

**YANGON UNIVERSITY OF ECONOMICS
MASTER OF PUBLIC ADMINISTRATION PROGRAMME**

**STREET CHILDREN ISSUES IN MYANMAR
(CASE STUDY OF CHILD DEVELOPMENT CENTER IN
SHWE BO TOWNSHIP)**

**KHIN THANDAR MYINT
EMPA - 23 (14th BATCH)**

AUGUST, 2018

YANGON UNIVERSITY OF ECONOMICS
MASTER OF PUBLIC ADMINISTRATION PROGRAMME

STREET CHILDREN ISSUES IN MYANMAR
(CASE STUDY OF CHILD DEVELOPMENT CENTER IN
SHWE BO TOWNSHIP)

A thesis submitted as a partial fulfillment towards the requirements for the Degree of
Master of Public Administration (MPA)

Supervised by

Dr. Cho Cho Thein
Professor & Head
Department of Economics
Yangon University of Economics

Submitted by

Khin Thandar Myint
Roll No. 23
EMPA-14th Batch
(2015-2017)

August, 2018

Yangon University of Economics
Master of Public Administration Programme

This is to certify that this thesis entitled “**Street Children Issues in Myanmar (Case Study of Child Development Center in Shwe Bo Township)**” submitted as a partial fulfillment towards the requirements of the Degree of Master of Public Administration has been accepted by the Board of Examiners.

Board of Examiners

1. Dr. Tun Aung
Pro-Rector
Yangon University of Economics (Chief Examiner)

2. Dr. Ni Lar Myint Htoo
Pro-Rector (Acting)
Yangon University of Economics (Examiner)

3. Dr. Phyu Phyu Ei
Professor & Head
Department of Applied Economics
Yangon University of Economics (Examiner)

4. U Thein Naing
Associate Professor
Department of Applied Economics
Yangon University of Economics (Examiner)

5. Daw Aye Aye Moe
Lecturer
Department of Applied Economics
Yangon University of Economics (Examiner)

August, 2018

ABSTRACT

This study identifies to understand the real life situation of street children, their experiences, point of view and perspective. Street Children have dreams, for going to school and learn as all children learns, for a better home, for having family one day and for a better life. The objectives of the study are, to describe the policy concerning street children and the involvement of government, INGOs and CSOs in response to the problems and essential needs of street children. The survey was conducted individual interview with street children of the age between 15-19 years, and who are living and get support from child development center in Shwe Bo Township. The common needs for street children are food, shelter, health care, vocational training, education and psychosocial support. The legal and institutional practice in providing services to the street children also not clear and weak services. Also there is a gap between legislation and institution commitment in providing child protection and child rights. The lack of financial resources, human resources, institutional capacities are in many points of view, the main factors to this situation. Social work training, institutional commitment and practical actions need to be developed in order to provide better life for street children and to reduce their tendency of living on the street.

ACKNOWLEDGEMENTS

First the foremost, I would humbly like to express my deepest gratitude to the Master of Public Administration Programme Committee, Yangon University of Economics for providing me with the opportunities to enroll in this course and undertake this assessment study.

I would like to express and thankful to Professor Dr. Kyaw Min Htun, Pro-rector (Retired) of the Yangon University of Economics and also Professor Dr. Tun Aung, Pro-rector of the Yangon University of Economics. I am especially acknowledged to Professor Dr. Phyu Phyu Ei, Programme Director and Head of Department of Applied Economics. I am very grateful to the respective Professors, Associate Professors and Lecturers who were involved in the master course, imparting their knowledge with good will and completion.

Also, I would like to extend my sincere thanks and grateful acknowledgement goes to my respected supervisor Dr. Cho Cho Thein, Professor & Head, Department of Economics, for her invaluable and constant supervision, inspiring guidance, constructive suggestions and unfailing interest thought my study, from the inception of this work to its completion.

I would like to show my thankfulness to officers from Department of Social Welfare, World Vision Myanmar, for their valuable time and support for reliable data and information. Moreover, I am deeply sincere thanks to Founder and Teacher from Shwe Chin Thae Child Development Center in Shwe Bo Township and Street Children who are very active and share to me a lot of their real life experiences, hope and dreams to reach this study.

In addition, I would like to thanks the librarians for their helpfulness and assistance in preparation of this thesis and all of suggestions, sharing of valuable knowledge from friends, classmate from EMPA 14th Batch, and I have received the support of my lovely mother Daw Khin Than Htay and my family for their kind encouragement, advises, understanding and support to me to complete this study.

TABLE OF CONTENTS

	Page
ABSTRACT	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	v
LIST OF ABBREVIATIONS	vi
CHAPTER I INTRODUCTION	1
1.1 Rationale of the Study	1
1.2 Objectives of the Study	2
1.3 Method of Study	2
1.4 Scope and Limitation of the Study	2
1.5 Organization of the Study	3
CHAPTER II LITERATURE REVIEW	4
2.1 Defining Street Children	4
2.2 Causes of Street Children	7
2.3 Consequences of being Street Children	9
2.4 Factors that Contribute to Homelessness	12
2.5 The Framework for Children Living and Working on the Street	14
2.6 Strategies to Reduce Street Children	16
2.7 Review on Previous Studies	19
CHAPTER III STREET CHILDREN ISSUES IN MYANMAR	21
3.1 Situation of Street Children in Myanmar	21
3.2 The Government, Social Welfare Services in Myanmar	22
3.3 Street Children Program Provided by NGOs	27
CHAPTER IV ANALYSIS ON CASE STUDIES	31
4.1 Survey Profile	31
4.2 Survey Design	31

	4.3	Survey Data Analysis	32
	4.4	Identify the Needs of Street Children	44
	4.5	Street Children Dreams and Future Life	46
CHAPTER V	CONCLUSION		49
	5.1	Findings	49
	5.2	Recommendations	50
REFERENCES			52
APPENDIXES			

LIST OF TABLES

Table No.	Title	Page
3.1	Centers based Services for Children	23
4.1	Number of People Interviewed at Each Survey Area	34
4.2	Number of Children and Youths in Shwe Chin Thae Child Development Center	36
4.3	Number of Children and Youths in DSW Training Schools	43

LIST OF ABBREVIATIONS

ADB	Asia Development Bank
AIDS	Acquired Immune Deficiency Syndrome
CBCL	Child Behavior Check List
CBO	Community Based Organization
CPCRC	Child Protection and Convention on the Rights of the Child
CRC	Convention on the Rights of the Child
CSO	Civil Society Organization
CVT	Center for Vocational Training
DSW	Department of Social Welfare
E4Y	Education for Youths
HIV	Human Immunodeficiency Virus
INGO	International Non-Governmental Organization
LGBT	Lesbian, Gay, Bisexual and Transgender
MLRC	Myanmar Literacy Resource Center
MNMA	Myanmar Nurses and Midwives Association
MPA	Master of Public Administration
MSI	Marie Stope International
NFE	Non-Formal Education
NGO	Non-Governmental Organization
NRC	National Registration Card
PTSD	Post-Traumatic Stress Disorder
RMO	Ratana Metta Organization
SCTCDC	Shwe Chin Thae Child Development Center
STDs	Sexually Transmitted Diseases
UN	United Nations
UNDP	United Nations Development Programme
UNICEF	United Nation Children's Fund
WVM	World Vision Myanmar
YWCA	Young Women Christian Association

CHAPTER I

INTRODUCTION

1.1 Rationale of the Study

Children are future player of the country and they could take future responsibility for the country and they are very important for our country. But, some children are neglected from the society and some are ran away from home because of domestic abuse by the parents such as step father, step mother, uncle, aunty, brother and sister and so on. Countless children were gradually driven out of the society and they do not have education, learning, teaching, and government do not have proper way to solve their problems like different kind of rehabilitations. According to the United Nations Child's Rights Convention (CRC), children have fundamental rights to be protected by parents or guardians.

The term "street children" refers to children for whom the street is more important than their home and family and has become their real home. It includes children who might not necessarily be homeless or without families, but who live in situations where there is no protection, supervision or direction from responsible adults. Few of these children have family members, relatives, or concerned individuals who are willing and able to intervene on their behalf. They are frequently in custody arbitrarily by police simply because they are homeless or criminally charged with vague offenses such as loitering, burglary, and petty theft. They also make up a substantial proportion of the children who enter criminal justice systems and are committed finally to the correctional institutions that are called schools. The public towards street children in many countries is overwhelmingly negative. The public has often supported efforts to get these children off the street, even though they may result in police around ups, or even murder. Societies forget them or neglect them or sometimes deny that they exist. However, the problem will not go away by itself, and unless addressed soon, may lead to more consequences.

Children who are in need of special protection such as orphans, street children, abused children, working children and handicapped children are provided with essential social care by and protection by the Department of Social Welfare. Also, there is no proper research study of the street children and essential need and services for them. Therefore, more research and study need to undertake about street children in Myanmar. The study would identify and learn the important role of the government and other agencies how to support street children issues in Myanmar. The study will suggest to the government and non-governmental organizations to find solution and relevant needed priorities for street children.

1.2 Objectives of the Study

The objectives of the study are to describe the policy concerning street children and the involvement of government, INGOs and CSOs in response to the problems and essential needs of street children.

1.3 Method of Study

This study is conducted by qualitative and descriptive method. The data used primary and secondary approach. Some of the data used secondary of desk review data collected from the institutions, INGOs, CSOs, DSW and other publications, papers, report from UNICEF, World Vision, Save the Children and from internet websites. The qualitative method using semi structured and developed two questionnaires for street children and CSOs, INGOs and Government. The street children are age between 15-19 years and selected (20) street children from Shwe Chin Thae Child Development Center. The eight individual interviewees are teacher, officers from INGO and government. Before the interview, the interviewees were fully informed of the objectives of the interviews, asking permission for recording the name of the interviewees and information what they have said during the interview or meetings. They all were also informed to use the information anonymously what they have provided for the sake of the analysis of the works to utilize in the benefits of the thesis in general.

1.4 Scope and Limitation of the Study

There are many street children in Myanmar especially in Yangon and Mandalay but this study covers only the street children migrated to Shwe Bo Shwe Chin Thae Child Development Center and who received proper support and caring from the non-formal child development center in Shwe Bo Township. The targeted are the age of 15-19 years, and selected (20) street children from Shwe Chin Thae Child Development Center. For the CSOs, INGOs and Government Officials also developed the questionnaires and doing the individual interview and collect the information. The survey was conducted in May and June 2018.

1.5 Organization of the Study

This paper is organized into five chapters. Chapter one is the Introduction chapter, where Rationale, Objective, Method, Scope and Limitation of the study are presented. Chapter two reveals the Literature Review on Street Children. Chapter three is Situation of Street Children in Myanmar. Chapter four presented Analysis on case study of street children in Shwe Chin Thae Child Development Center. And chapter five shows the Conclusion of the study and Recommendations for the street children in Myanmar.

CHAPTER II

LITERATURE REVIEW

2.1 Defining of Street Children

The defining of street children is so vast and complex that it may be controversial and even constitute a source of conflicts amongst different approaches working with the issues. It is difficult to find a unique definition for the street children, since that in most cases it must be understood according to the context in which it is used and as well according to the perspective of its usage. In this perspective Hautaniemi (1999:15) says that “defining street children is vague and needs a far more specific definition”.

In some research approaches, the process of categorization takes place as an analytic view in understanding street children’s everyday lives. “The eye of tourist do not necessarily recognize the shifting experiences in the street children’s live that explicated in two simple research categories: ‘children on the streets’ are distinguished from ‘children of the street’. These categories implies the degree of the contact with children and their families in one hand, and the degree of relationship with the daily activities and work outside their homes, on the other (Onta,1996:179 quoted by Hautaniemi 1999:15)

“Children on the street” usually work on the street where they might spend few days but still live with their families. “Children of the street” work and live on the street spending time in the shelters, in the rented rood of friends, go home to their parents occasionally. Yet, individual children constantly move between these two categories. ‘Children on the street’ and ‘Children of the street’ have the possibility to go home one day. It is important also to reflect on those children who do not have any contact with their relatives, those who do not have any parent’s home to go one day, those who do not have any home to go at all.

Tudories-Ghemo, (2005)quoting Richter(1988), Keen (1988)and Rehman cited by Tsotetsi (1998) presents five categories of street children as a way of defining them as follows:

- Throw away children,
- Run-away children,
- Slum children,
- Dump children,
- Bush children.

Throw-away, “children are completely abandoned and neglected by their parents or caregiver, they do not have any contact with their biological families and

depending totally on themselves and their street families for any kind of protection physical and psychological”.

Run-away, “children are all those children who have ran away from their home due to deprivation, physical or sexual abuse, alcohol abuse and general peer pressure to join the perceived freedom that street life seems to offer”.

Slum children are “a group of street children belonging to slum families that live in area of squalor. Slum children are who mothers are usually domestic workers and spend long hours away from their children, who are then left to look after themselves resulting in them roaming the street during the day”.

