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*Paix – Travail – Patrie*

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UNIVERSITE DE YAOUNDE I

FACULTÉ DES SCIENCES DE

L'ÉDUCATION

DEPARTEMENT DE DE CURRICULA

ET

ÉVALUATIONS

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CENTRE DE RECHERCHE ET DE  
FORMATION DOCTORALE (CRFD) EN  
« SCIENCES HUMAINES, SOCIALES,  
ET  
ÉDUCATIVES »



REPUBLIC OF CAMEROUN

*Peace – Work – Fatherland*

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UNIVERSITY OF YAOUNDE I

FACULTY OF SCIENCES OF

EDUCATION

DEPARTMENT OF CURRICULUM

AND

EVALUATION

\*\*\*\*\*

POST GRADUATE SCHOOL FOR  
THE  
SOCIAL AND EDUCATIONAL  
SCIENCES

**AN APPRAISAL OF THE  
GOVERNMENT'S INTERVENTION  
TOWARDS THE SOCIAL INSERTION OF  
STREET CHILDREN**

A dissertation submitted in partial fulfillment of the requirements  
for the award  
of a Masters Degree in Science of Education

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## **DEDICATION**

To my dear wife and children.

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## LIST OF ABBREVIATIONS

<b>AIDS :</b>	Acquired Immune Deficiency Syndrome.
<b>BNMSC:</b>	Brazilian National Movement For Street Children.
<b>B.E.P.C :</b>	Brevet d'Etudes du Premier Cycle.
<b>C.A.T:</b>	Convention Against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment.
<b>C.E.D.E.W:</b>	Convention on the Elimination of All forms of Discrimination Against Women.
<b>C.E.P:</b>	Certificat d'Etudes Premaires..
<b>C.E.R.D:</b>	Convention on the Elimination of All forms of Racial Discrimination.
<b>C.R.C:</b>	Convention on the Rights of the Child
<b>E FA :</b>	Education For All.
<b>E.N.A.M:</b>	National School of Administration and Magistracy.
<b>G.C.E:</b>	General Certificate of Examination.
<b>I.L.O:</b>	International Labour Organisation.
<b>I.C.CP.R :</b>	International Covenant on Civil and Political Rights.
<b>I.P.E.C:</b>	International Programme on the Elimination of Child Labour.
<b>I.C.E.S.C.R:</b>	International Covenant on Economic, Social and Cultural Rights
<b>I.R.I.C:</b>	International Relation Institute of Cameroon.
<b>LUTRENA:</b>	Fight against Child Labour in West and Central Africa. (project).
<b>N.G.O:</b>	Non-Governmental Organisation.
<b>M.D.G:</b>	Millennium Development Goal.
<b>MINESEC:</b>	Ministry of Secondary Education.
<b>MINAS:</b>	Ministry of Social Affairs.
<b>MINEDUB:</b>	Ministry of Basic Education.

- MINJEUN:** Ministry of Youths Affairs.
- MINSANTE:** Ministry of Public Health.
- MINEFOP:** Ministry of Employment and Vocational Training.
- MINESUP:** Ministry of Higher Education.
- HIV:** Human Immunodeficiency Virus
- P.A.J.E.R-U:** Support Programme For Rural and Urban Youths.
- PAIRPPEV:** Programme d'Appui a Insertion et a la Reinsertion Socio-Professionnelle des Personnes Vulnerables.
- P.I.A.S.I:** Programme Integre d'Appui aux Acteurs du Secteur Informel.
- OSCS:** Out- of-School Children's School.
- O.E.V:** HIV/AIDS Orphans and Vulnerable Children.(Orphelins et Enfants Vulnerables)
- U.N.O:** United Nations Organisations.
- U.C.A.C:** Universite Catholic d'Afrique Centrale.
- U.N.F.P.A:** United Nations Population Fund.
- UNESCO:** United Nations Educational Scientific and Cultural Organisation.
- UNICEF:** United Nations Children's Fund.
- UPE:** Universalisation of Primary Education.
- W.A.C.A.P:** West Africa Cocoa Agriculture Project.
- WHO:** World Health Organisation.
- ZAPI:** Zone d'Activites de Progress Integres.
- ZPD:** Zone of Proximal Development.

## ABSTRACT

This research work entitled “*An Appraisal of the government’s intervention towards the social insertion of street children*” is meant to examine the mechanism put in place by the government in the rehabilitation of street children. The general hypotheses states that there is a significant relationship between government interventions and the social insertion of street children. Three theories were used namely, the theory of hierarchy of needs by Maslow(1954), the Multiple intelligence theory by Harward Gardner(1983), the cognitive apprenticeship theory by Colins, Brown and Newman (1989).

The study was carried out in three centers namely; The Borstal institute Buea, Centre d’Ecoute Yaounde, The Child and Welfare center Betamba and in an administrative unit (project) based in Ministry of Social Affairs. The researcher used a sample of 72 officials and interviewed 20 trainees. The instruments used for data collection was a questionnaire and interview guide. The data collected was analysed using the descriptive statistics, the inference statistics and the chi-square of independence. The findings show that all independent variables have a significant relationship with the social insertion of street children.

RH1: There is a significant relationship between legal instruments and the social insertion of street children..

RH2: There is a significant relationship between the training programmes offered and the social insertion of street children

RH3: There is a significant relationship between the programmes of the project and the social insertion of street children.

Given that all our hypotheses have been confirmed, we therefore conclude that there is a significant relationship between the government’s interventions and the social insertion of street children. In order to improve on the measures taken by the state to rehabilitate street children, some proposals were made. There are some suggestions for further research and the limitations of the study.

## RÉSUMÉ

Notre étude intitulée «Une évaluation des interventions gouvernementales en faveur de l'insertion sociale des enfants de la rue» vise à examiner le mécanisme mis en place par le gouvernement dans la réhabilitation des enfants de la rue. Les hypothèses générales indiquent qu'il existe une relation significative entre les interventions gouvernementales et l'insertion sociale des enfants de la rue. Trois théories ont été utilisées, à savoir, la théorie de la hiérarchie des besoins par Maslow (1954), la théorie de l'intelligence multiple par Harward Gardner(1983) et la théorie de l'apprentissage cognitif par Colins, Brown and Newman(1989).

L'étude a été menée dans trois centres, à savoir l'institut Borstal de Buea, le Centre d'Ecoute de Yaoundé, le centre d'Enfance et de Bien-être Betamba, et une unité administrative (projet) basée au Ministère des Affaires Sociale. Le chercheur a utilisé un échantillon de 72 fonctionnaires et interrogé 20 « stagiaires ». Les instruments utilisés pour la collecte des données ont été le questionnaire et le guide d'entrevue. Les données recueillies ont été analysées à l'aide des statistiques descriptives, des statistiques d'inférence et du chi carré d'indépendance. Les résultats montrent que toutes les variables indépendantes ont une relation significative avec l'insertion sociale des enfants de la rue.

**HR1:** Il existe une relation significative entre les instruments juridiques et l'insertion sociale des enfants de la rue.

**HR2:** Il existe une relation significative entre les programmes de formation offerts et l'insertion sociale des enfants de la rue

**HR3:** Il existe une relation significative entre les programmes du projet et l'insertion sociale des enfants de la rue.

Étant donné que toutes les hypothèses ont été confirmées, nous concluons qu'il existe une relation significative entre les interventions gouvernementales et l'insertion sociale des enfants de la rue. Afin d'améliorer les mesures prises par l'État pour réhabiliter les enfants de la rue, certaines propositions ont été faites. Nous avons également fait des suggestions pour de nouvelles recherches et présenté les limites de notre étude.



## THE GENERAL INTRODUCTION

The phenomenon of street children is a global problem that is plaguing our society today. This phenomenon is making unexpected appearances in areas or regions of the world where it had never existed. Street children are usually the victims of poverty, lost or missing social values and domestic violence which could be from the physical or psychological perspective (Roux and Smith 1998). 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. When these children find no better place than the streets to live in, the consequences sometimes become far reaching. These include insufficient or a complete lack of health facilities, social amenities, education, training and psychological care. They also suffer from the consequences of insufficient or a complete absence of parental care, protection and security due to the missing connection with their families. According to Lugualla and Mbwannmbo (1999); these children are deprived of any kind of moral and emotional support from their parents.

The immediate causes responsible for these conditions are unique for each child and for every locality or every country like in Cameroon, Nigeria, Kenya, Ghana, South Africa, Brazil and India just to name a few. Ennew (1997) also goes further to say that the causes are made up of a combination of factors such as low family income, broken homes, the lack or shortage of housing facilities, school drop outs, family neglect, migration, armed conflicts, disasters such as man made or natural, the negative consequences of rapid and uncontrollable urbanization and epidemics. Matchinda (1999) goes further to establish that there is a strong relationship between children at home and their peers who are out there in the streets. This means that these children are highly influenced by their peers to meet them on the streets. It should also be noted here that even though these children might have been strongly influenced by their peers, basically, what might have triggered this movement to the streets is the highly insufficiency or sometimes the lack of basic needs at home.

These socio-economic factors mentioned above are not only causing the uneven increase in the population of street children in our society, but it also encourages the growth of different social ills in the society (Scheper, Hughes: 2004). On the streets, these children are faced with various social ills such as; poor health conditions, a deplorable living environment, physical abuse, sexual harassment, child trafficking, child labour and sometimes

the loss of lives are registered. The Los Angeles Times estimated that more than 4600 street children lost their lives in the United States between the periods ranging from 1990 to 1994.

Since Cameroon is part of the global village, she is also experiencing her own share of the ugly face of this phenomenon. The phenomenon was noticed or observed in Cameroon in 1972 by a missionary known as Ives Des Cannes of the Sacred Heart. This missionary from what he had observed made a report on this experience. This report was only published by the Ministry of Social Affairs in 2003 in its social statistical report. It was also observed by the social statistical report that; truly, this phenomenon had been experienced in Cameroon during the 1980s. This phenomenon is very glaring in our cities today especially in Yaounde and Douala. Although the phenomenon of street children is a reality in our Country, it is a bit difficult to give the exact number of children living on our streets. However, according to a report published by the Ministry of Housing and Urban Development in 1999, it is revealed that 450 street children were identified on the streets of Yaounde. In the same light, The Ministry of social Affairs in 2007, identified 181 children on the streets of Yaounde and in 2008, she identified 435 children on the streets of Yaounde and Douala. In 2010, 1721 children were identified and in 2013, 580 children were identified in Douala and Yaounde. It is also observable that the presence of these children is very glaring on the main avenues of cities such as Douala, Yaounde, Maroua, Bafoussam and Bamenda. These children are found at major roundabouts and avenues in these cities. They beg, they struggle to provide services to people in exchange for money, pick pocket and sometimes get involved in vending. They appear in rags, look dirty and hungry. Their daily activities and the ways through which they live on the streets leaves much to be desired in terms of basic hygiene and sanitation yet they seem satisfied with their lifestyles or their stay on the streets.

These children on the streets of our cities faced with these adversities highlighted above have not left the government indifferent. It has prompted the government to take a number of appropriate measures not only to curb the influx of children to the streets but to rehabilitate them so that they can once more lead a normal life in the society just like their peers who are in normal school settings. The Cameroonian constitution of 1996 has made provisions which deal with the promotion, protection and care of the family in general and the vulnerable children in particular. The government has also created re-educational institutions such as The Child and Welfare Institute Betamba, "Centre d'Ecoute" Yaounde and The Borstal Institute in Buea. Once these children are in these centers, they are initiated into some basic

income generating activities such as; sewing, hair dressing, carpentry, auto-mechanic and so on. They are also drilled in basic notions in hygiene and sanitation, civic education, morals, the dangers of street life and the importance of family life and cohesion. At the same time, their psychological needs are being catered for as much as possible until they join their respective families.

In 2008, a project was created in The Ministry of social Affairs which works in collaboration with city councils, the National civic agency for the participation in development and international bodies such as UNESCO, UNICEF and NGOs such as Save the Children Foundation in Bamenda and Hotpec in Buea. This project aimed; at identification of street children through social enquiries, the development of a database, the establishment of a social information network to link these children to their various homes and the mobilization of the entire community to work for the common good of these children. The project works in close collaboration with these bodies to re-inforce the activities of the re-educational institutions with the ultimate goal of linking these children to their respective homes. The government's law no 77/495 of 7<sup>th</sup> December 1979 laid down the conditions of the creation and the functioning of private social centers which caters for these vulnerable group; especially street children. It is in this light that some individuals or organizations have used their initiatives to create private social centers such as Hotpec in Buea and the Global Education and Environmental Development Foundation group in Bamenda.

It is worth noting here that despite the various measures elaborated and employed by the government to reduce or completely eliminate this phenomenon in our Cameroonian society, it is still a cause for concern. Samusocial; an international NGO that has been in Mali since 2002 and works mainly with children in situations of family break down and who live on the streets of Bamako, identified about 2000 children on the streets but realized that there is an influx of about 200 new arrivals annually. An American magazine known as CASA Abianza referring to UNICEF report in September 2000 indicates that in 1988, there were about ten million children on the streets in Africa, five to ten million in Cambodia and about one million and a half in the Philippines. In the same light, according to UNICEF (2000) there are about one hundred million children living on the streets world wide. But then who is a street child?

According to UNICEF (2010) Street Children are those for whom the street has become his or her habitual abode and/or source of livelihood. They live in unoccupied dwellings, wasteland and so on and are inadequately protected, supervised or directed by responsible adults. The phenomenon of street children is an alarm; signaling the dire need for social progress and poverty alleviation programs to improve upon the conditions of life of these lots in the community at large.

The project to fight against the phenomenon of street children in The Ministry of social Affairs and other partners had adopted a collaborative framework for the reintegration of street children into the society so that they can lead a normal life. In 2007, 181 street children were identified, 119 joined their families and 62 returned to regular schools. In 2008, the Ministry of Social Affairs spearheaded the project to fight the phenomenon. They had identified 435 street children and had succeeded in reuniting 108 of them to their respective families. 32 of them were admitted into regular schools in 2007/ 2008 academic year and 285 went to re-educational institutions. In the same light, in 2010, 1721 children were identified, 270 of them joined their respective families, 585 were admitted into regular schools and 300 children went to re-educational centers and in 2011; 119 children were admitted into regular schools. In 2013; 580 children were identified and 325 joined their families. In 2014, The Ministry of Social Affairs reunited 32 street children to their respective families. Despite all the measures and efforts taken by the government to eliminate this phenomenon in our society, the presence of these children is still very glaring on the streets of our major cities such as Yaounde, Douala, Bafoussam and Maroua.

It is at this juncture that, this researcher is prompted to make an appraisal of the implementation of the mechanism that are put in place by the government in the rehabilitation of street children in our Cameroonian setting to find out if in reality, it is meeting up with its set objectives.

## **THE BACKGROUND TO THE STUDY**

The phenomenon of street children is provoked by different causes, in different communities and at various times. These causes, its manifestation and consequences are far reaching to the extent that no part of the national life of these societies has been spared by the ugly face of the phenomenon. According to Phillips (1994); it is difficult to give a specific definition to the concept street children, but he considers them as children dealing with jobs

such as hawking, auto-washing, shoe painting which are not done in any organized forms and involved in illegal activities such as prostitution and pick pocketing. Though these children whose ages ranges from 6 to 15years and above have a home to go back to, most of them start to live in the street day after day. The term street children can equally be defined as “those who are in smaller groups that deal with the daily lives without being supported by their families nevertheless, these children are generally referred to as “having been left”. They might have left their families as well because of reasons such as a feeling of insecurity, not being wanted or their exposure to violence....their connection with their homes is cut down.....they have no families. (Tacon, 1998, adapted by: Ennew, 1998:15).

They appear in rags, look dirty, hungry, their daily activities and the ways through which they live on the streets leaves much to be desired in terms of basic hygiene and sanitation but yet they are seemingly satisfied with their stay on the streets.

Some of these street children live and work on the streets and at the same time experience a wide range of social ills; they suffer from hunger, harassment and physical abuse, they are deprived of basic needs such as food, shelter, health care, education and training. Despite the violation of the rights of street children, there is still a strong desire by each community to simply see this phenomenon disappear.

Every parent and society wants her children to grow into responsible citizens. This is possible when the children are given food, proper education, good shelter, better environment, constructive instruction, affection and direction as well as a proper guidance. The lack of all these facilities puts the lives of the children in a state of jeopardy. An example of a social ill against these children is child labour which is a form of exploitation due to the lack of protection both from the family and the society. Child labour is economically unsound, psychologically disastrous, physically dangerous and ethically a matter of great concern (Misra 2003).

Children are said to have a set of rights which are three in number namely; protection, provision and participation (Edward, 2007) The children’s rights is not only recognized by the children themselves but they insist on these rights. The international street children’s Day observed in Islamabad the capital of Pakistan on April 12, 2014, where more than sixty children belonging to the slum of the capital city, and receiving education at the out-of- school children’s school (OSCS) demanded measures from the government for their rehabilitation into the society. In their demands, the children expressed a strong desires to

receive education in order to become responsible citizens in their society. The United Nations Convention on the Rights of the child enacted in September 1989 described important areas of the rights and interest of children; some of these rights which are very significant are health, education and the provision of social amenities. It must be emphasized here that the keeping of street children away from education means keeping them away from the society and the social order. Education is one of the basic human rights of which street children are largely deprived of and this deprivation needs to be considered as a potential source of the violation of human rights.

Therefore, street children just like their peers who are not on the streets need education because it will assist them to regain what they have lost as a result of social exclusion. They have suffered exclusion from their families not only physically but also psychologically. These children are excluded from education and all the consequences which go alongside with not being educated such as the loss of self-esteem and self-actualization.

According to Abraham Maslow, (1948), in his theory of motivation; human behaviour is motivated by a number of competing needs that can be arranged in a hierarchical manner. That is; from the bottom to the top. Maslow identified a hierarchy of psychological needs which includes safety, love, esteem, and self- actualization. In the same strand of reasoning with Maslow's advocacy, it can be said that if the needs of street children are fully met, it will not only lead to satisfaction but to their total reinsertion into the society.

The children on the streets are being deprived of a wide range of needs and also suffer from a wide range of social ills which consequently lead to hardship. The basic pressing needs which they are deprived of include food, water, clothing, shelter, healthcare facilities, education and training. These children are also deprived of general parental security, protection, promotion and care. They have also lost a sense of family belonging, unity, psychological, emotional and moral care from their parents. Furthermore, in the Convention on the Rights of Children 1989, in its article 29, it is clearly stated that the child's personality, talents, mental and physical abilities should be developed to the fullest level. On the part of their parents, they have lost parental control over their children and family life is disrupted as a consequence thus they cannot enjoy family cohesion and stability. On the part of the society at large; if talents, abilities and capabilities, are well developed and exploited, it would lead to a general growth and the advancement of the society. Ironically, these untapped talents and abilities are wasting on our streets. In order to exploit these talents and abilities into profitable

skills which could be tailored for the socio-economic growth of these children; their families, the society at large, and the Cameroon government have been implementing some measures to rehabilitate them. The measures include the need to implement their full rights and the provision of the basic needs for these children to enable them to be rehabilitated or to be socially inserted in the society.

At this juncture, the researcher is prompted to find out how far the implementations of these measures are meeting up with its desired objectives.

## **THE CONTEXT OF THE STUDY**

If one has to consider the important role that education plays in the development of every modern society, there is the need to provide education for every citizen especially for the youths. The government of Cameroon in pursuant of this lofty goal decreed in law No 98/004 of 14 April 1998, which laid down the guidelines of the orientation of education in the Country. In its article 2(1) and (2), it stipulates that “education shall be a top priority of the nation and shall be provided by the state”. In the same line of reasoning; and still in pursuant of the same objective, the Cameroonian government through the Ministry of Social Affairs decreed in law No 77/495 of 7 December 1997 laid down conditions for the creation and functioning of private social centers. These social centers do not only have as responsibility to take care of the psycho-social needs of street children but also to give them some specific training in certain skills which can enable them to come out of the center and become autonomous or independent. In March 19 2008, the Ministry of Social Affairs launched a Project whose principal objective was to fight against the phenomenon of street children. The principal activity carried out by this project in collaboration with the re-educational institutions included;

- The identification, guidance and take care of street children through social inquiries,
- Taking psycho-social care of these children from the psychosocial perspectives until they finally return to their respective families, sometimes through a temporary placement in these social center to reform their psychics and morals.
- The training of street children in income generating activities aimed at the socio-economic insertion of these children.

It will be realized that among the activities of the project, there is the training of street children in activities that can generate revenue or income which will consequently lead to the socio-economic insertion of these children.

According to the “Framework For Action” to meet the learning needs of learners developed at the World Conference for “Education For All” which took place at Jomtien, Thailand in 1990; it stipulates that the national basic education is comprised of four pillars. In pillar 2, it states that non-formal education should be provided to children and adults who are not reached by the school especially the women. In pillar 4, it further states that the teaching of basic knowledge and life skills to all the population through the use of various communication channels should be encouraged. What is unique about this initiative is that the definition of basic education is broader and more attuned to the reality of people’s lives than earlier attempts to address these issues. Thus although the call for educational investments in the primary cycle where the bases of literacy numeracy are laid, the Jomtien initiative also provides an enlarged vision of national education. According to this initiative; education should reach out to all the sections of the society, we should also use of non-formal approaches where necessary and in the case of early childhood; it should include social input and community-based approaches.

According to UNICEF (2012), life skills are referred to a large group of psychosocial and interpersonal skills that can help make informed decisions, communicate effectively and develop coping and self-management skills that may help lead to a healthy and productive life. Therefore, street children need to live healthily, productively and autonomously in the society just like their peers.

Despite the concerted efforts and measures taken by the state regarding street children, it appears like the government is still far from its cherished objective, because we still have children roaming the streets of our major cities such as Douala and Yaounde.

## **THE JUSTIFICATION**

It is generally believed that the basis for any concrete development must commence with the development of the human resources of that particular society. It is also an undeniable truth to say that, to accomplish or attain this goal of human development, we must pass through education. Education is the greatest legacy that a nation can give to her citizens especially the youths. It is in this light that Akanle ( 2007) states that “the development of any



nation or community depends largely on the quality of education received by the citizens of such a nation”. This is why; the Universal Declaration of Human Rights 1948 in its article 26 clearly spelt out that every child has a right to education. This means “Education For All”. It implies that each child has a right to education regardless of sex, age, cultural background, societal status, abilities or race. Each child must have access to education which is guaranteed by the state. This has been the plea of 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.*

Still in the same trend of reasoning, The World Education Forum organized in Dakar, Senegal laid a framework of action under the title “Education for All” in the year 2000. The expanded commentary drafted on this framework observed that a number of governments and agencies limited their efforts only to some selected easy access areas for basic education and overlooked other areas. This means that children of the remote areas fail to benefit from the opportunity of basic education. In the Dakar declaration, six goals were put in place to achieve this principal objective which is “Education for All”. In its first goal, it aims at expanding and improving on comprehensive early childhood education, especially for most vulnerable and disadvantaged children. The third goal aims at ensuring that the learning needs of young people and adults are met through equitable access to appropriate learning and life skills programs. In its sixth goal, it stipulates that it aims at improving on all aspects of quality of education and ensuring the excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills. By this declaration, it was an appeal for national governments and other agencies to provide education for every child regardless of the age, sex or race, or where the child find himself/herself. In other words, it means that education without discrimination.

The state of Cameroon adhering to these 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.

Street children just like their peers in schools need education for their own personal progress and 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.

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. It will be necessary to provide street children with some form of education if we need to exploit the talents embedded in them for their common good and that of the society at large.

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, become autonomous, helpful to themselves and the society at large. In a bid for the Cameroonian government to give street children the place they deserve in the

society, which will be beneficial to themselves, their families, their immediate communities and the society at large, she has taken a number of concrete measures; these measures include the creation of social centers which caters for their psycho-social and educational needs with the ultimate goal of getting them back to their respective families. In 2008, the government also created a project in the Ministry of Social Affairs to fight against the phenomenon of street children. This project works in close collaboration with other partners such as UNICEF, UNESCO, WHO at the same time it re-enforces the activities of the social centers. Ironically, despite all these measures put in place by the state, the presence of these children especially in the Central Business Districts in our major cities is still noticeable. It is against this background that the researcher is motivated to examine or make an appraisal of the measures taken by the government towards the social insertion of street children in Cameroon.

Our concern in this study is to find out how far the measures are meeting up with their set goals; that of the rehabilitation of street children in Cameroon.

This work shall constitute a general introduction and five other different chapters. The general introduction outlines some of the causes, the manifestations of the phenomenon of street children and the perspectives indicating the measures taken by the government towards the social insertion of these children. The measures include legislative, administrative, educational and the training given to these children who have been placed in the families, regular schools or re-educational institutions such as the “Centre d’Ecoute ” in Yaounde. The Cameroon Childhood Welfare Institute in Betamba and The Borstal Institute in Buea.

## **CHAPTER ONE**

### **THE PROBLEM OF THE STUDY**

#### **1. THE INTRODUCTION**

This chapter presents the statement of the problem which is followed by the general and specific objectives, the general and specific research questions, the significance of the study, the delimitation of the study and the definition of terms.

#### **2. THE STATEMENT OF THE PROBLEM**

It is an undeniable fact to say that children between the ages of 12 and 18 years are supposed to be found within a school system for the purposes of education. The education given to these youths is not only a basic need but also a right that would help to mould them up so that they become responsible citizens in the society. Maslow (1958), points out that if basic human needs are fully satisfied, this would lead to self-esteem and self-actualisation. Furthermore, the Universal Declaration of Human Rights 1948 article 26 stipulates that every child has a right to education regardless of sex, religion, race or cultural background, but after a careful observation of the streets of our major cities such as Yaounde, Douala, Bamenda, Garoua, Maroua just to name a few you will notice that children within this age group instead of being in a school setting or some other institutions of learning where training is being carried out. They are rather out there roaming the streets. These children look dirty, are found in rags, look haggard and sometimes appear sick. These children on the streets are highly influenced by their immediate environment. They engaged in risky activities such as the consumption of drugs like marijuana, alcohol and cigarettes. The consumption of these drugs does not only expose them to health hazards, but it also leads them to get involved in crimes such as pick pocketing all in a bid to satisfy some of their basic immediate needs such as food, medication, clothing and shelter. The government has taken measures to identify and place these children firstly in regular schools. Secondly, she has made them to join their families and thirdly, she has succeeded to get them enrolled in re-educational institutions yet their presence is still noticeable on our streets.

The question at stake here is; are these measures taken by the government responding to rehabilitation goals? Is the training offered in the re-educational institutions meeting the needs

of these children? It is at this juncture that the researcher attempts to make an appraisal of the measures put in place by the government to alleviate the plight of these children in our society.

## **1. 2. THE OBJECTIVES OF THE STUDY**

### **1.2. 1. The General Objective**

The study sets to find out how the government's intervention has contributed towards the social insertion of street children.

### **1.2. 2. The Specific objectives**

The specific objectives of this study are as follows:

- To find out the legal instruments and their implementation towards the social insertion of street children.
- To find out how the training programme offered in the re-educational institutions has facilitated the social insertion of street children.
- To find out how the programmes/activities of the project meant to fight the phenomenon has facilitated the social insertion of street children.

## **1.3.THE RESEARCH QUESTION**

The government interventions facilitate the social insertion of street children, then it will be imperative for the researcher to examine some research questions that will guide the study.

### **1.3. 1.The General research question**

Looking at the problem of our study, the general research question can be formulated as follows;

What are the interventions of the government towards the social insertion of street children? From this general research question, the following specific research questions can be developed below.

### **1.3.2. The Specific research questions**

- What are the legal instruments governing the social insertion of street children?
- What are the training programmes offered in the re-educational institutions?
- What are the programmes/activities of the project meant to fight the phenomenon of street children?

## **1.4 THE HYPOTHESES OF THE STUDY**

After stating our research questions, the researcher will then proceed to formulate the hypotheses of the study. According to Barry (1998); “a hypothesis is a clear and specific proposition or explanations that can be tested to determine whether or not something or a notion is true.” It presents a simple form of 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 retention. For this reason, the researcher has decided to come up with the following hypotheses.

### **1.4.1. The General Hypothesis**

There is a significant relationship between the government’s interventions and social the insertion of street children.

### **1.4.2. The Specific Hypothesis**

- There is a significant relationship between legal instruments and the social insertion of street children.
- There is a significant relationship between the training programmes offered in the re-educational institutions and the social insertion of street children.
- There is a significant relationship between programmes of the project and the social insertion of street children.

## **1.5. THE SIGNIFICANCE OF THE STUDY**

The researcher is carrying out this study in order to bring out contributions that will be used to ameliorate the living conditions of street children in the society. The study will assist the government to make an in-depth analysis of the strength and weaknesses of the actual

measures and how they can explore and improve on these measures to incorporate these vulnerable groups into the mainstream of the society. This study will prove that even though these children find themselves in the streets, they possess abilities, aptitudes and competences which can be exploited and tailored into profitable domains in life hence by so doing, these children will once more become helpful to themselves, their families and the society at large. They will become a productive part of the society which will lead to their autonomy and above all their disappearance from the streets.

This explains why the researcher decided to carry out studies in this area that is; making an appraisal of the government's interventions towards the rehabilitation of street children in Cameroon. The recommendations will be made to street children, parents, government and the entire society.

#### **1.5. 1. To the Street Children**

This study will help to create an awareness in the street children that, even though they are on the streets, they remain a potential force for progress, development and they can contribute enormously towards nation building. They are going to learn and understand that, they are endowed with many talents or abilities that can be put into some practical life skills that will enable them join their families, become autonomous and consequently reintegrated into the society. They will learn and understand that, being on the street is a temporary situation not a permanent one. They will also learn and understand that in not having the opportunity of acquiring a formal education; all is not lost they still have the opportunity to acquire other forms of education which is non-formal. The process of leaving the streets is through the acquisition of some practical skills that will enable them develop their potentials to the fullest and consequently lead them to find their rightful positions in the society.

#### **1.5. 2. To the Parents**

This study will help to sensitise parents on the pivotal role they play in maintaining family cohesion and stability. The study also helps to sensitise and create awareness to the parents on the fact that, even though these children are on the streets, they still remain an integral part of their families. As a result of these, parents will be motivated and encouraged to keep strong or permanent contacts with their children.

This will encourage parents to venture into participatory educational and training programmes or project for their children. The study will prove to parents that, their children

even though excluded as the society might see and consider them to be, they are not useless as might be perceived by this same society. They are very important and useful members of the society, all they need is some education or re-education in the form of training to enable them become socially inserted in the society. The study will encourage parents to open up and take bold steps towards the training of their children and also consider this as a top priority to them.

### **1.5. 3. To the Policy Makers**

The study will sensitised and motivate the government to revisit some of the socio-economic factors causing children to leave their families for the streets. As a result of the hardship faced by these children on the streets, the government will learn from this study that it will be imperative to create more educative programmes which are innovative and adaptive to the needs of street children. They will also learn that it is necessary to consolidate or reinforced the already existing programmes which deal with street children and their reintegration into the society.

The government through some of its agencies such as the National Civic Agency for Participation in Development and Ministries such as Social Affairs, Women Empowerment and the Family, which are pre-occupied with the welfare of the children and the family, will intensify their studies in the various domains. From these studies, a wide range of database can be created where street children can be identified and their needs registered. Through this database or inventory, more innovative, adaptive, ground breaking and participatory training programmes can be conceived or formulated, elaborated and executed for the benefit of this vulnerable group. In the same line of thought, the government can improve and enforce new legislations working in collaboration with international rules and regulations that govern the Rights of these children to reinforce these Rights and to make sure that they are respected to the letter.

### **1. 5. 4. To the Entire Society**

The study will help to transform the negative perception that the society has towards street children. It will sensitise and create awareness in the entire society that street children even though, in certain situations are not oppurtuned to have formal education they possess some talents, abilities and competences, which can be exploited. These talents can be



exploited for the common good of the society. These goals can be achieved by making it possible for them to obtain some sort of education or training in practical or life skills.

The study will also assist some stakeholders in this domain such as the civil society, non-governmental organisations (NGOs), and some international bodies to sensitise and educate the public on the role, care and protection or some responsibilities they owe these children. It is through this education and re-education that, it will drastically reduce or why not completely eliminate some of the social ills meted by the society towards these children and also by the street children towards the society. The Rights of these children will not only be recognise but will be respected by every member of the society to the later. It is through this sensitisation and awareness, that the entire society is going handle, treat, and give these children the care and protection they deserve. As a result, these children will once again, regain their lost place in the society which will mean a consequent reintegration into the main stream of the society.

## **1. 6. THE DELIMITATION OF THE STUDY**

The limit or boundaries of this study will be set in thematical and geographical perspective as seen below;

### **1.6. 1. The Thematical Delimitation**

The study falls within the sphere of educational sociology and precisely in the field of special education. The study deals with government's interventions towards the social insertion of street children.

### **1.6. 2. The Geographical Limitation**

The study is carried out in Cameroon citing "Centre D'Ecoute" Yaounde, Cameroon Childhood Welfare Center Betamba found in the Centre Region and The Borstal Institute in Buea found in the South West Region of Cameroon.

## **1.7. The Definition of Operational Concepts**

In this part of our work, we shall define some important concepts, namely street children, social insertion, life skill, appraisal, government and intervention:

### 1.7. 1. 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 18 years and live in a street environment for a short/long period of time, can be defined as street children. These children wander around from here to there and maintain their relations among their own 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) made a broader and more comprehensive definition about street children.

Group 1: Children who are constantly in relation with their families. Most of the children in this group come from poor 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 relation. Although these children have weak relations with their families, their relations have not been completely cut off yet. Children still identify themselves with their parents and siblings. Children who spend their time selling things in the streets or just wandering in the around the streets and returning to their homes at night are known as “street children”. This group is divided into two sub-groups. These ones who work outside their cities and send money to their families as well as the ones who have very weak relations with their families.

