons, which helped me to develop good listening skills.				
<b>Q4</b>	Simple counting exercises permit you to carry out counting operations easily.				
<b>Q5</b>	These simple counting permits you to perform arithmetic operations.				
<b>Q6</b>	Simple counting enables you to know the number of pupils in your classroom.				
<b>Q7</b>	Simple counting permits to count objects.				
<b>Q8</b>	The reading exercises permit me to read and understand my school rules and regulations.				
<b>Q9</b>	It permits me to read simple information in my school and centre.				
<b>Q10</b>	Reading exercises permit me to read my textbooks easily.				
<b>Q11</b>	It can enable me to listen and follow instructions given by my teachers.				
<b>Q12</b>	Reading permits me to follow instructions and trace my way.				
<b>Q13</b>	Simple counting permits me to measure the distance from my classroom to another class.				

***Basic civic and moral education Skills***

**Tick the appropriate answer**

<b>Statements related to Basic civic and Moral Education skills taught at the centre</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>Q14</b>	You taught the importance of family life				
<b>Q15</b>	The role of the members of the family				
<b>Q16</b>	The importance of returning to your family				
<b>Q17</b>	You know the importance of going to school				
<b>Q18</b>	The respect for classroom rules				
<b>Q19</b>	Respect for school rules and regulations				
<b>Q20</b>	How to take care of your school properties				
<b>Q21</b>	How to take care of our environment				
<b>Q22</b>	Respect for classmates and friends				
<b>Q23</b>	Respect for my teachers				
<b>Q24</b>	You can identify what is right from what is wrong.				
<b>Q24</b>	You taught me how to help people around you who need your help.				
<b>Q26</b>	Respect for elders				

***Life skills and Vocational education***

**Tick the appropriate answer**

<b>Statements related to Life skills and vocational education.</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>Q27</b>	You are taught how to manage your time				
<b>Q28</b>	You are taught the importance of healthy nutrition in your life.				
<b>Q29</b>	You are taught the importance of listening actively and responding thereafter.				
<b>Q30</b>	You are taught where to channel your problems in the school				
<b>Q31</b>	You have lessons on cleanliness/personal hygiene				
<b>Q32</b>	You taught the importance of being tolerance				
<b>Q33</b>	How to make friends				
<b>Q34</b>	How to share with others				
<b>Q35</b>	In the workshop, you carry out lessons on woodwork				
<b>Q36</b>	In the workshop, you carry out lessons on block moulding				
<b>Q37</b>	In the workshop, you carry out lessons on painting				
<b>Q38</b>	During farm work, you taught how to plant crops.				

*Digital skills*

**Tick the appropriate response**

<b>Statements related to Digital skills taught in the centre</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>Q39</b>	<b>You can identify simple ICT tools</b>				
<b>Q40</b>	You can identify simple traditional ICT tools				
<b>Q41</b>	The functions of traditional ICT tools				
<b>Q42</b>	<b>You can identify some modern ICT tools</b>				
<b>Q43</b>	The functions of some modern ICT tools				
<b>Q44</b>	You know some major parts of a computer				
<b>Q45</b>	You can type the alphabet with the computer				
<b>Q46</b>	You are taught how to use the key board of the computer.				



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### Intevview Guide for Managers and Educators

**Dear respondent,**

I, ARREY Mathias BATE is a PhD student in the Faculty of Education in the University of Yaounde I. I am carrying out research on the topic : ***The Effect of Non Formal Education on the Rehabilitation of Street children in Cameroon.*** The information you are giving should be as honest as possible. The information given remaind confidential and it will only serve for research purposes.

1-What are the available resources used in the transmission of these non-formal educational skills in your centre?

- Literacy and Numerical skills
- Civic and moral education
- Life skills and vocational education
- ICT Skills
- 

2-Which other skills are being taught apart from the once mentioned above?

3-What are the difficulties encountered?

4-How do go about these difficulties.

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### Focus Group Discussion for Trainees

Dear respondent,

I, ARREY Mathias BATE is a PhD student in the Faculty of Education in the University of Yaounde I. I am carrying out research on the topic : ***The Effect of Non Formal Education on the Rehabilitation of Street children in Cameroon.*** The information you are giving should be as honest as possible. The information given remaind confidential and it will only serve for research purposes.

- 1- What cause you to move to the street?
- 2- How did you survive on the street and finally how did you move to the centre?
- 3- What are your activities in the centre? In terms of:
  - Schooling/training
  - 
  - Hygiene/sanitation/others
- 4- From your point of view have you learn something new from this centre?
- 5- Are you now prepare to joint your parents?

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## QUESTIONNAIRE POUR LES APPRENANTS

Chers répondants,

ARREY Mathias BATE est un étudiant en doctorat à la Faculté de l'éducation de l'Université de Yaoundé I. Il effectue des recherches sur « **L'effet de l'éducation non formelle sur la réinsertion des enfants de la rue au Cameroun** ». À titre d'information, veuillez répondre à ces questions de la façon la plus honnête possible. Les informations recueillis resteront confidentielles et ne serviront qu'à des fins de recherche.