Dump children are those “who live on rubbish dumps and scavenge for food daily, and Bush children those who live in the bush and are often from homeless families”. The differences between these categories are not clear and what is the real reason of becoming a dump, a slum, a run-away or bush children? Which are the differences between all those children?

Generally Onta’s (1996:175) and Richter (1988) are similar in summarizing street children in two categories as “Children on the street and as Children of the street”.

‘Children on the street’ are those children who work on the street as a way to supplement their biological family income but who return home in the evenings. The biological family encourages these children to make money by begging or prostituting themselves. ‘Children of the street’ are those children who live and work on the street, using it as a means of food and shelter. Normally, those children were abandoned by their relatives or sent away by their families, therefore lives without family support. Their family is reconstructed on the street by companions of other street children with whom they work together for the survival of their substitute family unit. These definitions are designed according to children’s activities and origins as well the time they spend on the street. In many cases, they are given specific names, as deviant individuals, as outsiders, as criminals and dangerous for the society. More recently, UNICEF has attempted to address the ‘definition problem’ by grouping all children as ‘urban youths at risk’. In this regard, they define ‘working children’ as all children who work in the city streets or elsewhere. The term ‘street children’ addressed to a limited number of children who have been abandoned by their families and for whom the streets have become their homes and includes deviant behavior, drug abuse, theft and violence as descriptions under this classification.

The process of defining street children is a process of reconstructing stereotypes, negative images and categories, numbering and labelling human beings. The social construction of street children, as (Payne, 1991) says is portrayed as socially unacceptable individuals. It is believed that these discourses operate to reinforce and maintain the street children existence on the margins of societies even further. Moreover, street children are constructed differently in different contexts of practice.

Ennew (2003) has emphasized the importance of understanding the lives and roles of children in any cultural context where she asserts that children in different

cultural contexts have different experiences of childhoods and it is necessary to understand them according to their history and culture.

Cosgrove (1990) defines street children as “any individual under the age of majority whose behavior is predominantly at variance with ‘community norms’ for behavior and whose primary support for his/her developmental needs is not a family or family substitute.” (Cosgrove, 1990:192)

Hecht (1998) explored another level of definition by looking on how street children see themselves in relation to their families and society in general. He refers that “in many countries it is normal for children to work in the street, dance in the street, begin the street, sleep in the street, the street is the venue for their actions not the essence of their character” (Hecht, 1998:103). Panter-Brick (2002) argues that portrayal of street children only according to a physical and/or social dimension is just too narrow perspective (Panter-Brick, 2002). In this way, Lucchini (1997) extends the definition into further seven dimensions of a street children system, namely, dynamic behaviour (the type of activities), self-identification, motivation of street life, and gender structured differential access to street environments, including spatial, temporal and social elements as well (Lucchini, 1997).

There is a variety of definitions that have been given to street children all over the world and throughout the history, according to the context and to the approach each one follows. The purpose of this study is to describe the policy concerning street children and the involvement of government, INGOs and CSOs in response to the problems and essential needs of street children. This study focuses the attention to street children in relation to their lifestyle and street children who live in the Shwe Chin Thae Child development center and who get support from development center and how they survived their life without families.

2.2 Causes of Street Children

Street children are increasingly recognized by sociologists and anthropologists to be a socially constructed category that in reality does not form a clearly defined, homogeneous population or phenomenon (Glauser, 1990). There are many, often overlapping, reasons why children are led to the streets (Kopoka, 2002). They can be loosely grouped into push and pull factors (Le Roux: 1996).

There are macro-level causes that push children onto the streets including poverty and economic need, the impact of structural adjustment programs, war, rural-urban migration, famine, HIV/AIDS and politically instigated violence.

Then there are micro-level causes, which are predominantly concerned with internal family dynamics. Poverty is the most cited response in street-children studies (Abdelgail, 2004).

Pull factors include the draw of social networks and the sense of freedom and excitement, and the thrill of innovative survival strategies (Aptekar, 1994). The unemployment status of many parents, peer pressure, unwillingness to submit to parental control, parental neglect leading to children running away are some of the many factors leading to children being in the streets. But most of the time when we trace their parents, it is pathetic to see the poverty of the homes they come from

Plummer (2007) asserts that at times children are forced to live under very harsh conditions. Parents staying together but with misunderstandings: causes instability to children. Widowed man/women lead to change of living conditions after the death of one parent. Stepparent: some stepparents mistreat children forcing them to run away. Orphaned: some children are forced to find how to make their own ends meet due to loss of both parents.

Economic factors have been cited most frequently as the reason the majority of children are engaged in street life. According to Lusk et al (2009) unlike street children in United States and other industrial countries, Latin American street children are gravitating to the street out of economic necessity. Poverty in childhood is a root cause of poverty in adulthood. Impoverished children often grow up to be poor parents who in turn bring up their own children in poverty (UNICEF, 2005). A crucial support for this cycle was a belief in a cultural inheritance of poverty. It was held that there was a distinct culture of poverty, which shaped people's attitudes to work and relief. Unless they were properly motivated, it was felt, paupers would be unable to improve their situation, and their attitude to work and to welfare would be passed on to their children (Scott, 1994). Save the Children, in a report "Number of street children rising in Eldoret" (IRIN, 2008), said the burden of extreme poverty was causing some parents to neglect and even abandon children as they returned to their original farmland and struggled to make ends meet. The giving out of foodstuffs and money is realized to be attracting more children to the streets, but some individuals apparently find it difficult to refuse a hungry child or to tell him or her to go to an institution instead. The current situation seems to be that donors often come up with new ideas they want implementing organizations to put into practice at very short notice. Perhaps there has been a change in the donor country itself that puts the funding agency under pressure to urge implementing organizations to reflect a similar change. Since many implementing organizations do not have a clear vision or objectives on which their choice of strategies and specific interventions can be shown to rest, this leaves the way open for the donors to insist on compliance (Lalani, 2009).

The causes of this phenomenon are varied, but are often related to domestic, economic, or social disruption including, but not limited to: poverty; breakdown of homes and/or families; political unrest; acculturation; sexual, physical or emotional abuse; domestic violence; lured away by pimps, Internet predators, or begging syndicates; mental health problems; substance abuse; and sexual orientation or gender identity issues. Children may end up on the streets due to cultural factors. Children may also end up on the streets due to religious factors. Street children become because of physical abuse at home, in some cases so severe that they had left because of it. Stepmothers or stepfathers were often the perpetrators of the abuse, giving differing treatment (including harsh punishment) to children from former marriages as compared to their own biological children. Some children orphaned by AIDS and later accused by family members of sorcery are also victims of disinheritance and property grabbing by their relatives. Several children orphaned by AIDS and later accused of sorcery by their aunts or uncles told us that soon after the property of their deceased parents had been divided or sold, they were accused of sorcery and abused.

In some case, many parents cannot pay for their children's education. These children stay at home with nothing to do and soon go out on the streets looking for work or amusement. They can easily be exploited by adults who pay them very little, often for very hard work. Or, they begin to associate with children who have lived on the streets for some time. They may begin drinking alcohol, using drugs and committing crimes. Once they are used to life on the streets, they leave home and join criminal street gangs.

2.3 Consequences of being Street Children

Food Insecurity: While nutritious meals are increasingly available at soup kitchens and homeless shelters, there is little research on food insecurity based on a national sample of children living in homeless families and unaccompanied youth. Existing research is based on adults or limited small samples. A study based on a national sample of homeless adults reports that about 60 percent reported inadequate food consumption in terms of quantity and preference as well as frequency of meals. About 40 percent reported fasting for an entire day and the same proportion of homeless adults also reported not being able to afford food during the past month. This study and others suggest that children living in homeless families, and unaccompanied youth possibly experience more serious food insecurity given their lessened capability to secure food. Another study found that fruit and dairy products served for children or youth in homeless shelters, are often below recommended nutritional levels. Another study shows that homeless children and youth in shelters have inadequate intakes of necessary nutrition, such as iron, magnesium, zinc or vitamins.

Health: Food insecurity associated with homelessness impacts the health of children living in homeless families as well as unaccompanied youth. Based on a small sample, about 45 percent of homeless children and youth are overweight or at-risk of being overweight due to inappropriate food consumption, and another case study also shows that being overweight and obesity are prevalent among homeless children and youth. Homelessness has been associated with other health risks among children and youth. One study reports that homeless children are more likely to have fair or poor health compared with housed low-income children, and homeless mothers are more likely to report that their children experienced various health problems, such as fevers, ear infection, diarrhea, bronchitis or asthma. Based on a city sample, 40 percent of children with homeless experiences had asthma. However, other studies found no significant difference in health outcomes of homeless and poorly housed children. Unaccompanied youth, research suggests, are at a higher risk of contracting sexually transmitted diseases due to risky sexual behaviors, such as inconsistent use of condoms, multiple sexual partners or injection drug use. Further, unaccompanied youth are at high risk of teenage pregnancy and those with sexually transmitted diseases (STDs) are also more likely to be pregnant than those without STDs.

Mental Health and Exposure to Violence or Trauma: Children living in homeless families and unaccompanied youth also have a greater risk of experiencing mental health problems, compared with their housed peers. It has been reported that

young children with homeless experiences had more behavioral problems based on the Child Behavior Check List (CBCL) than housed children. A study on school-aged children of homeless families reported that a higher proportion of homeless children experienced mental disorders with impairment, such as disruptive behavior disorders, social phobia, and major depression, as compared to their low-income housed counterparts. While homeless children and youth are more likely to witness or experience violence prior to homeless episodes, they are also exposed to violence due to the public nature of their lives and vulnerable living conditions associated with poverty, such as being on the streets, in shelters, doubling up with others, or crowded housing. Unaccompanied youth are also more vulnerable to physical or sexual victimization. More than one-third of the adolescents met lifetime criteria for post-traumatic stress disorder (PTSD). Among those adolescents, an estimated 45 percent of PTSD males and 28 percent of females experienced assault with a weapon; 42 percent of female runaways experienced sexual assault. LGBT homeless youth have an even higher likelihood of being victimized on the streets, compared with their heterosexual counterparts (59% vs. 33%). Nearly one in five homeless youth attempted suicide, and more than half of heterosexual homeless youth had suicidal thoughts while about three-fourths of LGBT youth have had such thoughts. The majority of homeless youth on the streets use substances such as tobacco (81%), alcohol (80%), or marijuana (75%), while those in shelters had slightly lower substance use (52%, 67% and 71% respectively).

Education: Family residential stability is highly associated with educational success of children and youth and conversely, homelessness contributes to poor educational outcomes for children and youth. Homeless children and youth are significantly more likely to report grade retention than their never-homeless counterparts. Former homeless children attended an average of 4.2 schools since kindergarten, while children who never experienced homelessness attended an average of 3.1 schools. An estimated 39 percent of sheltered homeless children missed more than one week of school in the past three months and changed school from two to five times in the last 12 months. Absenteeism and school mobility are among the major mechanisms that impact school success for children living in homeless families and for unaccompanied youth. Across age levels, homelessness impacts academic achievement and homeless children's reading, spelling, and mathematics scores are more often below grade level, compared with housed children. Almost half of sheltered homeless children merit a special education evaluation. Yet, less than 23 percent of those with any disability had ever received special education evaluation or special education services. Runaway and homeless youth are much less likely to complete high school, compared with those without runaway or homeless experiences.

Juvenile Delinquency: Unaccompanied youth tend to engage in delinquent survival strategies on the streets and several factors account for this. First, youth on the streets in particular have few legitimate means to support themselves. Second, those with more frequent runaway experiences are more likely to be involved in delinquent survival strategies, such as selling drugs, shoplifting, burglary, robbery or

prostitution. Runaway youth are more likely to have been arrested as juveniles (not including the arrest for being a runaway). A study in Canada shows that the longer unaccompanied youth experience homelessness, the higher the probability of committing a crime; and further, in addition to being homeless, the lack of financial assistance from the state also increases the likelihood of youth being involved in violent crime.

2.4 Factors that Contribute to Homelessness

Homelessness represents deprivations from basic human needs. However, other types of deprivations, such as hunger, mainly occur as a result of poverty and economic insecurity, factors that contribute to homelessness are multi-faceted, the factors also vary by the type of homelessness experienced by children and youth. These factors include lack of affordable housing, economic insecurity, violence at home, behavioral health, lack of social support, involvement in the child welfare system.

Lack of affordable Housing: For over a decade, the number of affordable housing units declined. Between 1993 and 2003, the proportion of low-costs rental units shrunk by 13 percent due to the loss of older, lower quality apartments in the private market. In 2005, about 40 percent of households with children ages birth through 17 reported one or more of the following housing problems: physically inadequate housing, crowded housing, or the associated cost burden. Generally, when a household pays more than 30 percent of its annual income on housing, it is considered to be a cost burden. While there was a decrease in the percentage of households reporting physically inadequate housing or crowded housing between 1978 and 2005, 34 percent of families reported in 2005 a cost burden resulting from rent greater than 30 percent of their income. In 1978, only 15 percent of families reported this cost burden. Overall the number of households with children reporting “severe” housing problems has increased from 8 percent in 1978 to 13.8 percent in 2005. Unmet needs for decent and affordable rental housing have been increasing even before the current housing crisis.