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 they try to survive on their own. They spend twenty four hours on the streets, while some of them have limited relations with their families, the others are completely left alone. The most proper definition for them is “street children” (Atauz 1999).

The term street Children is used refer to children who spent part of their entire life on the streets. These children’s source of their livelihood is gotten from the street with little or no adult care. Some are dirty and look suspicious they move alone or in groups and playing 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.

### **1.7. 2. Social Insertion**

The European Union (2004:8), defines social insertion as a process to ensure that those at risk of exclusion “gain the opportunities and resources necessary to participate fully in economic, social and cultural life and enjoy a standard of living and well-being that is considered normal in the society in which they live”.

According to (Freiler, 2002; Roeher Intitute, 2003), social insertion is defined as a proactive approach where all the people and groups in the society are valued, can live with dignity and where their basic needs are fulfilled.

I hold the view that social insertion, is the ability to adaptively live or be able to operate in the society like every other member of that community.

### **1.7.3 Life skills**

Life skills: World Health Organisation (1997), defines life skills as the abilities for adaptive and positive behaviours that enable individuals to deal effectively with the demands and challenges of everyday life.

Life skills according UNICEF (2012), is a combination of learning experiences that aim to develop not only knowledge and attributes, but also skills that are needed to make decisions and take positive actions to change behaviours and environments. For purposes of this study, life skills will be used as defined by the World Health Organisation (1997), which states that the abilities, competences, aptitudes and positive action to change behaviours are adapted to the challenges of daily life.

## **17.4 The Government**

The chambers English Dictionary (1992) defines government as a ruling or managing: control: system of governing the persons: authorized to administer the laws or to govern a state tenure of office of one who governs.

The Government is a system of social control under which the rights to make laws and the right to enforce them is vested in a particular group in the society. There are many classifications of governments. According to the classical formula, governments are distinguished by whether power is held by one man, a few, or a majority. Today, it is common to distinguish between the different types of government on the basis of institutional organization and the degree of control exercised over the society. Organizationally, a government may be classified into parliamentary or presidential systems depending on the relationship between the executive and the legislative. (Maclver 1965).

### **1.7.5. Appraisal**

According to Cambridge English Dictionary (2010), appraisal is the act of examining someone or something in order to judge their qualities, success or needs.

The American Heritage Dictionary (2005), defines appraisal as the impartial analysis and evaluation conducted according to established criteria to determine the acceptability, merit or worth of an item.

Appraisal is an estimate or considered opinion of the nature, quality and importance of an item.

According to Merriam Webster Dictionary (2005), It is the act of judging the value, condition, or importance of something; the act of appraising something; something that states an opinion about the value, condition or importance of something According to the study, appraisal means the judging of a particular situation and the assessment thereafter.

### **1.7.6 Intervention**

The act of intervening (as to mediate a dispute etc.)

It is the care provided to improve a situation (especially medical procedures or application that intended to relieve illness or injury)

It is also, the action of intervening; interfering in some course of events.

According to the study, intervention means the act of interfering in a situation.

## **CHAPTER TWO**

## **THE REVIEW OF RELATED LITERATURE AND THE THEORETICAL FRAMEWORK**

### **2. THE INTRODUCTION**

This chapter will be presented in two sections; the first will be the review of related literature which includes the concept of street children, the root causes of the phenomenon of street children, its manifestations and the attempts or measures taken by various stakeholders to redress the plight of these children on the streets. The stakeholders include, governments, non-governmental organisations (NGOs), international bodies and the appropriate measures taken. The other section will dwell on the review of theories on education as applied and the training of street children so that they can be socially inserted.

### **THE REVIEW OF RELATED LITERATURE**

#### **2. 1. The concept of Street children**

There is no clear cut definition of the term street children. For example, it cannot be assumed that all children on the streets are homeless. The great majority well over three quarters and as many as 90 percent of children on the streets in various developing countries work on the streets but live at home and are working to earn money for their families (Ennew, 1985; Myers, 1989). However the expression “street children” can be referred to as children who live on the streets and are denied family care and protection (Mclead 1992). On the other hand, according to Agrawal (1999), the term “street children” in a narrow sense may suggest children such as those popularly known as ‘rag pickers’ in India, ‘parking boys’ in Kenya, ‘peggy boys’ in the Phillippines, ‘pivetes’ in Brazil, ‘pajaro’ in Peru and ‘homeless youths’ or ‘runaways’ in some developed countries. It should be noted that, even though all these qualities are attributed to street children, these descriptions do not constitute an adequate functional definition. On his part keoogo (2009), remarked that the term “street children” raises a number of issues. In a study carried out by Keoogo (2009); titled “Etude quantitative et qualitative sur les enfants en situation de rue dans la ville de Ouagadougou” he defines street children using the following parameters proposed by UNICEF: (2008),

- They live in town;

- Family ties are weak where they exist;
- Children develop survival strategies;
- The street is their main place of stay and replaces the family as a place for socialization;
- Children are exposed to specific major risks.

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

Lusk (1992), classified four categories of children found on the streets. Each group has its own psychological characteristics. The first is that they are poor working children returning to their families at night. They are likely to attend school and not be delinquent. The second group, sees them as independent workers. Their family ties are beginning to break down, their school attendance is decreasing and their delinquency is increasing. Thirdly, there are children of street families who live and work with their families in the streets, their conditions are related to poverty. In India, they are referred to as pavement dwellers (Patel, 1983), whereas in the United States they are children of homeless families. Finally, there are the children who have broken off contact with their families. They are residing in the streets full time and are the “real” street children. According to Lusk; this group is about 15 percent of his sample of children in the streets of Rio de Janeiro. Patel (1990), also in her study of street children in Bombay, had a similar categorization of children in the streets.

The United Nations has its own definition of street children: it is any girl or boy for whom the street in the widest sense of the word (including unoccupied dwellings, wasteland, etc) has become his or her habitual abode and/or source of livelihood, and who is inadequately protected, supervised or directed by a responsible adult (International Catholic Children’s Bureau, 1985, P.58)

Some definitions of street children divide the children into stages of street life. Aptekar (1988b) and Visano (1990), defined the process of moving from the home to the streets in stages beginning with slow but progressive amount of time away from home until there is full

matriculation to street life and culture. Other writers such as (Dorfinan, 1984, Lusk 1989, Shilter, 1985) have added to the definition by describing different types of experiences of the children, such as the quality of their play and work and their relationship with peers, adults and authority figures. There are two additional facts that warrant attention in defining street children. The first is the range of their ages and the second is their gender, which is overwhelmingly much in the developing world and equally split between the male and female in developed world.

Children rarely begin street life before they are 5 years of age (Gutierrez, 1970) when their body image change to that of an adult, they are forced to become criminals or get into the same kinds of work that other poor adults do to survive. The reason for this is that the small children are looked on as being cute and receive alms because of it, but when they get enough to be perceived as adults they are considered dangerous and getting money from the public is more difficult from this stage.

There are also cultural differences to this phenomenon. Visano (1990), noted that age was a liability among 50 street children she studied in Toronto. The young had restricted employment prospects. Also, since because they were under compulsory school attendance age, they were committing a legal offence. Because the children are in the developed world, the law was enforced. The fact that a great majority of the children are male is often hidden when the children are referred to as street children and not street boys. The predominance of boys (83 percent in a study in Juarez, Mexico; Lusk, Peralta, and Vest, 1989) is particularly striking because in many cultures, girls are more likely to be abandoned and abused than boys (Korbin, 1981). The most common claim for finding fewer girls in the streets has been that they are taken off the streets to become prostitutes (Agnelli, 1986; Nixon, 1991; Tacon, 1981a; UNICEF, 1986). A more plausible reason for gender differences is that since--girls are needed in the house hold, they never get to the streets. Many street children come from female headed homes in which boys are socialized into leaving the home earlier than the western middle-class sensibilities deem appropriate and in which girls are encouraged to stay at home for longer than is typical in the developed world (Aptekar 1989).

Another factor which is less considered and more subtle is the dynamics that goes on between stepfathers and male stepchildren. This is a common and might account for boys but not their sisters-ping to the streets (Aptekar, 1980, 1985; Felsman, 1979). It might also explain why half of the street children in the developed world are female (Brennan,Huieinga,

and Elliat, 1979). The reason may be that prostitution is less an option but the situation could also be the result of the patrifocal family structure. The dynamics of the patrifocal family structure might be more conducive to daughters leaving homes, whereas the dynamics of the matrifocal family structures of East Africa and Latin American countries and of the poor in North America might be more conducive to boys leaving home.

At this point, it can be said that street children are of both gender although they are far more likely to be male in the developing world. Street children are more than 5 years of age but are not old enough to be perceived as adults. They work in urban streets without adult supervision. They live their parents although they keep some contact with them.

According to Roux (1996), the average age for these children it varies between 10 and 14 years worldwide, while in Africa it is above 20 years. In Cameroon, according to the Ministry of Social Affairs (2008) have children have ages that vary from 4 to 18years.

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

- i) Children on the street are those engaged in some kind of economic activity, ranging from begging to vending. Most of them go home at the end of the day and contribute their earnings to their family. They may be attending school and retain a sense of belonging to a family. Because of the economic fragility of the family, these children may eventually opt for a permanent life on the 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 organisations and countries of the world, among which is Cameroon who has equally observed that children within this age groups are highly vulnerable.

In Cameroon, according to The Ministry of Social Affairs (2008), a street child is one who has lost family care, have dropped out of the school system, is a victim of violence of all sorts, a victim of the effects of globalisation and modernity notably; an absolute liberty which is not compatible with their ages and the loss of social values. Fonkoua (2007) on his part give the appellation to these children as "Nanga boko" and describe them as children who have progressively lost family reflexes and solidarity. He further added that most of them have red eyes because of the consumption of drugs, they are dirty, they are almost un balance in their movement and at the same time looking aggressive. It should be noted that it is a bit



complex to actually give accurate figures of street children in the world today. This is because the real definition of street children it is at times difficult to draw a clear cut distinction of who is a street child therefore making the process actually cumbersome. That notwithstanding, UNICEF (1985), estimates that the number of street children total between 100 million and 150 million worldwide, and it is forecasted that by 2020 the number might increase to 800 million. Taking into consideration the complexity of the situation, Kapoka (2000) gave a broad and more comprehensive picture of street children. He says:

*“They can be seen as those who stroll through a market or pass a hotel or at the roadside of any major street in the centre of third world capital, especially of African towns or urban areas. They stop cars and people to beg or to ask for work. One will see others shining shoes, selling sundry articles of uncertain origin, hurrying to wash the windscreens of cars stopped by signals. Yet others would be roaming around or gathered in small groups waiting for something to do. Look at them closely – their faces show strain and sadness, their clothes are ragged and dirty, others appear hungry, suffering from ill-health and malnutrition. There is something mature beyond their years in their haunted expressions. At night, they huddle along street corners, in doorways, or in any dry and secluded corner. They are the representatives of a growing multitude of children who have become known as the street children.”*

This type of faces can be seen on the major streets in the country such as Yaounde and Douala sometimes at around traffic signals performing various tasks like selling and begging. The international convention on the rights of the child which was adopted in 1989 and enforced in September 1990, in its preamble it refers to street children as “children in especially difficult circumstances” The convention further states that these children need special considerations. These children referred to as “children in especially difficult circumstances” by the international convention on the right of the child can be categorised into various groups.

According to UNICEF (2010), it distinguishes between two sub-groups. Children of the streets “are homeless children who live and sleep on the street in urban areas. They are totally on their own, living with other street children or homeless adults or street people”. They have no home but the street and no family support. They move from place to place, living in shelters, abandoned buildings and new railway stations. Children on the street “earn their living or beg for money on the street and return home at night”. It is important to make a

distinction between the two groups because “children on the street” maintain some family contact, whereas “children of the streets are alone”.

There are other categories of street children as well; known as “abandoned children”, “children who are not part of street families”, and “children at risk”. “Abandoned children” are without a family who live on the street or in institutions. “Children who are not part of street families” are children who live on the street with their parents and this include youths who live on the street and have become parents themselves. “Children at risk” are those who occasionally spend time on the streets such as in the evenings, weekends and during school holidays.

These children whether they are on the street or they are of the street they are faced with the same difficulties or hardship. Therefore, it will be imperative to examine some of the causes which provoke these children to leave their homes for the streets.

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

UNICEF (1990), estimated that, in 1980 there were 369 million poor children under age 15 in the cities of the developing world. Why is it that certain children leave their homes while their siblings, who are as poor and presumably abused or neglected, stay at home?

Several hypotheses have been advanced to explain the origins of the phenomenon of street children. One relates to urban poverty, a second relates to aberrant families for example, (abandonment, abuse, or neglect), and a third is associated with modernization.

In any attempt to ascertain why certain children become street children, such factors as the psychological status of the child and the child's family, the perception of life on the streets, and the degree to which a street child's culture exists must be considered. Lucchinni (1993), has developed a promising schema along these lines. Visano (1990), carried out a similar studies with North American runaways. It is important not to assume that leaving home is a mistake (Aptekar, 1989d; Felsman, 1984; Tyler, Tyler, Echeverry, and Zea, 1991). Children find that their "living conditions on the street are often better than those at home" (Connolly, 1990). Many street children have better physical and mental health than do their siblings and peers who stay behind (Aptekar, 1988; 1989; Pardo & Vergara, 1964). One thousand street children in Tegucigalpa, Honduras, were compared to an equal number of poor working children in the same city. The authors found that "second and third-degree

malnutrition has so far been found only among the market children (working children living with their parents); no such cases have yet been seen among the children of the street" (Wright, Kaminsky, and Wittig, 1993).

Almost all street children begin their life on the streets by a gradual and predictable process. They leave home in a measured manner, at first staying away for a night or two and then gradually spending more time away from home (Aptekar, 1988b; Connolly, 1990; Felsman, 1981; Visano, 1990). As time goes on, the amount of time they spend with other children increases, yet they rarely break family ties. Studies in Colombia (Aptekar, 1988d, 1993b; de Pineda, de Munoz, de Pineda, Echeverry, and Arias, 1978; Felsman, 1981), Cost Rica (Valverde & Lusk, 1989), Mexico (Lusk et al., 1989), and Brazil (Judge, 1987; Sanders, 1987) have shown that 90% or more of street children maintain contact with their families.

The number of children arriving in the streets because they have been abandoned by their families is far less than it is commonly assumed. In Felsman's (1989) sample of 300 Colombian street children, less than 3% were abandoned. Boydon (1986) found that, of the 200,000 children on Lima's streets, only 6,000 (or 3%) had been abandoned. Tacon (1982), speaking of all Latin American street children, estimated that less than 10% were abandoned by their families. An informative narrative account of how one unmarried mother takes care of her children and avoids abandoning them can be found in the autobiography of Maria de Jesus (1962).

Many authors such as Lusk (1992), believe that most children in the developing world are in the streets because of poverty. Lusk (1992), who has studied street children in Juarez and Rio de Janeiro as well as in Colombia, Peru, and the Dominican Republic, refuted the abusive or neglectful family theory by showing that in "interviews with hundreds of street children in Latin America over five years, one theme has been repeated countless times: they are on the streets to work and earn money because there is not enough at home" Rosa, de Sousa, and Ebrahim (1992) obtained physical and mental health data and tested 80 Brazilian street children from 9 to 18 years of age. They found that 82% of the children left home for economic reasons. Once on the streets, the children contributed half or more of what they earned to their families-hardly a sign of family discord.

In a study of 55 Nigerian street children under age 15 who were begging for a living, Ojanuga (1990) found that the children were on the streets because their families were poor and needed the money they earned. Indeed, 80% of children still lived with their families, and

many of the children begged with 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). Other studies have emphasized the deleterious effects of step fathers who abuse their step children (Holinsteiner & Tacon, 1983; Tacon, 1981a, 1981b). De Pineda et al. (1978), after conducting a UNICEF-sponsored demographic study of street children in Colombia, estimated that slightly more than a third (36%) of the children left home because of poverty, 27% because of family breakdown, and another 20% because of physical abuse or neglect.

It is certainly reasonable to assume that there are many possible variations. Some children might respond to one problem while others respond to another. It may turn out that street children and working children have different pre-existing psychological make ups, including such relatively non-environmental factors as temperament (Felsman, 1989).

There are also cultural differences. Poverty in the developing world might well be a necessary condition and family discord a secondary phenomenon, but in the developed world the two factors might be reversed (Aptekar, 1993).

The modernization hypothesis, which contains some elements of both the poverty and the family abuse hypotheses, holds that children no longer grow up in extended families with strong community support.

The modern poor urban families are composed of single female parents living in isolation from the community. In the case of most East African societies, modernization resulted in reducing the legitimacy of polygamy. Men now have extramarital affairs. In a polygamous society, men were expected to take care of all their children-not just the children of a current wife or of the first wife. If the man was not able to do so, the man's extended family fostered

his children and took care of his wives. In the modern system, women having an "affair" have no legal rights and get little help from extended families. Kilbride and Kilbride (1990) directly related these changes to child abuse, which they claimed did not exist before modernization occurred. The demise of the extended family and the increase in extramarital affairs has also been implicated in the origins of street children in Latin America (Connolly, 1990).

Some writers have claimed that the rural-to-urban migration, which is another aspect of modernization, is sufficient to explain the origins of street children (de Galan, 1981; Munoz & Pachon, 1980; Wright et al., 1993). There is, however, evidence that street children are not the children of recent migrants (Rosa et al., 1992; Tellez, 1976; Villota, 1979).

One factor that is missing from most studies is the role of culture in explaining the origins of street children. Certain cultures make it quite easy for children to become street children; others make it impossible. One study that did look at cultural factors was conducted in South Africa, where it was not poverty, family violence, or modernization that explained the origins of street children; it was the political culture of apartheid (Hickson & Gaydon, 1989).

One approach to sort out what the origins of street children might be is to follow the children's socialization based on the theory of social interactionism described by Lemert (1972). In this theory, socialization is understood in terms of career-a concept that includes the growth of identity based on a series of experiences of the self and the other (Goffman, 1961). The social interactionist perspective was used by Visano (1990) to chart the movement from the home to the street among a group of 27 boys and 23 girls ranging in age from 12 to 16 in Toronto. These children entered the street as a result of being pushed out of their homes because of family problems as well as being pulled towards the streets to find refuge from their problems. For these children, the streets were a solution-a possibility of experiencing freedom and stimulation.

The social interactionist approach would also yield valuable information about what becomes of street children as they get older. Visano's (1990) study noted that disengaging from street life, like beginning street life, was not an abrupt procedure but a slow process of estrangement brought about by the inability to live well on the streets, a feeling of meaninglessness, and a sense of not resolving the psychological issues that led to the beginning of street life in the first place. As time wore on, the children in his study began to reinitiate friendships with non-street children and slowly and inevitably moved back into the social milieu from which they had come.

**Table 1: The Perceptions about Street Children**

About their families	About their futures	About the children
<ul style="list-style-type: none"> <li>• They have been abandoned by their families.</li> <li>• They have been displaced because of ethnic conflicts.</li> <li>• They have been orphans.</li> <li>• They have run away from home because of sexual abuse.</li> <li>• They are the result of breakdown of family.</li> <li>• Their families have disintegrated because of poverty.</li> <li>• Their fathers are abusive alcoholics.</li> <li>• They come from mother headed families.</li> <li>• They have no contacts with their families.</li> <li>• They grow up to be criminals.</li> </ul>	<ul style="list-style-type: none"> <li>• They will not survive to adulthood.</li> <li>• They cannot be rehabilitated.</li> <li>• They turn into terrorists and revolutionaries.</li> <li>• They are starving.</li> </ul>	<ul style="list-style-type: none"> <li>• They are thieves.</li> <li>• They are sick.</li> <li>• They perceive themselves as discriminated, hated</li> <li>• They have no choice but to prostitute</li> <li>• They have lost all ability to feel emotions such as love;</li> <li>• They do not know how to play.</li> <li>• They have no morals.</li> <li>• They are drug addicts.</li> <li>• They have AIDS.</li> </ul>

**Source: Ennew (1997)**

### **2.1.3. The Characteristics of street children**

Street children face difficulties in providing themselves with good sources of food, clean drinking water, health care services, toilets and bathing facilities and adequate shelter. They also suffer from the absence of parental protection and security due to the missing connection with their families. In addition, there is a lack of any kind of moral and emotional support (Lugalla and Mbwambo, 1999). Regarding gender representation, the majority of street children are boys (Lugalla and Mbwambo, 1999; Le Roux and Smith, 1998). Females are less represented owing to cultural sanctions. Girls are more controlled by their families. Moreover, when they escape from their families, they either work as servants for a family or are caught by pimps; it is particularly because they are more subject to abuse than boys on the streets that they prefer any other place than the streets (Lugalla and Mbwambo, 1999).

The average age at which street children start living on the streets is between 9 and 12 years old, and they keep living on the streets until they reach the age of 15 to 16. When they become older they start to look for stable jobs with better wages (Rizzini et al., 1994). As for culture, morals and traditions, street children usually are not concerned about culture and morals owing to being away from their family since childhood. Lugalla and Mbwambo (1999) described street children as "... not only homeless or roofless, but they are also culturally rootless". As regards their health conditions, street children are subjected to sexually transmitted diseases like HIV due to unprotected sexual behaviours among them and also because of casual sexual relationships. Girls who offer sex in exchange for security and shelter cannot oppose any unsafe sexual behaviour because of their weak position (Lugalla and Mbwambo, 1999). This is unlike the urban poor in general who tend to live a normal life with only one partner, who helps control the transmission of sexual diseases: the urban poor are not forced to practice unsafe sexual behaviours like street children.

In terms of social networks, street children do not have ties with their families they form peer groups. These peer groups play the role of family and are a source of solidarity, economic and emotional support for their members. Each group has a leader who is obeyed by group members. This reflects how well organized they are (Le Roux and Smith, 1998; Lugalla and Mbwambo, 1999). Street children are subject to dangerous and illegal activities such as drug dealing, crime, theft and gang activities (UNCHS, 2000). However, many of them also undertake legal economic activities such as parking, car washing, baggage loading and others (Lugalla and Mbwambo, 1999). In terms of security, some of them depend on peer groups to provide them with security and protection. Girls are different from boys in forming their security groups. The girls group usually have an older girl who has a sexual relation with a boy or a guard who provides them with protection in return (Lugalla and Mbwambo, 1999).

#### **2.1.4. The Family Structure of Street Children**

The family as the basic and functional unit of the society has a structure that influences the phenomenon of street children. . A recent discussion of African American women dependent on welfare illustrates a comparable situation among some poor African American families (Sheehan, 1993). The Caribbean family is also described similarly (Mintz, 1984). A few studies offer some confirming demographic information. For example, only 7% of the street children in a Jamaican study had two-parent families (Brown, 1987), and 85% of

the "Par-king boys" of Nairobi were brought up by a single parent in a female-headed family (Wainaina, 1981).

The variability in traditional family structures in East Africa, and the degree to which the traditions have survived modernizing pressures, supplies an opportunity to understand the relationship between family structure and the origins of street children.

In Nairobi, for example, the great majority of street children are Kikuyu (Wainaina, 1981). This might be because the Kikuyu are the most numerous tribe or because they live in and around Nairobi. It has also been hypothesized that during independence, the Kikuyu family was changed more than the families of other tribes. This is because many Kikuyu men were incarcerated as a result of fighting against colonialism (Edgerton, 1989). Women were forced to take on the roles formerly associated with husbands and fathers, causing family traditions to change rapidly (Macgoye, 1987). Kikuyu street children could be compared to street children from other tribes that have different family experiences.

In some tribes in East Africa, property-including children is inherited by the man and his family (Erny, 1981). In other East African societies, inheritance is through the mother and her family. Thus the degree to which women with children are able to accumulate money varies (Hakansson, 1988). If women can be financially independent, they have less need to stay married, and once they are divorced they are better able to care for their children. Indeed, the divorce rate is considerably higher in societies where women can secure financial independence than it is in societies where they cannot (Kayongo-Male and Oyango, 1991). Today, among the Busoba of eastern Uganda near the Kenyan border, where women are in control of property, almost 45% of marriages end in divorce (Heald, 1989).

It is reasonable to assume that women who live in societies that do not grant them access to property outside of marriage are less likely to separate from unhappy marriages. These dynamics have been associated with child abuse. So if child abuse is a major cause of children going to the streets, this would be reflected in comparing groups in which women have different degrees of financial independence.

What is becoming increasingly apparent (but not written about in relation to street children) is the rise of a postmodern urban family. That is, a family in which there are children from different men and in which the mothers of these children do not have relationships with each other. In these families, a husband and a wife have children, the husband and wife divorce, the man marries another woman with children from another



marriage, and the wife of the first marriage marries a man with children from another marriage.

The children belong to three families: the family of their biological origin, their mother's remarried family, and their father's remarried family. The extended family is no longer kin, or members of the same clan, nor are they even connected by the same community. Sibling rivalry in the postmodern urban family is very complex. It is based on the sense of not belonging to "family." It is common in these families and probably accounts for children leaving the home.

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

Given the children's living conditions, the majority of children have adequate Mental health. About a third did quite well, another third did poorly, and the remaining children moved between doing well to faring poorly depending on circumstances such as which children they were with, their success at securing benefactors, and the demands made on them by the authorities and the public (Aptekar, 1988).

From ethnographic data from Kenya, it appears that the level of many street children's functioning is adequate and that many of them do better than their equally poor counterparts who stay at home (Aptekar, 1993a). Similar estimates of the children's mental health were found in a study of 100 street children in South Africa (Richter, 1989, 1991). After interviewing 78 street children in Khartoum, Veale (1992) reported that she "found in their accounts of their lives no evidence of strangeness or deviance."

Many authors have pointed out that street children are resilient (Aptekar, 1988, 1989; Felsman '1989; Hickson & Gaydon, 1989; Lusk, 1992; Swart, 1990; Tyler et al. 1987; Tyler, Tyler, Tommasello, & Zhang, 1992). Oliveira, 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. The authors believed that the prevailing stereotypes of the children that they are delinquent and drug abusing has more to do with blaming the victim than it does with describing the children accurately.

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 Tyler group believed that the act of leaving home and becoming street children is in itself an act of empowerment. A similar finding came from the study of 300 "twilight children" in Johannesburg (Hickson & Gaydon, 1989). In this study, the underlying motivation for leaving home was to seek freedom, which gave these street children a previously unknown control over their lives. Claiming that street children have adequate mental health is difficult, in part because this is so different from how the public perceives the children and how the children are portrayed in the press. This is particularly true for the children's alleged use of drugs, the amount of violence there is between and towards the children, the extent of their involvement in sex and, therefore, the degree to which they are HIV positive (Bond, 1992; Luna & Rotheram-Borus, 1992). Most of the claims of a high number of drug-dependent street children do not come from empirical research. One exception to this comes from Granados (1976), who administered a questionnaire to Colombian street children and found that more than 9 out of 10 used inhalants. However, as have been pointed out, the use of questionnaire data is highly suspected particularly, if the researcher does not know the children. It may be that many children use drugs socially but that few of them are drug dependent. This is probably what Tyler et al. (1991) found. Half of their sample of Colombian street children were drug users, but only some of these were drug dependent.

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, which is 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), a study of London's street children, less than 5% needed care for alcohol or drug abuse. What is not clear is the degree to which the children's mental health is affected by their use of drugs.

Although it is widely assumed that the use of inhalants causes inevitable cognitive deterioration, one recent empirical study of 44 South African street children, half of whom used inhalants, concluded that; "the findings lend support for the view that the effects of volatile substances abuse on cognitive and personality functioning cannot be clearly

demonstrated" (Jansen et al., 1992). Among the measures the children were given were the Halstead-Reitan, the Wechsler Intelligence Scale for Children, and the Raven's Colored Matrices.

Misperception also exists concerning the degree to which the children are violent. Some violence between the street children is to be expected-there are many street children, and they live in situations that produce violence and in countries that have a history of violence. Indeed, there is documentation that the larger boys take advantage of the younger ones in India (Subrahmanyam and Sondhi, 1990), in South Africa (Hickson and Gaydon, 1989), and in Latin America (Munoz and Pachon, 1980; Munoz &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 affiliated with gangs. Richter (1989) found few incidents of delinquency among her sample of 100 South African street children. I found that because the younger children had better economic prospects than did the older children, the younger ones were able to avoid being prey to the violence of older children (Aptekar, 1988d). However violent the children are to each other, it is clear that they fear the violent reactions of the public. Virtually every study of street children in various Latin American countries reports that the children's greatest fear is not of going hungry or of missing the security of their family, it is of police brutality (de Pineda et al., 1978; Fall, 1986; Felsman, 1981; Lusk, 1989; Pereira, 1985). The same findings come from other parts of the world. A study of 1,000 street children in Bombay revealed that the children's worst fears were of being accosted by the police (Patel, 1990).

Similar results come from South Africa (Randall, 1988; Richter, 1989; Swart, 1988). The children have reason to fear hostility. Between 1987 and 1990 alone, there were 1,397 violent deaths of Brazilian street children (Swart, 1990). In fact, the total number of street children killed in Brazil has, according to one estimate, superseded the casualties in the civil war in Lebanon (Leite & Esteves, 1991). Even more shocking is that there is evidence of collusion of state authorities (AIDSWATCH, 1989; Emert, 1989; Filgueiras, 1992; Jeffrey, 1993). Similar violence has been found in Colombia (AIDSWATCH, 1989), Guatemala (Amnesty International, 1990), and South Africa (Swart, 1988), where government collusion has also been documented (McLaghlan, 1986).

Why such violence? One approach to ascertaining why there is so much violence towards street children is to look at the societies that have street children but have not reacted with such hostility towards them. There appears to be less violence towards street children in East Africa, although some certainly exists (Lalor et al., 1992). In Ethiopia, children feel the current regime has treated them with kindness (Lalor et al., 1992). The same authors noted that children report that Sudanese police have actually gone out of their way to be helpful to them. This situation does not exist in Latin America.

The different levels of violence towards street children across cultures might have to do with the fact that, in Latin America, the elite are European but the origin of the majority of citizens are indigenous or Africans, as can be seen in their darker skin color. In East Africa, the racial elite are more integrated into the society and the members of each tribe are represented in all social classes.

Another possible reason for the different levels of hostility toward street children in East Africa and Latin America might pertain to the family structure. The elite and the masses in Latin America raise their children in different ways. In the elite Latin American homes, fathers are present and powerful. Boys learn to respect the father's authority. A contrast is seen among the poor in Latin America, it is common to have women at the center of families, and the boys are raised not so much to respect authority as to gain an early independence from home. It is possible that the pejorative attitude towards the street children in Latin America comes from the perception that street children are not beholden to adult authority. Thus street boys inadvertently press the issue of adult authority at a time when traditional authority is in jeopardy (Aptekar, 1989, 1990, 1992).

The differences between family structures do not correspond to social class in East Africa as they do in Latin America. In East Africa, family structure and child up-bringing are not correlated with social class or political power. There are many types of families and many ways to raise children.

#### **2.1.6. The manifestations of the Causes**

The population of street children is on the rise every day worldwide, especially if the factors responsible for children leaving their homes for the streets, are not nib in their buds. Samusocial, an international NGO working in Mali since 2002 mainly with children in family

breakdown and living on the streets of Bamako, identified about 2000 children on the streets but realized that there were about 200 new arrivals annually. As mentioned above, UNICEF (1985), estimates that it varies between 100 to 150 million and might increase to 800 million by 2020.

There are many factors which triggers the movement of these children from their homes to the streets. Fall (1996), states that, the reasons for leaving the homes for the streets can be categorised as “push” and “pull” factors.

“Push” factors are those factors which will trigger the child to move from the home to the street. These are the factors or reasons which make life unbearable for the child in the home, in an attempt to search for better living conditions; the street becomes the best option for the child. These factors include; the rising cost of living, international trends in urbanisation, poor housing conditions, the search for additional income deplorable living conditions, child abandonment and neglect, poverty, growing family size, school dropouts especially in developing countries. These factors have led to the disintegration of the traditional family system. Fall, (1996) further explain that many children come from structurally disadvantaged family backgrounds where living conditions result in many difficulties.

“Pull” factors are those factors which attracts these children to the streets. These factors includes, the hope of rising his or her own living standards, financial security and independence from parental interference, the glamour and excitement of living in urban centers, influence of peer group and so on. Some of the factors mentioned above give rise to rural-urban migration which is one of the most important reason for children to move from their homes to the streets. The factors causing migration can be either man made or natural disasters like flood, earthquakes Deshingkov and Grimm ( 2005) and Asfar, ( 2000)

In Latin America, the presence of children on the street and working adolescents is typically attributed to structural factors such as high birth rates rural-urban migration, unequal distribution of wealth and the lack of government welfare programmes. (Carizosa and Peorter; 1992). It should also be noted that with a large number of impoverished families in Latin America, it is likely that poverty can be the main reason why children leave their homes to the streets (Hecht 1998). In Cameroon, Matchinda (1999), found out that there is a strong association between children at home and children living in the streets. According to Matchinda, children with a poor family environment may be more susceptible to this

influence, trust and confidence in their peers is seen as a way to fill the void left by their families. It is also important to highlight here that parents do not mention the rights of their children to recreation, psychological development or education. Parents' perceptions of the rights of their children need to be further explored. That is to say there strong role played by peer groups influence children leaving the homes to the streets.

### **2.1.7 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 studies.

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

UNICEF (1998), gives a picture of street children in Brazil. Brazil is a country with a population of about 190 million with great disparity between the rich and the poor. About 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 extremely wealthy while the poor live in abject poverty. The country is experiencing an economic boom. The Amazon basin forest is being cut for timber, agricultural and mining activities thus displacing a large population and urbanising them.