### 1. Informations démographiques

Q1	Sexe : 1- Homme 2- Femme	
Q2	Âge 1) moins de 10 ans ; 2) 11-20 ans ; 3) 21 ans et plus	
Q3	Niveau académique	
	1) Primaire	secondaire

## Compétences de base en lecture, écriture et calcul

**Cochez la réponse appropriée**

Déclarations relatives aux compétences de base en lecture, écriture et calcul		Pas du tout	Pas d'accord	D'accord	Tout à fait
<b>Q1</b>	Avez-vous des exercices qui portent sur l'écriture et la lecture ?				
<b>Q2</b>	La manière dont on vous enseigne vous permet de bien écrire, de prononcer et de lire couramment à l'école.				
<b>Q3</b>	Les professeurs dispensaient un grand nombre de cours pratiques, ce qui m'a aidé à développer de bonnes aptitudes à l'écoute.				
<b>Q4</b>	Des exercices de comptage simples permettent de réaliser facilement des opérations de comptage.				
<b>Q5</b>	Ce simple comptage permet d'effectuer des opérations arithmétiques.				
<b>Q6</b>	Le comptage simple vous permet de connaître le nombre d'élèves dans votre classe.				
<b>Q7</b>	Le comptage simple permet de compter des objets.				
<b>Q8</b>	Les exercices de lecture me permettent de lire et de comprendre le règlement de mon école.				
<b>Q9</b>	Il me permet de lire des informations simples dans mon école et mon centre.				
<b>Q10</b>	Les exercices de lecture me permettent de lire facilement mes manuels.				
<b>Q11</b>	Cela me permet d'écouter et de suivre les instructions de mes professeurs.				
<b>Q12</b>	La lecture me permet de suivre des instructions et de tracer mon chemin.				
<b>Q13</b>	Un simple comptage me permet de déterminer la distance qui sépare ma classe d'une autre classe.				

### Compétences de base en matière d'éducation morale et civique

Cochez la réponse appropriée

Déclarations relatives aux compétences de base en matière d'éducation civique et morale enseignées au centre		Pas du tout d'accord	Pas d'accord	D'accord	Tout à fait d'accord
<b>Q14</b>	Vous avez enseigné l'importance de la vie de famille				
<b>Q15</b>	Le rôle des membres de la famille				
<b>Q16</b>	L'importance de retourner dans sa famille				
<b>Q17</b>	Vous connaissez l'importance de l'école				
<b>Q18</b>	Le respect du règlement de la classe				
<b>Q19</b>	Respect du règlement intérieur de l'école				
<b>Q20</b>	Comment prendre soin des biens de l'école				
<b>Q21</b>	How to take care of our environment				
<b>Q22</b>	Le respect des camarades de classe et des amis				
<b>Q23</b>	Le respect de mes professeurs				
<b>Q24</b>	Vous êtes capable d'identifier ce qui est bien et ce qui est mal.				
<b>Q24</b>	Vous m'avez appris à aider les gens qui vous entourent et qui ont besoin de votre aide.				
<b>Q26</b>	Le respect des aînés				

## Compétences en TIC

**Cochez la réponse appropriée**

<b>Déclarations relatives aux compétences de vie et à l'enseignement professionnel.</b>		<b>Pas du tout d'accord</b>	<b>Pas d'accord</b>	<b>D'accord</b>	<b>Tout à fait d'accord</b>
<b>Q27</b>	On vous apprend à gérer votre temps				
<b>Q28</b>	On vous enseigne l'importance d'une alimentation saine pour votre vie.				
<b>Q29</b>	On vous enseigne l'importance d'écouter attentivement et de répondre par la suite.				
<b>Q30</b>	On vous apprend à savoir où poser vos problèmes à l'école				
<b>Q31</b>	Vous avez des cours sur la propreté/l'hygiène personnelle				
<b>Q32</b>	Vous avez enseigné l'importance de la tolérance				
<b>Q33</b>	Comment se faire des amis				
<b>Q34</b>	Comment partager avec les autres				
<b>Q35</b>	À l'atelier, vous suivez des cours sur le métier de menuisier.				
<b>Q36</b>	Dans l'atelier, vous suivez des cours sur le moule pour bloc				
<b>Q37</b>	Dans l'atelier, vous suivez des cours de peinture				
<b>Q38</b>	Lors des travaux agricoles, vous avez appris à cultiver les plantes.				