Economic Insecurity: In 2005, more than 60 percent of families with income less than 30 percent of the median family income were paying more than half of their income for rent, and about the same proportion of families were also living in severely inadequate housing. Lack of affordable rental housing and the current economic recession will more-likely contribute to the increasing number of homeless families and children. Since the start of the recession in December 2007, the number of unemployed individuals has increased by more than 7 million, to 14.5 million, and the unemployment rate has risen to 9.4 percent overall. The unemployment rate is even higher among blue-collar workers or those with non-professional jobs, which makes low income families particularly vulnerable to layoffs. Among homeless families with children, more than 80 percent of female headed, and 54 percent of children in low income families live with single parent. The majority of homeless mothers rely on public assistance.

Violence at Home: Violence at home is one of the major predictors of whether children and youth will experience homeless. Among homeless mothers with children, more than 80 percent previously experienced domestic violence. Women with children in homeless shelters and domestic violence shelters are found to have very similar characteristics, including their exposure to traumatic experiences. Intimate partner violence is a known determinant of housing instability. Unaccompanied youth often have prior experiences of violence, either witnessing violence or being abused physically or sexually. More children in runaway and

homeless programs report fights and physical or emotional abuse from their family members, compared with those without such experiences. The majority of children in runaway and homeless youth programs report their biological mothers as a main perpetrator of maltreatment.

Behavioral Health: Behavioral health problems are predictors of youth running away from home or becoming homeless. Higher risks of exposure to violence or trauma can contribute to behavioral health problems among homeless children and youth. Unaccompanied youth are more likely to be depressed and to have mental health or substance abuse problems compared with housed youth. While runaway and homeless experiences influence mental health status, children who experiences homeless exhibit more behavioral problems prior to their runaway or homeless experiences compared with children without runaway or homeless.

Lack of positive social support: Homeless families with children and unaccompanied children tend to have weak or unstable social supports. Some research shows that they have fewer social networks and less social support. Even homeless families with larger social networks neither perceive their social networks as resources for positive support nor as a base of strong relationships. Unaccompanied children are more likely to report family problems. Further, they tend to report their friend as a source of support more frequently than their own parents and try to substitute street networks for their failed family networks.

Involvement in the Child Welfare System: Youth in foster care are at higher risk of homelessness. Forty nine percent of youth in foster care report a history of running away from home. Further, American-Indian youth in foster care are twice as likely to run away as their white counterparts. Previous research indicates between 14 and 50 percent of foster youth experienced homelessness.

2.5 The Framework for Children Living and Working on the Street

To the extent that services to children living and working on the streets are multi-sectoral in nature as they are rendered by different government departments and non-governmental organizations, the policy framework for children working and living on the streets was developed through a consultative process which involved stakeholders from various sectors. The basic approach adopted in compiling the framework was to take into account policies, laws, regulations, programmes and activities related to the protection, empowerment, and care of children at risk for the violation of their rights. The framework is therefore aligned to the Child Act No.38 of 2005.

2.5.1 The rights-based framework

The United Nations Convention on the Rights of the Child (CRC) provides a rights-based framework for intervention in the lives of children, including children living and working on the street. There are two key principles. The first, protection, is the main reason for intervening in the lives of children living and working on the street, and it includes immediate protection from danger, abuse and exploitation, but also covers more long-term, proactive approaches designed to promote the

development of children skills and knowledge, build support structures for children, and learn their vulnerability. The second principle is participation, and it is a human right with particular significance for children living and working in the street who care for themselves and are thus the key sources of information on their situation and needs. It therefore makes it essential to listen to children and to encourage their participation during intervention design, implementation and evaluation of any services meant for them (ADB, 2003, UNICEF, 2004).

There are also two basic approaches to working with children living in the street within the CRC's rights-based approach. (ADB)

The human development approach: This approach takes a long-term perspective and concentrates on equipping children living and working in the street with the skills and confidence required to reintegrate into society, fulfilling their human rights to self-realization and independence. Examples include non-formal education and vocational training project; programmes aimed at helping children return to their homes if they so wish, and efforts to build communities capacities to manage and maintain long-term projects aimed at improving the lives of children, thus preventing them from abandoning their families in favor of street life.

Service provision approach: Long-term programmes often need to be combined with short-term service projects to fulfill the provision and protection of rights of children living and working in the street; meeting their immediate needs and protecting them from danger, abuse and exploitation. This may include providing food, shelter, health services, and shorter-term training opportunities and counseling services in drop-in centers. Service provision should, however, be regarded as a short-term response rather than a long-term solution. Otherwise it makes the street life more bearable, which creates dependency in the children and is essentially unsustainable.

According to the Asian Development Bank (2003) it is important to strike a balance between human development activities and service provision when considering interventions for children living and working in the street. This is largely because, while children living and working in the street are in an emergency situation and therefore need immediate help, this will only be of the best use if it is planned as part of a long-term development solution.

2.5.2 Guiding Principles

The CRC has four underlying values or 'guiding principles' which influence the way each children's right is fulfilled, and serve as a constant reference for the implementation and monitoring of all efforts to fulfill and protect children's rights (ADB, 2003). This Strategy and Guidelines for Children Living and Working on the Streets is based on these principles, as follows.

Best interests of the child: The Convention on the Rights of the Child states that in each and every decision affecting the child, the various possible solutions must be considered and due weight given to the child's best interests. This principle is relevant to children living and working in the street where decisions are made regarding the formulation of policies, development of programmes, and allocation of public resources.

Non-discrimination: All children should be given the opportunity to enjoy the rights recognized by the CRC. States must identify the most vulnerable and disadvantaged children and take affirmative action to ensure that the rights of these children are realized and protected. Children living and working in the street are at risk of discrimination and victimization, and therefore, this principle is essential in guiding all efforts to address this issue.

Right to survival, well-being and development: The CRC is premised on the recognition of the right to child survival, well-being and development, and it emphasizes the need to ensure full and harmonious development of the child in the physical, spiritual, moral, psychological and social spheres. States are obliged to undertake strategies to assist the most disadvantaged children, including children living and working in the street, in this regard.

Respect of the view of the child: This principle affirms that children are entitled to express their view in all matters affecting them and requires that those views be given due weight in accordance with the child's age and maturity. It recognizes the potential of children to enrich decision-making processes and to participate as citizens and actors of change. This principle underscores the importance of ensuring that children living and working in the street participate in decisions that affect them such as those concerning their re-integration into their families.

2.6 Strategies to Reduce Street Children

The key strategies outlined below are intended to target key action areas and provide operational guidance to the Government and other stakeholders as they respond to the needs of children living and working on the streets. The brief description of each strategy is immediately followed by a broad range of recommendations to guide and assist stakeholders in formulating own policies for the management of children living and working on the streets. This section draws largely on the Asian Development Bank (2003) and UNICEF (2004), but also aligns the framework to the service integration model through which the Department of Social Development delivers social service and development programmes.

Key Strategy 1: Prevention: The literature has shown that children living in poverty are vulnerable to family, social and economic crises that may drive them into street life. Protection against these shocks is therefore a vital prevention strategy (ADB, 2003).

- Undertake studies to measure the extent of children living on the streets, and provided is aggregated data by geographical areas including districts.
- Create awareness of the phenomenon of children working and living on the streets and mobilize the community to become involved.

- Develop and strengthen the programmes and structures to address and minimize identified family conditions such as family disintegration, substance abuse, child abuse, neglect, exploitation, HIV/AIDS, child headed households and poverty, and thus minimize circumstances which give rise to children leaving their homes.
- Strengthen the capacity of families to protect and care for vulnerable children by providing economic, psychosocial and other support.
- Improve the economic capacity of households through short-term interventions such as conditional cash transfers, direct subsidies, and material assistance, as well as longer-term interventions such as improving agricultural efficiency, and facilitating access to financial services offered by micro-finance institutions.
- Strengthen and support child-care capacities. This entails improving the quality and reach of government-promoted efforts to support care-givers through schools, pre-schools and social welfare services, as well as to bring to scale community-based efforts to strengthen support.
- Strengthen and expand existing adoption and foster care mechanisms, create new ones, and support measures to ensure rapid family placement of abandoned infants.
- Strengthen young people's life and survival skills through formal and non-formal education, vocational training and apprenticeships.
- Equip young people's social and interpersonal skills to make informed decisions, and develop coping and self-management mechanisms.
- Place preventive initiatives in areas where children living and working in the street are most likely to come from, such as areas of concentrated poverty.
- Raise awareness in communities to help sensitize community members to the special requirements of vulnerable children and avoid stigmatizing of former children living and working in the street.

Key Strategy 2: Early intervention: Together with prevention, early intervention before the child has been on the streets for a long time is the most likely strategy to be successful in addressing the children living and working in the street phenomenon. Restorative justice system (diversion programmes) should be effected for those young persons who have committed minor offences whilst they are living on the streets.

- Conduct a situational analysis to acquire a common understanding of the factors that fuel the phenomenon, and identify opportunities for mitigation.
- Make contact with children living and working in the street and assess them through street educators, or street-based social workers; each child must be given individualized assessment.
- Offer children living and working in the street flexible alternatives that combine their own perspectives with professional assessment of their needs.
- Encourage the formation of organizations of street and working children to serve as a forum through which the children can express their problems and suggest solutions.
- Provide drop-in centers and temporary Child and Youth Care Centers. These can serve as a first step to leaving the street without compromising the children's independence.

Key Strategy 3: Protection: Children who are already living or working in the street have immediate needs that cannot be ignored and efforts should be made to protect their holistic well-being.

- Offer health education for improving hygiene and nutrition, and for protection from accidents, illnesses, sexually transmitted infections, HIV and AIDS, and substance abuse.
- Many children living and working in the street require professional counseling and emotional support. Make therapeutic services easily accessible to the children.
- Facilitate the provision of identity documents to children living and working in the street as these are essential for access to health and other services, as well as employment.
- All service providers should adhere to inter-sectoral protocols at all levels of government and organizations for children living and working on the streets;
- Provide suitable education and skills development programmes for children living and working on the street.
- Child and youth care centers should provide for the needs of children living and working in the street including counseling, education and reintegration.

Key Strategy4: Reintegration: In principle, reuniting a child with his or her family is the most desirable outcome of an intervention only if it is in the best interest of the child, and if done with the child's active participation. In some cases the child can, as an interim measure, be placed in alternative care such as foster care or residential care. To achieve this, the following are recommended;

- Implement appropriate protocols for reintegration and reunification of children.
- Provide capacity building and empowerment of parents and families to deal with and handle challenging behavior.
- Provide ongoing after care services.
- Where reintegration into formal schooling is not feasible or desirable to the children, vocational training combined with literacy, numeracy and life skills may be considered.

2.7 Review on Previous Studies

Regarding the study on street children and protection for street children, many scholars of MPA, they found that the majority of street children in Yangon are between 11 to 15 years old and born in peri-urban Yangon. The majority of these street children who were involved in crime are between age 11 and 15, illiterate, and live with their parents who are indifferent to their children's criminal acts. Preventive measures to alleviate the street children problem should be carried out by all key parties-the government, UNICEF, UNDP, both national and international NGO, who should work hard in hand to lay down policies to formulate and carry out holistic development programs more effectively. The public should have more awareness of street children issues, Child's Rights Convention and child protection. However, promotions of income generating activities for poor families are most important since street children born out of poverty. Combative measures to tackle street children phenomenon are also important. The majority of street children in Yangon are children working on the street sleep at home but sometimes they sleep on the street. Some street children are school drop outs and some have never been in school. Most of the children, who are working on the street, are living with family members and other relatives in the same house. Due to overcrowding they do not want to stay at home where they do not get an opportunity to play. So they like to live on the streets where they have freedom and plenty of opportunities to play. Some of the children

families do not have separate homes, they whole family lives in small place, a hut or a room or some sort of shelter located at the back of other people home usually found in slum area of big cities. (THIDA AUNG-MPA, 2008)

There is not estimated number of street children over the country. The survey and actions have done in Yangon and Mandalaycity development areas. Some kinds of protections are given under DSW and UNICEF. Missing here is those children in other rural and urban area including remotes areas which are under the administration of Ministry of Progress of Border Areas and National Races and Development Affairs and there are separate programmes for child welfare and development. There should be linkage and cooperation between the two ministries. It is learnt that becoming the street children is mainly caused by poverty, not happy at home and pushed by the parents by beating, scolding and orphanhood and no interest and lack of support by the parents. Because of the poverty they don't get enough food at home for themselves and they also have earned to contribute the income of family. Therefore awareness Programme for the parents should give in those families of the street children including the children themselves for their risk. (YU WIN HTUT-MPA, 2013)

The majority of street children in World Vision Drop in Center are working children on the street and those who are from temporary shelter are interested in seeking education more than others. About (52%) of the street children from temporary shelter are currently attending formal school. Among them (63%) of street children have no parents. Both their parents are dead, when they were very young. Some have contact with their families and majority has no families to contact. World vision temporary shelter has become home away from home for those children and they can try to stand on their own in temporary shelter. The study recommended that it is needed more drop in center in communities, World Vision is not sufficient for all street children. Need more communities' participation and stakeholders and need to raise parental education, because why children drop out from school are because they are withdrawn by parents. If parents have more higher education, they can get higher income and will not need their children to supplement their income. Majority of children from World Vision temporary shelter has no parents (both parents dead). Most of their father are dead due to excessive drinking of alcohol. So health care and health awareness activities upon street children parents are also required. (HTUN MIN NU-MPA, 2014)

CHAPTER III

STREET CHILDREN ISSUES IN MYANMAR

3.1 Situation of Street Children in Myanmar

Every morning various kinds of children who come from different places are begging at traffic points and crowded urban areas of Myanmar. Some are struggling to earn for their daily expenses by finding beer cans, damaged plastic materials and other small things, which can be recycled from the rubbish. Their clothes smell and are dirty, they are generally thin, untidy and hardly able to survive everyday by living and working on the streets. They face many hazards in their daily life. Among them some have physical injuries from motor accidents, street fights, and harassment from police and staff from YCDC. Others appear hungry, suffering from ill-health and malnutrition. These are street children of Myanmar.