The rapid industrialisation is causing a great movement and the displacement of people from rural to urban centres. The Brazilian National Movement for Street Children (BNMSC: 1997) reports that the street children are estimated to range up to 8 million in Brazil.

UNICEF (1995), cites situations in Latin American especially in Brazil, that the common causes of abandonment by poor families is the inability to feed their children.

A later report by UNICEF (2004), gives a slightly different picture of Peru as compared to the Brazilian experience on street children. Isabel Baufume worked for 15 years dealing with children on the street. From the census carried out by the research team, over 3.000 children between 6 to 17 years old work on the streets of Cusco. About 20% of this number were under the age of 12 years, which is below the working age in Peru.

The activities of the children are dependent on the market forces and they demonstrate great flexibility in adapting their competences to the demand. The little children are mainly in the commercial sector, whereas the older ones choose activities that require their physical

strength. The working hours vary, less than 6 hours a day for those under the age of 8 or only during the weekend for 27% who sell on the markets. The ticket conductors on buses work for 12 hours a day with the drivers. They are exploited by the law of demand and supply. The contract is generally on daily basis, one or two weeks which are generally renewable if the child is punctual. The boy can stand on the bus while an adult has to bend. A guaranteed minimum wage increased by trips on a good day. He is provided with lunch by the driver. As he works, he learns mechanics and how to drive, an important aspect for his future employment. Many of them work throughout the week and attend classes on Sundays to obtain school certificates which are obligatory in obtaining a driving licence.

Only 18% of these children do not study. 88% of these children live in family type structures. The children are given specific tasks that change according to their age and sex. Among the 12-14 years old, 9% live outside family structures that may be considered as “street children”. The Cusso case of street children is special in the sense that there are two shelters for the homeless children, which means they can escape from the vicious circle of marginality. They are able to carry out their work independently without being harassed by the police or by adults. Thus, the children are able to freely choose and put to practice their decisions.

In Canada, Sehimmel (2006), studied children whom in the search of the realisation of some basic needs move to the street. Running away from home might be an act of resistance and the expression of frustration with life’s circumstances. It is the strongest possible response to poverty and the abuses those children in circumstance of deprivation and vulnerability can exercise. Their home life and street life are both defined by two major forms of deprivation of basic needs that are essential for a healthy child development and socialisation; a sound family life defined by supportive parents and an intimate relationship and adequate social provisions of food, shelter, clothing and quality schooling.

### **2.1.9. The Situation in Africa**

The phenomenon of street children has been growing steadily in Africa. UNICEF (1984), estimates that about 10 million children live without families. They are mostly in street towns as “street children”. Most of these children have been forced to the streets as a result of poverty, abuse of all sorts, torture, rape, abandonment or orphaned cause by HIV or AIDS. According to Kopoka (2000), African governments embracing liberalisation and a free

market economy were some of the contributing factors of the persistent state of poverty and an increased hardship which consequently affected the children the way it did. Furthermore, he points out that the family is today becoming a major cause of the phenomenon of street children.

In a number of African countries, political instability which leads to armed conflicts has resulted in the disruption of social life. Countries like Sierra Leone, Liberia and The Congo Democratic Republic where parents or caretakers have been killed, the economy disrupted and families and communities suffered from far reaching consequences hence the phenomenon of street children.

He found that social factors lie behind most street migration and in particular, the moves to the streets are closely associated with violence and the abuse of children within the household and the local community. In Bangladesh, those who seek to reduce the flow of children to the streets need to focus on social policy, especially on how to reduce the excessive control emotional, physical and sexual violence that occur in some households. Economic growth and reductions in income poverty will be helpful, but they will not be sufficient to reduce street migration by children.

In South Africa, the picture or scenario of street children is slightly different. Ross (1995), states that in South Africa the political system of migrant labour, racial segregation, unrest and violence in black residential areas are among major contributors to the street children phenomenon. Le Roux (1996), present results of a qualitative research report which was conducted over a period of four years on the total life situation and subjective experiences of street children in that country. The street children in South Africa vary in ages from 7 to 18 years old. The street children phenomenon is merely the outcome of the political system of racial segregation that has been in place since 1948. The street children are simply described as victims of the former policy of apartheid.

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

The vast majority of an estimated 9,000 street children in South Africa are blacks. There are virtually no white street children in South Africa, but there are 10,000 white in 160 states-registered and subsidised children homes. In contrast, there are no administered children's homes for African children in urban areas. The 12 existing private homes accommodate just under 1,000 African children. Although the existing 11 places of safety for



African children can accommodate 1,400 children, only 700 children were harboured during 1991.

There are no white street children because the state and the community take care of them, and on the other hand, there are so many black street children in need of social care in South Africa who have been sorely neglected. According to Swarts (1988), street children in Johannesburg are almost exclusively black children, with a few coloured. 90% of street children as noted by Keegan in Le Roux (1996), as having come from broken homes which were characterised by alcoholism, violence and desertion by the family.

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 in order to facilitate the development of a long-term national strategy aimed at promoting, protecting and fulfilling their rights. The major tool used in the study where interview schedules designed to investigate the situation of street children in Zimbabwe. The study cited the following as reasons for being on the streets; the need of earning income, being orphaned, abuse by step-parents/relatives, inadequate care and support by parents or guardians and peer pressure.

In this study, the findings shows that street children were being “pushed” and “pulled” by various factors such as household poverty, family conflict, demands of the city life and violation of child’s rights and so on in which push factors which were associated with the emotional bond between children and parents or guardians break the adult-child relationship. The urban-rural migration was also one of the important reasons for children to move to the streets which include national disaster along with other causes.

Khalafala Ahmed Mohammed Arabi, Wisal Altahir Ali, (2011) studied some factor that affect homelessness in Khartoum on 300 street children. It is found that most of the street children were born in this state but the origins of the majority of them are the western and southern Sudan. Factor analysis was used and it showed that there are seven factors which could be labelled city life, risky behaviour, economic reasons, natural and environmental, family disruption, observation and family abuse. The study recommended to locate perspective programmes in areas where most street children’s family live in at present, intervening at home to prevent children from going to the streets, reduce school fees, create opportunities to increase income of vulnerable families especially those affected by war and drought; build trust with street children to convince them to return home; provide safe night

shelters for street children to protect them; help addicted children to overcome their addiction; reform and improve legislations and laws to protect children.

In Cameroon, Tchombe (2002), reported on the opinion of street children, their parents and officials in social institutions as to the causes of why the children move to the streets. The sample consists of 395 children in social institution in Bamenda in the North West Region of Cameroon and also obtained relevant information from official documents and literature on street children.

Questionnaire and focus group discussions; in analysing 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 of social policies which should make available amenities, activities, create opportunities to improve family life and provide vocational skills.

#### **2.1.10. The situation in Europe**

Pehlivanli, Ezgi carried out studies in Ankara on the concept of street children. Here the explanation was in the content of social exclusion. On 15 street children he employed qualitative methods, the main aim of this study was to understand the reasons for children to 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.

Duyan (2005) carried out a similar study in Turkey and examined the relationship between socio-demographic and family characteristic, 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' alcoholic usage, unemployment, threatening of the children at home, and hopelessness among the street children.

### **2.1. 11. The case of the Indian Sub-Continent**

Soniya Wazed (2012), in her study explores the process of street migration with the interaction of both “push” and “pull” factors not only based on their economic necessities but also on their livelihood strategies in street life. The research is exploratory in nature, conducted on Dhaka, Bangladesh. The study involved both street boys and girls respondents of different age groups were selected. They are interviewed by the semi-structured interview schedule and the field observation method is also used in this study.

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 faced by them in their day to day life. A sample of 100 respondents was taken and most of them were in the age group of 8-16 years. 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. In this study concerning the children mentioned abuse by parents as was the main cause for them having left homes. They did not have any contact with their families, and did not want to go back to their families. Education should be an essential part of the programme to give them a better and standard life.

Joshi, Harish, Visaria, Leela and Bhat, Rajesh (2006), carried out a study of street children at the main Kalupur Railway Station and under the nearby Sarangpur Bridge. These children were interviewed to find out the reasons 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 situated in Odhow where they were kept. To survive, street children undertook a variety of occupations bottle picking, cleaning train compartments and begging and working at tea/snack stalls rag picking and so on. Among the reasons for leaving home was; the harassment by family members, being orphans, for earnings, refusing to study, family disintegration and so on.

### 2.1.12. A Cross-Cultural Comparism

What accounts for the phenomenon of street children in a particular culture is difficult to ascertain. In some countries of Latin America most prominently Colombia, Brazil, and Mexico street children have been around for more than a generation. But Brazil, which actually has the highest number of street children in Latin America, is bordered by Uruguay, Paraguay, Argentina, and Bolivia each of which has relatively few street children.

Kenya, in which some children on the streets are said to have been born from parents who themselves were street children (Clark, 1982), is bordered by Ethiopia, in which almost all of the working children on the streets return to their families at night (Lalor, Taylor, Veale, Ali Hussein, & Bushra, 1992). Both Kenya and Ethiopia have a mixture of Christian and Moslem populations, and both have been equally undemocratic. Kenya is wealthier than Ethiopia yet has more street children. Both countries border the Sudan also a country of Muslim, Christian, and animist faiths that did not have street children until the recent ethnic violence in the southern part of the country (Veale, 1992; Veale and Taylor, 1991).

A common denominator that might explain the cultural conditions of street children is a non-dictatorial capitalistic country in the developing world that has significant urban centers. This could explain the high incidence of street children in Mexico, Colombia, and Brazil, and it would help explain why there is a low incidence in Chile, Paraguay, Cuba, and Tanzania.

This hypothesis does not explain why Argentina and Uruguay have so few street children. Perhaps these countries have more of a European heritage than they do an indigenous or African culture. This would explain why Colombia, Mexico, and Brazil, which are influenced strongly by their African and indigenous cultures, have many street children yet the idea that some cultural groups are over or underrepresented in the population of street children is also difficult to accept. Cuba, for example, has few street children but a strong African culture. Bolivia has a strong indigenous culture and few street children.

Within one country, Ecuador, the numbers of street children vary from region to region. In Guayaquil, which has a large African influence, there are many street children; in Quito, which is largely influenced by indigenous culture, there are few street children. It might be that street children is a modern phenomenon, that is not found in places with strong indigenous cultures. Thus Connolly (1990), in a comparative study of street children in

Bogota and Guatemala City, found it very difficult to locate street children in Guatemala City, which has a far higher influence of indigenous culture than has Bogota, which has many street children. This would help to explain the situation in Bolivia but not in Peru, which has many street children. The idea that there might be a link between a relatively recent, violent, anti-colonial national movement and the onset of street children is worth examining. Veale (1992), in a comparative study of street children in the mid-19th-century, Ireland and the current Sudanese street children, wrote that civil unrest was the reason for the origins of street children in both countries. Civil unrest dating from the Mau Mau struggle for independence has been connected to the origins of Kenyan street children (Nowrojee, 1990). There are also many street children in South Africa, where their high numbers have been related to the country's violent political problems (Swart, 1988). In all of Latin America, Colombia has had one of the most violent popular uprisings. Indeed, its current violence has been connected to the period of *la violencia* and to the high incidence of street children (Aptekar, 1989a).

Some societies, such as Tanzania, have not had strong civil violence and have few street children. But the situation is more complex in countries like Ethiopia which has had a long history of civil war, and violence yet has not produced many street children. Argentina and Chile had relatively less adverse anti-colonial wars but had recent violent politics, yet they have fewer street children than Brazil or Mexico, neither of which has had recent political violence (excluding the very recent violence in Mexico). The situation in many countries of Central America, where there has been considerable civil violence, has not produced many street children.

A worldwide study of street children, perhaps conducted by using the Human Relations Area Files (a collection of indexed ethnographic data on more than 350 societies), would be helpful to learn more about why certain cultures have an over or underrepresented amount of street children.

Tracing cultural differences is also possible in East Africa, where different tribes of widely divergent cultural traditions live so closely together. A study of the tribal origins of street children might provide a good deal of information about which type of family structure is conducive to producing or not producing street children.

Whatever the cultural factors that account for street children, the situation is perceived by the American public, for example, that there is simply no place in the United States where

there are large numbers of children living without adults and working in full public view. What the United States and the developed world have is a large delinquent and violent population, most commonly found in the poor urban slums. Street children are less delinquent or, as described elsewhere; they are more like thieves than thugs (Aptekar, 1989b). For all practical purposes, there are no guns in the slums of Latin American or East African cities, a situation that is considerably different from that in the United States.

There are other differences, one of which is that there are far more females among street children in the developed world than there are in the developing world. Also, many homeless children in the developed world are from middle-class families, unlike the case in the developing world. In addition, North American runaway children are more likely to be on the streets because of family discord than because of poverty. Nearly 80% of American runaways have been physically or sexually abused (Reppond, 1983). Only 20% of the Latin American street children are on the streets because of physical or sexual abuse (Lusk, 1989).

After reviewing some previous research works, the reasons why children tend to move to the streets, it can be explained by the “push” and “pull” factors. This theory is specifically provoked by certain factors such as job opportunities, land availability, social and cultural freedom in the areas of destination operate as “pulling” individuals and children to urban centers. On the other hand, high population density, poor quality education, the rupture of family relationship, natural calamities, lack of economic opportunities, poverty, “pushes” migrants out of their rural origin. Studies showed the hazardous life pattern of these children in which they are involved, in risky exercises to survive.

After having an overview of these research works, it would be realised that these researchers through their various studies have proposed solutions at different levels based on their findings. Some researchers such as Tchombe (2002), suggest that, to address the issues of street children, opportunities should be created to improve on family life and vocational skills.

The Association for Development, Delhi (2002), cited education as an essential part of the programme to give street children a better standard of life. This researcher holds the view that the type of training and the procedure will highly influence the rehabilitation process of these children.. But before delving into government framework, it will be necessary to examine the international framework meant to protect, promote the welfare and care for children in general and the street children in particular.

## 2.2 THE INTERNATIONAL LEGAL FRAMEWORK

States and governments have a prime duty to protect the Universal Rights of Human beings especially children within their jurisdictions or territory. However, due to their dependence on adults and their vulnerability throughout the different stages of their development, children have additional rights and are entitled to additional care and protection. With regards to street children, they have specific rights that are stipulated in a number of international conventions most importantly; Countries have drafts of protocols, charters, ratified international conventions, national laws and regulations that govern Human Rights protection in general, and those of the child in particular. These ratified international instruments supersede the national instruments. The preamble of the Cameroonian Constitution of 18<sup>th</sup> January 1996 on the revision of the 2<sup>nd</sup> June 1972 constitution states that the Human beings, without distinction of race, religion, sex or belief has sacred inalienable Rights. Furthermore, Cameroon is committed to the basic freedoms set forth in the United Nations Charter; the Universal Declaration on Human Rights, the African Charter on Human and Peoples' Rights, and all relevant ratified international conventions. Cameroon is a party to the following international instruments:

- The African Charter on the Rights and Welfare of the Child (1997);
- ILO Convention No. 182 on the Elimination of the Worst forms of Discrimination Against Women, acceded to by the country on 4<sup>th</sup> December 2004;
- United Nations additional protocol of 15<sup>th</sup> November 2000 against organized transnational crime; its protocol to prevent, suppress, and punish trafficking in persons, especially children; Cameroon ratified this protocol by the decree of 18<sup>th</sup> November 2004;
- Ratification of the resolutions of the 11th General Assembly of the World Tourism Organization, 1995 in Cairo, Egypt, on the prevention of organized sex tourism;
- International Labour Organisation (I.L.O) Convention No. 138 on minimum working Age (1973).
- I.L.O. Convention No. 182 on the worst forms of child labour (1999)
- United Nations Convention on the Rights of the child (1989).

### **2.2.1 I.L.O. Convention No. 138 on the working Age (1973)**

Article 1 of this convention specifies that 15 years is the minimum age for working. In its article 3, it further states that the minimum age for starting any type of employment, which by its nature or working environment is likely to jeopardize the health, safety or morals of young persons, shall not be less than 15 years. The convention also urges States and governments to adopt this minimum working age in their national legislation.

### **2.2.2 I.L.O. Convention No. 182 on the worst forms of child labour (1999)**

Article 1 of this convention urges each State signatory to take immediate and effective measures to prohibit and eliminate the worst forms of child labour. In its article 3, it defines the worst form of child labour as follows:

- a. All forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom, and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- b. The use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- c. The use, procurement or offering of a child for illicit activities, in particular for the production
- d. Work which by its nature or circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

### **2.2.3 United Nations Convention on the Rights of the Child (1989)**

The existence of the phenomenon of street children represents a flagrant infringement of United Nations Convention on the Rights of the child. The natural environment for children to live in is with their families to enjoy a sound familial relationship that provides them with love and tolerance as well as care and protection. Such family environment ensures the proper development of consortium on the Rights of the child 1989, the following rights should be enjoyed by all children including street children.

Adopted in November 1989 and enforced in September 1990, the CRC sets out wide ranging legally binding standards for the protection of children's rights. There is no definition



of street children in the CRC. The closest reference is perhaps the phrase in the Preamble; “children in especially difficult circumstances” declaring that “such children need special consideration”. Article 1 of the CRC defines the child as all persons under the age of 18.

The Convention contains various provisions that relate to the situation of street children. Among them, it is important to emphasize those that refer to non-discrimination, article 2; the guarantee of survival and development of the child, article 6; special assistance for children deprived of their family environment, article 20; the right to adequate standards of living, article 27; social rehabilitation of all children who are abandoned or exploited. Article 39; it could be said that the International Covenant on Civil and Political Rights (ICCPR), the International Covenant on Economic, Social and Cultural Rights (ICESCR), the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT), the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and the Convention on the Elimination of All Forms of Racial Discrimination (CERD) constitute the background for child protection.

Despite the international move towards increasing the protection of the rights of the child, these documents only bind those who have ratified them. The Convention on the Rights of the Child holds the dubious distinction of being both the most ratified as well as the most violated of all international human rights directives (Muncie, 2005). There is an additional thirty-three countries which have accompanied their ratification with reservations (Muncie, 2005). Unfortunately, as William Echarbas, (1999) points out, “although the Convention on the Rights of the Child is now the most successful and widely-ratified human rights treaty ..., this impressive support for the instrument is regrettably mitigated by the reservations”.

From a human rights perspective, the situation of street children constitutes a violation of a wide range of fundamental rights. The Committee on the Rights of the Child has identified four articles as the foundation principles that are the basis for all other articles. These articles, which have come to be known as “general principles,” are non-discriminatory, best interest of the child, inherent rights to life and survival, development and participation. There is a fundamental obligation of State Parties to the CRC article 2(1) to respect and ensure all rights in the Convention for all children in their jurisdiction “without discrimination of any kind”.

However, it is important to underline that street children are constantly seen as asocial and are discriminated against by society and public opinion. Thus, the Declaration of the

General Assembly Resolution 27(2), of 2002 states “A World Fit for Children” explicitly recognizes that “... vulnerable groups are disproportionately disadvantaged in many countries owing to all forms of discrimination, including racial discrimination.” Street children are being ignored and misunderstood by society in general. This observation made by a 12 year old girl in the Ethiopian capital Addis Ababa (2000), illustrates how street children feel about society:

*“I no longer live in the society because most of the time, they don’t allow you to enter. They ask personal details and questions, they check your pockets and they know only to say ‘you are just another beggar, you can’t enter such a place because you don’t know how to live in the society’. I have got used to living alone, I’m just like that. It is the street that teaches me”.*

#### **2.2. 4 The Right to Life**

The right to life is inherent to every human being regardless of his/her gender or age. Article 6 (1) of the convention on the rights of the child stipulates that States’ Parties should recognize that every child has inherent rights to life. Article 6(2), further stipulates that States’ Parties “shall ensure to the maximum extent possible the survival and development of the child”. This right entails refraining from jeopardizing the life and development of children or from submitting them to physical or moral threats. The consortium of street children reports that many states abuse or torture street children. In some parts of the world, police force abuse and torture street children rather than ensuring their protection. This acts contravenes article 19 of CRC, which in its paragraph 4 it states that “States’ Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or moral violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child”.

Furthermore article 19(2), provides that “such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and those who have the care of the child, as well as for other forms of prevention and identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and as appropriate , for judicial involvement”.

### **2.2 5 The Right to Health**

Street children live on the streets, public places, abandoned buildings, cemeteries, or unhealthy shelters. This jeopardizes their right to healthy growth and development. Children need a healthy environment that ensures that they grow up free of disease or illness and which offers them all medical services. Article 21(1) of CRC stipulates that States Parties recognize the rights of the child to the highest possible standard of health and to facilitate the treatment of illnesses and the rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

### **2.2.6 The Right to Education**

A high percentage of street children do not achieve an educational level that would ensure an appropriate job with a reasonable pay packet. This contravenes the right of the child to a basic standard or level of education as set out in the provisions of article 28 of the CRC; “ States Parties recognize the right of the child to education and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular;

- a- Make primary education compulsory and available for all,
- b- Encourage the development of different forms of secondary education , including general and vocational education make them available and accessible to every child and take appropriate measures such as the introduction and offering of financial assistance in cases of need;
- c- Make higher education accessible to all on the basis of capacity by every appropriate means;
- d- Make educational and vocational Guidance available and accessible to all children;
- e- Take measures to encourage regular attendance of schools and the reduction of drop-outs rates”.

Education helps develops the child’s character, therefore, article 21(1) sets forth that “States Parties agree that the education of the child shall be directed to; (a) the development of the child’s personality, talents, mental and physical abilities to their fullest potential...”.

### **2.2.7 The Right to an Adequate Standard of Living**

Article 27 of CRC provides for the rights of a child to an adequate standard of living. Article 27(1) further explicitly states that “States Parties recognize the right of every child to a standard of living adequate to the child’s physical, mental, spiritual and social development.” Again, article 27(2) notes that “(t)he parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities the condition of living necessary for the child’s development.” In the case of parent(s) or legal guardian(s) who are unable to provide such living standards, it is the State’s responsibility to do so as set out in article 27(3); “States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programs, particularly with regards to nutrition, clothing and housing.”

### **2.2.8 Special child labour Related Rights**

In many Counties, street children are exploited by working long hours in difficult conditions for low pay. This contravenes article 32(1) of CRC, which states, “States Parties recognize the rights of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child’s education, or to be harmful to the child’s health or physical, mental, spiritual, moral or social development”.

### **2.2.9 The Right to Participation, Play and Recreation**

Street children often lack participation in cultural life and opportunities to play and, to recreation. Article 31(1) of CRC, stipulates that “States Parties recognize the right of the child to rest and leisure to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and art.” Still in article 31(2) it states, “ States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activities”.

### **2.2.10 The Right to Protection**

Street Children suffer from maltreatment, sexual abuse, neglect and discrimination. Article 34 of CRC provides for the protection of children from all forms of sexual exploitation and sexual abuse. Article 37 goes ahead to specify that legal protection in case of arrest, while article 40 stipulates the provision of appropriate and humanitarian conditions of detention that protect the child's dignity.

After reviewing what the international community holds for children in general and those of the street in particular, at this juncture it will be necessary to take a look at the Cameroonian situation.

## **2.3 THE GOVERNMENT'S LEGAL FRAMEWORK**

The government of Cameroon in its endless efforts to fight social exclusion it has taken some concrete diverse measures to ameliorate the lives of youths in general and those of street children in particular. The measure ranges from policies, programmes, reglementary texts, the creation of national institutions which caters for the diverse needs of these vulnerable group in general and street children in particular. The Cameroonian constitution of 18<sup>th</sup> January 1996, being the fundamental law of the land in its preamble states that, the nation shall protect and promote the family which is the natural foundation of human society. Articles 16-18 deals with rights related to the protection and promotion of the family and vulnerable groups. It shall protect women, the young, the elderly and the disabled. It further states in the preamble that the state shall guarantee the child's right to education. Primary education shall be compulsory. The organization and supervision of education at all levels shall be the bounden duty of the state.

Furthermore, the constitution in its article 25(1) states, that everyone has the right to a standard of living adequate for health and the well-being of himself and his family, including food, clothing, housing and medical care and the necessary social services and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in the circumstances beyond his control. Furthermore in article 25(2) it states Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection. The constitution has not only guaranteed the protection of the basic rights and needs of children as a whole, but has

made provision for these needs to be provided to this vulnerable group more especially the street child. The principle of non-discrimination is enshrined in the constitution within its preamble; it proclaims inter alia that “the State shall provide all citizens with the conditions necessary for their development”. To attain these lofty goals as enshrined in the constitution, the government has passed some legislation and created some institutions to cater for the needs of these children like the ones below;

Law N° 2004/16 of 22<sup>nd</sup> July 2004, on the establishment, organization and functioning of the National Commission on Human Rights and Freedoms, to make that body independent, more operational and efficient;

Law N° 92/04 of 14<sup>th</sup> April 1992 on school orientation, which sets the compulsory schooling.

Law N° 67-LF-1 of 12<sup>th</sup> June 1967 on the penal code and all punishments for violations against children and moral practices;

Law N° 2005/007 of 27<sup>th</sup> July 2005 on the criminal procedure code, which took effect on 1 January 2007;

Law No 2005/015 of 29<sup>th</sup> December 2005 on combating slavery and child trafficking in Cameroon.

### **2.3 1 The Government’s Institutions**

A Social Affairs Department was established following Decree No75/467 of June 28<sup>th</sup> 1975, in its own right as a full Ministry. The Ministry of Social Affairs organized by Decree No75/723 of November 1975 with two Departments namely; Private and social .Departments. The external services were the Provincial Services of Social Affairs, the Divisional Sectors of Social Affairs and Social Posts. The Ministry was created to coordinate, supervise and ensure the smooth functioning of the social centers created to cater for the needs of this vulnerable group. In the same light, the state following Decree No 77/495 of December 7<sup>th</sup> 1977 laid down the conditions for the creation and functioning of private social institutions which has as principal objectives to accommodate and take care of these vulnerable children. In Law No 83/13 of July 1983; it relates to the protection of disabled persons and in 1990, a decree implementing special provisions on handicapped children,

especially the provision on school and medico-social needs was signed. The ordinance of 29<sup>th</sup> June 1981 did organize the civil status registration in which article 43, 45 and 46 facilitated the legitimating of natural children.

The government again following Decree No78/056 of February 23<sup>rd</sup> 1978, created the National Rehabilitation Centre for persons with disabilities. This was initiated by the Canadian Cardinal Paul Emile LEGER. In June 9<sup>th</sup>, 1980 the government through Decree No 80/199 created the National School where social workers were being trained (ENAAS) located in Yaounde. There was an innovation which intervenes in 1981, with Decree No 81/295 of July 23<sup>rd</sup>, creating within the Ministry of Social Affairs a service for women empowerment and social Defence. In 1992, the National school of Administration and Magistracy started training Social Affairs Personnel with the rang of Inspectors of Social Affairs . In 1995, following Decree No 95/100 there was reorganization of the ministry of social Affairs which resulted in the creation of the Ministry of women's empowerment and the Family. The creation and functioning of these government institutions meant to cater for these vulnerable group falls in line with the government's policy to fight social exclusion in all its forms and more especially as it is stated in the preamble of the constitution of 18<sup>th</sup> January 1996.

The State has created institutions which cater for the specific needs of specific groups within the vulnerable class. This includes the delinquents, socially mal-adjusted children, delicate social cases; under this class, we have the abandoned cases and run-away otherwise known as street children which is our principal concern in this study. Many special measures have been taken to protect the child in the areas of criminal, civil, labour administration and health matters, along with the enactments of the law and statutory instruments aimed at realizing these constitutional prescription. Many structures have been put in place to promote the life, survival and development of the child. Concerning placements of these children the following institutions are open:

- The Borstal Institute Buea
- ICE Cameroon Child Welfare Institute Betamba
- The Reception and Observation Centre Bepanda–Douala
- Cameroon Child Welfare Institute Maroua
- Centre for Admission of Minor Bertoua.
- The “Centre d’Ecoute” Yaounde.

### **2.3.2 The Borstal institute Buea**

The Borstal institute Buea was created in 1965 and got its name from an English man who served in the former west Cameroon as a prison superintendent under Britain. It was the first re-education center for vulnerable youths. Prior to its creation in 1965, minor and major criminals were all heaped or gathered in the same prison cells and under the same conditions in the Buea Production prison. Later on, the minors were separated and taken to Kanu and Enugu in Nigeria where special prisons for minors were run by the British. The exercise did not last for long due to the distance, the cost and the risk involved in the transportation of these children from Cameroon to Northern Nigeria. The creation of a center became the option of bringing these children from different areas to a particular environment. Upon its creation in 1965, the institute had only 60 percent of its buildings realized. From 1965 to 1973, this institute operated with warders as the only officials who catered for these children in the center. It effectively and officially went operational under the care of Social Educators only in 1975, following a Presidential Decree No 73/115 of 22<sup>nd</sup> march 1973 relating to the organization and functioning of The Borstal Institute Buea.

Today The Borstal institute is a state re-educational institute that has been existing since 1965 and it is placed under the Ministry of Social Affairs. The institute since its creation has trained 1068 trainees. It has as major objective to implement the social policy of the government within the framework of the fight against juvenile delinquency, social mal-adjustment, irresponsible parenthood and the non-respect of the rights of the child as enshrined in the United Nations Conventions on the rights of the child (as adopted by United Nations General Assembly on November 20<sup>th</sup> 1989) to which Cameroon is a signatory. In other words, The Borstal institute is concerned with the protection, re-education, rehabilitation, reinsertion of juvenile delinquents, socially mal-adjusted youths, abandoned or street children and destitute children aged 12 to 17 whose moral upbringing, security and their education is likely to be compromised.

#### **2.3.2 1 The Training Programs offered by the institute**

In trying to meet up with its objectives, The Borstal has organized and subdivided its activities into five main sections. The first includes education and the re-socialisation sector. Here it ensures production, re-education/rehabilitation and the social insertion of trainees. The second is the professional training section. Here the institute provides skills developments and



the promotion of self-employment in areas such as wood work, motor mechanic, driving, welding, livestock, agriculture and information technology. The third section is schooling. In this section, the institute offers academic, civic and moral education to trainees and children of surrounding neighborhood. The fourth section concerns the medico-sanitary facilities. Here the institute takes care of the health needs of the trainees and the members of staff. The fifth section concerns documentation. Here the institute collects, conserves and provides data and relevant information of the institute to the public and to researchers.

### **2.3.3 The Cameroon childhood Welfare Institute Betamba (ICE)**

In march 1952<sup>nd</sup>, order No1315 created The Cameroon Childhood Institute (ICE) following the international Conference held in Dar-Es-Salam in Tanzania in 1952 on childhood delinquency in which African Countries were in attendance including Cameroon. The Cameroon Childhood Institute (ICE) of Betamba just like The Borstal institute of Buea was only transformed into a national institution following Decree No73/333 of June 25<sup>th</sup> 1973, which organizes the functioning of the institute. The main objective of the creation of this institute was to re-structure the personalities of minors they who charged as well as the realization of their potentials. for them to have autonomy, be responsible on an emotional, professional, moral and social platforms.

The Cameroon Childhood Welfare Institute Betamba is a re- socialization center for minor boys between the ages 12-16 years of which socialization, morality and education are jeopardized as well as minor offenders or abandoned children who are codified by the court.

### **2.3.4 The Reception and Observation Centre Bepanda Douala**

The reception and observation center in Bepanda-Douala is a public institution under the Ministry of Social Affairs. It was created in 1953 by the Canadian Brothers of the Christian School, but it was officially transferred to the state of Cameroon in 1972 following Decree No72/461 of 2<sup>nd</sup> September 1972. It specializes in the reception and observation of minors.

It has as principal mission to essentially prevent and treat socially inadapted cases including juvenile delinquency. The institution is destined to receive, observe and evaluate children with the eventual return to their respective families and the placement in other families or other institutions for re-education.

The center carries out a number of activities to attain this objective. The center offers a number of services which are divided into four sections. The first is educational activities, followed by the training in technical fields, thirdly health facilities and there is a complete primary school in the center. In the educational section, the center carries out the re-education of socially inadapted cases. This is done through activities such as the restructuring of personalities (psychotherapies of individuals and groups). In the center they also organize sporting, leisure and cultural activities. The primary school prepares the children for “concours d’entrée en 6e” or first year in technical colleges. The center also provides technical training on fields such as woodwork, metal works, auto mechanic, tailoring, agriculture and computer studies.

### **2.3.5 “Centre d’Ecoute” Yaounde**

Centre d’Ecoute Yaounde just like The Borstal Institute Buea is a public institution under the Ministry of Social Affairs. It was created by Decree No 73/733 of June 15<sup>th</sup> 1973. With the principal objective to identify and place street children in various institutions namely; the family, regular school settings or re-educational institutions. It should be noted that even though it was created in 1973, it was only inaugurated in 2002 during the celebration of the international Day of the African Child. This was the initiative of the Ministry of Social Affairs, supported by Red Cross, The European Union and later by “Pari Mutual Urbain du Camerun” (PMUC).

As earlier mentioned, the principal objective is identification and placement in various institutions. The staff of the center move to the field especially to areas of high frequency of street children for sensitization. On particular days of the week, after the sensitization process these children will move to the center. With children in the center, the Social Affairs assistants will have a one-to one talk with each child which will assist them to create a good ground for appropriate placement.

### **2.3.6 A Project to Fight the phenomenon of Street Children (2008)**

The State through the Ministry of Social Affairs has taken a number of multi-dimensional actions to fight social exclusion and to give this vulnerable group the protection and care they deserve in the society. Before the creation of the project itself, there has been some concrete

actions through special committees which finally culminated in the creation of the project in 2008.