**Cochez la réponse appropriée**

<b>Déclarations relatives aux compétences numériques enseignées dans le centre</b>		<b>Pas du tout</b>	<b>Pas d'accord</b>	<b>D'accord</b>	<b>Tout à fait d'accord</b>
<b>Q39</b>	<b>Vous pouvez identifier les outils TIC simples</b>				
<b>Q40</b>	Vous pouvez identifier des outils TIC traditionnels simples				
<b>Q41</b>	Les fonctions des outils TIC traditionnels				
<b>Q42</b>	<b>Vous pouvez identifier quelques outils TIC modernes</b>				
<b>Q43</b>	Les fonctions de quelques outils TIC modernes				
<b>Q44</b>	Vous connaissez les principales parties d'un ordinateur				
<b>Q45</b>	Vous pouvez taper l'alphabet avec l'ordinateur				
<b>Q46</b>	Vous apprenez à utiliser le clavier de l'ordinateur.				

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### Guide : entretien pour les gestionnaires et les éducateurs

#### Chers répondants,

ARREY Mathias BATE est un étudiant en doctorat à la Faculté de l'éducation de l'Université de Yaoundé I. Il effectue des recherches sur « **L'effet de l'éducation non formelle sur la réinsertion des enfants de la rue au Cameroun** ». À titre d'information, veuillez répondre à ces questions de la façon la plus honnête possible. Les informations recueillis resteront confidentielles et ne serviront qu'à des fins de recherche.

1-Quelles sont les ressources disponibles utilisées pour la transmettre ces compétences éducatives non formelles dans votre centre ?

- ☐ Alphabétisation et compétences numériques
- ☐ Éducation civique et morale
- ☐ Compétences de vie et enseignement professionnel
- ☐ Compétences en TIC

2-Quelles sont les autres compétences enseignées en dehors de celles mentionnées ci-dessus ?

3-Quelles sont les difficultés rencontrées ?

4-Comment faire face à ces difficultés



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### Guide de discussion pour les stagiaires

**Chers répondants,**

ARREY Mathias BATE est un étudiant en doctorat à la Faculté de l'éducation de l'Université de Yaoundé I. Il effectue des recherches sur « **L'effet de l'éducation non formelle sur la réinsertion des enfants de la rue au Cameroun** ». À titre d'information, veuillez répondre à ces questions de la façon la plus honnête possible. Les informations recueillis resteront confidentielles et ne serviront qu'à des fins de recherche.

- 1- est-ce qui vous a poussé à vivre dans la rue ?
- 2- Comment avez-vous survécu dans la rue et, enfin, comment avez-vous rejoint le centre ?
- 3- Quelles sont vos activités au sein du centre ? En ce qui concerne :
  - ☐ École/formation
  - ☐ Hygiène/assainissement/autres
- 4- Selon vous, ce centre vous a-t-il apporté quelque chose de nouveau ?
- 5- Êtes-vous prêt à rejoindre vos parents ?

### Children living on the street



Children trying to cope with street life



Children trying to cope with street life



Looking happy for the moment



Looking happy for the moment



Reflection on daily strategies

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## **Programs of some Re-educational Centres**

### **CAO Bepanda Douala**

#### **Professional Training (SECTION)**

- Auto-Mechanic
- Woodwork
- Metal Contructions
- Welding
- Bricklaying
- Initiation into income generative activities.

#### **EDUCATION SECTION**

- Education
- Training
- Restructuring
- Psychology
- Counselling

### **IC E Betamba**

#### **SECTION: Education and Resocialisation**

- Education
- Re-Education
- Rehabilitation
- Social Insertion

#### **SECTION: Professional Training**

- Skills Development
- Self-employment
- Woodwork

- Motor Mechanics
- Welding
- Livestock
- Agriculture

**SECTION:**

- Academic offers
- Civics
- Morals

**SECTION: Medico-Sanitary facilities**

### Distribution of Re-educational centres in Cameroon

No	Name of Institution	Location	Ownership
01	ICE (Institution Camerounaise de l'Enfance	Betamba	State
02	ICE (Institution Camerounaise de l'Enfance	Maroua	State
03	CAO ( Centre d'accueil et d'obsevation)	Bepanda-Douala	State
04	ICE (Institution Camerounaise de l'Enfance	Bafoussam	State
05	Centre d'acceil et Transist	Yaounde	State
06	Centre d'acceil des Mineurs	Bertoua	State
07	Chain Saint Nicodeme	Douala	Private
08	Centre d'acceil des Mineurs	Douala	Private
09	Home-Atelier	Douala	State
10	Belle Etoile	Maroua	Private
11	Centre Social Edimar	Yaounde	Private
12	Foyer d'Esperience	Yaounde	Private
13	Main dans la Main	Douala	Private
14	Remar Cameroon	Douala	Private
15	Borstal Institute	Buea	State
16	ANER	Douala	Private
17	CAFOR	Maroua	Private
18	AUPAES	Maroua	Private
19	APPEC	Maroua	Private

**Source: MINAS 2024**

## Re-educational Center in Cameroon