World Vision Myanmar carried out an Evaluation Project on Street Children in Myanmar and published an evaluation report in September 2013. The result of the report explores that, parental situation among children who live with parents and away from parents. Many children have siblings and relatives. There are (4) main reasons which push the children to be away from families, (1) being unhappy at home for having not enough food, parents' quarrels and no freedom, (2) domestic violence mostly by adopted parents and step-parents, (3) being parentless have no relative (4) economic problems of the family. The length of time of children staying or working on the street is 4.4 years. Most of them work as scavengers, porters and street vendors, baggers and their means of daily income is 1,700 kyats. They earn money mainly to support parents and buy things wanted followed by for their own use such as to buy food and to have more pocket money. The unfavorable experiences of living on the street that children expressed are –they are bitten by dogs, always have to be scared that they will be caught, being bullied by older people. For favorable experiences on the street, they said that, they are happy to be with friends, have freedom and without control. The children who live on the street mostly sleep at railway stations, wholesale markets, under porticos and pagoda compounds where police could not easily find them and where no one would bully them. Mostly they sleep with their friends while some sleep alone. Many street children are being bullied by other street children. Some children said they were also bullied by police, municipal workers, drunkards and street men.

Exploration of Children: The labor force participation of children aged 10-14 years is 18 percent among the poor, it appears that many working children are unpaid family helpers. Even where the tasks undertaken by children are not dangerous, work is damaging in that it prevents them from going to school or engaging in recreation and play, and places them under stress. Despite legal restrictions, commercial sex of women is available in Myanmar. Children's exploration for commercial sex is most

often girls, but there are also some boys. Children from considerable proportion of trafficked persons, both within and outside of Myanmar; most international trafficking of Myanmar women and girls to China is for forced marriage; other common reasons for trafficking of women and children are for labor purposes (domestic work, factories, fishing industry, begging, and street vending) and commercial sex work.

Children without parental care: Around 5 percent of children aged 0-17 years in Myanmar are not living with their biological parents, most notably in border areas with high levels of migration. The overall prevalence is certainly higher, considering this data does not include those living in residential facilities or on the street. Parental death is not the main reason for children being without parental care. Two third of those in residential care have one or both parents alive. The extended family traditionally cares for children without primary caregivers but not for strangers. Adoptions rate are low, leaving many children under the care of various types of institutions. (World Vision Myanmar-2013 Evaluation Report)

Government-run facilities for children are far fewer in number than monastic or other faith-based/NGO run facilities. The total number of children in private unregistered institution across the country is not known. Residential facilities generally just meet the basic needs of children in their care. There is limited understanding and prioritizing of reunification and reintegration of children into the family environment.

3.2 The Government, Social Welfare Services in Myanmar

The Department of Social Welfare is carrying out social welfare services under the guidance of the Ministry of Social Welfare, Relief and Resettlement and also carried out as a national focal point. The main function is to implement the social welfare programmes under the policy guidelines laid down by the State. The Department of Social Welfare plays a vital role in caring normal children as well as protecting children especially for children who are in difficult circumstances such as orphans, destitute, abandoned, street and working children. There are three categories of Early Childhood Care and Development Services such as residential nurseries, adoption services and pre-primary/day care centers.

Table 3.1 Centers based Services for Children

Sr. No	Particulars	Total Numbers
1	Residential Nurseries for abandoned children	6
2	Day Care Centers	41
3	Pre-Primary Schools	21
4	Voluntary Pre-Primary Schools	789

Source: Department of Social Welfare

With a view to ensuring development of socially disadvantage infants and young, children, the DSW established six Residential Nurseries which provided

parental love, care, health and nutrition to orphans, destitute, abandoned and socially distressed children of both sexes ranging from the newly born to those up to age five and beyond which they are transferred to respective social welfare training schools for boys and girls where they are further provided with appropriate facility for their better future. The DSW provides “Adoption Services” for those who are under its care in the Residential Nurseries to have an opportunity to grow up and develop in a normal home environment with full legal rights under the 1941 Registration of Kittima Adoption Act. According to the teaching of the Lord Buddha, children are precious and treasured gems and those who receive the love, tenderness and care of adults and who develop into promising citizens of the community.

Children are regarded as the most important national resources for human development. Hence, the highest priority is being given for their welfare and development. The government of the Union of Myanmar has started child welfare services since 1949. Early childhood care and development services are provided with the aim of improving nutritional and health status of the children, laying a sound foundation for proper psychosocial development reducing incidence of mortality and social dropout, and enhancing the capacity of the mother to look after the health and nutrition needs of their child. Child welfare services include Residential Nurseries and Pre-primary schools, Day care center and adoption service. Residential nurseries are the center for providing services to orphans and abandoned children of both sexes from the age between 0 and 5. Services provided to these children are institutional care, pre-primary education under the Registration of Kittima Adoption Act. There are six Residential Nurseries in Myanmar which are located in Yangon, Mandalay, Magway, Kyaingtone and Mawlamyaing. Pre-primary school day-care centers are providing services such as early childhood development activities, nutritional care and pre-school education. Provision of pre-primary schools is being made with the objective of enabling working parents to contribute more fully towards boosting the productive power of the country and providing the children with grounding in life with full opportunities for physical, emotional, intellectual and social development. With the growing number of working mothers, the need of pre-primary school is becoming evident.

Since 1991, the Department has been implementing on the Early Childhood Development Project, with the assistance of the UNICEF. Related with Myanmar Child Law (1993), the Department of Social Welfare is taking care of children who are in need of special protection and juvenile delinquents through institution based and community based programmes. Children who are in need of special protection such as orphans, street children, abused children, working children and handicapped children are provided with essential social care and protection by the Department of Social Welfare. Similarly, the relevant Juvenile Justice Court undertakes care of juvenile delinquents. Reintegration of these children into their families is the most important part of the institution-based programs. In this regard, probation officers make field visit to wards, townships, families and relatives of the children to monitor progress of their integration. Although orphans, abandoned children, street children and anti-social or criminal children are being take care of protection, provision of

alternative care method, conducting researching, monitoring and assessment of situations. Furthermore, not only and institution-based care but also a community based care of juvenile should be provided.

After Myanmar government enacted the child law in 1993, some international organization have implemented street children programme jointly with Myanmar government. The aims of the Myanmar Child Law are as follow;

- To implement the rights of the child recognized in the United Nations Convention on the Rights of the Child.
- To protect the rights of the child.
- To protect in order that children may enjoy fully their rights in accordance with law.
- To carry out measure for the best interests of the child depending upon the financial resources of the State.
- To enable custody and care of child in need of protection and care by the State or voluntary social workers or non-governmental organizations.
- To enable a separate trail of a juvenile offence and to carry out measures with the objective of reforming the character of the child who has committed an offence.

The rights of the child related to street children, the state recognized that every child has the rights to survive, develop, protect and care and to achieve active participation within the community. In Myanmar Child Law, Chapter VIII section 32 mentions the types of children who need the protection and care of the State. The subsequence section 33 and 34 explain how to do so. The following is a child in need of protection and care.

- One who has no parents or guardians.
- One who earns his living by begging.
- One who is of so depraved a character that he is uncontrollable by his parents or guardian.
- One who is in the custody of a cruel or wicked parents or guardian.
- One who is of afflicted with a contagious disease.
- One who uses a narcotic drug or a psychotropic substance.
- One who is determined as such from time to time by the Social Welfare Department.

3.3 Street Children Program Provided by NGOs

(A) One of the NGOs actively participating in handling street children phenomenon in Yangon is the Young Women Christian Association(YWCA). It has initiated some programs and projects to help street children. The project is implemented by YWCA in cooperation with UNICE project officer and relevant representatives from the Department of Social Welfare. In 1996, it carried out a three year project to establish a drop in center for the street children. This drop in center called Garunar Yeik Nyein, is jointly established by YWCA with UNICEF and another NGO namely Care Australia. The main objective of the center is to provide protection, rehabilitation and development of street children. In 2006, YWCA started a second project planned for three years (2006-2008), namely Development of caring for vulnerable children. This project is located in three division, Yangon, Bago and Mandalay targeted vulnerable children (4-18) years old of both sexes on the street. A drop in center has been set up in South Okkalapa Township to provide care and support to street children and working children. Also in Pyay (Bago Division) a drop in center has been set up in Sin Su Ward near Aung Mingalar Market area. These centers provide health care, nutrition's meals, non-formal education including life skills, information on the child protection issues, child rights and a place for them to rest and play. The center is opened at a rented house from 9:00 am in the morning and until 5:00 pm in the evening. The center feed children with nutritious meals when children come to the drop in center. Basic literacy, numeracy and life skills training are given to children at the center using active role-plays, singing, game etc. The curriculum and workbooks are used from the Non-Formal Education (NFE) program developed by the Myanmar Literacy Resource Center(MLRC). The activity offers nutrition, education, moral lessons, awareness on HIV/AIDS and usage of drugs and protection against harmful elements for that may arise in their work areas. A volunteer's medical doctor visits the center to provide medical checkup for children and care for children. Children are also taken to a dentist for checkup. If a child found to be seriously ill, he/she is referred to concerned hospital or medical centers by informing the local authorities and is assisted in every way for the child recovery. Multidisciplinary resource persons are invited to the National YWCA to give talk shows on child protection, child rights and on preventive measure on communicable/common diseases, HIV/AIDS, trafficking and drug abuse. Trained staffs from YWCA provide parental education twice a year to parents on family care and management, home-based business management and health education.

Psychosocial care and support to children and families are also provided by the social workers during their visits to the communities to build up their morals and trauma.

(B) Tdh (Terre des homes) is working for the health and protection of children. Terre des homes is actively engaged in protecting children against exploitation, abuse, trafficking and violence. Children with no parental protection, especially street children and orphans, are particularly exposed to these dangers. Through reintegration with their family, school or a professional activity, Tdh gives them new future perspectives. Tdh also provides psychosocial and social assistance to children in times of conflict or natural disasters. Within the scope of its 'justice for minors' programmes, Tdh provides legal and social support to children in conflict with the law. In addition, each Tdh project has a system to prevent the abuse of the children within it and to swiftly take the necessary legal steps should this however occur. Terre des homes reintegrates children in their families or in the community, boys and girls who have been living on the streets and were shut away in retraining centers in the Yangon areas. Since January 2011, Tdh could reintegrate 74 youngsters in stable situations. The Myanmar authorities reckon that these youngsters should not be living on the streets and so they are frequently placed in State institutions without social or legal representation. Unless claimed by their parents, they are taken away from the streets in this way, but are lonely and far from their families. Terre des homes wants to break with this custom by creating alternatives to these detention centers that are far from being adapted to the good development of the youngsters. Tdh contributes to the training of personnel in training centers run by the Department of Social Affairs in Yangon area. Tdh searches out the families of the young detainees from the training places and evaluates their chances of school and community reintegration.

(C) Ratana Metta Organization (RMO) is a local non-profit and non-political organization, started its activities with prevention of HIV/AIDS by conducting advocacy, multiplier training to the community. RMO extended child protection activities for orphans and vulnerable children. In 2008, RMO implemented relief and rehabilitation project in Yangon and Ayeyarwaddy Region for disaster of Cyclone Nargis Victims. Presently, RMO is implementing health, child protection, vocational and livelihood activities. RMO focused on three sectors such as child protection, health and livelihood. RMO has been an implementing partner of UNICEF since 2005 for child protection and Child Care. Presently, RMO is cooperating with UNICEF for Child Protection Project in Yangon, Myitkina (Kachin State), Taunggyi (Shan State), Pyaw (Bago Region) Laputta (Ayeyarwaddy) and Myin-Gyan (Mandalay Region). The activities include child rights, child protection, health care support for children, seed fund for the community income generation and reintegration support for children affected by armed conflict. RMO has opened a Drop-In-Center for street children in Patheingyi Township, a capital city of Ayeyarwaddy Region. It is funded by Kadoorie Charitable Foundation and European Union and it is working in cooperation with Marie Stopes International (MSI) and Myanmar Nurses and Midwives Association (MNMA). There are daily average of about 40 children at center who are provided with hygiene support, nutrition, health care treatment and lunch from 9:00 am to 3:00

pm. During the day, they are given non-formal education, health talk, moral lessons, TV/Video information and entertainment. Their families were provided with nutrition support and micro finance for income generation. Children who wish to attend regular class on school are given school support including school fees, uniforms and stationary. Vocational Training center project in Yangon and Pyay have been opened for youth for the basic vocational education. RMO also provides legal assistance for vulnerable children in collaboration with lawyer and local authorities.