On the social protection plans of street children, The Ministry of Social Affairs carried out reinforcement activities of care taking of orphans whose parents died from HIV/AIDS. To attain this objective, the Project has been working closely with the National programme to fight against HIV and AIDS. The Ministry of Social Affairs also extended its activities to work closely with Private Social Centers, National Associations and NGOs.

In 2007, the Ministry of Social Affairs carried out an operation of the identification of private structures which caters for vulnerable groups at the same time elaborating a national guidelines and measures for intervention into these centers. A national plan was drawn up on how to safeguard, protect and include these vulnerable children into centers where they will be taken care of psychologically, given some counseling, education and training with eventual return to their respective families. All these preliminary ground work and reflection ended with the creation of a Project in The Ministry of Social Affairs, to fight the phenomenon of street children in Cameroon.

#### **2.3.6.1 The objectives of the Project**

The main objective of the project is the search for social reconciliation; with the family, community and at the same time to give them some form of education or training; some essential positive values. This is done through the identification or the tracing of the children and having them in the social centers.

#### **2.3.6.2 The activities of the Project**

The identification will comprise a form to identify the child, the causes or reasons why the child is on the street, the analysis of the situation of the child on the street and the perspective for re-socialisation.

There is a series of educative talks given to the child and at the end, there is an evaluation of each educative talk by the social affairs expert, psychologist or the educator. There is an interview with parents by the social affairs officer. Finally, there is an evaluation and preparation to hand the child to the parents.

The project in The Ministry of Social Affairs, in order to accomplish its objectives it has been working closely with some partners. At this juncture it will be necessary to examine the role of some of the partners who are working with the project and assisting it to attain its goals.

### **2.3.7 Some Partners working in collaboration with the Project**

#### **2.3.7.1 Yaounde and Douala City Councils**

These city councils contribute in the lighting of public places within the municipalities including the premises of the social centres such as the centre in Bepanda and “centre d’Ecoute” in Yaounde. They provide food, material and logistics support to these social centers housing street children within their municipalities. They recruit social affairs assistants to organize and drill street children on income generating activities. The councils put at the disposal of street children the space for demonstration or training for agriculture and car washing.

#### **2. 3.7.2 The Ministry of Housing and Urban Development**

The Ministry takes concrete actions to fight delinquency in urban milieu. It also take part or assists in the training of street children in the project that assist the training of youths in urban milieu.

#### **2. 3.7. 3 The UNICEF**

The UNICEF assisted in diverse projects concerning street children. In 2010 they gave 50 minimum packets to assist street children in schools and to help them return to their respective families. They also awarded 100 scholarships to assist street children to carry out training in some trades which assisted them to return to their respective families.

#### **2.3.7.4 The Ministry of Communication**

The ministry of communication conceived programs and carried out massive sensitization of the public on radio and television on the dangers of the street to children. The diffusion of messages and the search for missing children. There is also the development of preventive programs.

### **2.3.7.5 The Ministry of Basic Education**

The Ministry of Basic Education gives pedagogic seminars on the handling of special needs cases for teachers in the re-education centres such as Bepanda, Betamba and The Borstal institute in Buea.

### **2.3.7.6 The Ministry of Employment and Vocational Training**

The Ministry provides trainers in the workshops of the re-educational centres to train street children in the following trades and centres: Bepanda auto-mechanic, woodwork, metal construction and welding. Betamba social centre:-auto-mechanic, woodwork metal construction, bricklaying, computer studies welding etc .Borstal institute Buea: auto-mechanic, woodwork, metal construction and computer studies. The ministry assists the project, for street children in the PIASSI project. It also puts at the disposal of the Ministry of Social Affairs the list of authorized training structures from MINEFOP.

### **2.3.7.7 The General Delegation for National Security and National Gendarmarie**

The Police and Gendarmarie assists in the search and takes the street children to re-educational centres. They keep permanent security on the centres such as Betamba, Bepanda, The Borstal Institute Buea and “centre d’Ecoule” in Yaounde. They have created the Police and Gendarmarie Posts within the vicinity of these re-education centres.

### **2.3.7.8 The Ministry of Commerce**

The Ministry of commerce provides food items, other materials and equipment as support for the street children.

### **2.3.7.9 The Ministry of Justice**

The Ministry of justice facilitates the administrative and judicial procedures for the placement of the child in the family. They also facilitate the establishment of birth certificates for street children.

### **2.3.7.10 The Ministry of Public Health**

The Ministry of public health carries out vaccination campaigns in areas where you have street children. They also post nurses to the social centres such as Bepanda, Betamba and The

Borstal Institute in Buea. The Ministry supplies essential drugs to the re-educational centres. They equip mobile health teams to identify posts where we have street children like Centre de Mbankomo.

#### **2.3.7.11 The Cameroon Radio Television Corporation**

It elaborates radio and television programmes in favour of the fight against the phenomenon of street children.

#### **2.3.7.12 The Cameroon Tribune**

They are involved in the sensitization of the public on the dangers of street life and the necessity of family cohesion.

#### **2.3.7.13 The Ministry of External Relations**

It Support and sensitises international organizations and the United Nations Systems for the fight against street children in Cameroon.

#### **2.3.7.14 The National Employment fund**

The National Employment Fund and the Ministry of Social Affairs on the 4<sup>th</sup> of August 2006 signed a convention of partnership which put in place a Support Programme for insertion and socio-professional re-insertion of vulnerable persons. (PAIRPPEV). The objective of (PAIRPPEV) is the professional insertion of vulnerable persons through professional training in divers trades, the promotion of self-employment and other income generating activities. The project is meant to benefit street children, disable persons, marginalized persons, victims of floods and other catastrophies.

## **2.4 THE IMPLEMENTATION OF MEASURES**

### **2.4.1 The Policies and Programmes**

In Cameroon, the issue of the status of children is a part and parcel of an overall social development policy. The strategies stemming from the Government's policy aim at:

- Improving the legal and institutional framework of child protection;
- Building in stakeholder capacities;
- Improving knowledge on the status of the children;

- Advocacy for taking children's rights into account in sectoral policy;
- Formulating strategies for full and harmonious development of children
- Reintegrating children in difficulty into families and schools;
- Social and vocational reintegration;
- Planning activities on combating child rights violations;
- Raising awareness and mobilizing communities about child labour issues;
- Improving and enhancing legislation on the rights of children;
- Coordinating and monitoring activities on combating child trafficking. These are the major strategic areas taken into account in the draft action plan in combating child labour. In terms of technical cooperation and international assistance, Cameroon has made cooperation with:
  - The French Cooperation, with the Bi-Multi-OEV projects
  - The Belgian Cooperation, under the Baka Economic and Social Development Support Project (PADES/Baka)
  - The Japanese Cooperation, in the basic education sector
  - The United Nations Population Fund (UNFPA), as part of the national youth policy
  - The International Labour Organization (ILO), for the implementation of the International Program on the Elimination of Child Labour.
  - The Global Fund to Fight AIDS, Tuberculosis and Malaria, for issues such as care for orphans and vulnerable children.

Furthermore, a Cameroon/UNICEF cooperation program on "Child Protection" it has two components, one on the legal and institutional framework and the other on special protection. These projects help in providing access to children, especially those vulnerable to violence, exploitation, abuse and discrimination to appropriate legal and protection services.

#### **2.4.2 The Legislative and Regulatory measures**

Cameroon has methodically pursued efforts to ensure an enabling environment for the development of the child, through the recommendations of the committee on the rights of the child, and in light of the specific circumstances of the country. Cameroon has adopted legislative and regulatory measures on the rights of the child and has embarked on procedures, which are now far advanced to introduce others. The measures are as follows:

- The Adoption of law No 06 of 18<sup>th</sup> January 1996 on the revision of the preamble of the 2nd June 1972 Constitution, which guarantees the freedom and security of every individual, with special focus on the protection of children and the youths;
- The Adoption of law N° 67/LF/1 of 12<sup>th</sup> June 1967 on the institution of the Penal Code, which has provisions that can be invoked to punish child labour cases. These are sections 292 on forced labour; 293 on slavery; 294 on proxenitism; 342 on slavery and pledging; 343 on prostitution; 344 on corrupting the youth; 345 on moral danger; 349 on blackmail or exploitation of weaknesses ; 352 and 353 on child abduction; 355 on representation of minors, 358 on abandonment of household;
- The Adoption of law No 92/007 of 14<sup>th</sup> August 1992 which sets the minimum age of admission to employment at 14 (article 86) and bans the employment of children in dangerous work or work beyond their strength (section 87);
- The Adoption of law No 97/12 of 10<sup>th</sup> January 1997 setting entry, stay and exit conditions for foreign nationals in Cameroon, and its implementing decree 200/286 of 12<sup>th</sup> October 2000, which requires prior parental authorization for children to be issued a travel document;
- The Adoption of law No 2005/015 of 29 December 2005 on combating slavery and child trafficking
- The Adoption of the Child Protection Code will contribute to ensuring a better protection for children against risks such as work, trafficking, trade, exploitation and all forms of abuse and violence, by way of specific punishment, regulating delegation of parental authorization and the setting up of specific mechanisms for psychosocial care and the social reintegration of child victims.
- The Adoption of law No 98/004 of 14<sup>th</sup> April 1998 on guidelines for education in Cameroon, whose article 7 stipulates: “the State shall guarantee the child’s right to education, without distinction of gender, political opinion, philosophy, or religious persuasion, and of social, linguistic or geographical origin”;
- The Adoption of child trafficking and anti-slavery act 2005/015 of 29/12/2005;
- The Adoption of procedural code 2005/007/ of 27<sup>th</sup> July 2005, which entered into force on 1 January 2007;
- The Decree 2004/320 of 8<sup>th</sup> December 2004 on the institution by the Government of several ministerial departments responsible for the rights of the child. These include the Ministry of Social Affairs the (promotion of rights and the social protection of the



child); The Ministry of Basic Education (pre-school and primary); The Ministry of Secondary Education (technical and general education); The Ministry of Public Health (maternal and child health); Ministry of Women's promotion and Family Affairs (education on responsible parenthood and family welfare); The Ministry of Youth and Civic Education (promotion of leisure and extra-curricular activities), etc.;

- The finalization of the persons and family bill;
- The Adoption prior to the preliminary draft code on child protection, harmonizing various domestic legal systems with ratified international instruments.

### **2.4.3 The Cooperative Platform**

Apart from the legal framework described above, both the Government of Cameroon and its partners have undertaken the following actions:

- The Adoption of a cooperation convention between Cameroon and UNICEF. The plan comprises five major programmes (basic education, child survival, child protection, social and partner policies, children and HIV/AIDS). The programme is built according to the rights approach and takes into account age cohorts. Ultimately, it will contribute to "creating an environment in which the rights of children to survival, development protection and participation are ensured". The master plan of operations (MPO) for the plan was signed on 5th November 2002;
- The Adoption of law 97/009 of 10 January 1997 on combating torture;
- The Decree 2001/041 of 19th February 2001 on the organization of public schools and the setting forth of the duties of school officers, whose article 47 provides for the exemption of annual contributions charged on public primary school pupils, which took effect from the 10<sup>th</sup> of February 2000 by presidential decision on a free primary education;
- The Decree 2001/109/PM of 20 March 2001 on the organization and functioning of public institutions that supervise minors and rehabilitate social misfits;
- The Decree 2009/301/PM of 23 February 2009 on the creation, organization and functioning of the Bepanda centre for minors;
- The Signing of a circular on the organization of the practical modalities for supplying public primary schools with the "minimum package" teaching materials;
- The joint decrees of the Ministry of Social Affairs and the Ministry of Secondary Education on free admission of handicapped children and those born of poor handicapped parents, into public secondary schools;

- The Circular N°38/B1/1464 of 8th December 2000 on combating violence in schools,
  - The Circular N° 10/B1/ of 13th May 2002 on the state of violence and vandalism in schools,
  - The Circular N° 005/B1/1464 of 13th February 2002 on combating occult practices in schools,
  - The Circular N° 006/B1/1464 of 4th March 2002 on secular nature of public schools.
- Development of the International Programme on the Elimination of Child Labour (IPEC), whose memorandum of understanding between Cameroon, represented by the Ministry of Labour and Social Security (MINLSS) and ILO, was signed on 22nd October 2004. Two specific child labour control projects were carried out from 2004 to 2005. The West African Cocoa Agriculture Project (WACAP), and the LUTRENA project on combating child trafficking. The second project led to an exploratory study, which, based on the characteristics of trafficking, established the emergence of the phenomenon in Cameroon's North West, East, Far North and South Regions.
- With regard to the North-West, 70 children, including 33 girls, were taken into the Gwan Multipurpose Centre in Bali Nyonga, a few kilometres from Bamenda. In addition to the psychosocial assistance given, each of the children were trained in a trade, while the parents were sought and taken care of by the projects, in view of the establishment of a private charity institution.
  - The children were then rehabilitated. Sixty rural communicators were trained in child slavery and trafficking modules. The United States' embassy, and parents, children cooperatives and clubs supported the training programme. The programme is aimed at sustaining the gains made and to curb the development of child trafficking in the areas concerned;
  - The joint MINAS/Belgian Red Cross project carried out in 2003 for the social reintegration of street children in Yaounde, ended in 2005. The project helped to reach nearly 15,000 children through various activities, and reintegrated 480 of them;
  - Under the multilateral debt reduction project implemented to combat the issue of street children in 2008 one of the intermediate objectives of this project was the processing and prevention of sexual exploitation and other forms of violation of the rights of children and adolescents in the Centre and coastal regions, which led to the identification of 465 of these children, 112 of whom were reunited with their families
  - The Cameroon-Japan cooperation to increase infrastructure for basic education.

- The Chantal BIYA Foundation/UNICEF cooperation which built and equipped schools and restored five primary schools back to the State;
- The involvement of the Global Fund for AIDS, Tuberculosis and Malaria in identifying and caring for orphans and other children made vulnerable by HIV and AIDS (orphans and vulnerable children). This activity was undertaken under the authority of The Ministry of Social Affairs, together with the national AIDS control committee. The committee's program aims to ensure access to 300,000 orphans and vulnerable children to basic social services by 2010;
- France/UNICEF/The Cameroon cooperation, under the "Bi-Multi" project which aims to provide care for orphans and vulnerable children;
- MINAS/The Belgian technical cooperation (PADESS-BAKA) for the management of pygmies, including child pygmies in Djoum, Mintom and Oveng in the South Region, which, on completion, had contributed to improving access to citizenship procedures for BAKA children (467 children received birth certificates) and child morbidity control through the vaccination of 645 pregnant women;
- Cameroon/Plan International partnership in the area of child rights (5,000 birth certificates issued in 2005, water supply facilities built), education; (several classrooms were built and equipped), health; (health promotion) and community and capacity building and agriculture;
- The increased involvement of the civil society organizations in child advocacy and supervision. These include the Chantal Biya Foundation, The African Synergies for AIDS control and human suffering and Cameroon. Also, the involvement of local decentralized authorities, including the street children project carried out by the Douala "IVeme" city council in partnership with the Strasbourg city council;
- The Signing of an agreement between The Ministry of Social Affairs and the Italian NGO, "AIAS D'AFRAGOLA", for the construction of a rehabilitation centre for handicapped persons at Maroua. This has contributed to improve technical facilities for testing and the treatment of handicaps among children.

The introduction of child rights issues in religious talks and sermons (apostolic letter dated 9 October 2005 sent by Monsignor Paul Verdzekov, Archbishop of Bamenda, to all Christians about child trafficking; FEMEC training seminar for the church, on child rights at Kribi in July 2004; advocacy in August 2005 for the adoption of specific legislation

against slave trade, raising awareness of listeners during broadcasts by Catholics, protestants and Muslims on CRTV, Canal 2 international, STV 2 and faith-based radio networks. The memorandum by the national secretary for private Islamic education making Islamic pre and primary schools free in the northern region, to combat the endemic under-enrolment in the region. In Cameroon, faith-based schools are opened to all children without discrimination.

Significant increase in public budget allocations to administrations in charge of carrying out child rights namely; The Ministry of Urban Planning, The Ministry of Basic Education (MINEDUB), The Ministry of Secondary Education, The Ministry of Social Affairs, The Ministry of Youth Affairs and The Ministry of Health.

- The Systematic formulation of ministerial and sectoral strategies, including social development, to improve the planning of the activities and allocation of resources needed to improve the living conditions of the people, especially children and other vulnerable persons;
- The Development of several programmes and projects (Global Fund and Bi Multi), (LUTRENA and WACAP) PIASI, PAJER-U. Cameroon-UNICEF Cooperation 2003-2007.

The Finalizing of the framework document of the national policy on comprehensive care plan for children.

#### **2.4.4 The Measures to Disseminate the Children's Charter**

According to the directives of point 9 (a) and (b); the African Committee of experts and Cameroon has embarked on the following activities aimed at raising awareness about the principles and provisions set forth in the children's charter and arousing social mobilization.

- Awareness campaigns on the rights of the child, at ceremonies of the Day of the African Child (16<sup>th</sup> June), national youth festivals (11<sup>th</sup> February) and several other events.
- Ten children's parliament sessions, and training junior members of parliament in the rights and duties of children, and distributing materials.
- Capacity building of officers in public and private child supervision institutions using child protection documents such as the Children's Charter.

- 15,000 comic strips on the charter were distributed to children at schools and other areas during awareness campaigns;
- Posters and flyers to raise awareness about the violation of child rights. Some of the posters were produced with support from Plan Cameroon and The Ministry of Secondary Education.
- Several annual radio and television events for children on popularization and the promotion of child rights.
- Gradual integration of human rights and child education modules into school curricula (citizenship education; higher specialized diploma (DESS) in human rights at the University of Dschang, targeted training in human rights at the “Universite Catholique d’Afrique Centrale” (UCAC) and specialty course at the International Relations Institute of Cameroon (IRIC)
- Translation of the children’s charter into local languages is challenged by the sheer number of languages and illiteracy.

Marriage in Cameroon is founded on the free will by a man and a woman to join together as husband and wife. Free and solemn consent to marriage is therefore essential to the validity of marriage. Such consent is one of the major items mentioned in the marriage certificate. Paragraph 4, article 52 of marriage ordinance 81/02 of 28<sup>th</sup> June 1981 stipulates that “No marriage can be celebrated unless the future couple has consented to it”. Cameroon’s legislation is emphatic about the importance of consent to marriage to demonstrate its firm opposition to forced marriage. Recognizing marriage as a form of emancipation of the child, the provisions set forth in title VI, chapter III of the above ordinance, carefully stipulates consent by parent(s), guardians or religious leaders for child marriages (15 years for girls and 18 for boys). This legal instrument, adopted in 1981 prior to the ratification of the children’s charter, is under amendment. The possibility of child marriage and parental consent are absent from the drafted child protection code. Consent to marriage, which is still part of the prerogatives of “parental power”, along with the concept of “parental authority over the person of the child” (Book I, Title IV), will thus disappear with the promulgation of the code on the protection of children. Parental authority is defined as “a set of rights and duties conferred on the father and mother in the interest of the child”. The father and the mother have parental authority until the child reaches the age of majority or is declared to be of full age, the aim being to ensure the child’s safety, health, morals, education and harmonious

development. The only rights and duties which parents have are those of care, supervision and education. Thus, the preliminary drafted code on the protection of children, simply by prohibiting the marriage of children, automatically abolishes the right of parents to consent to such marriages. While the drafted child protection code attempts to harmonize national legislation with international instruments, it glosses over the existence of early sex, which must be addressed. This is becoming a major problem, with commercials stressing condom use or remaining faithful as a means of preventing HIV/AIDS. This has caused sexual depravation and immorality among the youth, who shun early marriage.

The minimum age of access to employment article 14 of Labour Code act 92/007 of 14<sup>th</sup> August 1992, which sets the minimum age for admission to employment at 14, implies that children ought to be in school until this age. In Cameroon, no person under 17 can be enrolled in the armed forces. However, there is still a category of age in which persons do not have a legal status and face a dilemma, because by law, they are children up to 18 years of age and adults as from 20 or 21 years of age. Thus, they need a legal status, which might be obtained through “ipso facto empowerment”.

The preamble to the Constitution of 18<sup>th</sup> January 1996 declares that the State shall guarantee the child’s right to education, that primary education shall be compulsory and that the organization and supervision of education at all levels shall be the bounden duty of the State. Article 47 public schools decree 2001/041 of 19<sup>th</sup> February 2001 setting the duties and responsibilities of school administration provides for free public primary education, as decided by the President of the Republic on 10 February 2000.

Each year sees the establishment and opening of many schools and educational institutions, in a bid to meet the ever-increasing demand. Many development partners, including the African Development Bank, EDICEF, the Japanese government and even civil society organizations, are all involved in education in Cameroon. Constant efforts are made at quality improvement through governance (six ministerial departments are responsible for education and training - MINEDUB, MINESEC, MINEFOP, MINESUP, MINEJEC and MINESEP); frequent implementation of monitoring, control and supervisory bodies; training of trainers and teachers at teachers training colleges; gradual recruitment of 1,700 part-time teachers into the public service yearly; making education more occupationally relevant in order to promote new talent and help ensure that skills taught in the educational system are consistent with the requirements of the labour market.

## **2.5 THE FAMILY ENVIRONMENT AND FOSTER CARE**

### **2.5.1 Parental Guidance and Parental Responsibilities (Article 20)**

The preliminary drafted code on persons and the family and that of the protection of children, will strengthen legislation on the family and on the protection of children within the family and the community. Modules on family life education and population, elaborated by The Ministry of Basic and Secondary Education, is currently taught in schools to accord greater attention to children's rights.

### **2.5.2 The Separation from Parents (Articles 19, 3 and 25)**

The preamble to the Constitution of 186<sup>th</sup> January 1996 states that "The State shall protect and promote the family, which is the natural foundation of the human society". Cameroon's social policy is essentially based on the protection of the family. Everyone has the right to have a family and to develop within it. In that connection, article 8 of the preliminary drafted code on the protection of children provides that, in accordance with the relevant provisions of the international legal instruments ratified by Cameroon, all children have the right not to be separated against their will from their parents and family. Apart from the traditional practice of "confiage", in which, for various reasons and in the interest of the child, children are temporarily cared for by a close relative, friend or relation. the Cameroonian children are officially separated from their parents only in order to punish an offence or to place them in a care or rehabilitation facility. These two measures are decided by a judge, acting in conformity with the provisions of articles 700 onward of the Penal Code. A social worker is always consulted. An additional effort was made per Act 2005/015 of 29<sup>th</sup> December 2005 to introduce legislation in response to the growing number of cases of children who are victims of trafficking and are thus illegally separated from their parents. Perpetrators of such acts are now severely punished, and the State, with the participation of civil society organizations is taking steps to identify, care for and protect such children in shelters, pending their social reintegration. Setting up and operating these institutions would require support, while the above 2005 act should be disseminated and action plans formulated.

### **2.5.3 The Reunification of the Family and Children Deprived of the Family Environment (Articles 25 and 18)**

Cameroon retains the right to guarantee the protection of all children in the family. All policies, programmes and projects on the special protection of children are designed to ensure that children remain in their families or are returned to them. Civil status ordinance 81/02 contains provisions on the determination and recognition of paternity and punishes the abandonment of a child by a parent by imposing the payment of maintenance allowance. Social centres attempt to settle marital and domestic conflicts as part of their assistance to individuals and families. In so doing, they ensure the preservation of the family unity and the functioning of the family system. A special attention is given to cases in which children who suffer psychological and emotional distress from the break-up of the family unit. The preliminary drafted code on persons and the family and the preliminary draft code on the protection of children provide for equal inheritance rights for legitimate children and those born out of wedlock. The illicit transfer and/or non-return are severely punished. This applies to slavery and trafficking, for which legislation was enacted on 29<sup>th</sup> December 2005.

#### **2.5.3 Child Maintenance (Article 18)**

As mentioned previously, a parent who abandons his family or loses a divorce case shall pay maintenance allowance for the children to be put in the custody of the other parent or a specialized institution. Ignorance of this arrangement and of procedures for the recovery of maintenance allowance is the primary obstacle to making this child protection measure effective. The relevant administrative bodies and civil society organizations have been working to disseminate information in that regard. Legal handbooks published by The Ministry for the Advancement of Women and the Family are simply worded and contain practical details on such topics as marriage, divorce, child maintenance, labour contracts and inheritance. Field workers, who serve as the local arm of The Ministry in rural areas, have used these handbooks for outreach, awareness and functional literacy initiatives for women and communities in order to encourage women; the main victims of family abandonment, to turn to the courts. NGOs and women's associations have been supporting The Ministry for the Advancement of Women and the Family in this activity, focusing on practical aspects and efforts to resolve pending cases, in order to give effect to the initiative from which all the



Regions of the country have benefited. However, child maintenance has encountered two major obstacles:

- Payment proportionate to the needs of the child. Maintenance is usually understated and does not cover basic needs (food, health care, housing, costs of schooling, etc.). It is even lower when a large number of children are recipients.

- Recovery procedures: Although it is relatively easier to recover maintenance payments from a parent who earns a salary, by recovering from source, it is more cumbersome when the parent works in the rural sector. Current legal provisions stipulate that maintenance is to be recovered by a bailiff. Unfortunately, poor women do not have the resources to pay the bailiff's fees.

#### **2.5.4 The Adoption and Periodic Assessment of Child Placement (Article 24)**

##### **2.5.4 .1 Child Abandonment: A Growing Phenomenon**

Child abandonment is a growing phenomenon in Cameroon. The problem is the result of uncontrolled sex among adolescents, parental irresponsibility and poverty against a backdrop of a deteriorating ancestral ties of solidarity, which, in recent times, has worsened with the impact of HIV/AIDS and the problem of child trafficking and slavery. Nearly 300,000 orphans and vulnerable children are at risk of finding themselves without support or a family because of HIV/AIDS and its stigma. The public authorities, in conjunction with development partners (the Global Fund and Bi-Multi OEV) and the participation of civil society organizations (“Synergies Africaines”, the Chantal Biya Foundation), are seeking solutions to the problem. Current initiatives focus on identifying these children and ensuring that they have access to basic social services; but appropriate mechanisms must also guarantee their physical protection and provide for their integration. Initiatives are planned for opening shelters like those in Yaounde and Garoua, hostels and other facilities for children in distress. Financial support will be vital in this regard. The introduction of the status of “public welfare child” is also envisaged in order to define the conditions of eligibility for the full adoption of such children.

### **2.5.4.2 The Alternative Care Measures**

Two types of alternative care are currently provided in Cameroon: the interim alternative care and the permanent alternative care, with periodic assessment and monitoring of the child placed in care.

**The interim Alternative Care:** The alternative interim care usually applies to an emergency situation in which a child's physical safety calls for an immediate response. In such cases, and in accordance with the provisions of Decree 109 of 20 March 2001, the Divisional Delegate for social affairs, acting on a report by the head of a shelter for children in distress or any other person concerned, places the child in such a facility on an interim basis. The centre replaces the parents of the child until the parents are found. Although already operational in Yaounde and Garoua, this measure awaits the establishment and the opening of suitable facilities for it to be applicable countrywide. Insufficient budgeting from The Ministry of Social Affairs is the main obstacle to meeting this need, which is perceptible in Douala, Bafoussam, Maroua and Bertoua, to mention only a few. Furthermore, the measure, which currently only targets infants and street children in Yaounde, must also address cases of children who are victims of slavery, trafficking, abuse and exploitation of various kinds and make provision for alternatives to the imprisonment of children having fallen foul of the law.

### **2.5.4.3 The Permanent Alternative Care (Adoption)**

Adoption is the permanent form of alternative care in Cameroon. Basically, it seeks to address the problem of a person or family unable to have children, and that of a child with no parents. Adoption is currently governed by a draft of laws, which draw on both national and international legal instruments. It exists in two forms: simple adoption (by mutual consent) and full adoption. In order to harmonize and modernize the legal framework, Cameroon has made adoption one of the main points to be included in the preliminary drafted code on the protection of children, which aims to regulate both domestic and international adoption. Advocacy will be carried out in future to promote the ratification of the 1993 Hague Convention on Inter-Country Adoption.

### **2.5.5 The Periodic Review of Child Placement**

In Pursuant to Decree 110/PM of 20<sup>th</sup> March 2001 on the organization and functioning of public institutions for assisting minors and rehabilitating juvenile social misfits, institutional placement is the subject of periodic reviews. The review takes place at meetings on education, case counselling or home counselling, to assess the development of the case in order to guide actions to be taken or to terminate a child's stay in an institution. Medical examinations are systematically conducted upon admission and in the event of an epidemic, and are carried out on a case by case basis, depending on the child's ailment.

### **2.5.6 The Abuse, Neglect, Exploitation, including Physical and Psychosocial Rehabilitation (Articles 16 and 27)**

Cameroon has carried out studies on the sexual exploitation of children, child labour in the informal sector and trafficking in children. These preliminary studies have confirmed that children in Cameroon are victims of such forms of violence. National plans of action to address the problem focus on prevention, assistance and reintegration. Further studies are also envisaged to gauge the extent of the phenomenon so as to identify areas in which it is most likely to occur. A workshop held in Bandjoun in December 2005 formulated a code of conduct for stakeholders in child protection and guides on the prevention of sexual exploitation of children. These would be used by children to enable them to protect themselves, by parents, to enable them to protect their children and by teachers, to enable them to prevent the phenomenon.

### **2.5.7 The concept of social insertion**

Etymologically speaking, the word insertion comes from a latin word 'inserere' meaning to insert, introduce, mix in, put between. Therefore insertion means the action to insert or the state of inserting or putting in. Social insertion therefore is in all the designed action with objectives to make sure that a person who is isolated or marginalized can evolve towards a particular state or exchange with his environment (social) which is considered as satisfactory. According to Spandler (2007), the concept of social insertion makes a paradoxical claim in expressing both "genuine demands to tackle the consequences of social inequality" and at the same time becoming "another way people with problems are subjected to moral and social regulations." Social insertion necessitates the appropriation of values,

rules and norms of the system or place where insertion is taking place. Social insertion simply means the end point or result of the process through which a street child passes to become part of the ordinary society. According to Fraser (2008), cited in Grove (2003), he insinuated that “social insertion must come down to somewhere to live, something to do and someone to love.” Therefore according to Fraser(2008),cited in Grove(2003), it means the street child needs a place to stay, something to do and also psychological accommodation not only from his immediate family but also from the society at large. To become a part of the ordinary society, the street children must occupy their positions or place in the social settings of the society which they have once occupied before becoming excluded. It also takes into consideration not only occupying their position in this social settings such as the family, schools, their peers out of the street, educative clubs, social groupings etc., but also the perception and treatment of these children in the society also changes.

According to ( Freiler, 2002; Roeher Institute, 2003), the focus on the actions to bring about social insertion and by this they meant, “..... a society where all people are given the opportunity to participate fully in political, cultural, civic and economic life because they feel valued, their differences are respected and their basic needs are met so that they can live in dignity”.

The family being the basic unity of the society, the child is opportune to acquire some family education. This includes simple basic societal rules, norms, values, culture language etc. By acquiring some of these basic societal rules norms and values, the child will once more understand, learn, and accept to live with others in the society. This initiation of the child into learning basic societal norms rules and values and consequently learning what is expected of him to live in the society with others is what is known as socialization. As Clausen (1968), puts it that the child is going through a process of induction. According to him this induction process on how to live in the society is what is called socialization.

The socialization process will also apply in other social settings like the workshops where the children are learning their trades. This includes tailoring, auto-mechanic, hair dressing workshops etc. Here, they are not only initiated into the various trades, but they are expected to learn simple rules, values and norms of the society through their interaction with others in the work place or workshops. The society at large is expected to learn and treat these children as normal children who have never lived excluded lives.

According to Emile Durkheim (1922), education is one of the factors which play a vital role in social integration. He further states that the training acquired influences the behaviours of persons positively in the society. This positive influence will lead them to learn particular rules which would mould them as citizen of that particular society and their ideology.

The acquisition of skills from training by the street children which can consequently leads them or exposes them to re-education in the society; it helps them to live harmoniously with their families. It will consequently lead them to adapt to other social settings in the society that is living within the rules and regulation of the society. These children will learn the norms, values and understand the need to live in the society and to respect the rights of each member of the community. They will also know what is expected from them as far as behaviour is concerned. Another consequence of social insertion is the autonomous lives that these children are going to live, and above all their disappearance from the streets.

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

In an attempt to better understand the concept of “life skills”, it will be necessary to investigate the origin of the term. In the Ottawa Charter for Health Promotion (1986), it stated under the rubric of personal skills that health promotion “support” personal and social development through the process of providing information, education for health and enhancing life skills. By so doing, it increases the options for people to exercise more control over their own health and over this environments and to make choices which are very conducive for their health. It will be realized that the link between responsible personal decision making and the capacity to make appropriate behavioral choices for healthier life is known as life skill.

World Health Organisation in its life skills Education programs, for mental health in (1997), defines life skills as the abilities for adaptive and positive behaviours that enable individuals to deal effectively with the demands and challenges of the everyday life.

World Health Organisation (1997), further describes life skills as innumerable, the nature and definition of life skills are likely to differ across culture and settings. However, the analysis of life skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of the health and well-being of children and adolescents.

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.

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

*Young people especially adolescents girls face risks, threats that limit learning opportunities and challenge the educational system. These include exploitative labour the lack of employment, conflict and violence, drug abuse, school-age pregnancy and HIV and AIDS. Youths-friendly programs must be made available to provide information skills, counseling 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 own emotional state and make decisions and choices for active, safe and productive life.

The Saskatchewan Newscast Model of Life Skill, Hims (1973), defines life skills precisely as a problem solving behaviour appropriately and responsibly used in the management of personal affairs. As a problem solving behaviour, life skill liberate in a way, since they include a relatively small behaviour usable in many lives situations. Appropriate use requires an individual to adapt the behaviour to time and space. The individual

responsibly uses his/her required maturity and accountability can be given at any particular time. Behaviours are used in the management of personal affairs, the life skills apply to five areas of life; responsibility identified as self, family, leisure, community and job.

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.

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

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

Education for these children is of vital importance because without education, it is apprehended that these children can be a source of violence and delinquency in the society (Scanlon et al. 1998).

## **2.6 THE THEORITICAL FRAMEWORK**

According to Feldman (2000), a theory is a broad explanation and predictions explaining the phenomena of interest. The study will examine theories related to education but paying particular attention to training in life skills. They include: Howard Gardner's theory on multiple intelligence (1983) the theory of Collins, et al. (1989) on Cognitive apprenticeship and the hierarchy of Human needs theory by Abraham Maslow (1954).

### **2.6 1 The theory of Multiple intelligence (Howard Gardner 1983)**

In supporting the new paradigm of intelligence; Howard Gardner of project zero at the Harvard University has determined that intelligence is a pluralistic phenomenon rather than a static structure with a single type of intelligence. Gardner defines intelligent minds therefore as that much learn remember perform and understand in different ways". According to Gardner's Theory (1991), "we are all able to know the world through language, logical mathematics analysis, spatial representation, musical thinking, the use of the body to solve

problems or to make things, an understanding of other individuals and an understanding of ourselves. Where individuals differ is in the strength of these intelligences the so called profile of intelligences and in the ways in which such intelligences are involved and combined to carry out different tasks, solve diverse problems, and progress in various domains.

Gardner says that these differences “challenge an educational system that assumes that everyone can learn the same materials in the same way and that a uniform, universal measure suffices to test students’ learning. Indeed, as currently constituted, our educational system is heavily biased towards linguistic modes of instruction and assessment and to a somewhat lesser degree, towards logical-quantitative modes as well”. Gardner equally argues that “a contrasting set of assumptions is more likely to be educationally effective. Students learn in ways that are identifiably distinctive. The broad spectrum of students and perhaps the society as a whole would be better served if disciplines could be presented in a number of ways and learning could be accessed through a variety of means”. The learning styles are as follows; visual-spatial, think in terms of physical space, as do architects and sailors. Bodily kinesthetic use the body effectively like a dancer, musical, interpersonal, understanding, interacting with others. Students can learn through interaction. They have many friends, empathy for others, street smarts. They can be taught through group activities and seminar dialogues.

Intrapersonal understanding one’s own interest, goals. These learners tend to shy away from others. They are in tune with their inner feelings. They have wisdom, intuition and motivation as well as a strong will, confidence and opinions. They can be taught through independent studies and introspection tool which include books, creative materials, diaries privacy and time. They are the most independent of the learners.

After presenting some of the learning styles or methods of the Gardner theory of multiple intelligence, it will be necessary to examine some of them that focus on training as a whole and specifically on life skills.

Interpersonal methods of learning which is geared towards the understanding of one’s own interest or goals. The learner here is the street child who tends to develop or learn certain skills through his interaction with others, to develop skills and try to apply these skills to solve daily problems. This can also be vividly explained in the notion of transfer of learning as Tanyi (2009), puts 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 so that it makes the individual functional in the society

Learning outcomes categories ranged from three to eleven and most include Gardner (1977), learning categories, intellectual skills, verbal information, motor skills, attitudes and cognitive strategies. Several models suggest a procedure which categorize learning outcomes, plan, instructional events to teach objectives, identifies the type of stimuli to present events.

The street children possess some abilities, aptitudes, and capabilities. If these talents need to be exploited through the learning process of cognitive, psycho-motor or the affective. It will be realized that street children through the learning process they will be identified with some of the skills as explained by Gardner's theory. The multiple intelligence theory is appreciated by teachers in broadening their conceptual framework beyond the traditional confines of skilling, curriculum and testing. The recognition of the theory, for Gardner it means achieving educational goals rather than an educational goal in itself.

### **2.6.2 The Cognitive Apprenticeship Theory (Collins, Brown and Newman ,1989)**

In 1989, Collins, Brown and Newman developed six teaching methods namely; modeling, coaching, scaffolding, articulation, reflection and exploration. This theory attempts to bring out tacit processes involved in learning. It assumes that students learn from one another through observation, imitation and modeling.

The term was first coined and articulated by Collins, Brown and Newman (1989). These authors wrote:

*“We propose an alternative model of instruction that is accessible within the framework of the typical American classroom. It is a model of instruction that goes back to apprenticeship but incorporates elements of schooling. We call this model “Cognitive Apprenticeship” (Collins, Brown and Newman, 1989, p.453).*

The goal of the cognitive apprenticeship is to address the difficulties of inert knowledge and to make the thinking processes of a learning activity visible to both the students and the teachers. The teacher is then able to employ the methods of traditional apprenticeship. (Modeling, Coaching, Scaffolding and fading) to effectively guide students learning (Collins et al., 1991).The cognitive apprenticeship supports the effective integration of academic and vocational education so that students construct their own understanding of

academic standards and internalize the thinking processes used to do so. This approach also includes a cognitive component which focuses on teaching the cognitive and metacognitive skills associated with specific domains of knowledge. The cognitive and metacognitive component of learning deal with the processes and strategies used in problem solving and also used in situations which requires learners to extend their knowledge to new or complex situations out of the classroom. By so doing, the student will learn to think like technicians, scientists and mathematician.

The authors (Collins, Brown, Holum, 1991, Collins, Brown, Newman, 1989) as well as other researchers (Herrington and Oliver, 2000) have refined this model to the belief that usable knowledge is best gained in learning environments featuring the following characteristics;

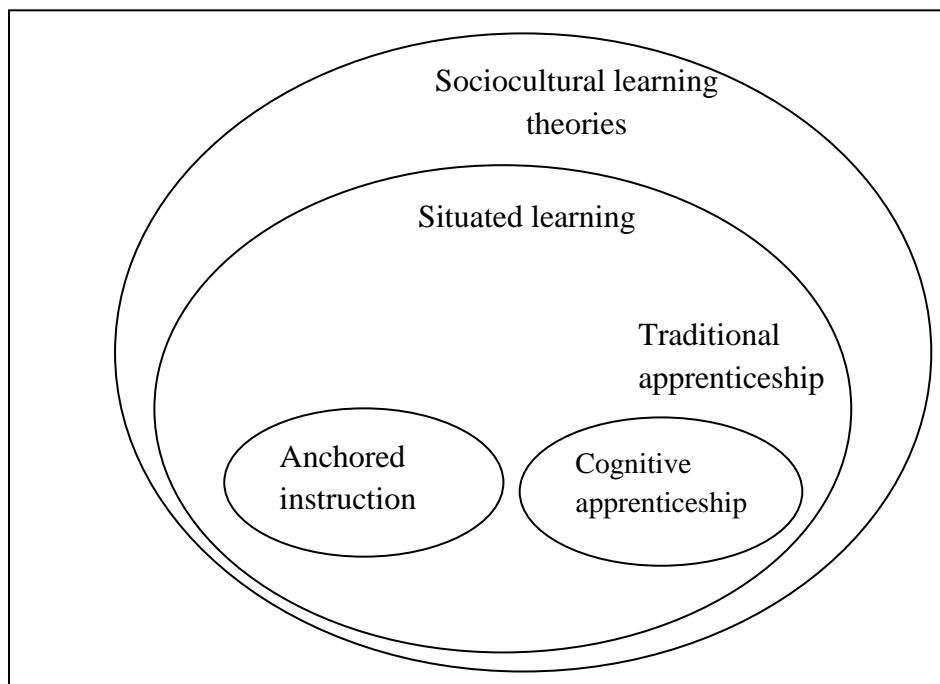
- Authentic context that allows for the natural complexity of the real world.
- Authentic activities
- Access to expert performances and the modeling of processes
- Multiple role and perspective
- Collaboration to support the cooperative construction of knowledge
- Coaching and scaffolding which provides skills, strategies and links that the students are initially unable to provide to complete the task.
- Reflection to enable abstraction to be formed.
- Articulation to enable tacit knowledge to be made explicit
- Integrated assessment of learning within tasks.

### **2.6.2.1 The Framework of Cognitive Apprenticeship**

There are at least four notions that exert a strong influence in shaping the method of cognitive apprenticeship:

- The Socio-cultural notion of learning
- Vygotsky's Zone of Proximal Development (ZPD)
- The Situated cognition
- Traditional

**Figure 1:** *The roots and place of cognitive apprenticeship in educational literature.*



**Source:** Journal of Educational Computing, Design and online Learning, vol, 4 Fall 2003.

### 2. 6.2.2 The Socio-Cultural Theory of Learning

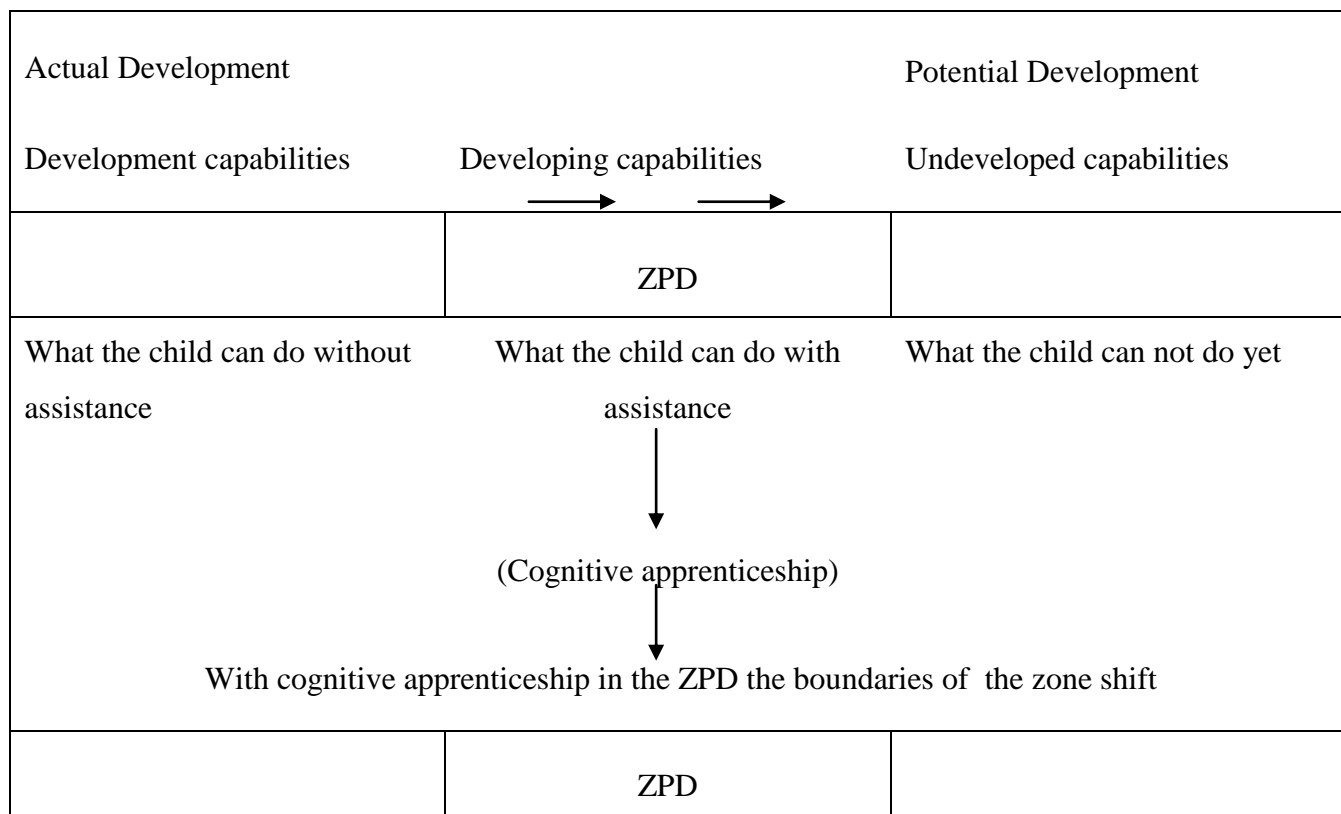
The socio-cultural theory of learning describes a variety of theoretical positions that attribute an inherently social character to knowledge and learning. The socio-cultural theory also known as (sociohistoricism) is a complex, dynamic explanation of the cognitive development that is now recognized as a practical theory of learning and teaching in educational and information technologies literature. The socio-cultural theory argues that knowledge acquisition is essentially and an inescapable aspect of the socio-historical and cultural processes. As concern (Priscoll, 2006) perhaps the most influential theorist emphasizing social interaction as a determinant of the qualities of the mind is Lev Vygotsky (1978, 1987). Vygotsky maintained that human development and learning (for example, social characteristics, communication styles, personality, cognitive ability, linguistic styles, and academic background) originate and develop out of social and cultural interaction. As knowledge is situated in culture and within a historical context, meaning is the result of participation in social activities. Although physical objects can be used as tools for learning, Vygotsky argued that social tools, such as language and other sign systems, play the most central role in development and learning. Children are socialized into learning and using the

appropriate cognitive and communitive tools that have been passed down from generation to generation (Greeno, Collins, Resnick, 1996). This means that children learn cognitive (thinking) and linguistic skills from more capable caretakers, peers, and teachers who assist and regulate the child's cognitive and linguistic performance. It is through such socialization that children learn the accumulated ways of thinking and doing that are relevant in their cultures. Also, through guided intervention, higher mental functions shift from the socially regulated to the self-regulated. Certainly, Vygotsky's most widely applied idea is that of a zone of proximal development (ZPD).

### **2.6.2.3 Vygotsky's Zone of Proximal Development (ZPD)**

According to Vygotsky, human development and learning originate and develop out of social and cultural interreaction within what he calls the "Zone of Proximal Development". Vygotsky (1987) distinguished between the actual development of the child and the potential development of the child. The actual development is determined by what a child can do unaided by an adult or a teacher. The potential development, in contrast, is what a child can do "through problem solving under adult guidance or collaboration with more capable peers". (Vygotsky, 1978, p.86). This area of potential development Vygotsky terms as the zone of proximal development. Therefore, the zone of proximal development is the gap or area between actual and potential development. That is, between what a child can do unaided by a more knowledgeable person (adult, parent, teacher, peer) and what he or she can do under the guidance of a more knowledgeable person. It is within this area that cognitive apprenticeship (and other means of assistance and instruction) take place (Collins, Brown, Holum, 1991). On this basis, Vygotsky proposes that an essential feature of learning is the creation of zones of proximal development.

**Figure 2:** *Conceptualizes the ZPD as related to cognitive apprenticeship*



**Source:** Journal of Educational Computing, Design and online Learning, vol,4 Fall 2003.

#### 2. 6.2.4 The Situated Cognition

Drawing from the socio-cultural theory, the situated cognitive (or learning) refers to the idea that cognitive processes are situated (located) in the physical and the social contexts (Greeno et al., 1996) positioned as an alternative to information processing theory. The situated cognition views thinking as embedded in context and draws upon social, cultural, and material resources that are never exactly the same for any two individuals or in any two contexts. Thus, the cognitive processes involves a relation between a person and a situation They do not reside solely in one's mind. That is why the situated learning is often described as "enculturation", or adopting the norms, behaviours, skills, beliefs, language and attitudes of a particular community (Lave, S. Wenger, 1991; Rogoff, 1990). Although the dominant movement during the 1990s has been to a situated perspective of the cognitive, there has been considerable variation in the understanding of just what is meant by the situated cognition or the situativity theory.

John Dewey on his part created a situated learning environment in his experimental school by having students design and build a clubhouse (Cuban: 1984), a task that emphasizes arithmetic and planning skills.

Wilson and Myers (2000), assert that the term the situated cognition, situated action, or situativity enjoy no consensus among researchers. Hence, what it may be called; the “situationist” movement is not a unitary view point. It covers an array of related perspectives or sub-theories. There are five key dimensions of this movement.

#### **2. 6.2. 5. The Context**

Knowledge is anchored and indexed by the context in which the learning activity occurs (Brown et a. 1989). If we want to understand what a person does, we must first have to know in which context that the person is reasoning or operating.

The knowledge content is determined by it’s real world counterpart and context. If knowledge is decontextualized, then it becomes inert, the student learns a concept but is unable to utilize it since there is no realistic context for it’s use. Thus, learning and knowing are perceived as context specific social processes (Rogoff, 1990). Meaning emerges from the relationship between content and its context. Contexts give meaning to content. A new emerging and one of the topical issues in education today is the notion of contextual teaching and learning. A very recent book by Elaine Johnson (2002), titled contextual teaching and learning: what it is and why it’s here to say is devoted to this single notion. Related to the concept of context is the notion of authenticity.

#### **2. 6.2 6. The Authenticity**

The authenticity principle refers to the quality of having correspondence to the real world. Authenticity in education also means coherent, natural meaningful and purposeful activities that represent the ordinary practices (Carrater and Schliemann, 2000).The situated cognitive argue that everyday learning (that is, learning that occurs as a function of being in the world) always takes place within a socially and culturally informed context. It is in this context, this situation, that shapes both the knower and the knowledge. Authenticity is the central unit of analysis for a growing body of studies called everyday cognition (or reasoning) in psychology during the 1980s and the 1990s (Driscoll, 2000). The aim of everyday

cognition is to examine the ways in which the thinking occurs in the real world. For example, at home, on the street, and at the place and to bring into discussion questions about educational relevance of everyday experiences and learning that takes place out of the classroom” (Carrater and Schliemann, 2000, p.174). Everyday cognition not only stresses the problem solving nature of everyday cognitive activity but also stresses the extent to which it is shaped by social interactions with others (Rogolfs’ Lave, 1988).

### **2. 6.2 7 The activity participation**

Knowledge construction results from activity (Jonossen 1999). Therefore, knowledge is embedded in experiences with them. Central to the literature on the situated cognition are notions advanced by the activity theory.

The activity theory, attributed to Leontiev (1978, 1981), claims that conscious learning and activity (performance) are completely interactive and interdependent (Rogoff, 1990). Accordingly, we cannot act without thinking or think without acting. Participation, on the other hand, describes the interchange of ideas, attempts at problem-solving and active engagement of learners with each other and with materials of instruction. It is the process of interaction with others that produces and establishes meaning systems among learners.

From a situated cognition perspective, learning occurs in a social setting through dialogue with others in the community (Lave 1988). Learning becomes a process of reflecting, interpreting and negotiating meaning among the participants of a community: learning is the sharing of the narratives produced by a group of learners.

### **2. 6 2. 8 The Community of Practice**

Barab and Duffy (2000) discussed another form of situativity that is paralleled to the usual psychological approach. This is the “anthropological” approach, reflected most heavily in the work of Lave and her colleagues (Lave, Wanyer 1991). Rather than focus on the situatedness of meaning or content, the anthropological perspective focuses on communities and what it means to learn as a function of being a part of a community. This shift in the unit of analysis from the individual’s context to the community context leads to a shift in focus from learning of skills or developing understandings to one in which “developing an identity as a member of a community and becoming knowledgeable skillful are part of the same

process, with the former motivating, shaping, and giving meaning to the latter, which it subsumes” (Lave, 1993). The goal of learning, therefore, is to engage learners in legitimate peripheral participation in communities of practice (Lave and Wenger 1991). Through the community, learners interpret, reflect and form meaning.

The community provides the setting for the social interaction needed to engage in dialogue with others to see various and diverse perspectives on any issue. The community is the joining of practice with analysis and reflection to share the tacit understandings and to create shared knowledge from the experiences among participants in a learning opportunity (Wenges 1998).

### **2. 6.2.9 A Shared or Distributed Cognition**

The fifth, and to some researchers, a more important dimension of the move to situate cognition has been its exploration of “shared” or “distributed” cognition. Brown et al. (1989) argued that a theory of the cognitive situation is beginning to emerge that takes the distributed nature of the cognitive as a starting point. In fact, the theory of distributed cognitive (advanced by Hutchins, 1995; Pea, 1993 and others) argues that the cognitive is not to be found within the head only; rather the cognitive is distributed in the world among individuals, the tools, artifacts and books that they use, and the communities and practices in which they participate (Greens et al., 1999). To say that cognition is socially shared is to say that it is distributed (among artifacts) as well as people and that it is situated in time and space.

Because it is distributed, and its assembly requires the active engagement of those involved, it is, to some extent constructed (Brown’s Cole, 2000). The idea that the cognitive is distributed has recently attracted a lot of interest mostly due to the theoretical developments (socio-cultural psychology) and technological advances (Internet and computer mediated communication).

### **2.6.2.10 From the Traditional to the Cognitive Apprenticeship**

Over the centuries, apprenticeship has proven to be an effective form of learning. By working alongside a master or perhaps other apprentices, young people have learned many skills, in trades and crafts. The apprenticeship system often involves a group of novices, street children, students who serve as resources for each other in exploring the new domain and



aiding and challenging one another. The teacher or Expert is relatively more skilled than the novices who are with a broader vision of the important features of the activity. A slightly different spin on apprenticeship, the notion of cognitive apprenticeship, has been presented by Allan Collins and her colleagues as a way of replicating the critical elements of actual apprenticeship for the learner confined in the classroom. Thus cognitive apprenticeship is the deployment of apprenticeship in the process of learning (Brown, Collins, Duguid, 1989).

As we have already explained above, the cognitive apprenticeship model as proposed by Collins and Colleagues (1989: 1991), represents a fusion of the cognition theories of the socio-cultural, zone of proximal development, the element of traditional apprenticeship and the situativity theory.

To summarize:

- Cognitive apprenticeship is situated within the social constructionist paradigm;
- Cognitive apprenticeship is a representation of Vygotskian “Zone of proximal development” in which the learners’ task are slightly more difficult than the learner can manage independently, requiring the assistance of their peers and the instruction to succeed;
- Cognitive apprenticeship reflects a situated cognitive theory;
- Cognitive apprenticeship draws its inspiration from traditional apprenticeship and creates a meaningful social context in which learners are given many opportunities to observe and learn expert practices;
- Cognitive apprenticeship enculturates the learner into authentic practices. Through activities and social interaction, they are able to develop the cognitive skills of practitioners. According to Collins, Brown, and Newman (1989) they state,

*Ancient teaching and learning was accomplished through apprenticeship; we taught our children how to speak, grow crop, craft, cabinets or dressmaking by showing them and by helping them to do it. Apprenticeship was the vehicle for transmitting the knowledge required for expert practice in the fields of painting and sculpting to medicine and law. It was a natural way to learn. In modern times, apprenticeship has largely been replaced by formal schooling, except in children learning language, in some aspects of graduate education, and on the job training. We propose an alternative model of instruction that is accessible within the framework of the typical American classroom. It is a model that goes back to apprenticeship but*

*incorporates elements of schooling. We call this model “cognitive apprenticeship”.*

The cognitive apprenticeship theory has a strong role to play in the social insertion of street children in the society. This theory helps to explain how learning (acquisition of knowledge) can take place in a situated social context.

Therefore, the knowledge acquired through a situated social context, (that is the social situation of street children) will enable them to reflect, think and create meaningful talents within a social context and by so doing develop life skills.

### **2.6 3 Abraham Maslow’s Hierarchy of Human Needs Theory (1954)**

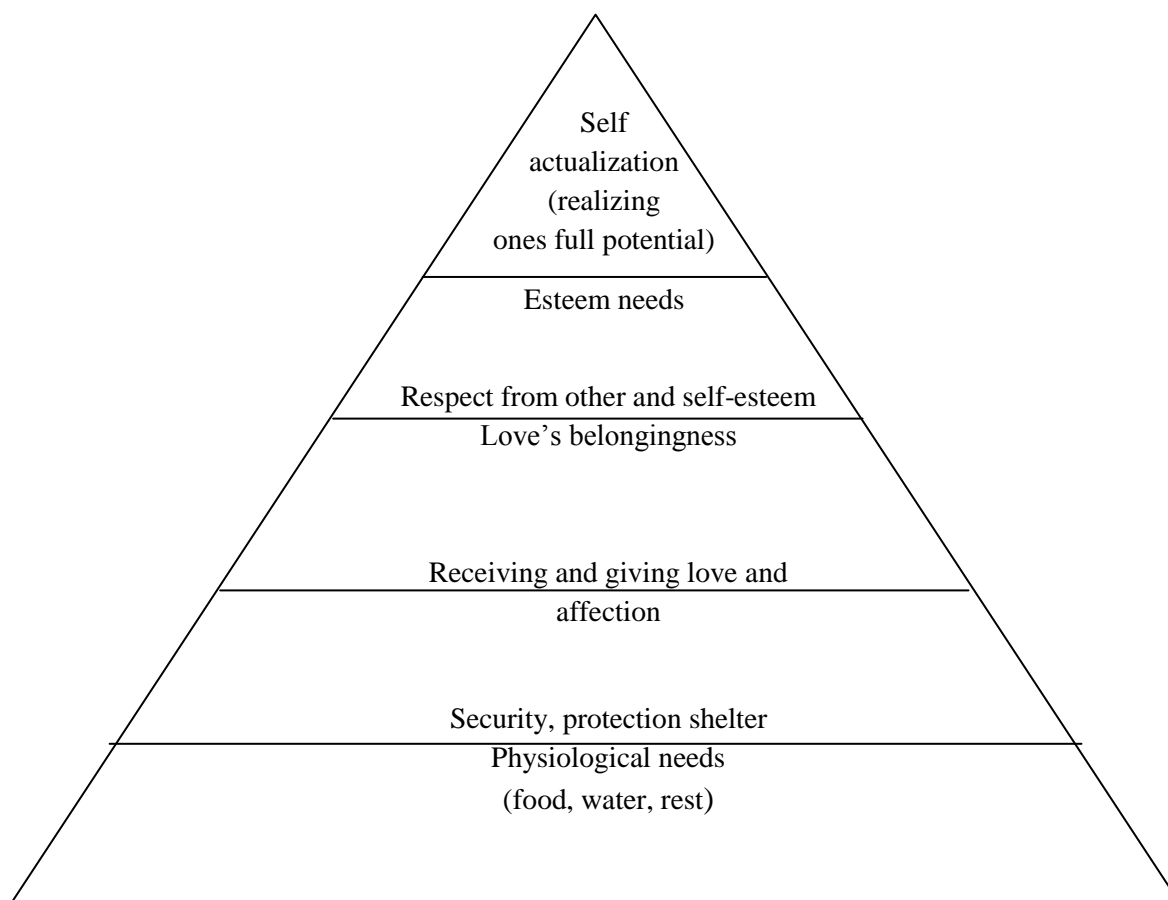
Maslow (1954) in his theory of motivation as cited in Barry 2003 was among the first models introduced that explained the impetus for our actions in terms of human needs. The concept shaped the future of humanistic psychology which focuses on personal strengths, not just pathology.

Maslow’s theory has influenced the way we approach business, education, parenting and relationships.

Maslow developed a model of motivation based on needs, organized from the most basic physiological requirements, through emotional needs and culminating in the needs to develop one’s innate potential.

He proposed a model which depicted a pyramid with the lesser needs at the bottom and the aesthetic needs at the peak. According to Maslow’s theory, our survival needs must be satisfied first.

**Figure 3.** *Maslow's Need Hierarchy Theory.*



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

Maslow included five sets of goals or basic needs, in his hierarchy. They are physiological needs, safety needs, love needs, esteem needs and the need for self actualization.

### **2.6.3.1 The Physiological Needs**

Maslow acknowledged that satisfying our physiological needs was of primary importance. We need or require oxygen, water, nourishment and sleep to survive. There are other physiological drives such as; sexual desire and the urge to procreate and nurture our young. Maslow intimated that our energies are devoted towards the satisfaction of these physiological basic needs. In order to move up the hierarchy, a person must have these physiological needs met. But if these needs are satisfied, we do not think any more about them, and the safety need becomes more important.

Taking our case in consideration, the street children will required these basic physiological needs like food, water, rest etc. to enable them survive then they can now hope for the next on the hierarchy which should be the safety needs.

### **2.6.3.2 The Safety Needs**

The safety needs comes next in which Maslow (1954), suggests that people need a safe, secured environment and to be protected from danger in order to function effectively. Our survival depends as much on remaining free from harm as it does on food and water. The safety and security needs include personal security, financial security health and well-being, safety not against accident, illness and their adverse impacts. There is a strong zeal to take measures to protect or provide the necessary security for street children. Maslow as cited in Josh (1993), stated that we are going to be worried about what we will be eating tomorrow if there is not enough to eat today, but if today's needs are taken care of, we can then focus on the future.

### **2.6.3.3 The Need to Belong and Love**

The next level of needs is belongingness and the need for love. If both the physiological and safety needs are fairly well gratified then emerged the love and affection and belongingness. This aspect of Maslow's hierarchy involves emotionally based relationships in general, such as friendship, intimacy and family. Humans need to feel a sense of belonging and acceptance whether it comes from a large social group, such as; club, peers, office culture, religious groups, professional organizations, sports team, gangs or small social connections (family members, intimate partners, mentors, close colleagues, confidants).

The street children need to love and be loved by others. The need for someone else to care about us, to love us and to be a contributing member of the same group or the society at large. The street children have much to contribute to the society. This can only be realized if the children are not isolated, so that they do not feel a sense of loneliness. Street children should developed a sense of acceptance within their environment. This means accepting their families, peers, clubs, elders and the community at large. This acceptance starts within a simple respect for himself and the people around him and developing a deep sense of civic responsibility. The street child will accept the norms, values and rules of the society and give

respect to them. If these needs are met, much will be realized from street children, and consequently make them to regain their original place in their families within their peers, and the society at large. After these needs are met, the children strive for self-esteem needs.

#### **2.6.3.4 The Self-Esteem**

Self-esteem is the need to maintain a perception of oneself as a generally competent, strong and independent person. This means having a realistic regard for our abilities and achievements, knowing we have the skills or capacity to acquire it and to successfully handle events in life. The need for other esteem is the desire to have a good reputation and to obtain recognition and social status. If this needs are met, the social status of the street children is recognized, there will be so much that will be gained by the society from these children. This is because they are endowed with a lot of talents which could benefit the society as a whole.

When all the needs are regularly satisfied, it moves the individual to a higher state of psychological functioning, makes the person more effective. Once all these needs are fulfilled, the person is ready to strive for the highest level needs; self-actualization. The process of becoming everything you are capable of being is known as self-actualization. Maslow believed that what we can be, we must be. Feldman (2000), states that self-actualization is a state of self-fulfillment in which people realize their highest potential in their own unique way. Maslow says these are the most difficult to satisfy and he believed that a person's position on the hierarchy is likely to rise with age. Mittelman (1995), as cited in Barry stipulates that the self-actualizing person, referred to by Maslow as fully a human being, who is constantly striving to achieve higher and higher levels of growth. He is open to experience, spontaneous, problem oriented and largely autonomous in his environment.

This theory stipulates that, when a need is satisfied, the person is motivated to move to the next. The basic needs such as food, clothing, water health care should be provided to street children. These needs (basic) should be provided to these children by families, communities, non-Governmental organizations, the state to enable these children to strive, for higher needs. Maslow says lower order needs must be satisfied before higher order needs can be met. Higher order needs for these children will be making sure some basic learning facilities are made available to these children like the learning of some basic or life skills in certain domains like tailoring hair dressing, poultry farming and auto-electricity.

It is when basic needs are met that the street children are motivated to move to higher needs which should be some form of education. This education will consequently lead them to self-actualization.

Although the Maslow theory may be useful to explain certain human behaviours, especially the street children, this theory might have certain flaws. The idea that lower needs have to be satisfied before moving to higher needs sometimes, it is a bit complex to really work especially as put forth by Maslow. Some people are motivated in ways that violate the stage approach of this theory. Some individuals will for example, freely give up satisfying basic survival needs for the sake of higher needs. Mills (1985) as cited by Barry says, when subjects are asked to rank their needs in order of importance for them, the rankings typically do not conform to Maslow's typically hierarchy.

Enduring satisfaction of physiological and security needs does not necessarily mean the person will go on to seek belongingness and love. A teenager who develops anorexia as a result of an extreme and unrealistic image of her ideal body shape is showing that higher needs (for social approval or respect) can directly over ride physiological ones, even to the point of starvation.

In some cases, those needs may be pursued therefore even in extreme starvation. Geabel and Brown (1981), as cited in Barry (2003), argue that the age hypothesis has not been confirmed. Position on the hierarchy does not consistently increase with age.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3. THE INTRODUCTION**

Research methodology according to Weiher (1989) is a strategy or procedure that is used for the collection of empirical data. On his part Lodico et al (2006), sees research methods as a logical plan or a blue print by which the researcher operates a practical preparation of his/her 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. According to Grawitz (1981) any scientific work involves the collection of useful data, in order to obtain this objective, it requires the use of some technical means. It is very imperative to use appropriate tools to attain this goal.

This chapter describes the research design, population of the study, sample size and instrument of data collection, the validation of the instrument, the administration of the instrument, the method of data collection and analysis.

#### **3.1 THE RESEARCH DESIGN**

According to Nworgn (1991), the research design is a plan or blue print which specifies how data relating to a given problem under investigations should be collected and analysed. It provides the procedural outline for the conduction of any given investigation.

The study employed descriptive survey research design which is most appropriate for obtaining an in-depth information from the population (administrators, educators, social affairs assistants from the re-educational institutions and trainees.) . According to Amin (2005), a research design is needed in order to facilitate the smooth sailing of the various research operations thereby making the research as efficient as possible and yielding maximum results with less efforts, time, and money. It is a significant step as it is a step where all the research is designed, options considered, decisions made and details of the research laid down for execution.