(D) United Nation Children's Fund (UNICEF) supports to street children and children who are without parental care. There are residential facilities managed by the government, faith-based organizations and NGOs. It is estimated that there are more than 30,000 children living in some kind of institutional care. Most children are not truly orphans as they still have at least one living parent. Children are often abandoned or placed in institutions for the purpose of education. UNICEF has helped develop policies on alternative care and standards related to the protection and care of children placed under residential facilities.

UNICEF developed new strategies and action plans on alternative care, as well as community based psychosocial care and support for vulnerable children, including the minimum standards of care and protection for children in institutions, in consultation with government and NGO partners. Almost 3000 orphans and vulnerable children have received community based child protection, care and support, through UNICEF collaboration with NGOs. UNICEF also provides technical support on juvenile justice and legal protection. UNICEF in collaboration with the Supreme Court conducted trainings. Approximately 58 judges have been trained impacting on court procedures in Yangon and Mandalay. Moreover, UNICEF is coordination with the Ministry of Labor let to the drafting of Minimum Standards for the protection of working children. And to conducted workshop in Yangon and Mandalay for to review the minimum standards. The workshop have resulted in strengthening commitment among key stakeholders on the rights of working children and the implementation of the minimum standards for regulating work and working conditions in both formal and informal employment sectors.

CHAPTER IV ANALYSIS ON CASE STUDIES

4.1 Survey Profile

The real life case stories of twenty children, who are the age between 15-19 years, were selected as case studies for street children life paths, their dream and mechanisms. The survey covers various locations from street children, who are living in the Shwe Chin Thae Child Development center, received proper support and caring from the non-formal development center in Shwe Bo Township. The study was conducted in May and June 2018. The cases reflected interesting and unique characteristics of street children phenomenon and the specific reason that have driven children from home.

Table 4.1 Number of People Interviewed at each Survey Area

Interviewee	Age Group	Male	Female	Number
Street Children	15-19	13	7	20
CSOs	30-55	2	2	4
INGOs	35-45	1	1	2
DSW	35-45	1	1	2
Total				28

Source: Field survey

4.2 Survey Design

This study aimed to identify the street children essential needs and to study the policy and involvement of government, INGOs and CSOs in responding to street children problems and services. The data used primary and secondary approach and conducted qualitative and destructive method. The two questionnaires were developed and one for street children, and another one for government, NGOs and CSOs. The qualitative of the real case study by collect face to face interview by using semi structure questionnaires. (Appendix-A)

4.3 Survey Data Analysis

The analysis of the study is found that the government is the main actor to implementing the policies and strategies to eradicate poverty and to alleviate the problems with the help of NGOs and CSOs play a major role in responding to the problem. Participation of children, families and communities will need to focus more strongly on sustainability, and will require continuing interventions such as direct welfare services for street and working children, support for their family. Street and working children drop-in centers and hostels establishment is a must by the

government and respective NGOs and also CSOs. Moreover, long-term care services provide a family like atmosphere for children who showed the potential to become stable and productive in society and tremendous positive changes have been observed in the lives of these children. The prevention and protection of the rights of the child were not only an international obligation but also an indispensable investment to secure future.

4.3.1 Main reason of moving to Shwe Chin Thae Child Development Center

Street children move to Shwe Chin Thae Child Development Center because they got food every day, safe space for living, they have a chance to study, and the main important thing is they can help each other in the child development center. Moreover, children move to child development center because they felt insecure at home because of domestic violence.

I got on a train to Mandalay and did not know how to get down. I was young and I was roaming about with my friends from the ward, walking and eating lunch from bowls. And I dropped in at home, left the bowl with mother and went on with friends. Other children proposed to ride on trains and I got on a train together with them. Later, I did not know where and when other children went down and I was left by myself on the train and I stayed on. When I arrived in Mandalay, I met with those children who were garbage collectors. I went along with them to Pha Yar Gyi (a famous pagoda in Mandalay). There we ran into the police. They arrested us and took us on the blue garbage truck to the training center. The center we arrived first did not accept girls so I was sent to the center for girls. I was not happy in the center because I got lot disciplines, so I ran away from the center and met with other street children. They told me, to go Shwebo and it have many street children living in monastery namely Shwe Chin Thae. They told me, if you want to stay, you can explain and ask monk and stay, it's ok and fine. I was afraid and thinking do I want to stay or not. After that, the monk call us and give suits, I now dare to talk to him. Otherwise, I dare not talk or stay. I came here along with other children.

Here, I did the work assigned by the teachers. When it was my turn to cook, then I cooked and I also called the children to help. Here, I started studying and I did were asked to read, I came to know that some words were wrong. So, I had to study again and I was glad that I was learning more. I learn sewing, when sewing I was glad to see my product. At first, sewing was difficult. I was frustrated and left it and did not go the classroom. The teacher asked me why and I said that I did not handle the machine. She said, you will get it as we will teach you. So, I went for sewing class again. I had to use that machine and sometimes, when it became tedious, I got tired and got angry. Sometimes, when it was finished in a while, I was ok. The teacher said, now you can see a bit and can do cutting a bit. If you know how to do cutting, then you can draw your own design and make dresses. I thought, I have gained the skill for sewing. I went to be designer and wan to open tailoring shop. If I have enough money I will open a shop.” (The girl- 16 years)

I do not know my age as I was not old. It has not been long that I am on the street. Just one week. Previously when I ran away, father came to get me back. I went

back and ran away again. It goes on. I do not stay with my father because he beats when he was drunk. Just for nothing, he just beat, sometimes tying me up. He has new wife. My step mother as it was not proper to sleep all together; I slept separate and even than he mistook us. I shouted father, it is me and then only he left. That is why I do not want to stay home. When he beats, he beats good. He beat me when I was young and when I grew older too. When I was young, he beat me so bad that I was hospitalized. At the time, I did not know how to cook. I spilled the rice pot. He peeled off my nails and the neighbors told him not to beat the children that much and reported him to the police. He was in the lock-up for one week. My mother died when my younger brother was still young. She died in Pharkant. She got malaria, had the letting out bad blood (the traditional method for treating fever) and died. Father did not send me to school. But, I know a bit. I learn it in Pharkant. There were four siblings and one died. The eldest brother was married. He called me to stay with him but I did not want to. I do job at the market such as carrying water, clearing the garbage but these are not regular. I got 1000, 2000 and sometimes 2500. (The girl-18 years)

When was I born? I don't know. I know it is the first day of new moon of Pyarso. I think I am 18 years old. I have 8 siblings, one elder and six youngest sisters. No one went to school. Father is a trishaw driver and, when he is at work, neighbors look after the children. One sister got married. Brother is in jail for suspected motorbike theft at the time of Marshal Law. With Marshal Law, he did not follow the rule not to be out of home after 10 pm. He was out at that time and he was with someone motorbike. Before that, he did garbage collecting and worked on the water distribution car. With water distribution car, he got 3000, sometimes 5000. With garbage collection, he got 2000 or 3000. Now, he is in jail and mother is also dead. He is the eldest and then the next one is me. I am now in Shwebo and I wonder how father and 6 youngest are coping. Well they have to struggle. I miss my sisters and brothers. Why don't I stay with them? When father was drunk, he become messy. And mother was no more with us and brother was not home too. (The boy-17 years)

My father bit to me and I don't want to say home, so I married with street guy and we stayed in Mandalay. We were lovers when I was 13 and got married when I was 14. It was not only him. Got separated with one and stayed with another. I got abortion one. I don't want to say in Mandalay. As my sister-in-law was in Shwe Bo, we all four, me and another 3 street kids came to Shwe Bo. When we got here, we went to my sister in law house. She was my brother wife. At night, we came to this monastery, but not straight away. We first stayed at the pagoda compound for two days. Then, someone from here talked to the teachers and we were allowed to stay at the monastery. At the center we have to follow the rules of the center, and on the street, we don't have rules and free. But, living on the street, people look down on us and it is not good for our future. (The girl-16years)

4.3.2 Street Children Program in Shwe Chin Thae Child Development Center

Starting from the year 2000, our Shwe Chin Thae Social Service Group has been operating a library, a free education center, an HIV/AIDS education, care and

support unit and a volunteer blood donation group and now we set up Shwe Chin Thae Child Development Center. In the ward (5) of Shwebo, sandwiched between State Primary School, Orphanage and a Monastic School, there is a slum area, where people live by collecting garbage, begging and collecting donations and contributions. One day, on meeting with the patron monk from the monastic school, we discussed about the children from the slum. "As you open this school, the plastic collecting children from the slum have the chance to education." They don't come "Why" Because they cannot afford the books. What if they were given allowance for that. They won't come. They do not have money for clothes. If we provide that, they have to earn their living. Even if all the necessities were fulfilled, they could not be accepted. The age has to be level for grade. Most of those children are between 12 and 18. Some do not know how to read. Moreover, some are rude, rough and have bad habits. They drink, smoke and chew betel. They play cards. They will not learn properly and they will not fit in with the school children.

From then on, it was discussed about those children who did not get access to education at state school, monastic school or any school at all. Most of these children roamed the street. When deeply scrutinized, these are children not only from the slums but there are a mixture of children from all over the country-orphans, runaways because parents beat them severely, those who came to live on street with no education, no life skills and just used to household chores, those with disrupted education and those who had home and parents but have to collect garbage due to poverty. The strange thing was that only children were collecting garbage but there were just a few adults doing that. They did not have education and no life skills and then they were no longer collecting garbage when they grew up. After looking into that matter, it was found that there was hierarchy among them giving orders, the young theft becoming big one, and they later became criminals. While interacting with them, it became clear that the way they were brought up was quite different from ours. Most of children had them as rascals and thieves, not as those who have to earn their living on their own on the street and who deserved pity. When these children come in front of the house or shop, there were watched suspiciously or no dog who had not barked at these children. These were bully and abuse among themselves so they always carry some kind of arms. Their mindsets were naturally rough and always aggressive and they usually vandalized in group by smashing the roadside water pots, beating dogs to death and bullying elderly people and drunkards. Their way of living was always linked with violence and they had the habits of cutting oneself by broken glass, knife when they are not happy with something. Blood had become daily necessity for some children. Since these lives are linked with pain, there was no good in the future for any of them if things were to be left alone.

SCTCDC members assumed that if they were given shelter, read and good recognized, treated with warmth, fed, taught to read and good manners, exposed to art and sports to cure their minds, then they might gradually become disconnected with the gang world, their resentment on the society would lessen and their minds might become tender and discussed and decided to give a try in opening the center. Following the decision, it has in touch with the Child Protection Department of

UNICEF and we received training on Child Protection and Convention on the Right of the Children (CPCRC). The training emphasized the issues of children without legal document and it inspired and volunteers. They especially became aware of the psychologically feelings of the children. We went to Mandalay on a study tour to the center for street children by World Vision and UNICEF. Fifteen volunteers attended a training on operating a center at well experienced World Vision Myanmar in Mandalay and after mobilizing street children, Shwe Chin Thae Child Development Center (SCTCDC) was opened on 7th August 2009.

Table 4.2 Number of Children and Youths in Shwe Chin Thae Child Development Center

Age Group	Boy	Girl	Total Number
0-5		1	1
6-10	12	19	31
11-18	37	26	63
19-24	6	2	8
Total Number of Children/Youths	55	48	103

Source: Field Survey

At the beginning, the center was opened only three days a week and the children were on the streets for the rest four days. Even for those three days, they were not regular as they kept wandering, going elsewhere or at the festivals. And as only lunch was provided, they still had to work for their breakfast so the center started at 10:30 am and they were dismissed at afternoon 3 pm to earn for their dinner. When they arrived at the center, they took bath, washed their clothes and they would fall asleep once they lie down. Some children had to be weakened up for lunch. Or some might be sleeping in the afternoon school time. During summer, they had to be out in sun the whole day and then beaten by mosquito the whole night that the afternoon was changed to nap time. With that condition, the time spent with the children was short and the old habits prevailed among them. On the other hand, we got the chance to help them when they were in lock-up for theft, when they went to hospitals for injures, when they were bullied and when they got into fight among themselves or with children from the ward and that boosted their trust in us. When the center was opened 4 days a week, it become easier to handle them and they even requested to stay at the center for the remaining 3 days. As some were already accepted at center when there were police patrols at night or during winter, they were accepted as boarders and three meals a day. At first, they could not sleep on a wooden floor. Though they were accepted at the center, they did not sleep in the building and went on to sleep on the concrete floors in the compound. Those floors were very hot at day times and still hot at nights. It may be because they were used to sleeping on the concrete floors, the platforms and the road.