### 3.2 THE POPULATION OF THE STUDY

According to Ali, Chukwuma and Mgbodile (1991) population is seen as a group or set of items in which a researcher is interested in studying and obtaining information which he use to can draw conclusions. In other words; the population is the totality of objects or individuals having one or more characteristics in common and of interest to the researcher and where inferences can be drawn. The population of the study is house by the re-educational institutions found in the SouthWest and centre Regions including The Ministry of Social Affairs.

The target population is that part of the population to which the researcher ultimately wants to generalise the results. The target population of this study are trainees from the childhood and welfare institute of Betamba, Centre d'Ecoute in Yaounde and The Borstal Institute of Buea. To obtain information that relates to the target population we needed to pass through the Directors, Educators, Social Affairs assistants and the trainees from these re-educational institutions.. It also includes Coordinator and Social Affairs Assistants from project based in The Ministry of Social Affairs.

The accessible population in a research is the population which the researcher can apply his conclusion. It is a sub set of the target population also known as the study population.

**Table 2: The Distribution of Respondents according to Institutions**

<b>The Institutions</b>	<b>The Directors / Coordinators</b>	<b>The Educators</b>	<b>The Social affairs assistants</b>	<b>The Teaching staff</b>
The Borstal Institute Buea.	1	6	4	11
The Cameroon Welfare Institute Betamba	1	5	4	7
“Centre d’Ecoute” Yaounde	1	6	3	7
MINAS-Project	1	6	5	



### **3.3 THE SAMPLE AND SAMPLING TECHNIQUE**

A sample is a portion of a population whose results can actually be generalized to the entire population. The elements making this sample are those that are actually studied. The data obtained from the sample inferences or generalization about the population. The sampling size here is 20 trainees which is a population of convenient.

A stratified random sampling technique was used to select the respondents. In a stratified sampling, the population is divided into sub-population such that the elements within each sub-population are homogeneous. The study involves different structures and within the structures different officials as respondents ranging from the Directors/Coordinators to social workers.

### **3.4. THE RESEARCH INSTRUMENTS**

The goal of every research is to gain knowledge and to arrive at this, it is to investigate between variables. Hopkins (1998), holds that in educational settings, the purpose served by research instruments can be classified into four categories;

- The research instruments provide a means of feedback to the instructor and the students. This helps the instructor to provide more appropriate guidance for individual students.
- It is used for research and evaluation. That is, tests are necessary to determine whether an innovative program is better than the conventional one in facilitating the attainment of specific curricular objectives.
- The instruments are used for guidance functions that is in diagnosing an individual's aptitude and ability.
- The instruments are used for the administrative process that is, to facilitate better classification and placement decisions for instance, the groupings of children by their level.

Since they are impossible to measure directly, it is necessary to use indicators for our investigations.

The research instruments used in study were the questionnaire for officials of the re-educational institutions and the Project in The Ministry of Social Affairs and interview for children (trainees) in the re-educational institution. The questionnaire is the main instrument of the study. The questionnaires were meant for the directors/coordinators, educators, social affairs assistants and teachers of the various re-educational institutions. The questionnaire is divided into four parts: part one deals with background information while the rest deals with the corresponding variables; the legal instruments, programmes offered in the re-educational institutions and the activities of the project.

### **3.5 THE VALIDATION OF THE INSTRUMENT**

According to Nworgu (1991), the validation of the instrument consists of giving copies of interview questions to a panel of experts for validation; the expert in this case is the supervisor or someone who is vested with the research topic. According to Amin (2005) validity means the instrument measures what is true, what is supposed to measure and the data collected honestly and accurately represents the respondent's opinion.

After constructing the interview guide and the questionnaire, the researcher gave some friends to read and handed a to the supervisor of this project for scrutiny. She reviewed them in terms of their clarity, appropriateness and relevance to the items in relation to the scope of the investigation. This exercise was to ensure that a pretest or pilot test be carried out. This procedure ensured the face and content validity of the instrument.

### **3.6 The Pilot Test**

A pilot study was undertaken to test the effectiveness of the methodology and to test the instrument for validity and reliability. According to Amin (2004), a pilot study is a preliminary trial of research measures and techniques essential to the development of a sound research plan. The pilot study can reveal the ambiguity, and poorly elaborated questions. Questions that are not understood and unclear can indicate whether the instructions to the respondents are clear. The outcome of the pilot study enabled the researcher to eliminate and refine certain items in the questionnaire. A pilot test was carried out by the researcher using some administrators from the "Centre d'Ecoute" of Yaounde. The officials of the institution had various responses, from these responses it was indicated that the questionnaires were up to what it was intended to measure. According to Saughmessy and Zechmeister (1990), an

instrument is reliable when it measures what it is intended to measure. Hence the reliability of the instrument was verified. The reliability is the degree to which the instrument consistently measures whatever it is measuring.

The advantages derived from the pilot test were that new insights were obtained, the errors pointed out were corrected and the total understandability of the questionnaire was measured which assisted to enrich the final questionnaire. Hence, the validity of the research instrument.

### **3.6 THE ADMINISTRATION OF THE INSTRUMENT AND THE DATA COLLECTION**

After the pilot test and all the necessary modifications, the researcher then proceeded to administer the instruments. The researcher had contacts with the Director of the “Centre d’Ecoule” Yaounde, followed by the Betamba center, the Coordinator of the Project and lastly The Borstal Institute in Buea. In each of these Centers, there was a presentation of the authorization from the University authority and The Ministry of Social Affairs. There was also a self-introduction to the various Directors explaining the purpose of the exercise and the content of the questionnaire. The questionnaires were given to the respondents who were in each of the institutions, after the questions were answered, they were returned to the researcher.

Equally, the interview questions were administered to the children in each of the re-educational institutions. The questions were read out and the responses noted by the researcher. The researcher himself had taken down notes based on the responses. Even though the interviews guide and the questionnaire were in simple English the respondents in Betamba and the “Centre d’Ecoule” were Francophones. In addition, the children could not write very well.

### **3.7 THE DATA ANALYSIS TECHNIQUE**

Data analysis simply refers to the evaluation of data. The analysis of data collected was essentially descriptive and statistical in nature. According to Amin (2004), it is the process of systematically applying statistical and logical techniques to describe, summarise and compare data. The information was recorded according to the appropriate objectives of the study derived from the questions as contained in the questionnaire and the interview. The results

were presented in the form of tables, bar charts and summaries were made for each one. In order to measure the correlation between two variables; that is the independent and the dependent variables, the chi-square ( $\chi^2$ ) test of independence for two variables were used. The chi-square ( $\chi^2$ ) test of independence as the most appropriate statistical test for analyzing the data and tool which measures the degree of relationship between variables was used. The formula is described as:

$$\chi^2 = \frac{\sum (f_o - f_e)^2}{f_e}$$

Where  $\sum$ =sum

$f_e$ = expected frequency or theoretical frequency

$f_o$ = observed frequency

$$E = \frac{f_r \cdot f_c}{w}$$

Where  $E$ = expected frequency

$f_r$ = frequency of roll

$f_c$ = frequency of Column

$w$ =number of frequency

After the frequencies were obtained, they were squared and divided by the expected frequency after which they were summed up. Our error margin or level of significance was 5% or an alpha of 0.05.

To calculate the degree of freedom we used the following formula;

$$df = (r-1) (c-1)$$

Where

$df$ = degree of freedom

$r$ = total number of rows

$c$ = total number of columns

### 3.8 THE APPLICATION OF THE CHI-SQUARE

Here, the rule stipulates that if the calculated chi-square ( $X^2$ ) value is more than the critical value of chi-square or the chi-square read, the null hypothesis ( $H_0$ ) will be rejected and the alternative hypothesis ( $H_a$ ) will be retained. But if the calculated chi-square ( $X^2$ ) value is less than the critical value then the alternative hypothesis ( $H_a$ ) will be rejected and the null hypothesis ( $H_0$ ) retained. The contingency coefficient denoted  $cc$  and contingency maximum were calculated. This was done in order to determine the magnitude or degree of association between the variables. The contingency coefficient is calculated as:

$$Cc = \sqrt{\frac{x^2}{x^2 + n}}$$

3) The co-relation coefficient range is between 00 to 1. This relationship within this range indicates whether the magnitude or degree of association of the relationship is low, moderate or high.

With respect to the rule, where the coefficient is at 0, it implies that there is no relationship between the variables. When the coefficient is less than 0 (between -1 and -01) it means that there is a negative relationship between the variables. When the calculated coefficient falls between 0.01 and 1, then there is a positive relationship between the variables. Thus the general range lies between -1 and 1. In order to determine the various ranges to judge the magnitude or strength of the relationship the following score were used.

Where  $k$  = Lowest level of contingency (now or column)

C maximum contingency coefficient comparism scale for correlation coefficient to measure the correlating magnitude are:

0.0-0.23 (low relationship)

1.0 0.24-0.47(moderate relationship) and

1.00.48-0.70 (high relationship).

### 3.9 THE VARIABLES OF THE STUDY

A variable is a characteristics on which people differ from one to another. The two main variables are the independent and dependent variables. The independent variable of the study

is the government's intervention while the dependent variable is the social insertion of street children.

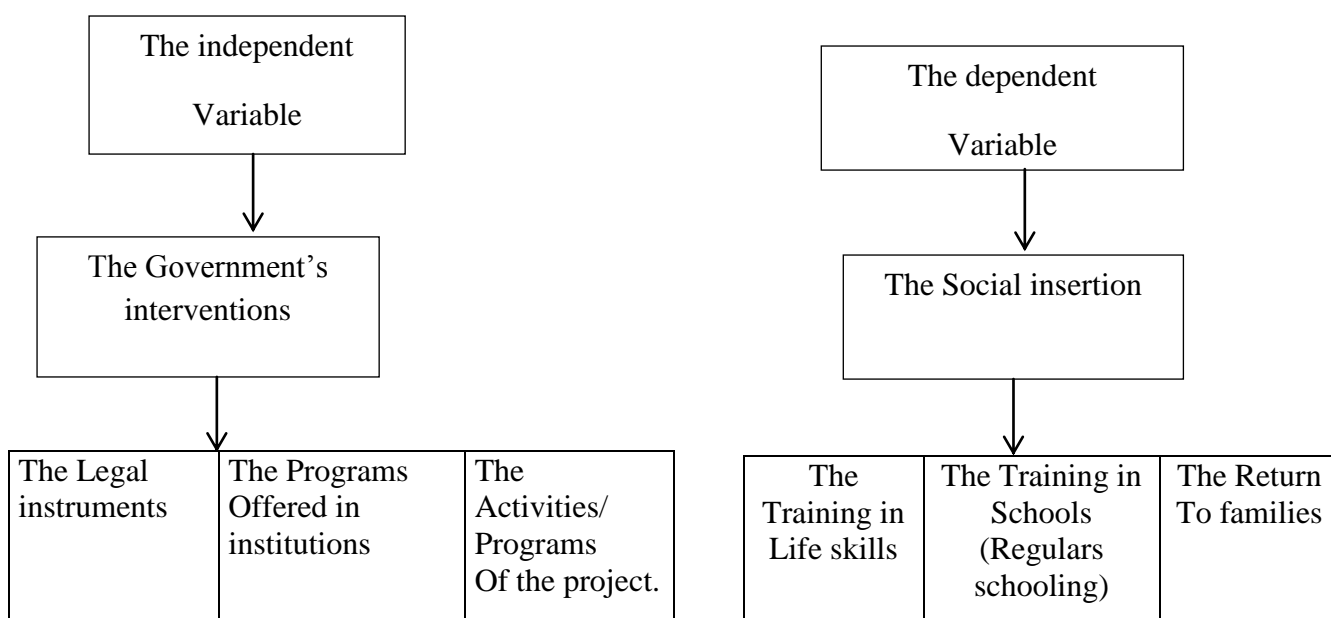
### 3.10 THE INDEPENDENT VARIABLES

The independent variable of a study is the presumed course of a phenomenon and also, it is known as the predictor. The independent variable of this study is government's intervention. It is presumed that, this variable has an effect on the dependent variable which is the social insertion of street children. The indicators are; the legal instruments, the training programs offered in re-educational institutions and the programs/ activities of the project based in The Ministry of Social Affairs.

### 3.11 THE DEPENDENT VARIABLES

Dependent variables are the characteristics that are being studied when statements of hypotheses are made. The dependent variable in this study is the social insertion of street children.

**Figure 4: The variables of the study**



**Table 3: The recapitulative table of variables, modalities, measuring scale and statistical tool**

The General Hypothesis	The Research hypotheses	The Independent variables	The indicators	The modalities	The Dependent variable	The indicators	The modalities	The Measuring scale	Statistical test
There is a significant relationship between the government's interventions and the social insertion of street children	1. The Legal instruments influence the social insertion of street children	The Legal instruments	Always Sometimes never	-presidential degree -ministerial orders/circulars -reglementary texts/others	Social insertion	-schooling -training in life skills -return to families	Always sometimes never	Nominal	Chi-square
	2. The training programs offered influence the social insertion of street children.	The Programs offered	Always Sometimes never	-schooling -life skills e. g carpentry -auto mechanic -tailoring Welding etc.	Social insertion		Always sometimes never	Nominal	Chi-square
	3. The activities/ programs of the project influence the social insertion of street children.	The Activities/ programs of the project	Always Sometimes never	partnership with others e.g. UNICEF -educational programs -training programs -health care -technical and human resources.	Social insertion		Always sometimes never	Nominal	Chi-square

## CHAPTER FOUR

### THE PRESENTATION OF THE RESULTS AND ANALYSIS OF DATA

#### 4. The Introduction

This chapter focuses on the presentation and analyses of the data from the field. The data were sorted out and presented on tables and became operational on charts, bearing the questions posed. The options were presented, as well as the number of respondent per option and the percentage covered by respondent in their choice of option. In this chapter the data collected from the field shall be analyzed using the descriptive analysis. This chapter deals with the findings from the interview and questionnaire carried out by the researcher and through his observations.

The following were the objectives of the study;

- To find out the legal instruments and their implementation towards the social insertion of street children.
- To find out the training programs offered in the re-educational institutions towards the social insertion of street children.
- To find out the activities/programs of the project towards the social insertion of street children.

#### The Identification of structures

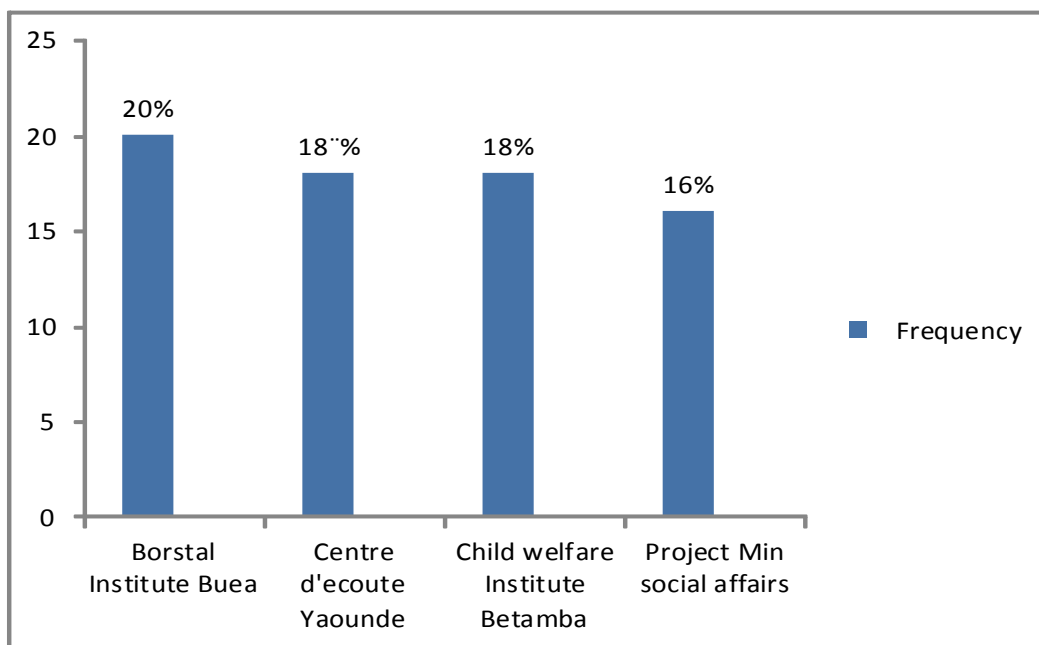
**Table 4: The Respondents from the different Centers**

Frequency	Percentage	
The Borstal Institute Buea	20	27.8
“Centre d'Ecoute Yaounde	18	25.0
Child Welfare Institute Betamba	18	25.0
Project Min Social Affairs	16	22.2
Total	72	100.0



The table above shows the representation of the number of respondents from the different centers. 20 of them from The Borstal institute, 18 from Centre d'Ecoute Yaounde, 18 from Child Welfare Institute Betamba and 16 from The Ministry of Social Affairs project. This however indicates the representative nature of our data. This is equally represented on the chart below;

**Figure5: The Distribution of the Respondent According to Centers**



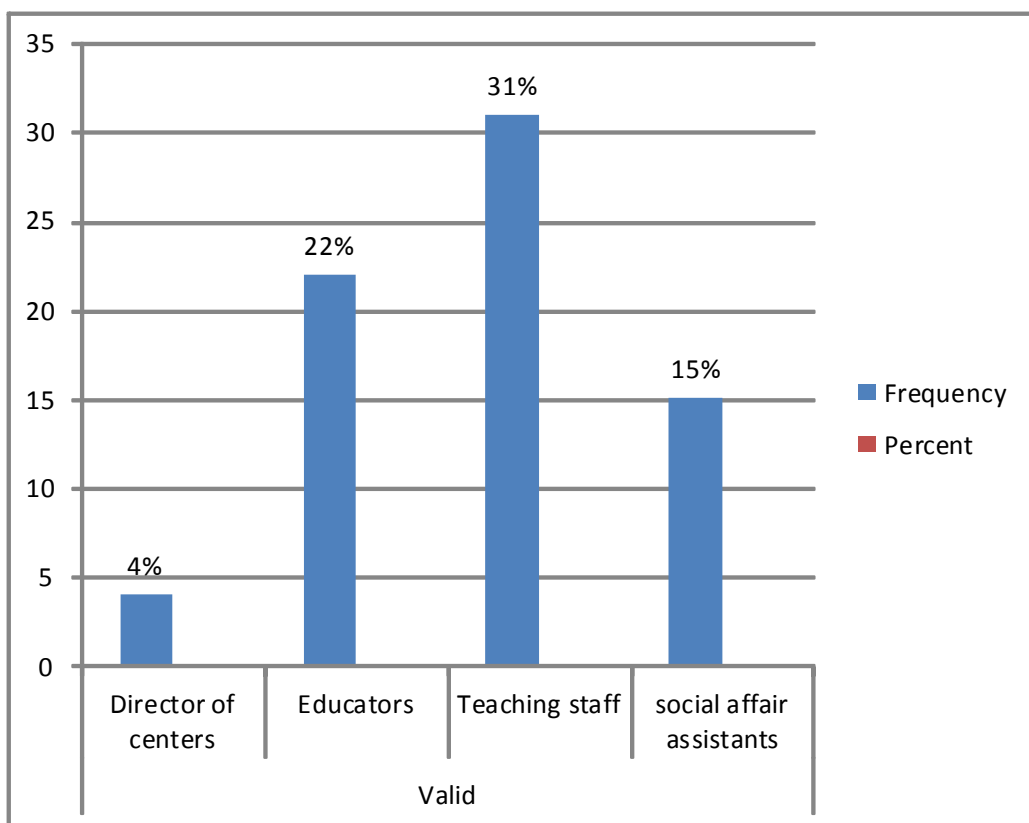
**Table 5: The Post of Responsibility**

	Frequency	Percent
Director of centers	4	5.6
Educators	22	30.6
Valid Teaching staff	31	43.1
social affair assistants	15	20.8
Total	72	100.0

The above table represents the respondents according to their post of responsibility. This indicates the representative nature of the respondents dealing with the children in each of the re-educational institutions where the children are being catered for, not leaving out the project

which is found in The Ministry of Social Affairs. It ranges from the administrative, technical and teaching staff.

**Figure 6: The Distribution according to post of responsibility**



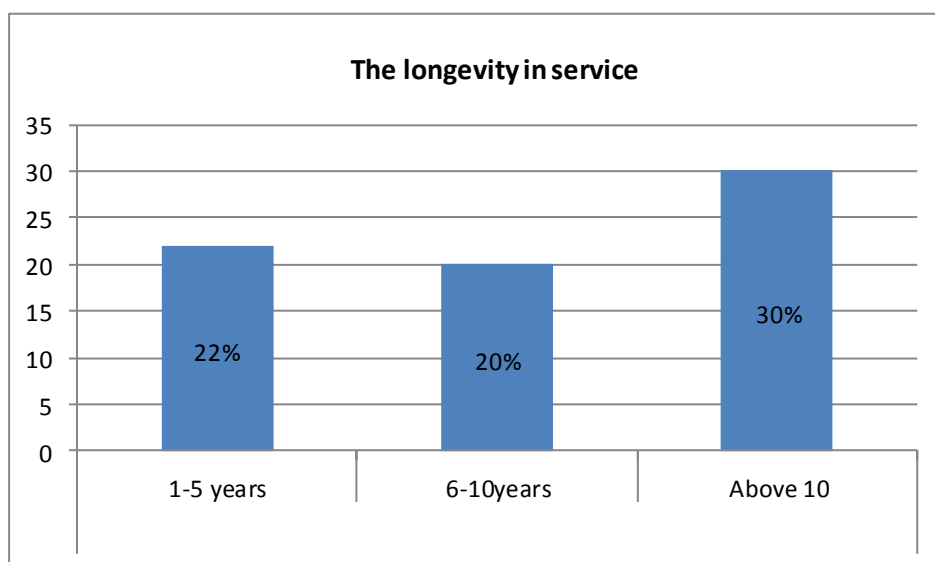
**Table 6: The Longevity in Service of the Respondents**

	Frequency	Percent
1-5 years	22	30.6
6-10years	20	27.8
Above 10	30	41.7
Total	72	100.0

The table below shows the longevity of service of the different respondents. About 42% of them have 10 years and above working experience, about 31% have between 1 to 5 years working experience while about 28% of them have working experiences between 6 to 10 years.

This transmits the validity of the data in question to the stated problem. This means the respondents have a word of knowledge dealing with these vulnerable group.

**Figure 7: The Distribution According to Longevity**



#### 4.1. THE IDENTIFICATION OF THE LEGAL INSTRUMENTS

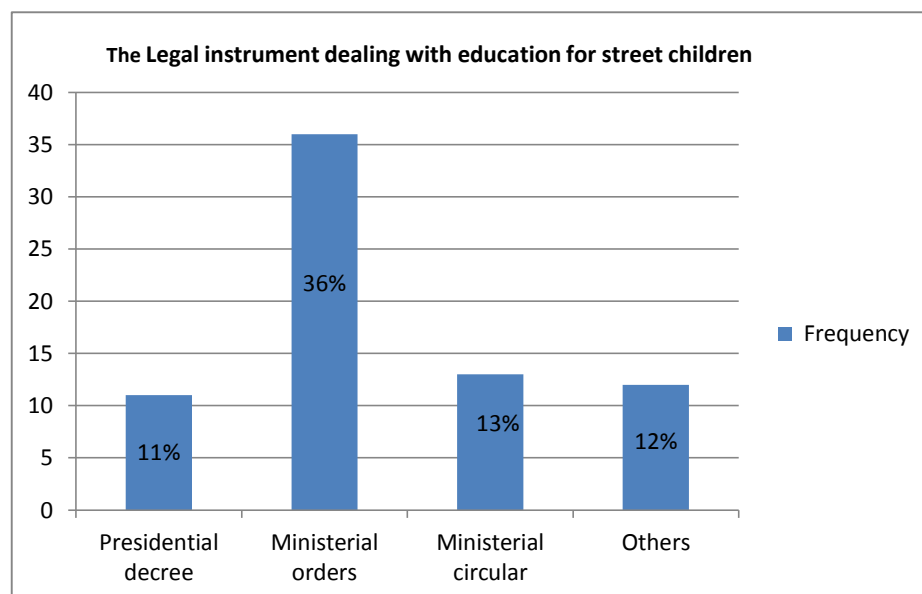
**Table 7: The Legal Instruments Dealing with Education of Street Children**

	Frequency	Percent
Presidential decree	11	15.3
Ministerial orders	36	50.0
Ministerial circular	13	18.1
Others	12	16.7
Total	72	100.0

The table above it shows that 50 percent of the legal text dealing with education for street children are ministerial orders while 18.1 percent are ministerial circulars. This shows the

importance that is attached to the training and welfare of these children. The Presidential decrees represents 15.3 percent and other legal texts represent 16.7 percent.

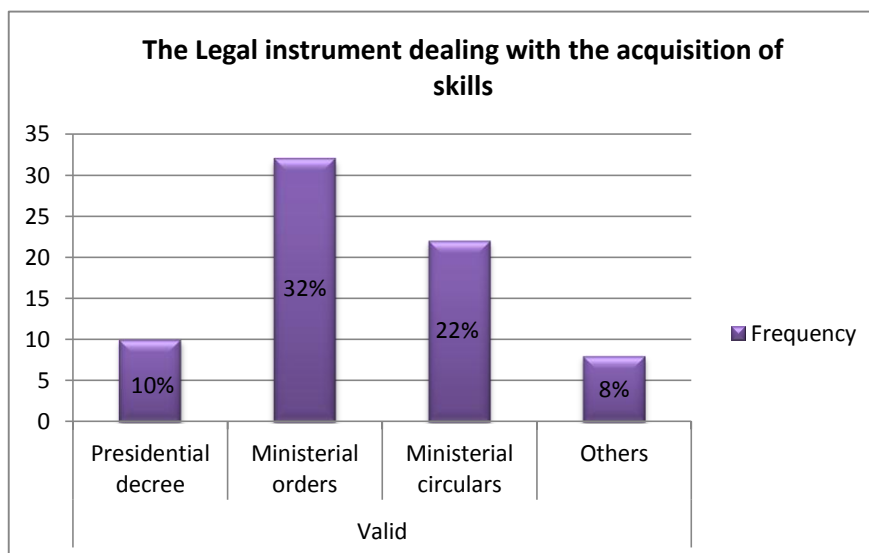
**Figure 8: The Legal Instrument Dealing with Education**



**Table 8: The Legal Instrument Dealing with the Acquisition of Skills**

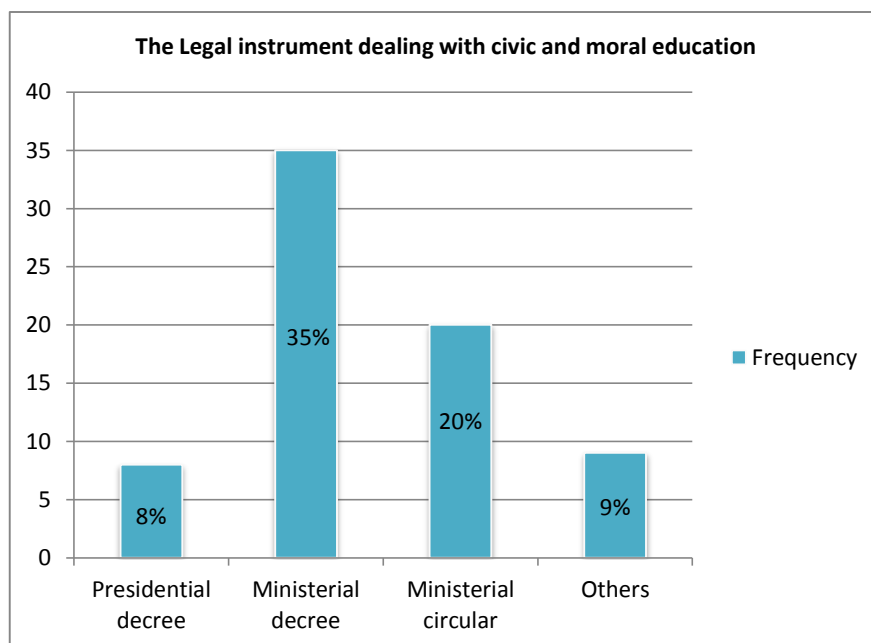
	Frequency	Percent
Presidential decree	10	13.9
Ministerial orders	32	44.4
Valid Ministerial circulars	22	30.6
Others	8	11.1
Total	72	100.0

Table 8 above shows that 44.4 percent of the legal text dealing with the acquisition of skills for street children are ministerial orders while 30.6 percent are ministerial circulars. This shows the importance that is attached to the training and welfare of these children. Presidential decrees represents 13.9 percent and other legal texts represent 11.1 percent.

**Figure 9: The Legal Instrument Dealing with Acquisition****Table 9: The Legal Instruments Dealing with Civic and Moral Education**

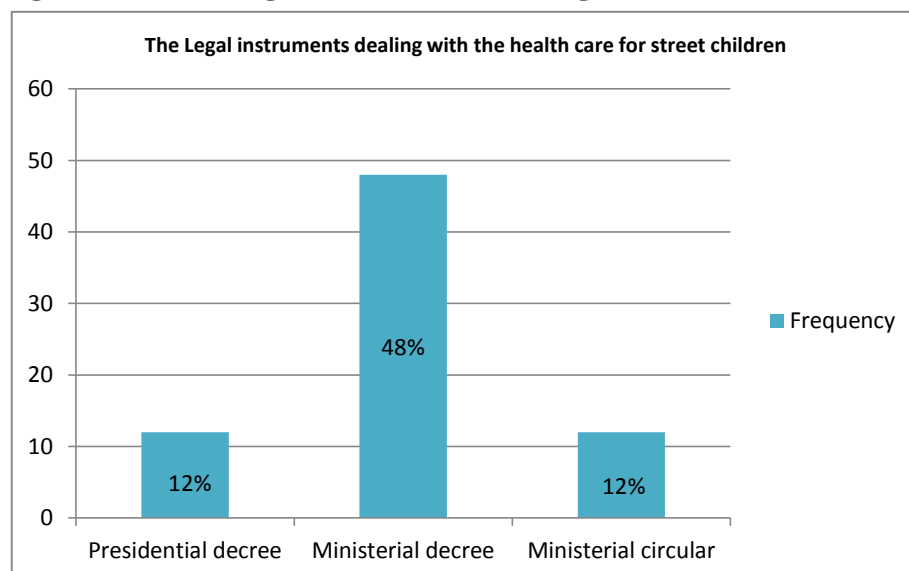
	Frequency	Percent
Presidential decree	8	11.1
Ministerial decree	35	48.6
Ministerial circular	20	27.8
Others	9	12.5
Total	72	100.0

Table 9 above shows the distribution of respondents identification of the legal instruments dealing with the civic and moral education of street children. About 48% of them identify the ministerial decree, about 28% of them identify the ministerial circular, and about 13% identify other instruments while about 11% identify the presidential decree. The high percentage and frequency of ministerial orders and circulars indicates the government's attachment to the general promotion and welfare of these children.

**Figure 10: The Legal Instruments Dealing with Civic and Moral Education****Table 10: The Legal Instruments Dealing with the Health Care of Street Children**

	Frequency	Percent
Presidential decree	12	16.7
Ministerial decree	48	66.7
Ministerial circular	12	16.7
Total	72	100.0

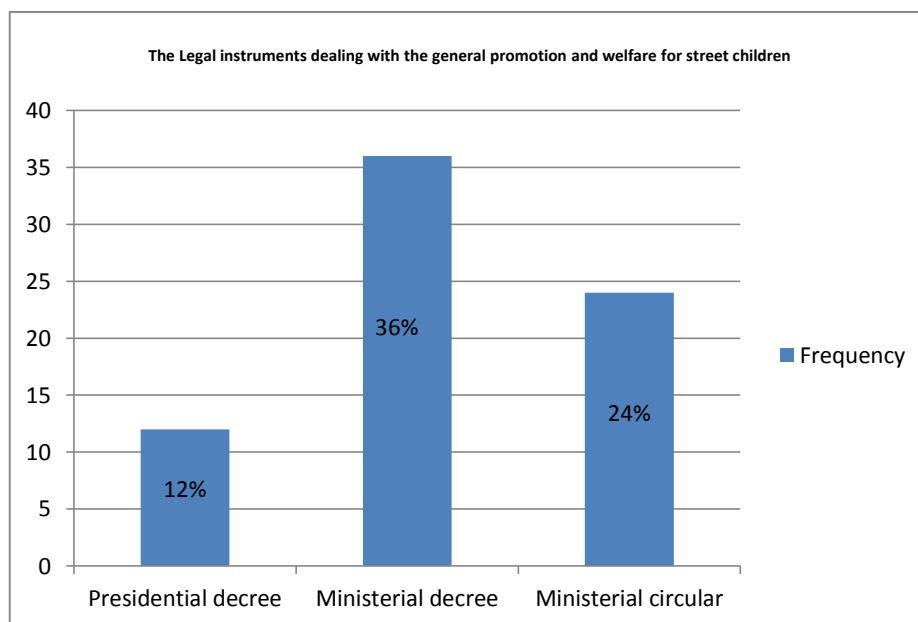
In table 10 above, about 67% of the respondents identify the ministerial decree as the main instrument dealing with the health care of street children. While about 17% each identify the presidential decree and the ministerial circular. This shows the importance that the government attaches to the health care of these children.

**Figure 11: The Legal Instruments Dealing with the Health Care of Street Children****Table 11: The Legal Instruments Dealing with the General Promotion and Welfare**

	Frequency	Percent
Presidential decree	12	16.7
Ministerial decree	36	50.0
Ministerial circular	24	33.3
Total	72	100.0

Table 11 reveals that 50% of the respondents identify ministerial decree as the main instrument dealing with general promotion and welfare of the children. 33% of them identify the ministerial circular while about 17% of them identify the presidential decree respectively. This also indicates the importance the executive arm of the government attaches to the wellbeing of this vulnerable group.

**Figure 12: The Legal Instruments Dealing with the General Promotion and Welfare**

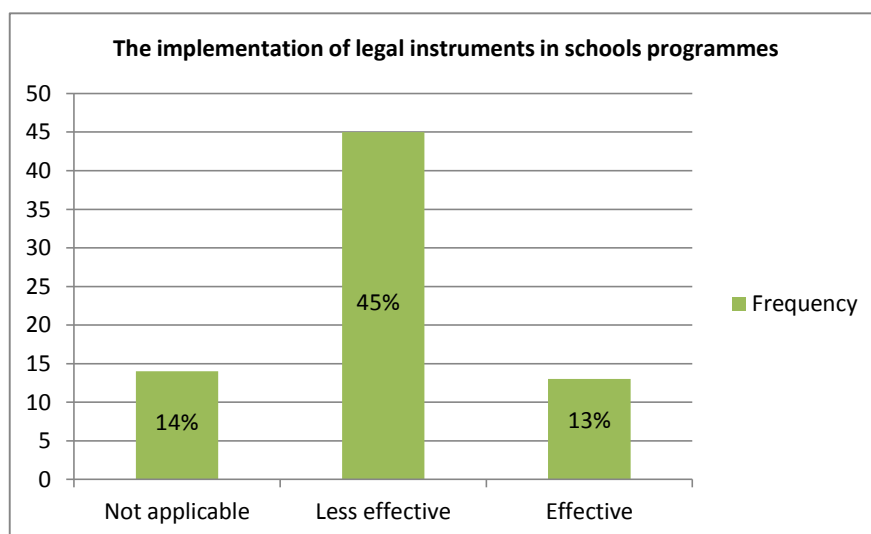


**Table 12 : The Implementation of Legal Instruments in School Programs**

	Frequency	Percent
Not applicable	14	19.4
Less effective	45	62.5
Effective	13	18.1
Total	72	100.0

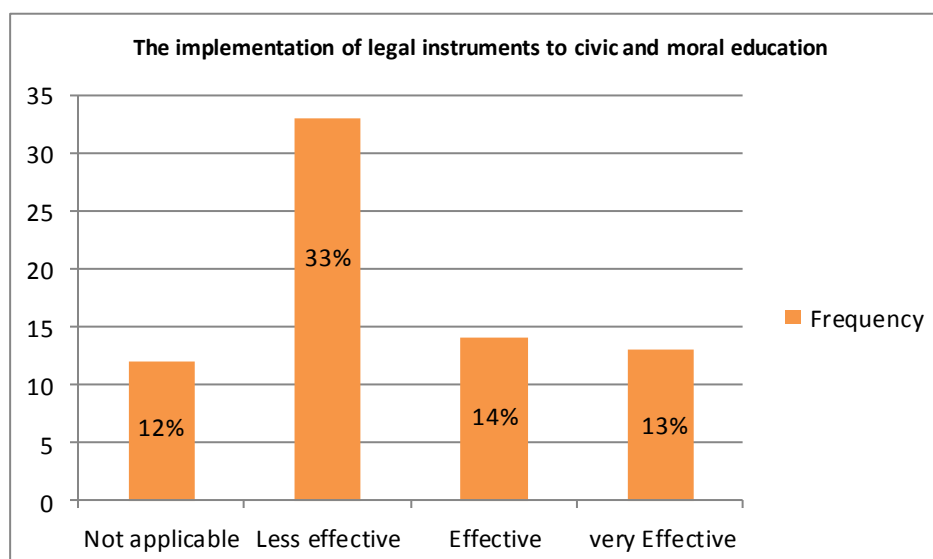
Table 12 above deals with the implementation of the legal instruments in school programs, about 65% of the respondents say the implementation is less effective, about 19% say it is not applicable at all while about 18% indicate that it is effective.



**Figure 13: The Implementation of Legal Instruments in School Programs****Table 13: The implementation of the Legal instruments to Moral and Civic Education**

	Frequency	Percent
Not applicable	12	16.7
Less effective	33	45.8
Effective	14	19.4
very Effective	13	18.1
Total	72	100.0

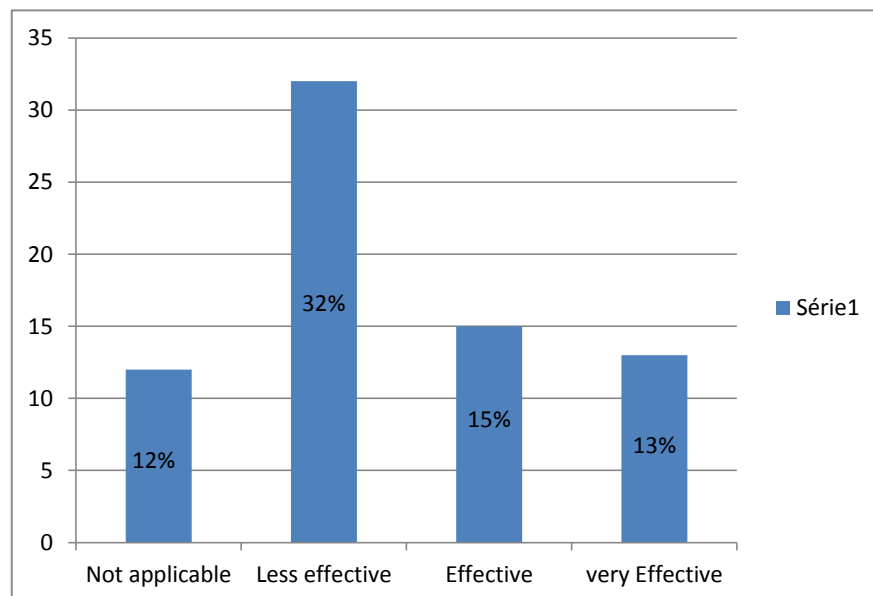
Table 13 shows the implementation of the legal instruments to moral and civic education. The table indicates that with 46% of the legal instruments their implementation is less effective, about 19% of the legal instruments are effectively implemented while about 18% of the legal instruments are very effectively implemented and about 17% is not applicable.

**Figure 14: The Implementation of Legal Instruments to Moral and Civic Education****Table 14: The Implementation of the Legal Instrument to Health Care for street children**

	Frequency	Percent
Not applicable	12	16.7
Less effective	32	44.4
Effective	15	20.8
very Effective	13	18.1
Total	72	100.0

Table 14 indicates the implementation of the legal instruments to the health care of street children. The table above shows that 45% of the legal instruments and their implementation is less effective, about 21% of the legal instruments and their implementation it is effective while about 18% is very effective and about 17% of the legal instruments is not applicable.

**Figure 15: The Implementation of the Legal Instruments to the Health care of the street children**



#### **4.2. THE TRAINING PROGRAMS OFFERED BY THE RE-EDUCATIONAL INSTITUTIONS**

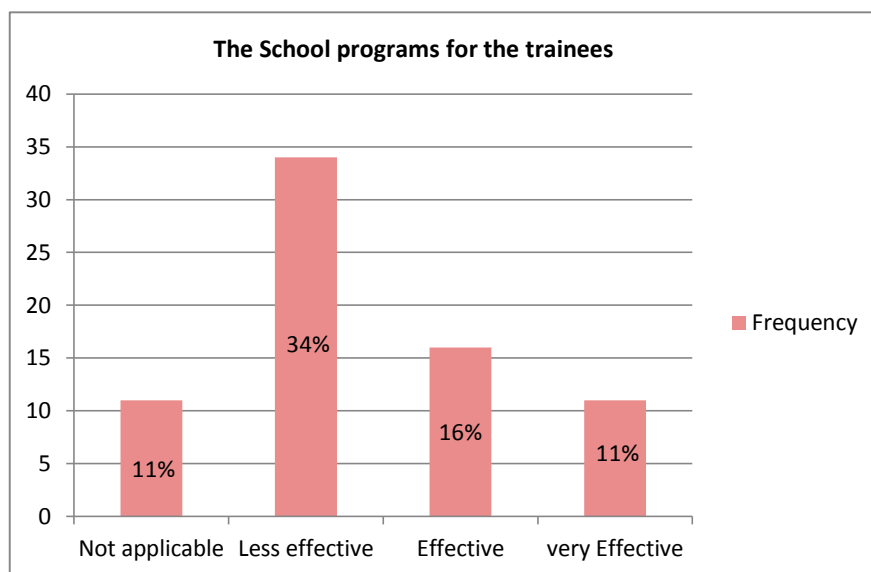
There are four principal activities which are highly organized and are being carried out within the re-educational institutions which caters for the immediate psycho-social, educational and professional needs which prepares and mould the children for their future lives thereafter. These activities are classified into four main headings, namely; education, training in skills, Guidance Counselling and extra- curricular activities.

**Table 15: How effective is the school program for the trainees in the center**

	Frequency	Percent
Not applicable	11	15.3
Less effective	34	47.2
Effective	16	22.2
very Effective	11	15.3
Total	72	100.0

Table 15 above shows that about 48% of the respondents' acknowledge that school program are less effective for trainees in the center. 22.2% of these programs are effective while about 15.3% of the programs are very effective and 11% of the programs are not applicable.

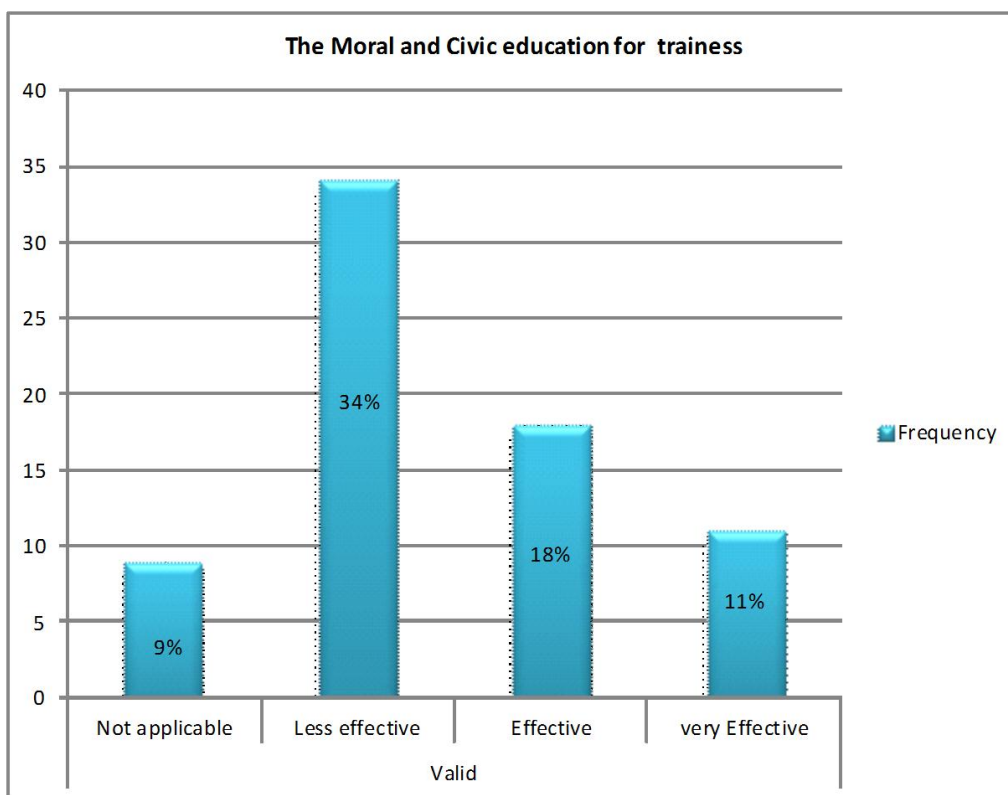
**Figure 16: The School programs for the trainees in the center**



**Table 16 : The Moral and Civic Education for the Trainees in the Center**

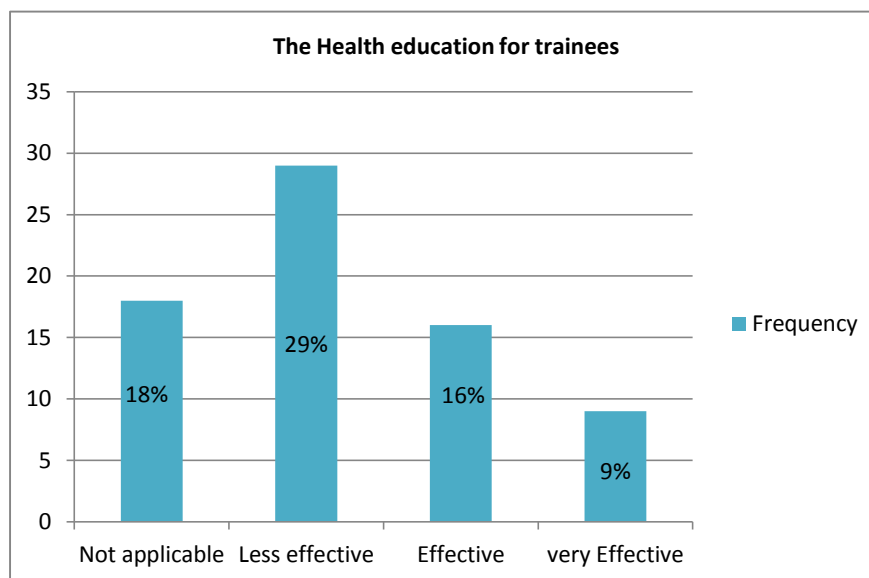
	Frequency	Percent
Not applicable	9	12.5
Less effective	34	47.2
Valid Effective	18	25.0
very Effective	11	15.3
Total	72	100.0

Table 16 above shows the implementation of school programs in relation to civic and moral education. This shows that 25 % of civic and moral educational programs are effective, 15% of the civic and moral educational program very effective, 47.2% of these programs are less effective and 12.5% of the program is not applicable.

**Figure 17 The Moral and Civic Education of the Trainees****Table 17: The Health Care Programs for Trainees in the Center**

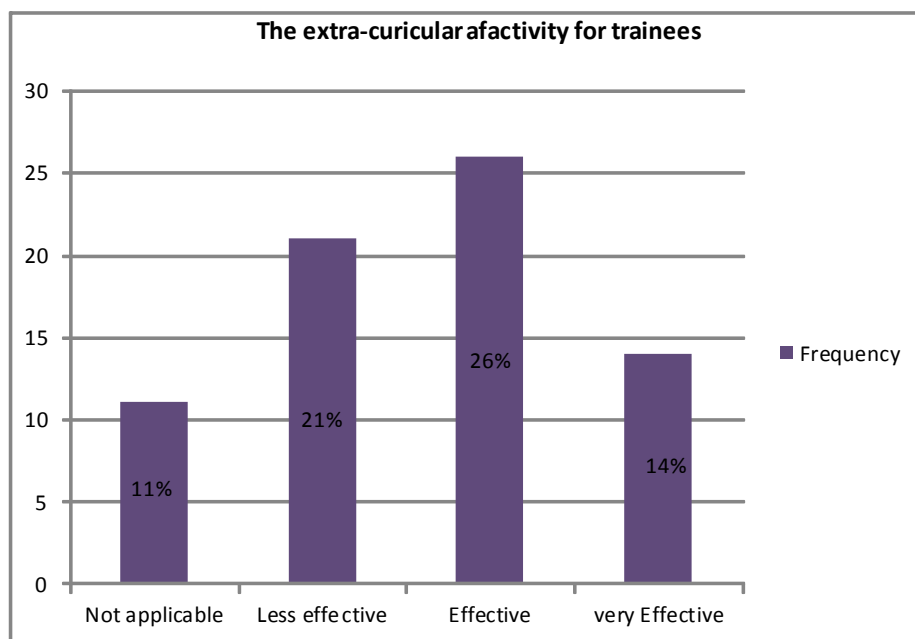
	Frequency	Percent
Not applicable	18	25.0
Less effective	29	40.3
Effective	16	22.2
very Effective	9	12.5
Total	72	100.0

Table 17 indicates the health care programs for these children. It shows that 22.2% of the health care programs are effective, 12.5 % of these programs are very effective, 40.3 % of the programs are less effective and 25.0 % of these programs are not applicable.

**Figure 18: The Health Care Programs for the Trainees in the Center****Table 18: The Extra-Curricular Activities for the Trainees**

	Frequency	Percent
Not applicable	11	15.3
Less effective	21	29.2
Effective	26	36.1
very Effective	14	19.4
Total	72	100.0

Table 18 shows the extra-curricular activities for street children. It indicates that 36.1 % of these programs are effective, 19.4 % of extra-curricular activities are very effective, 29.2% of these activities are less effective and 15.3% of these activities are not applicable.

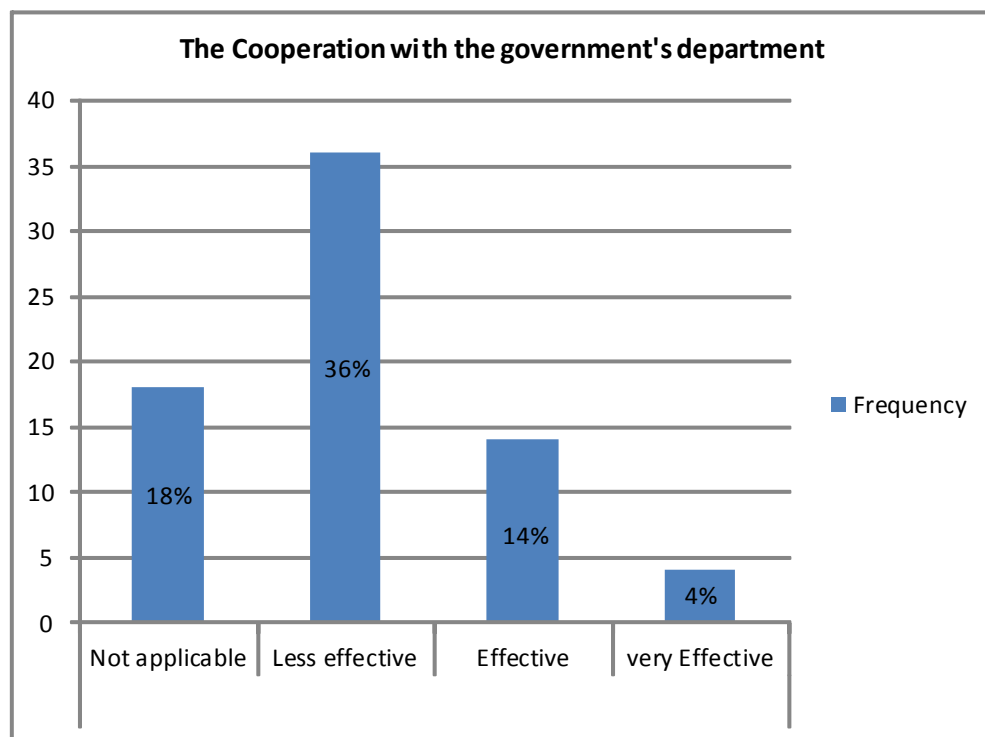
**Figure 19: The Extra-Curricular Activities for Trainees**

#### 4.3. THE ACTIVITIES OF THE PROJECT

**Table 19: The Cooperation with Government Departments**

	Frequency	Percent
Not applicable	18	25.0
Less effective	36	50.0
Effective	14	19.4
very Effective	4	5.6
Total	72	100.0

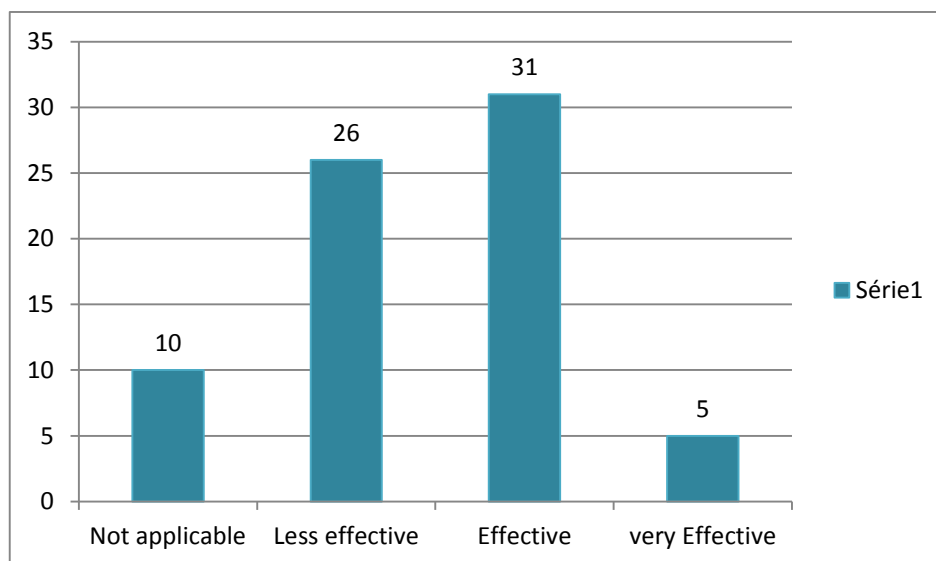
Table 19 above shows the level of the cooperation platform with the government departments. The table above shows that 50% of the cooperation's efforts of the project with the government's departments are less effective, about 19.4% of cooperation ties of the project with the government's departments are effective while about 5.6 % of cooperation ties with the government's departments are very effective and 25% of cooperation ties with the government's department are not applicable.

**Figure 20: The Cooperation with the Government's Departments****Table 20: The Cooperation platform with local NGOs**

	Frequency	Percent
Not applicable	10	13.9
Less effective	26	36.1
Effective	31	43.1
very Effective	5	6.9
Total	72	100.0

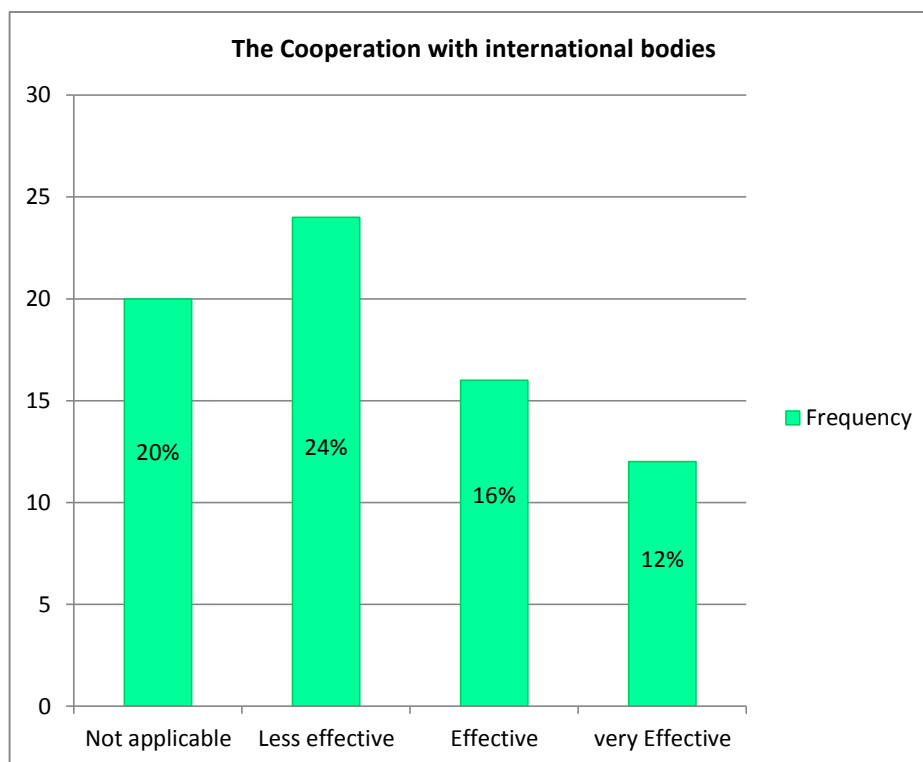
The above table shows the level of the cooperation platform with local non-governmental organisations. The table shows that 36.1% of the respondents acknowledge that the cooperation ties between the project and governmental organizations are less effective, about 43.1% of the partnership with non-governmental organizations are effective while about 6.9 % of the partnership is very effective and 13.9 % of cooperation are not applicable.



**Figure 21: The Cooperation Platform with Local NGOs****Table 21: The Cooperation platform with international organisations**

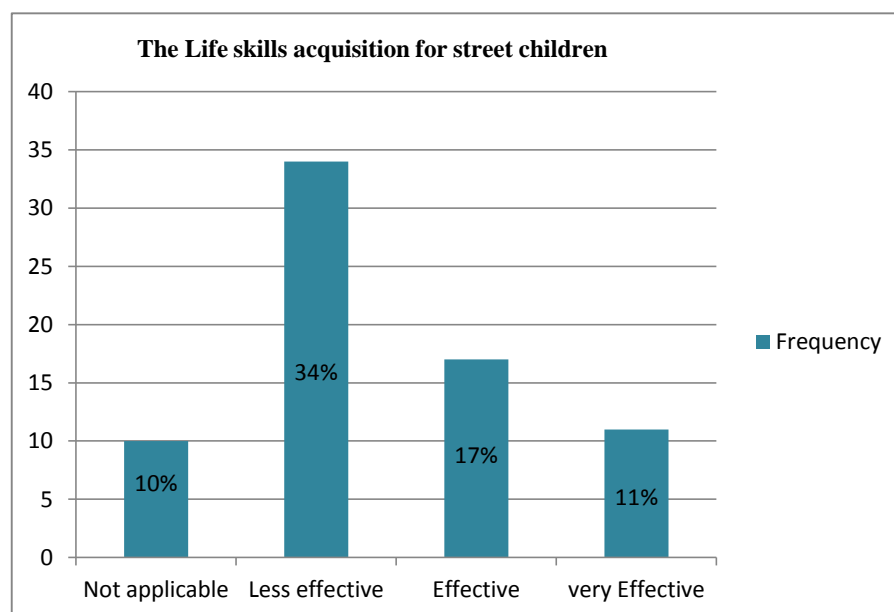
Frequency	Percent
20	27.8
24	33.3
16	22.2
12	16.7
72	100.0

Table 21 shows the level of the cooperation platform with international organizations. The table indicates that over 33% of the respondents acknowledge that cooperation ties with international organizations are less effective, about 22.2 % effective while about 16 % of the cooperation ties with international organizations are very effective and 28% are not applicable.

**Figure 22: The Cooperation Platform with International Organisations****Table 22: The Life skills acquisition for Street Children**

	Frequency	Percent
Not applicable	10	13.9
Less effective	34	47.2
Effective	17	23.6
very Effective	11	15.3
Total	72	100.0

Table 22 above indicates skills acquisition programs by the project for street children. The table shows that 23.6 percent of life skills activities for street children are effective, 15.3 percent of these life skills activities are very effective. It equally shows that 47.2 percent of life skills activities are less effective while 13.9 percent are not applicable.

**Figure 23: The Life skills acquisition for street children**

#### 4.4. THE VERIFICATION OF HYPOTHESES

##### HYPOTHESIS 1

**Ha:** There is a significant relationship between the implementation of the legal instruments and the social insertion of street children.

**Ho:** There is no significant relationship between the implementation of the legal instruments and the social insertion of street children.

**Table 23: The Implementation of the Legal Instruments \* The Acquisition of life skill programs**  
Count

		The Acquisition of life skill programs				Total
		Not applicable	Less effective	Effective	very Effective	
Implementation of Legal Instruments	Not applicable	10	0	2	0	12
	Less effective	0	31	2	0	33
	Effective	0	2	1	11	14
	very Effective	0	1	12	0	13
Total		10	34	17	11	72

**The Chi-Square Tests**

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	156.149 <sup>a</sup>	9	.000
Likelihood Ratio	129.591	9	.000
Linear-by-Linear Association	34.093	1	.000
N of Valid Cases	72		

a. 10 cells (62.5%) have expectedly counted less than 5. The minimum expected count is 1.67.

From the Chi Square table above, the level of asymptotic significance of 0.000 at the 9 degree of freedom is significantly less than the 0.05 level of significance. Following the Chi-square rule of independence, the null hypothesis (Ho) which states that (there is no significant relationship between the implementation of legal instrument and the acquisition of life skill programs) is rejected. Hence we retain the alternative hypothesis (Ha) which states that there is a significant relationship between the implementation of the legal instruments and are acquisition of life skill programs.

**Table 24: The Symmetric Measures**

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.693	.000
N of Valid Cases		72	

The table above presents information concerning the contingency coefficient. The contingency coefficient measures the degree of association or the magnitude of the relationship between the variables under study. Here the contingency coefficient of 0.693 translates the information that there is a fair positive relationship between the implementation of the legal instrument and the acquisition of life skill programs.

## **HYPOTHESIS 2**

**Ha:** There is a significant relationship between the training programmes offered in the institutions and the social insertion of street children.

**Ha:** There is no significant relationship between the training programmes offered in the institutions and the social insertion of street children.

**Cross table**

**Table 25: A bivariate table on programs offered and the social insertion of street children.**

		The acquisition of life skill programs				Total
		Not applicable	Less effective	Effective	very Effective	
Programs offered in the Institutions	Not applicable	7	0	2	0	9
	Less effective	1	31	2	0	34
	Effective	2	3	12	1	18
	very Effective	0	0	1	10	11
<b>Total</b>		10	34	17	11	72

**The Chi-Square Tests**

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	126.441 <sup>a</sup>	9	.000
Likelihood Ratio	105.512	9	.000
Linear-by-Linear Association	44.917	1	.000
N of Valid Cases	72		

a. 11 cells (68.8%) have expectedly counted less than 5. The minimum expected count is 1.25.

From the Chi Square table above, the level of asymptotic significance of 0.000 at the 9 degree of freedom is significantly less than the 0.05 level of significance. Following the Chi-square rule of independence, the null hypothesis (Ho) which states that (there is no significant relationship between the training programs offered in the institutions and acquisition of life skills programs) is rejected. Hence we retain the alternative hypothesis (Ha) which states that there is a significant relationship between the training programs offered and the acquisition of life skills programs.

**Table 26: The Symmetric Measures**

	Value	Approx. Sig.
Nominal by Nominal Contingency Coefficient	.798	.000
N of Valid Cases	72	

The table above presents information concerning the contingency coefficient. The contingency coefficient measures the degree of association or the magnitude of the relationship between the variables under study. Here the contingency coefficient of 0.798 indicates that there is a fair positive relationship between programs offered and the re-educational institution and the acquisition of life skills for the street children..

### **HYPOTHESIS 3**

**Ha:** There is a significant relationship between the programmes of the project and the acquisition of life skills programs

**Ho:** There is no significant relationship between the programmes of the project and the social insertion of the street children.

**Table 27: A bivariate table on the programs of the project and the acquisition of life skill programs**

Count		The acquisition of life skill programs				Total
		Not applicable	Less effective	Effective	very Effective	
Cooperation platform	Not applicable	8	8	2	0	18
	Less effective	0	23	13	0	36
	Effective	1	1	1	11	14
	very Effective	1	2	1	0	4
Total		10	34	17	11	72

**The Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	75.587 <sup>a</sup>	9	.000
Likelihood Ratio	69.624	9	.000
Linear-by-Linear Association	17.445	1	.000
N of Valid Cases	72		

a. 10 cells (62.5%) have expected count less than 5. The minimum expected count is .56.

From the Chi Square table above, the level of asymptotic significance of 0.000 at the 9 degree of freedom is significantly less than the 0.05 level of significance. Following the Chi-square rule of independence, the null hypothesis (Ho) which states that (there is no significant relationship between activities of the project and the acquisition of life skill programs) is rejected. Hence we retain the alternative hypothesis (Ha) which states that there is a significant relationship between the activities of the project and the acquisition of life skill programs.

**Table 28: Symmetric Measures**

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.716	.000
N of Valid Cases		72	

The table above presents information concerning the contingency coefficient. The contingency coefficient measures the degree of association or the magnitude of the relationship between the variables under study. Here the contingency coefficient of 0.716 indicates that there is a fair positive relationship between the activities of the project and the acquisition of life skill programs.

## **CHAPTER FIVE**

### **THE INTERPRETATION OF RESULTS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5. THE INTRODUCTION**

The study sets out to investigate how the government's interventions through appropriate measures to assist in the rehabilitation of street children in the society. The variables of the study are namely; the legal instruments governing the rehabilitation of street children, the training programs offered in the re-educational institutions and the program carried out by the Project created to fight the phenomenon of street children in Cameroon. Lastly, we are going to examine the achievements and challenges or shortcomings of these measures taken by the government. This chapter is made up of the interpretation of findings which is done with references to the objectives, legal instruments, training programs offered, the programs of the project, the theories and the views of other authors. Based on the interpretations and discussions, conclusions are later drawn and some recommendations for further improvements are made after the identification of difficulties encountered during the study. Finally, some topics are suggested for further research.

#### **5.1 THE SUMMARY OF FINDINGS**

The study sets out to find out the part the government has been playing towards the rehabilitation of street children in Cameroon. Three hypotheses were then formulated to guide the study and after verification the following findings were obtained.

- There is a significant relationship between legal instruments and the social insertion of street children.
- There is a significant relationship between the training programmes offered and the social insertion of street children.
- There is a significant relationship between the programmes of the project and the social insertion of street children.



## **5.2 THE INTERPRETATION AND DISCUSSION OF THE FINDINGS**

The findings of the study are interpreted and discussed, making allusion to the theories legal texts and the views of other authors in the literature review. This discussion is guided by the hypotheses of the study.