By staying at the center, they came to realize that there was afterlife for them and they requested to become novices. They thought they were not allowed to do so. By becoming novices, they received recognition by the society as their appearance, manners and speeches changed and, as a consequence of being recognized, their manners improved and they became eager to learn. Allowing them to become novice was found to be a door to the normal society. Before, becoming novice, they could approach just the outside of house compounds to collect the plastic garbage. Once they became novice, they were allowed into the house. Before, they were watched with suspicion, and, on becoming novice, they were invited and given the best food, far from being given leftovers as before. To fit into this situation, they themselves changed their behaviors and manners. After leaving novice hood, they continued the good relation with the society.

Since they had been on the street from the age where they were supposed to be taken care of and guided by the family, some of things accepted as good by the normal society seemed bad for them. For example, they could not accept that we had to clean up the garbage. Maybe because the garbage is their livelihood and they had not stayed at proper house. They would just use things but did not care how to properly store them or value them. And, the older children supervised the younger ones and taught them how to steal and made them steal, such as stealing shoes. There were different offences for different ages. Most of the children were in jail for 3-4 times. They had been tortured in many ways. Hardly a child was left who had not done thieving. There were instances where, just because being touched, a much bigger child hit hard a much smaller child in the face and both of them did not show any emotion on their faces. If given chance, the young ones would hit back at the older ones, such as beating while the older one was sleeping or asking others to beat the older one. They were cool to take the one they beat to the clinic or hospital if needed. They kept fighting and caring separate. These things happened less and less among them with being treated with recognition, respect and warmth, being given proper explanation and being exposed to playing games, painting and singing. They smoked, chewed betel, drank and engaged in sexual activities. Some even had same sex relationship. Their worst was glue sniffing. They sniffed the glue used in plumbing. The glue sniffing was done the whole day and even at night. Because of that, the petty crimes, on the verge of vanishing after the center opened, reemerged. When they were high with glue sniffing, they became rough and reckless. Some even attempted suicide. When they were high and in group, the condition often turned to a dangerous level.

To solve those problems, one doctor working with drug users gave the advice to cut down the time of glue sniffing as to quite glue sniffing was not easy. Based on that, the rule "Not to bring glue into the center" was changed to "When entering the center, leave the glue and take it back on leaving. No glue sniffing in or around the center." The "No glue sniffing in the center" rule separated the children from the center and those still at outside and the glue-sniffers made trouble for those who did not do glue-sniffing. Those who were close to glue-sniffers went with them. The glue-sniffers showed signs of threatening to the teachers. Some threatened to set the center

on fire. By changing the rule, we were able to reduce the glue sniffing time and rebuild the relationship. As the glue-sniffers lost attention to learning, the last of the school-days was converted to 'sports day' and more time for sports was created. Holding running races, creating court for football competition, holding football matches with other schools, allowing them to participate in protest march in the town and making them practice football daily were done continuously, and it was found that drinking smoking, betel chewing and glue-sniffing were markedly reduced. Sports showed them that unity and working in group was necessary for success and they became more united and bullying was reduced. They saw each other's capability and showed mutual respect. For example, when one saw that the child once whom he had bullied was good at sports, he showed respect to that child and stopped bullying him. They became more aware of the effects of drugs on the body and they discussed those issues among themselves and started cutting down on smoking and quitting glue-sniffing. Having the chance to shout the name of their center during marching in the town gave them more self-confidence. By playing football, they came to have the feeling of belonging to the school and identifying themselves as students, by declaring 'our school wins' or 'our school losses.'

One good thing from them regarding themselves as student was that it solved another problem. There was a 10 grade repeater, who became acquainted with them and they were happy, taking pride in being friends with a student. Gradually, that student gained influence over them, with access to misbehave towards the girls. The girls were heard proudly sharing how that student had treated them, not knowing that those were sexual abuses. At storytelling time at night, one girl shared a romantic and sexual tale and the source was discovered to be that student. The stories he had told the girls were all sex tales. After looking into that matter, it was found that he has been asking the children to steal and taking shares from the loot. When we discussed about the student, the children were not accepting our reason so we asked the children to compare how that student treated them and how the teachers treated them. That student even asked them to help him was or take off his shoes and we compared that with the way the teachers treated and valued them. From discussing with them, it became known that the influence that student had on them was the fact that he was a student. In their subconscious, a child being a student was a big influencing force. By installing in them the sense of themselves being students, the influence of that student was reduced and later they came to realize that behaviors of the student was insulting them and they rejected him. As they used to be on alert and could not sleep with ease of mind while on the street, their attention span was short. In the class, they became distracted after about 15 minutes. They are easy to provoke.

Since they were recruited into gangs by older children, there were like gang fights. They had to carry arms against man or dog and these children were not at all the same as ordinary children. They came from a bullying world so they did not trust anyone. These backgrounds were a barrier to teaching. The chance to solve this matter came unexpected. The children were to meditate for 15 minutes before lessons started. When carefully watched, it was discovered that there were children who could not close their eyes, those who closed their eyes but could not keep their bodies still,

those who could not keep their thumbs still, those who were shaking their knees and so on. These children who could not keep still were found to be the ones who were difficult to teach and they were provided with a special program which improved the classroom relationship. If they could keep still doing meditation, they were able to learn properly and they could also perform other things well. In this way, watching them during the meditation became a tool to guide on how to treat them. With meditation, they also began to gain self-confidence and started discussing with reasons. Previously, there was not society for them. With the spectators cheering them at football matches and with the respect they received while in novice hood, they came to have society and others in their lives and their behaviors improved quickly.

The limited hours and the school days had become a barrier to their change of behavior, manners and development. Their mental sufferings have not vanished, just hidden while they were at the school. Especially their psychological wounds could not be ignored. With the 4-days a week system, we had been ignoring to address their psychological issues as we had to emphasize on teaching during the limited time we had with them. At the same, our teaching system was weak in handling such kind of children. The children were still exposed to the outside world and still indulging in bad habits of drinking and glue sniffing. The children from Mandalay who just dropped in for a while committed petty crimes. So, we changed to accept boarding children for many reasons. With the new system, teaching was done for 5 days and they did painting, storytelling, sharing (River of Life) and playing sports in the weekends.

The main problem at the very beginning was that, if there were 30 children, there were like 30 classes. If 40 of them, then 40 classes. There were different school days and different catch-ups and different interests. Even now when they can be grouped, there are still 10 classes. They were no much on spire, such that one moment they were in Shwe Bo and next they were in Mandalay. One children heard of a festival somewhere and then she/he was already on the train to go. They did not have a sense of regarding themselves as students, villagers or citizens. They took themselves as street children. Whit this condition, it was not easy to live a normal life in a society. They had to have the chance to learn what interested them. The teachers needed the skills to address this issues. If their interest and the teaching could match and they could master something, then they would have self-confidence and a skill, it would be an automatic link to the society. From there, one could regard oneself as a person. For this, we are now providing them with learning classes and teaching them painting, sewing, baking, computer, arts and also trying for them to get their national registration cards. Without that card, it will still be a hindrance to reenter the society and to have the sense of a citizen for them.

To read this good situation, it is very important that the children value themselves and are valued by others. To achieve these two things, we tried video making and it has been a success. Because we were weak in editing aspect, it was hard for us to continue.

In Myanmar, when there are ceremonies like wedding, birthdays and so on, some of the children go for the video making. In these parties, as the camera and

video men are always at the front at the major places of the ceremony, the children easily gain access to the society. By this, their intent to return to collecting garbage is reduced and they gain a lot of society dealing experiences. Seeing these children handling such equipment also changes the attitude of people towards them as thieves. As far as we come know about glue-sniffing, the children dared not do it while they were in novice hood. They could stay clear off of it. But they were tempted by they smell. On the day they leave novice hood, they would get on the street and started glue-sniffing the same day. If we could arrange for them to enjoy staying at the center, the glue-sniffing on the street can be tackled. As the glue-sniffing still posed a problem, a friend gave advice to give the children something to dream of as to keep their mind away from glue-sniffing and we had tried so since then. After collecting garbage is an independent job and bears good income, it is a good job for the likes of them who were homeless and not trusted and it is a job which can solve their income needs. It is rather difficult to make them work other jobs, for both the employers' and the children. Thus, we have to make the accepted and make them accept others. With these mutual acceptances, we, SCTCDC, with the support from funders and experts, are putting all our efforts for the children to have a suitable survival. We also earnestly appeal to the government to take a census of these street children and those children and those children working at various shops and grant them the citizenship cards as ordinary children, and to provide them with special education, urgent social welfare and safety.

4.3.3 Street Children Programme of World Vision Myanmar

World Vision Myanmar has been operating the Street Children Program in Yangon and Mandalay to address the needs of Street Children from different parts of Myanmar who were working for their living. World Vision Myanmar seeks to provide social service to children in especially difficult circumstances and their families. World Vision drop in centers are available for those types of children; working children, street children of no family contact, street children of street family, children of abusive situation, others (runaway, unknown). Many children come from different part of country to drop in center and they can eat, sleep and earn for themselves. World Vision drop in center provide survival necessities to all the children who come to center for nutrition they are provided breakfast and lunch daily and they get special meals once a week. For shelter they have a drop in center, medical and dental checkup twice a year, daily health care and health education (basic health knowledge, HIV/AIDS awareness, seasonal diseases and others). In addition they are given TV/Video information and entertainment. Their families are provided with nutrition support and micro finance for income generation. World Vision drop in center also provide school support for children. Children who drop out from schools were arranged to be back in school according to their interest. Also they are provided school uniform, other necessities such as stationaries and meeting with school teachers for admission of children back into school. There is also regular follow up to school for children progress. Children who does not want to school, are provided

basic reading, writing, mathematical skills, life skills and CRC awareness activities. World Vision drop in center portrays it early intervention strategy for street children.

World Vision Mandalay also work collaborate with Shwe Chin Thae Child Development Center and support technical such as CRC, Protection and other training. The difference between World Vision and Shwe Chin Thae Child Development Center is, world vision only provide day care center and Shwe Chin Thae Child Development center provide both day and night stay for street children.

It was suggest that, the government should collaborate with NGOs and CSOs for the prevention of street children program because the rehabilitation programme take time and it's very difficult to do changing the behavior of street children. Whatever, the organization support to the street children, if their behavior is not change, it will be difficult to find out the result. Thus, currently World Vision Myanmar is doing for the prevention of the street children. The four things are needed for the street children such as government involvement, financial resources, human resources and technical resources.

4.3.4 The Department of Social Welfare, Policy and Support by DSW

The Department of Social Welfare is carrying out social welfare services under the guidance of the Ministry of Social Welfare, Relief and Resettlement and the main function is to implement the social welfare programmes under the policy guidelines laid down by the State. The social welfare policy which is part of the National Development Policy is conceptually based on equalization of opportunities for vulnerable groups in Myanmar Society.

Department of Social Welfare is carrying out social services through prevention, protection, and rehabilitation measures, children, youths, women, disables, and the aged who are socially disadvantaged groups. The DSW has laid down the work programme on the basic of social integration strategies to provide welfare services to vulnerable groups. The DSW plays a vital role in caring normal children as well as protecting children especially for children who are in difficult circumstances such as orphans, destitute, abandoned, street and working children.

Social Welfare is an organized activity that aims at helping towards a mutual adjustment of individuals and their social environment. The objective is achieved through the use of techniques and methods which are designed to enable individuals, groups and communities to meet their problems of adjustment to changing pattern of society, and through cooperative, efforts to improve economic and social conditions.

The DSW has laid down six objectives. They are as follows;

1. To contribute towards the social objective uplift of health, fitness and education standards of the entire nation.
2. To contribute towards the development of human resources
3. To assist those who are facing social problems
4. To take preventive measure to control occurrence of social problems
5. To turn out voluntary social workers
6. To given assistance to the State in some way by implementation social development tasks and giving social assistance

The DSW is functioning eight difference areas of social welfare services for those who are facing social problems including children, women, and old-aged, disable and socially disadvantage people. These services are (1) Child Welfare

Service, (2) Youth Welfare Service, (3) Women Welfare Service, (4) Care of the Aged, (5) Rehabilitation of the Disabled, (6) Grants in Aids to Voluntary Organizations, (7) Rehabilitation of Ex-Drug addicts, (8) Public Welfare Service. The DSW has been undertaking services just as the national level in those eight areas. These services are consistent with the national welfare policy. To achieve the policy, the department has been divided into four divisions; Administration and Budget division, Child and Youth division, International Relations, Planning and Rehabilitation division.