### **HYPOTHESIS 1**

#### **5.2.1 There is a relationship between the legal instruments and the social insertion of street children**

The first alternative hypothesis stipulates that there is a significant relationship between the implementation of legal instruments and the acquisition of life skill programs. The Chi square test of independence shows that the asymptotic significant is at alpha 0.005 and it is 0.00. This indicates that there is a zero chance of existence of this relationship according to Pearson. The result proved that there is a significant relationship between the implementation of legal instruments and the acquisitions of life skills programs. It is based on these facts that the alternative hypothesis was accepted while the null was rejected. It is imperative to say here that even though there exist a relationship between the two variables, the degree or magnitude of association determines how the independent variable influences or affects the dependent variable. After the rejection of the null hypothesis, the next step was the calculation of the contingency coefficient (cc). Our contingency coefficient is 0.693. This shows that there is a fair positive relationship between the implementation of legal instruments and the acquisition of life skills programs. It is worthwhile noting here that the rehabilitation of the street children in our society is done with the interventions of reglementary texts that govern particular areas of our national life. It is worthwhile examining some of the legal texts that deal with the general promotion, protection and care of children and street children in particular.

The Cameroonian Constitution of 18<sup>th</sup> January 1996, being the fundamental law of the land, in its preamble states that the Nation shall protect and promote the family which is the natural foundation of human society. In articles 16- 18 it deals specifically with the rights related to the protection and promotion of the family and the vulnerable group. This means that the

vulnerable group under which you have the street children who have been given a special place in terms of protection and care. In its article 25(2), it states that mothers and children are entitled to special care and assistance, and that all children whether born in or out of wedlock, shall enjoy the same social protection. The implication here means that every child has access to social amenities such as health facilities, education, recreational facilities and other rights and needs that facilitate the full development of the potentials of the child in the society.

Article 26(1) of the constitution states that everyone has a right to education. It further states that education shall be free, at least in the elementary and fundamental stages. In law No98/004 of April 14th 1998, laid down the guidelines which oriented education in the country. In its article 2(1) and (2) it stipulate that education shall be the top priority of the Nation and shall be provided by the state. Article 7, further states that the state assures and guarantees equal opportunity to education for every child without discrimination regardless of sex, political opinion, philosophy, religion, social origin, cultural background, language and geographic origin. The government has created re-educational institutions to provide the much needed re-education for street children in the society.

The government created the Reception and Observation Center in Bepanda Douala following Decree No 72/461. In Decree No 73/115 of the 22<sup>nd</sup> of March 1973, the government created The Borstal Institute of Buea which is a re-educational institution for street children. Again, another Decree No 73/333 of June 25<sup>th</sup> 1975, she created The Cameroon Childhood Welfare Institute of Betamba. These institutions are re-educational centers where the educational, psycho-social, health, vocational needs of street children are being catered for while they are in the centers. All these training given to the children as they find themselves in the institutions are to harness the potentials in them, develop skills which are highly needed for their personal development and for the general advancement of the society. In Decree No 77/495 of 7<sup>th</sup> December 1977, the government laid down the conditions for the creation of private social institutions. This created an opportunity for private bodies and individuals to open up institutions which caters for the needs of these vulnerable group of children. In a bid to equip these re-educational institutions with quality members of staff who are up to the task, the government

signed Decree No 80/199 of June 9<sup>th</sup> 1980 which created the National school (ENAAS) which is responsible for the Training of Social Affairs Assistants.

The government also adhered to decisions and recommendations taken by international bodies who are promoting and protecting the rights of children. The Human Rights Council working group on the Universal Periodic Review's sixteenth session which took place in Geneva in 2013, reiterated its Resolution 17/119 of June 2011, which made important recommendations concerning Children's Rights. (Recommendations No 18, 19, 20, 30).

Within the framework of the implementation of the recommendations on the children's rights relating to slavery and street children, Cameroon took actions initiated in this domain focusing on prevention, management and reintegration in the handling of this vulnerable group. In the domain of prevention, the government organizes seven regional awareness-raising campaigns on the prevention of violence, abuse and discrimination against children in the northern regions. In 2009 and 2010, a training seminar was organized on the use of awareness-raising tools for the fight against trading in and the exploitation of children in the country. In February 2011, a national campaign on the fight against child trafficking and sexual exploitation of children was launched.

In the domain of management, the government carried out the renovation of three public facilities for child supervision, putting in place in 2009 of a sponsorship system through the validation and dissemination of a guide sponsoring vulnerable children in Cameroon, the drafting in 2010 of two guides for social stakeholders, for the psycho-social support of children in difficult situation and those in emergency.

In the domain of reintegration, the provision of support and tools to vulnerable populations within the framework of the Project "Efficient and Effective Basic Services." .Socio-economic reconversion of free girls, training on the setting up of income generating activities, and the processing of foodstuff. As a result of this exercise, 119 street children were reintegrated into the classical school system.

## **HYPOTHESIS 2**

### **5.2. 2 There is a significant relationship between the training programmes offered in re-educational institutions and the social insertion of street children**

The specific alternative hypothesis and the result of the interview shows that there is a relationship between the training programs offered and the social insertion of street children. The Chi square ( $\chi^2$ ) test of independence shows that the asymptotic significant at alpha ( $\alpha$ ) 0.005 is 0.00. From the interview with the children, it affirms the fact that the training programs offered in the re-educational institutions assist the children in the acquisition of some basic life skills. Therefore, there is a relationship between the programs offered and acquisitions of skills. Thus we retain the alternative hypothesis and reject the null. The calculation of contingency coefficient (cc) gives 0.798. This shows that there is a fair positive relationship between the training programs and acquisitions of skills for the street children. This fair positive relationship can be seen in the variety of programs offered in the institution

The training programs of the re-educational centers can be classified into four headings namely; education, training in skills, Guidance and Counselling and extra-curricular activities. Education is the corner stone of development for every nation. Akanle (2007), states that the development of every Nation or community depends largely on the quality of education received by the citizens of such a nation. In the training programs of the re-educational institutions, like Betamba, The Borstal institute, the Reception and Observation center Bepanda etc education is given the pride of place. They provide regular or classic elementary school programs to these children. During the educational needs assessments of the children, they take into consideration those who need to cover the full program, make-up or special need cases. It is through these educational need assessments that the children are placed in the various categories within the program of the schools within the institutions. The program of the schools within the re-educational institutions is designed to meet the specific learning needs of each child that finds himself within the institution. This falls in line with the goals of the World Conference on “Education for All” which took place in Jomtien, Thailand in 1990. According to the Jomtien initiative, education should reach out all sections of the society, the use of non-formal approaches where necessary and in the case of early childhood schools should include social

input and community based approaches. Education for these children is very important because without education, it is apprehended that these children become a source of violence and delinquency (Scanlon et al 1998). Street children recognised their rights and needs, during the international street children's Day observed in Islamabad on the 12<sup>th</sup> of April 2014, in their demands for their rehabilitation, they expressed strong desires to receive education in order to become responsible citizens. The Association for Development, Delhi (2002) cited education as an essential part of the program to be given to street children to better their standards of life in the society.

Training in skills in various trades is an aspect of the training offered by the re-educational institutions. They offer opportunities in training in trade life skills like carpentry, auto-mechanic, welding, information and communication technology, agriculture, livestock etc. The World's Educational Forum organized in Dakar Senegal, a Framework of action under the title "Education For All" in 2000, in its goal three, it aims at ensuring that the learning needs of young people and adults are met through equitable access to appropriate learning and life skills programs. As Carrater et al (2000) puts it, the authenticity of education also means the coherent, natural meaningful and purposeful activity that represents the ordinary practices. Training acquired by street children will enable them acquaint themselves with some basic skills to effectively solve some of the problems encountered in their daily life. Tacy (2006) views education as the means to prepare students for life by experiencing it in authentic learning situation as generated by work projects. Collins et al, (1991) supports the effective integration of academic and vocational education so that students can construct their own understanding of academic standards and internalize their thinking process through cognitive apprenticeship. Street children through cognitive apprenticeship will acculturate learning into authentic practices through activities which will enable them interact more frequently and harmoniously with all works of live in their various workshops.

In the re-educational centers, the children are given Guidance and Counselling which helps to transform their psychic, give them psycho-social balance and educate them on how to interact in the society with others. This is done through educative talks given to the children on various topics in life, such as; health, hygiene and sanitation, moral and civic education and psycho-social aspect of life. On health issues, the children are educated on the diseases and how these

diseases can be contaminated and their preventions, with more attention given to sexually transmitted diseases, HIV/AIDS. They also give information on simple hygienic rules so that the contamination of many diseases can be prevented. The children are given some education on morals and civic responsibility in the society. These includes the pattern of behaviour expected from them in the society, the dangers of street life, the importance of family life and how to live in the society among others. The Guidance and Counselling exercises given to these children help them to regained some of the social values in which they have lost as a result of their stay on the streets.

As part of the training program offered in the re-education centers, they also carry out extra-curricular activities. The activities include sporting activities such as football, handball, athletics and dancing. These activities help to build the children physically, mentally, morally, spiritually and health wise. In the centers, the children participate in national and international events such as the Youth's Day, 20<sup>th</sup> May and the international Day of the child. This does not only create in the child a sense of patriotism but a sense of belonging and socialization. There are also activities such as club activities like debates club, agriculture, livestock and dormitory responsibility. These activities help the child not only to knowledge acquisition and skills development but also in the re-socialisation process. As Clausen (1968) puts it the child is going through a process of induction. According to him this induction process on how to live in the society is what is known as socialization.

**Table 28 : A cross-comparism of the institutions**

Institution	Objectives
The Borstal Institue Buea	Cater for vulnerable groups such as delinquents, abandon, runaway or street children)
"Centre d'Ecoute" Yaounde	The identification and placement of street children in appropriate institutions (Re-education centers, family or regular schools)
The Cameroon Childhood Welfare Institute Betamba	Cater for vulnerable groups such as delinquents ,runaway or street children.
MINAS- (Project)	The identification and placement of street children.(re-educational institutions, family, regular schools)

The table above demonstrates a vivid comparison of the structures involved in the study. It will be noticed that “Centre d’Ecoute” Yaounde and the Project deals specifically with street children while the Betamba center and The Borstal institute in Buea deals with vulnerable groups, among which we have street children. This means that in Betamba and The Borstal institute in Buea other group such as the delinquent and the abandoned are housed.

## **HYPOTHESIS 3**

### **5.2.3 There is a significant relationship between the programs of the project and the social insertion of street children**

The first specific alternative hypothesis and the interview results stipulates that there is a relationship between the programs of the project and the social insertion of street children. From the Chi square ( $\chi^2$ ) test of independence, it showed that the asymptotic significant at alpha 00.05 is 0.000 at the 9 degree of freedom. The null hypothesis is rejected while the alternative is retained. After the rejection of the null hypothesis, the next phase is the calculation of the contingency coefficient (cc). Our contingency coefficient (cc) is 0.716. This indicates that there is a fair positive relation between the activities of the project and the social insertion of street children.

The programs of the project includes; the identification and placements, the rehabilitation of infrastructures of the re-educational institutions, the development of a social network system for street children and the mobilisation of the entire community to fight the phenomenon in our society.

The major activity of the project involves the identification and placement of the street children firstly in families, the re-educational institutions or training centers. After the identification exercise, it is being followed by a need assessment exercise which takes into consideration the following headings; the social background of the family, the educational level of the child and the possibility of contacting the parents. It is based on this need assessment exercise that the social assistants will draw up a placement table for the children, either to place them directly to their respective families, re-educational centers or training institutions to learn a trade. The project uses external services of The Ministry of Social Affairs such as Regional,

Divisional Delegations and Social Affairs Posts to contact the parents of the identified children, and their follow-up in their various placements. In the process of searching for the parents of identified children they work closely with the external services of The Ministry of Women's Empowerment and the Family.

The project also carried out the renovation of the infrastructure of re-educational institutions such as; The Borstal Institute in Buea, The Cameroon Childhood Welfare Institute Betamba and the Reception and Observation center Bepanda Douala. New tools or machines were acquired for the various workshops such as auto-mechanic, carpentry, welding and auto-electricity. All these efforts were to improve on the quality of training given to the street children in the centers. The project carried out renovation works to improve on the supply of basic utilities such as water and electricity to these training institutions.

In order to create a national statistical base and create social informational systems on street children the project had to work closely with other partners both at the local and international levels. This includes local NGOs that deal with the protection and care of children and international bodies such as; UNICEF, The African Union and UNESCO. The conception, elaboration and putting in place of a social information system on street children will enable the government to appropriately plan national policies execute them and follow-up educative, social and welfare services meant for the re-habilitation of street children in our society .The development of the social information system will enable the government to cooperate with others bodies which are responsible for the protection and care of street children.

One of the activities of the project is to mobilize the entire community to fight social ills against these children in the society. The African Union commemorating the 21<sup>st</sup> Day of the African child in 2011, the Executive Council of the Union adopted by Decision No EXCL/Dec 596 (XVI) the following theme, “ All Together For Urgent Actions in Favour of Street Children”. The council states that the phenomenon of children living on the street is a multi-dimensional obstacle to the development of the child at different levels including educational, health and psych-emotional. It further states that the phenomenon requires a mobilization of all works of life in a bid to provide multi-disciplinary assistance to the children. The project having been cooperating with a number of government ministries and state cooperations such as The



Ministry of women's empowerment and the family, communication, public health, territorial administration, the General Delegation for National Security, The Ministry of Secondary Education, The Ministry of Basic education PAJER-U, PIAASI, The National Civic Agency for Participation in Development just to name a few. These partners in their various specific domain and working with the Urban councils of Yaounde and Douala provide services directly or indirectly for these children which will go a long way to assist in the re-habilitation of the children.

## **5.2.4 The Achievements and Challenges of Government's Interventions**

### **5.2.4.1 The Achievements**

The government in its efforts to fight the phenomenon of street children in our society, can be said have registered some successes in the process. The first step of socialization is the identification and placement exercise carried out by the project and The Ministry of Housing and Urban Development from 1999 to 2014. From 1999 to 2014, 3272 street children have been identified and placed in three different social institutions. The first of these institutions is the family where 1320 children were reunited with their respective families to regain their normal life which they had lost for some times. During this period, 736 street children were placed in regular schools settings and 694 street children were placed in re-educational institutions. This institution were the children have been placed each in its own specific domain try to play its role to continue with the socialization process initiated by the project.

Street children, who join their families in 2008, have registered some encouraging school performances. The external services of The Ministry of Social Affairs who is in charge of the follow-up of street children who have been placed in their respective families furnished this information. At the level of Baccalaureate, there are four names; Mbamba Therry, Tchougui Magnokol, Melingui Koa Christane and Offen Benoit. It should be noted that out of these four names, one of them gained admission into the faculty of medicine in the university of Douala. At the level of Probatoire there are two children who succeeded specifically in A4 and F3 series. At the level of BEPC there are three names and for the G.C.E. Ordinary Level we have one. At the

level of CEP, there are three names and lastly for the First School Leaving Certificate we have two names.

#### **5.2.4.2 The Challenges**

Even though the government has registered a number of successes in the rehabilitation of street children in the Cameroonian society, there are also some difficulties faced which sometimes disrupts the complete attainment of the rehabilitation goal.

The first major difficulty faced is the search for the parents of the identified children. Sometimes the guardians or parents of the identified children are not easily traceable because of the lack of appropriate information from the child. It is also difficult when the information given by the child shows or indicates that the parents reside out of the town where he has been identified. At times a child is identified in Douala or Yaounde but the coordinate or information given by the child to trace the parents shows that the parents are residing in the northern part of the country. At times with this searching and mediation process, before it materializes, it takes a lot of time for the child to be placed in one of the institutions. The process of elaborating the root cause or causes why the child took to the street or what might have triggers the child to leave the house it is not only very primordial but remains the core issue during the process of mediation. It should be noted that if these factors are not well identified and handled, then no proper placements will not be made. At times again placement might not take place this might cause the child to return to the street.

There is the difficulty of regular follow-up of the children who have joined their respective families. This is because of insufficiency of staff and other logistics especially at the external services of The Ministry of Social Affairs.

The continuous return to the streets of children who are already in their respective families identified and placed by the project frustrate the efforts taken by government.

The re-educational institution is not welled equipped in terms of machines for training and man power hence making it difficult to give the children a holistic re-education.

Transportation difficulties and other logistics in transporting the social affairs members of staff to places with high prevalence of street children in the city were encountered.

The preamble of the constitution states that the nation shall protect and promote the family. In its article 25(2), it states that mothers and childhood are entitled to special care and assistance whether born in or out of wedlock, shall enjoy the same social protection. But the question that can be posed is what is the mechanism put in place by the government to protect, care and promote the family and give the necessary assistance that they deserve? As a result of the insufficiency or complete lack of these assistance, children from these homes are very susceptible to street life. If one considers that the root cause for street life for children is stemming from the home and the factors might be social or economic then it can easily be concluded that during mediation, if appropriate consideration is not taken in reference to those reasons why the child left the house, the wrong decision will be taken in the placements. This is one of the difficulties or problems faced during the placement process.

Again, article 26 (1), states that everyone has a right to education. It further states that education shall be free at least in the elementary and fundamental stages. In law No 98/004 of April 14<sup>th</sup> 1998 which laid down the guidelines for education in the country, in its article 7, it states that the state shall assure and guarantee equal opportunity to education for every child without discrimination regardless of sex, political opinion, philosophy, religion, social origin, cultural background, language and geographical origin. Also, if Cameroon is reaffirming the right to education of every individual, as enshrined in the 1948 Universal Declaration of Human Rights and renewing the pledge made by the world community at the 1990 world conference on 'Education for all' to ensure that the rights for all regardless of individual differences is ascertained or safe guarded. The question to be posed is; what effective mechanism has been put in place to assure free education at least for the elementary and fundamental stages in our Cameroonian society?

It can be said that if effective mechanisms are not put in place to provide families who really need assistance (the needy) and provide education for all by making it free in the proper meaning of the word especially at the elementary and fundamental stages then street life for children will still remain a cause for concern.

## THE GENERAL CONCLUSION

The main objective of this study has been to make an appraisal of the government's intervention in the rehabilitation of street children in the society. From the proceedings, findings and discussions, we can conclude that the government's interventions towards the social insertion of street children in the Cameroonian setting is making a break through though with some difficulties.

The phenomenon of street children though it can be said that the causes are many and vary but it's principal cause is stemming from the home which can be attributed principally to poverty. Children take to the streets as the only alternative in the search for basic needs such as food, clothing and health facilities (Shukla, 2005). It is particularly important to note that poverty or family abuse and the attitude of the public towards them is sometimes based on misrepresentations and fueled by the children's own provocative behaviours. The result, most often that the children resort to violence.

The Government's intervention in the rehabilitation of street children was guided by three principal objectives. Firstly, the examination of reglementary texts put in place by the state, the training programs offered by the re-educational institutions and lastly, the activities of the project meant to fight the phenomenon in our society. To test the hypotheses; of this research, questionnaires, interview and observations guides were used to collect data (triangulation). The reason for this triangulation was to enable us explain our findings from several angles in order to have adequate information from several sources and also check the information collected from two instruments. The analyses showed that there was a relationship between the government's interventions and the social insertion of street children. From the findings all alternative hypotheses were retained while the null were rejected. The study has discussed a series of government mechanism put in place to rehabilitate these children in our society. These include not only the reglementary texts put in place by the government but some practical modalities such as the education and training acquired in the re-educational institutions by the trainees. The activities of the project based in The Ministry of Social Affairs cannot be undermined because it is involved in a platform of partnership with not only other ministerial departments but with local and international bodies such as UNICEF, UNESCO and African Union just to name a few, all

having as their principal goal the promotion, care, protection and security of children as a whole and the vulnerable such as the street children. While accepting the important role the government plays in the rehabilitation of these children, it is equally important to take a critical look at the causes, background and some related factors that trigger the children's abandonment of their homes as these will help assist to determine the type and nature of the remedial measures to be put in place. Having said that, if one has to examine the unfortunate interplay between the confusion of who the children are, where they supposed to be, how can they join their respective families and the hostility they receive is a cause for concern and can provoke research such as the present one. This is because the level of hostility varies from cultures, cross-cultural, regions and countries, comparisons could help explain and possibly reduce the degree of violence the children face and the various ways or means each society handled this difficulties.

A valuable area in which cross-cultural research can help is in building a model that would predict which circumstances in a given community is the (type of family, degree of poverty, psychological style of children, and the like) would explain the origins of street children phenomenon. The changes in traditional families and the degree to which postmodern urban families create street children can also be studied by using cross-cultural examples. The results should indicate more specific ways in which family structures relate to the origins of street children.

Education is not only a need but a right for children. The convention on the rights of children 1989 in its article 29 clearly states that the child's personal talents, mental and physical abilities should be developed to the fullest. Tchombe (2003), advocated for programmatic inventions to prevent the drifting of children to the streets, social policies should make available amenities, create opportunities to improve family life and provide vocational skills to these children. While preventive measures are essential to curb the flow of children into the streets, those already on the street require immediate opportunities for their progress, self-fulfillment and development through re- education, which assist in re-socialiation.

The African Union commemorating the 21<sup>st</sup> day of The African Child in 2011 adopted as theme in all, in favour of street children. It advocated for a multi-disciplinary approach in tackling the problems of street children in the society. It is in this light that The Ministry of Social Affairs created partnership with a number of government ministries such as; Youths and

Civic Education, Justice, Employment and Professional Training, Territorial Administration all working closely with the City Councils of Douala and Yaounde, to elaborate plans, create projects for the effective socio-economic reintegration of street children. The Ministry of Social Affairs also created partnership with international bodies like UNICEF, UNESCO, The Chantel Biya's Foundation, The Rotary club and The Lion's club, all these assist in the education of these children.

The African Union further to reiterate the fact that a child who does not have access to education, his or her personal progress and development will be hampered. The government through The Ministry of Social Affairs has been putting in much efforts to make sure that these children join their various families. This is spear headed by a project created in 2008 responsible for the rehabilitation of street children. It is a systematic process from identification, needs assessments and placements in re-educational institutions, regular schools and finally family settings Edwards (2007), advocated for the protection, provision and the participation of street children in the society. The passing of these children through the re-educational institutions assist these children not only to acquire life skills but give them a sense of belonging and enabled them regained the missing or lost social values in the society. On the celebration of Street Children's Day on the 12<sup>th</sup> of April 2014, the children out of school in Islamabad demanded from government for measures to be taken for their rehabilitation in the society.

This means that these children themselves have recognised the fact that they have been neglected by the society and they are advocating for rehabilitation so that they can become once more an integral part of the society or better play their role just like their peers who are out of the street. These children do not only recognised education as their right but as a need. Education as a Right for children has been strongly advocated by the United Nations Convention enacted in September 1989. The children themselves strongly expressed their wish to receive education as a means of making them responsible citizens of the society. It can be said that education is not only a right but a need which assists street children to participate harmoniously and fully in a society where they have once been neglected if not excluded.

According to Durkheim (1922), the education acquired by individuals acts as a unifying social force around collective values in the society, it permits the individual to live harmoniously in the society and above all have a total integration in the community. The act of returning to the

families means a total acceptance and a sense of belonging not only to the family but to; peers, social groups like clubs and the community at large. The simple fact of opting or accepting to learn a trade, in a garage or workshop is the first stage of initiation into socialization. As Clausen (1968) puts it; the induction process through which the child passes is known as socialization. This socialization process enables the children to learn some basic societal rules, norms and values, as Durkheim calls it; the social collective values in the society.

From the measures and efforts taken by the government to rehabilitate street children in our Cameroonian setting, one can say without fear of contradiction that these measures are standing the test of times though with difficulties.

### **RECOMMENDATIONSTO THE PARENTS,THE GOVERNMENT AND THE SOCIETY**

**The Parents:-** Parents should be sensitise and educated on the necessity and importance of family life, stability and cohesion.

-They should be educated on the importance of preventing or avoiding violence within the family setting.

-Parents should be educated on the necessity of generating and judicious management of family income. They should be educated on the importance of educating their children and the role education play in the lives of their children.

**Government:** The government should ensure effective training in social centers housing street children.

In the external services of The Ministry of Social Affairs responsible for the follow-up of children who have joined their families, more members of staff and necessary logistics should be provided to these centers and effective follow-up should be done.

- The creation of social affairs out-reach services.
- The government should put in place effective measures to protect, care, promote and give needed the assistance to the family. This is because the origin of street life for children stemmed from the home as a result of poverty, violence or abuse.

- The government should equally put in place effective mechanisms to ensure that every child has at least an elementary or fundamental level of education.
- The government through its respective Ministries should ensure that curricula should be adapted to children's needs and not vice-versa.

To effectively implement this policy, the following should be highly considered;

- The necessary structures should therefore provide the curricular opportunities to suit children with different abilities and interests.
- Children with special needs should receive additional instructional support in the context of the regular curriculum, not a different curriculum.
- The guiding principle should provide all children with the same education, providing additional assistance and support to children requiring it.
- The acquisition of knowledge is not only a matter of formal and theoretical instruction. The content of education should be geared to high standards and the needs of individuals with a view to enabling them to participate fully in their own development.
- Teaching should be related to pupils' own experience and to practical concerns in order to motivate them better.
  - Equip social centers with human and material resources to ensure better training for street children in the centers.
  - Create general awareness on how to handle and treat street children in our communities.
  - General Civic Education should be made available not only to youths in formal settings but also to youths who are out of school and more especially to the children of the streets.
  - The government should create Social Affairs brigade in our railway stations especially along the railway line from the north to southern part of the country.



### **THE SOCIETY**

The society should be informed, sensitise and educated on the necessity and importance of protection, care and general promotion of the wellbeing of these vulnerable group.

The society should learn and accept these children as an integral part of the society.

The society should learn, accept and involves these children in all participatory development projects in their immediate environment.

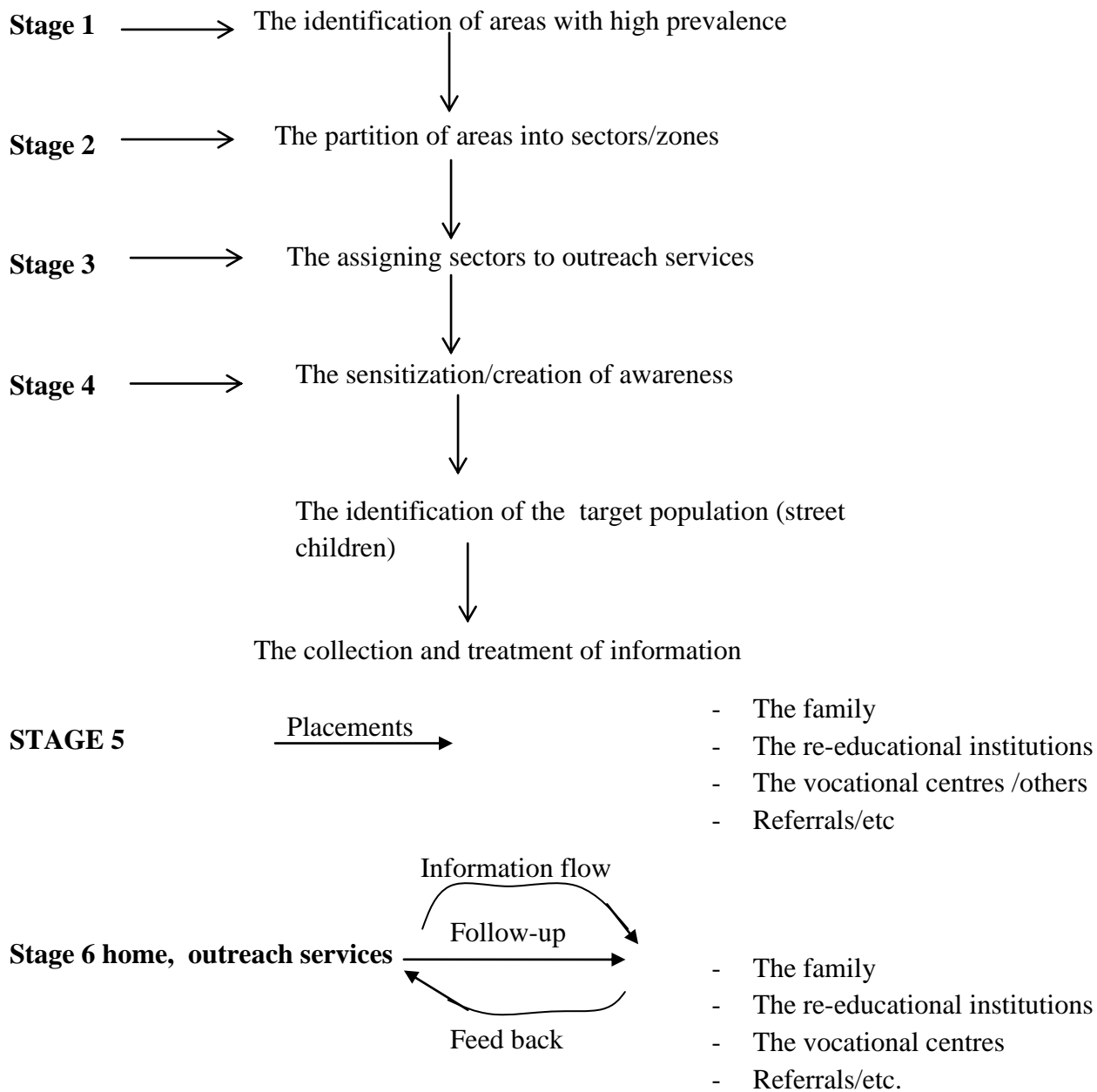
### **SUGGESTIONS FOR FURTHER RESEARCH**

- A comparative study can be carried out to show the interventions of the government and the private sector in the rehabilitation of street children in Cameroon
- A Study can be carried out to effectively find out if the training program offered by the re-educational institutions is adapted to the needs of the children.
- A Study can be carried out to find out what these children are doing after their training in the social centers.
- A study should be carried out to determine the causes of street life in Cameroon.
- The Institutions and The Rehabilitation of Street children (The stakes and challenges)

### **DIFFICULTIES**

- There was problem or difficulties faced in getting the target population when we needed them (street children)
- The level of education (comprehension) for the trainees could not be pre-determined hence the difficulties of directly administering questionnaires to them.

**PROPOSED SCHEMA TO REHABILITATE STREET CHILDREN**



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# APPENDIX

## QUESTIONNAIRE

Dear Respondents,

I, Arrey Mathias Bate is a student of Science of Education in the University of Yaounde I am carrying out a research on the Government's interventions towards the social insertion of street children in Cameroon. You are requested to answer these questions as honest as you can. I assure you of the confidentiality of the information as it is going to serve only for research purposes.

### IDENTIFICATION

Name of Structure \_\_\_\_\_

Post of Respondent \_\_\_\_\_

Longevity \_\_\_\_\_

***Instructions: Put a tick of the chosen answers***

### IDENTIFICATION OF LEGAL INSTRUMENTS

1- Which legal instruments that deals with the education for street children?

The Presidential Decree

The Ministerial Decree

The Ministerial circulars

Others

2- Which legal instrument deals with the acquisition of skills for the street children?

The Presidential Decree

The Ministerial Decree

The Ministerial circulars

Others

3- Which legal instrument deals with the civic and moral education for the street children?

The Presidential Decree

The Ministerial Decree

The Ministerial circulars

Others

- 4- Which legal instrument deals with the protection and care for the street children?
- The Presidential Decree
  - The Ministerial Decree
  - The Ministerial circulars
  - Others
- 5- Which legal instrument deals with the health care situation for the street children?
- The Presidential Decree
  - The Ministerial Decree
  - The Ministerial circulars
  - Others
- 6- Which legal instrument deal with the general promotion and welfare for the street children?
- The Presidential Decree
  - The Ministerial Decree
  - The Ministerial circulars
  - Others

#### The IMPLEMENTATION OF INSTRUMENTS

- **The Theory**

- 7- How effective is the implementation of the legal instruments related to school programs for the street children?
- Less effective
  - Effective
  - Very effective
  - Not applicable
- 8- How effective is the implementation of the legal instruments related to moral and civic educational programs for the street children?
- Less effective
  - Effective
  - Very effective
  - Not applicable

9- How effective is the implementation of the legal instruments related to the health care program for the street children?

Less effective

Effective

Very effective

Not applicable

10- How effective is the implementation of the legal instruments related to the protection, promotion and care program for the street children?

Less effective

Effective

Very effective

Not applicable

### **THE PRACTICALS**

11- How effective is the implementation of the legal instruments related to the acquisition of life skills programs for the street children?

Less effective

Effective

Very effective

Not applicable

### **THE PROGRAMS OFFERED BY THE INSTITUTIONS**

12- How effective is the school program for the trainees in the center?

Less effective

Effective

Very effective

Not applicable

13- How effective is the moral and civic educational programs for the trainees in the center?

Less effective

Effective

Very effective

Not applicable

14- How effective is the health educational program for the trainees in the center?

Less effective

Effective

Very effective

Not applicable

15- How effective is the training program for life skills for trainees in the center?

Less effective

Effective

Very effective

Not applicable

16- How effective is the training program or extra-circular activities for trainees?

Less effective

Effective

Very effective

Not applicable

#### **THE COOPERATION OF THE PLAT FORM**

17- How effective is the cooperation with other governmental departments?

Less effective

Effective

Very effective

Not applicable

18- How effective is the cooperation with local NGOS?

Less effective

Effective

Very effective

Not applicable

19- How effective is the cooperation with international bodies and NGOS?

Less effective

Effective

Very effective

Not applicable

## THE INTERVIEW GUIDE FOR TRAINEES

### PART 1: Identification

Name .....age.....

### PART 2: Questions

1. What are the activities that you carry out in this center?
2. Have you learnt anything from the activities carried out in this center?
3. What have you learnt?
4. Can you now continue schooling without staying away from school?
5. Will you like to learn a trade?
6. Can this enable you to return home without thinking of going back to the street again?
7. What is your general impression about what you have learnt here?
8. Has your coming or passing through this center helped you in any way?