Street Children activities are under the Child and Youth division. In implementing youth welfare services, there are two main components namely; preventive and protective measure. As preventive measure, there are (70) Youth Centers established in States and Regions with the aim not to become juvenile delinquent. A total number of (7584) youths involve in the activities of these youth centers to be able to prevent wasting their time and spend their leisure time usefully. In order to be able to learn primary education, voluntary primary night schools are opened for the children who cannot attend formal schools for various reasons. There are (89) voluntary primary night schools opened by the communities. A total number of (252) voluntary teacher is teaching to total number of (5842) students. Department of Social Welfare has been providing honorarium fees for voluntary teachers, electricity power charges, fund for furniture, stationary and sports accessories yearly. With regards to protective measure, Department of Social Welfare is carrying out institution-based child protection system as well as community-based child protection system. Department of Social Welfare opens (10) youth training schools and nurtures children who are (8-18) years. These youth training schools are as follows.

Table 4.3 Number of Children/ Youth in DSW Training Schools

Sr. No	Particulars	Total Numbers
1	Nget- Aw- San Boy's training school	531
2	Thanlyin Boy's training school	226
3	Kyaik Wine Boy's training school	81
4	Lashio Boy's training school	50
5	Mawlamyaine Boy's training school	132
6	Labutta-Lu-Ngal-Ar-Mann Youth training school	40
7	Mandalay Boy's training school	349
8	Training school for Girls (Htuk- Kyant)	59
9	Training school for Girls (Mandalay)	50
10	Training school for Girls (Yangon)	100
Total Numbers of Children/Youth		1621

Source: Department of Social Welfare (July 2018)

In these youth training schools, vulnerable children such as children in special protection and care according to Child Law article (32), orphans, destitute children, children in conflict with the law, children with armed conflict, violent, abused, neglected and exploited children and street children receive and care. Department of Social Welfare provides basic needs (food, clothing, shelter), health care, education (primary, secondary, higher education), sports, vocational training such as hair cutting, carpenters, repairing motor vehicle services, center for vocational training (CVT) and education for youth (E4Y)etc. And non-formal education, organized for polite and knowledgeable training, meditation, excursion and social counseling for mental and moral development to reduce youth and children's feeling and stress. And also well-wishers are donating in cash and in kind for youth training earnestly.

Street children have not been forgotten in the government plan with proposals being discussed for big care and vocation training centers in Yangon and Mandalay to help improve the lives of some of the nation's most underprivileged victims of poverty. The government is also making an effort to better understand the circumstances of the homeless, including abandoned old people as well as street children. "What we need to do is under take the assessments, classify the different groups, and provide rehabilitations and offer services based on their respective needs." The plan to provide education, training and health care and personal development programs and would supplement the activities of existing facilities in the two regions in Yangon and Mandalay. It is needed helping and contributions from regional government in terms of land or accommodation, budgeting, experts and

labors as well. The regions had drafted a plan for a project to improve the lives of the homeless, including street children and abandoned old people. The department would like to do more to help street children because of the numbers involved, but there are constraints on what could we do. The DSW provided services to street children but it was limited to those involved in criminal cases. However, the government has draft plan for a huge rehabilitation center in Yangon and Mandalay.

4.4 Identify the Needs of Street Children

To understand the day after day life of street children, it look out street children basic need for all human beings such as food, habitation, work, protection, and health care. This does not mean that people wellbeing's is base in these only five points, there are many other elements and believe that by describing these elements can easily understand how life in the street is.

Street Children Food

Street children food come from many difference sources, they describes here; helping people with their bags, carrying heavy boxes, cleaning the market, some food from people throw away in the plastic bag or boxes, cleaning the market, selling product for a certain person who might have products to sell, etc.

“Every day when I wake up, I try to find some water to clean my face. Then I go to the people on the streets, who selling in the market and I support to them to clean the marking and take to sell for them. After that, I got some food from them to eat. Sometimes, I used to eat food people throw away in the plastic bag. Other time, I go to the people who sell cooked food at the street and asked them to give me have something to eat.” (The boy-15 years)

“To get food me I go around railway station and help people their baggage, sometimes they give to me some money, sometimes not. Some people give me food” (The boy-16 years)

Somehow, it is not every days that street children have a lucky day to find out somebody to help and get something from that. In certain cases sleeping without eating anything is the only alternative they have as a girl says:

“Life is difficult and sometimes we sleep without food, sometimes it is cold and sometimes it is raining. But it is always better than my step mother home.” (The girl-15 years)

Hard Work

Work is an important resource for surviving in the streets. Street children have to work themselves in order to maintain their everyday life. “I do job at the market such as carrying water, clearing the garbage but these are not regular. I got 1000, 2000 and sometimes 2500.” (The girl -18 years)

“I make my living by collecting plastic in the garbage can and sell those plastic bags, water bottle in the shop.” (The boy-15 years)

“I did garbage collecting and worked on the water distribution car. With water distribution car, I got 3000, sometimes 5000. With garbage collection, I got 2000 or 3000.” (The boy-18 years)

Health Care

Health care for street children is still myth and no health care for street children. Their basic source of health care is their knowledge to use natural herb they can use in certain kind of headaches, stomach aches etc.

“When we are sick, we care each other and don’t go any clinic or hospital because we afraid discriminated from health worker, I saw three of my friends dead in the rain way station, may be because of malaria, he come from Hpakhant and we don’t know how do support to him. They dyed and police come and pick them out from the place. When we die we are thrown at the common place, since that we have no family.” (The boy-16 years)

Protection

Protection for the street children also required and needed, some organization provides child protection for children but not included for the street children. The law and legal information also need to develop for child protection.

It is support that the role of policies and legal institution is provide protection for all citizens, promoting human rights and granting stability for everybody. This idea is utopia for street children who have different stories about their relation with the police.

“Sometimes the police came and start bothering with us, they can beat us sometimes without any reason.” (The boy-15 years)

“I was arrested by the police and stay one month in Jail, I do not know why and I don’t do any problems with people. They came to the street and station, then I am sleep in the station. They shouted to me and arrested to me, I am very afraid and never have those experience before in my street life.” (The boy-17 years)

In other cases between them there are situations of extreme violence. Street is not a pacific place and to be physical strong and to be able to fight against each others is an important tool, if not the solution is to buy security from those who are strong enough.

“My friend sometimes drunk and start beating to me a lot, sometimes they take my food. Only Thar Nge is only my best friend, he use to protect me from others, but sometimes he is beaten.” (The boy-15 years)

“Sometimes I get beat up pretty badly by the other kids but that doesn’t matter because I have to be with them to say alive. They protect at times as well.” (The girl-16 years)

4.4 Street Children Dreams and Future Life

The dream for a school

Street Children are human beings as any other person everywhere. They have dreams, for going to school and learn as all children learns, for a better home, for

having family one day and for a better life. Somehow, their dreams are reduced to nothing due to the hard situation they are immersed. They wish to be someone as everybody else. Somehow, the government refers to right for a name, for education, for home, for protection, for support to all children. This is not the reality street children report in their day after day lives. Some religious organization has been helping these children to make their dream real, by teaching them some basic features like reading books.

“I can’t read nor write my name before, but now in SCTCDC, I learnt how to read and write. I attended the school in the center and we have debate, writing article and pomes session every week. So, I improved reading and writing. I want to be a teacher.” (The girl-16 years)

“When I arrived to child development center, I was about 11 years and don’t know how to read and write, and I want to read a book so I try to attend school in SCTCDC and now I can write my signature, read books and journals.”(The boy-18 years)

It is hard to see other children going to school and they even wishing to, they can’t their environment and social conditions do not give them such luck.

“My dream is to have a possibility to get to school, to learn reading and writing. To find a job and have a family which can take care of me. I appreciate other children walking with their parents, but my destiny was to stay her. One thing I know, I will not stay here forever.” (The girl- 15 years)

The dream to have family

Family is one of the most important elements in everybody life. In the family children get protected, loved, and many have basic assistance. Street children also to wish to had family as the report below. It is not just a matter of wishing to go home or to live in the street. These children do not have other choice.

“I would like to have a home, family, mother and father like other children. I don’t know where my home and family. I leave from home when I was too young, like 4 years old and forget my family and where I am from, I don’t know.” (The boy-17 years)

The fear of dying in the street is strong; the need of having a family and somebody to take care of them is common feeling. The main question is why did this happen to them.

“I just keep wondering why my father drunk and beat to me always and where is my mother; my dream is to find a job and earn money and want to buy land and get home with family. I want to be happy one day.” (The boy-18 years)

The dream for a job and support from Shwe Chin Thae

The children have a chance to present in front of the people, when they got technical knowledge, vocational training from SCTCDC. Actually, they afraid to the people and thinking what people will think them, how behave to them.

“Before, I am really afraid in front of people and don’t want to talk with other people. In SCTCDC, the teacher and monk encourage and train to us how to speak

with other people and how to control our mind self. I learn to take became photographer and in the quarter, if there any wedding, ore other ceremony. They call to me and I took good photo for the people. So, I have more confidence to deal with other people and try to become professional cameraman. I want to have a good job and want to earn more money for my family” (The boy-17 years)

The Shwe Chin Thae Child Development Center provide to the street children to get national registration card (NRC) for their future life.

“I don’t have family and I don’t know my age as well, so it’s difficult to get NRC card. In here, the monk support to us to get NRC card. I am very happy because if I have the NRC card, I can apply other job and earn money. Now, I am working in restaurant as a waiter. I got 80,000 MMK per month. I am very thankful to SCTCDC. I have a dream to buy a land and want to live together with my mother in Shwe Bo.” (The boy-19 years)

CHAPTER V CONCLUSION

5.1 Findings

The basic goal for this case study is to understand the actual situation of social work practice for child welfare and the reality of this social work practice concerning to street children in Myanmar. This means beforehand the definition of street children, social work, strategy and why the street children living on the street, concepts which are not universal and which much contextual character. The main aim is to understand the real life experiences of street children life, their experiences, point of view and their perspective. The qualitative method used to understand their daily lives, dreams, hopes and relationship between social services support by SCTCDC and social policies implemented by the government.

This study showed that one of the most common factors influencing children to live on the street is domestic violence associated to the facts that those children are orphans of one or both parents. These factors are deeply associated to other co-related factors such as the situation of poverty of their families, the increasing number of poverty, the institutional incapacity to provide basic services and support to families, etc. It is found that, giving space to the street children to participated in sport activities such as creating court for football competition, holding football matches with other schools, allowing them to participate in protest march in the town and making them practices football daily were done continuously, and it was found that drinking, smoking, betel chewing and glue-sniffing were markedly reduced.

The analysis of the study is found that the government is the main actor to implementing the policies and strategies to eradicate poverty and to alleviate the problems with the help of NGOs and CBOs play a major role in responding to the problem. Participation of children, families and communities will need to focus more strongly on sustainability, and will require continuing interventions such as direct welfare services for street and working children, support for their family. Street and working children drop-in centers and hostels establishment is a must by the government and respective NGOs and also CBOs. Moreover, long-term care services provide a family like atmosphere for children who showed the potential to become stable and productive in society and tremendous positive changes have been observed in the lives of these children. The promotion and protection of the rights of the child were not only an international obligation but also an indispensable investment to secure future. Integrated cross-sectorial policies, national plan of actions as well as cooperation at the nations, regional and international level were important to protect the rights of children living and working on the street. Preventive and protection actions were critical to guarantee the rights of children living or working on the street

and those affected or infected by HIV/AIDS and to ensure their wellbeing and security.

Government should develop effective and appropriate child protection systems and integrated, coordinated and comprehensive responses for all children, including those on the move. The prevalence of chronic diseases, psychosocial problems and development disorders were also being considered. The legal and institutional practice in providing services to the street children also not clear and weak services. Also there is a gap between legislation and institution commitment in providing child protection and child rights. The lack of financial resources, human resources, institutional capacities are in many points of view, the main factors to this situation. Social work training, institutional commitment and practical actions need to be developed in order to provide better life for street children and to reduce their tendency of living on the street.

Many factors may be addressed as possible weakness of this study, such as the facts that it does not have a gender approach, since that its focuses to the street children who are living on the street and link with Shwe Chin Thae Child Development Center, during the survey period, most of interviewees are boy. The lack of information in public institution in child welfare, and many factors made this study may limit.

5.2 Recommendations

According to the study it is recommended that, the government is the main actor to implement the policies and strategies to eradicate poverty and to alleviate the problems with the help of NGOs, CSOs and need to play major role in responding to the problems, participation of children, families and communities will need to focus more strongly on sustainability and will require continuing intervention such as direct welfare services for street and working children, support for their family.

When conducting trainings for the street children, the activities should be provided through children participation due to best interest of each child. Providing literacy, non-formal education should also be in difference levels. Recreation and social activities should also take place in activities. The sporting activities, such as running, and has helped to establish football and basketball competitions with other schools and participation in sporting activities and the teamwork encourages has led to a reduction in bullying and glue-sniffing.

Promoting child participation also important that should be included through child meeting, debate session to express their thought, feeling, emotions and ideas. Most of the street children are not interested in formal education but they prefer non-formal education and teaching aid such as pictures, drawing also attract to attention and interest. Even though the street children are not interested in formal lessons, they like reciting poems and songs. They also remember poems and songs quite easily.

REFERENCES

1. A Civil Society Forum for East and South East Asia on Promoting and Protecting the Rights of Children, Bangkok, Thailand.
2. Aye Aye Myat. (2009). A Study on the role of social welfare programme and provision upon orphans and vulnerable children in Yangon Region, Unpublished MPA research paper, Department of Applied Economics, Yangon University of Economics.
3. Cosgrove, J. G. (1990). *Toward a working a definition of street children, International Social Work.*
4. Ennew. J. (2003). *Difficult circumstances: Some reflection on street children in Africa, Children, Youth and Environmental Journal*, July 7, 2004
5. Factors Influencing Rising Number of Street Children in Urban Centers in Kenya: A Survey of Eldoret Municipality, Kenya.
6. Hautaniemi. P. (1999). *Street Children and multicultural education of Kathmandu Nepal, working paper 5/99*, Institute of Development Studies, University of Helsinki Finland.
7. Hecth. T. (1998). Street ethnography: some notes on studying and being studied.
8. Htun Min Nu. (2014). An Assessment on Street Children Program in Yangon, (Case Study of Street Children Programmes of World Vision Myanmar), Unpublished, MPA Thesis, Department of Applied Economics, Yangon University of Economics.
9. Khin Khin Maw. (2004). A Study on the protection of the essential rights of children in Myanmar, MPA research paper, Department of Applied Economics, Yangon University of Economics.
10. Lucchini. R. (1997). *Deviance and street children in Latin America. The limits of a Functionalist Approach*, Fribourg, Switzerland.
11. Ministry of National Planning and Economic Development and UNICEF. (2012). Situation Analysis of Children in Myanmar, July 2012.
12. Myanmar Centre for Responsible Business Organization. (2017). Children Rights and business in Myanmar, April 2017.
13. National Center for Children in Poverty, Columbia University (research on homeless children and youth/cause and consequences.)

14. NGO Child Rights Working Group Myanmar. (2017). New Child Rights Bill Review and Recommendation Document-2017.
15. Ngwe Htay. (2005). A Study on Child Protection Programme in Myanmar, Unpublished MPA research paper, Department of Applied Economics, Yangon University of Economics.
16. Ni Ni Khaing. (2008). A Study on welfare services for orphans and valuable children in institutions in Yangon, Unpublished MPA research paper, Department of Applied Economics, Yangon University of Economics.
17. Onta, L. (1996). *Street Children, Contested identities and universalizing categories; studies in Nepal history and society*.
18. Panter-Brick, C. (2002). *Street children, human rights and public health: A critique and future directions*, Department of Anthropology, University of Durham, Durham, UK.
19. Payne, M. (1991). *Modern Social Work Theory*, (2nded), Landon, Macmillan.
20. Scott, C. E. (1990). *The Questions of Ethics Nietzsche, Foucault, Heidegger. Bloomington and Indianapolis*, Indiana University Press.
21. Social work practice for child welfare in Mozambique.
22. Strategy and Guidelines for Children Living and Working in the Streets (Department of Social Development-Republic of South Africa).
23. The Situation of Children in Residential Care Facilities in Myanmar (Department of Social Welfare and UNICEF-2011).
24. Thida Aung. (2008). A Study on Street Children in Yangon, Unpublished MPA research paper, Department of Applied Economics, Yangon University of Economics.
25. Tudoric-Ghemo (2005). Life on the street and the mental health of street children, A Developmental Perspective, Dissertation in partial fulfillment of the requirements for Degree Magister in Psychology, Faculty of Art, University of Johannesburg, Johannesburg RSA.
26. World Vision Myanmar. (2001). Creating space for Child Participation, Planning with Street Children in Yangon.
27. Yu Win Htun. (2013). The Study on Protection of Street Children in Mandalay, Unpublished MPA research paper, Department of Applied Economics, Yangon University of Economics.

28. Yumiko Aratani. (September, 2009). *Homeless children and youth*, National Center for Children in Poverty, Mailman School of Public Health, Columbia University,
29. Zar Ni Oo. (2010). A study on Child Care and Protection activities in Myanmar, Unpublished MPA research paper, Department of Applied Economics, Yangon University of Economics.

Websites

1. <http://eurpub.com>
2. www.hrw.org/report/2006
3. <http://www.unicef.org>
4. <http://www.childhoodpoverty.org>
5. <http://www.nspcc.org>
6. <http://www.chp.edu/child>
7. <http://www.nh.gov/children>

CHAPTER I INTRODUCTION

1.1 Rationale of the Study

Children are future player of the country and they could take future responsibility for the country and they are very important for our country. But, some children are neglected from the society and some are ran away from home because of domestic abuse by the parents such as step father, step mother, uncle, aunty, brother and sister and so on. Countless children were gradually driven out of the society and they do not have education, learning, teaching, and government do not have proper way to solve their problems like different kind of rehabilitations. According to the United Nations Child's Rights Convention (CRC), children have fundamental rights to be protected by parents or guardians.

The term “street children” refers to children for whom the street is more important than their home and family and has become their real home. It includes children who might not necessarily be homeless or without families, but who live in situations where there is no protection, supervision or direction from responsible adults. Few of these children have family members, relatives, or concerned individuals who are willing and able to intervene on their behalf. They are frequently in custody arbitrarily by police simply because they are homeless or criminally charged with vague offenses such as loitering, burglary, and petty theft. They also make up a substantial proportion of the children who enter criminal justice systems and are committed finally to the correctional institutions that are called schools. The public towards street children in many countries is overwhelmingly negative. The public has often supported efforts to get these children off the street, even though they may result in police round ups, or even murder. Societies forget them or neglect them or sometimes deny that they exist. However, the problem will not go away by itself, and unless addressed soon, may lead to more consequences.

Children who are in need of special protection such as orphans, street children, abused children, working children and handicapped children are provided with essential social care by and protection by the Department of Social Welfare. Also, there is no proper research study of the street children and essential need and services for them. Therefore, more research and study need to undertake about street children in Myanmar. The study would identify and learn the important role of the government and other agencies how to support street children issues in Myanmar. The study will suggest to the government and non-governmental organizations to find solution and relevant needed priorities for street children.

1.3 Objectives of the Study

The objectives of the study are to describe the policy concerning street children and the involvement of government, INGOs and CSOs in response to the problems and essential needs of street children.

1.3 Method of Study

This study is conducted by qualitative and descriptive method. The data used primary and secondary approach. Some of the data used secondary of desk review data collected from the institutions, INGOs, CSOs, DSW and other publications, papers, report from UNICEF, World Vision, Save the Children and from internet websites. The qualitative method using semi structured and developed two questionnaires for street children and CSOs, INGOs and Government. The street children are age between 15-19 years and selected (20) street children from Shwe Chin Thae Child Development Center. The eight individual interviewees are teacher, officers from INGO and government. Before the interview, the interviewees were fully informed of the objectives of the interviews, asking permission for recording the name of the interviewees and information what they have said during the interview or meetings. They all were also informed to use the information anonymously what they

have provided for the sake of the analysis of the works to utilize in the benefits of the thesis in general.

1.4 Scope and Limitation of the Study

There are many street children in Myanmar especially in Yangon and Mandalay but this study covers only the street children migrated to Shwe Bo Shwe Chin Thae Child Development Center and who received proper support and caring from the non-formal child development center in Shwe Bo Township. The targeted are the age of 15-19 years, and selected (20) street children from Shwe Chin Thae Child Development Center. For the CSOs, INGOs and Government Officials also developed the questionnaires and doing the individual interview and collect the information. The survey was conducted in May and June 2018.

1.5 Organization of the Study

This paper is organized into five chapters. Chapter one is the Introduction chapter, where Rationale, Objective, Method, Scope and Limitation of the study are presented. Chapter two reveals the Literature Review on Street Children. Chapter three is Situation of Street Children in Myanmar. Chapter four presented Analysis on case study of street children in Shwe Chin Thae Child Development Center. And chapter five shows the Conclusion of the study and Recommendations for the street children in Myanmar.

CHAPTER II

LITERATURE REVIEW

2.1 Defining of Street Children

The defining of street children is so vast and complex that it may be controversial and even constitute a source of conflicts amongst different approaches working with the issues. It is difficult to find a unique definition for the street children, since that in most cases it must be understood according to the context in which it is used and as well according to the perspective of its usage. In this perspective Hautaniemi (1999:15) says that “defining street children is vague and needs a far more specific definition”.

In some research approaches, the process of categorization takes place as an analytic view in understanding street children’s everyday lives. “The eye of tourist do not necessarily recognize the shifting experiences in the street children’s live that explicated in two simple research categories: ‘children on the streets’ are distinguished from ‘children of the street’. These categories implies the degree of the contact with children and their families in one hand, and the degree of relationship with the daily activities and work outside their homes, on the other (Onta,1996:179 quoted by Hautaniemi 1999:15)

“Children on the street” usually work on the street where they might spend few days but still live with their families. “Children of the street” work and live on the street spending time in the shelters, in the rented rood of friends, go home to their parents occasionally. Yet, individual children constantly move between these two categories. ‘Children on the street’ and ‘Children of the street’ have the possibility to go home one day. It is important also to reflect on those children who do not have any contact with their relatives, those who do not have any parent’s home to go one day, those who do not have any home to go at all.

Tudories-Ghemo, (2005)quoting Richter(1988), Keen (1988)and Rehman cited by Tsotetsi (1998) presents five categories of street children as a way of defining them as follows:

- Throw away children,
- Run-away children,
- Slum children,
- Dump children,
- Bush children.

Throw-away, “children are completely abandoned and neglected by their parents or caregiver, they do not have any contact with their biological families and

depending totally on themselves and their street families for any kind of protection physical and psychological”.

Run-away, “children are all those children who have ran away from their home due to deprivation, physical or sexual abuse, alcohol abuse and general peer pressure to join the perceived freedom that street life seems to offer”.

Slum children are “a group of street children belonging to slum families that live in area of squalor. Slum children are who mothers are usually domestic workers and spend long hours away from their children, who are then left to look after themselves resulting in them roaming the street during the day”.

Dump children are those “who live on rubbish dumps and scavenge for food daily, and Bush children those who live in the bush and are often from homeless families”. The differences between these categories are not clear and what is the real reason of becoming a dump, a slum, a run-away or bush children? Which are the differences between all those children?

Generally Onta’s (1996:175) and Richter (1988) are similar in summarizing street children in two categories as “Children on the street and as Children of the street”.

‘Children on the street’ are those children who work on the street as a way to supplement their biological family income but who return home in the evenings. The biological family encourages these children to make money by begging or prostituting themselves. ‘Children of the street’ are those children who live and work on the street, using it as a means of food and shelter. Normally, those children were abandoned by their relatives or sent away by their families, therefore lives without family support. Their family is reconstructed on the street by companions of other street children with whom they work together for the survival of their substitute family unit. These definitions are designed according to children’s activities and origins as well the time they spend on the street. In many cases, they are given specific names, as deviant individuals, as outsiders, as criminals and dangerous for the society. More recently, UNICEF has attempted to address the ‘definition problem’ by grouping all children as ‘urban youths at risk’. In this regard, they define ‘working children’ as all children who work in the city streets or elsewhere. The term ‘street children’ addressed to a limited number of children who have been abandoned by their families and for whom the streets have become their homes and includes deviant behavior, drug abuse, theft and violence as descriptions under this classification.

The process of defining street children is a process of reconstructing stereotypes, negative images and categories, numbering and labelling human beings. The social construction of street children, as (Payne, 1991) says is portrayed as socially unacceptable individuals. It is believed that these discourses operate to reinforce and maintain the street children existence on the margins of societies even further. Moreover, street children are constructed differently in different contexts of practice.

Ennew (2003) has emphasized the importance of understanding the lives and roles of children in any cultural context where she asserts that children in different

cultural contexts have different experiences of childhoods and it is necessary to understand them according to their history and culture.

Cosgrove (1990) defines street children as “any individual under the age of majority whose behavior is predominantly at variance with ‘community norms’ for behavior and whose primary support for his/her developmental needs is not a family or family substitute.” (Cosgrove, 1990:192)

Hecht (1998) explored another level of definition by looking on how street children see themselves in relation to their families and society in general. He refers that “in many countries it is normal for children to work in the street, dance in the street, begin the street, sleep in the street, the street is the venue for their actions not the essence of their character” (Hecht, 1998:103). Panter-Brick (2002) argues that portrayal of street children only according to a physical and/or social dimension is just too narrow perspective (Panter-Brick, 2002). In this way, Lucchini (1997) extends the definition into further seven dimensions of a street children system, namely, dynamic behaviour (the type of activities), self-identification, motivation of street life, and gender structured differential access to street environments, including spatial, temporal and social elements as well (Lucchini, 1997).

There is a variety of definitions that have been given to street children all over the world and throughout the history, according to the context and to the approach each one follows. The purpose of this study is to describe the policy concerning street children and the involvement of government, INGOs and CSOs in response to the problems and essential needs of street children. This study focuses the attention to street children in relation to their lifestyle and street children who live in the Shwe Chin Thae Child development center and who get support from development center and how they survived their life without families.

2.2 Causes of Street Children

Street children are increasingly recognized by sociologists and anthropologists to be a socially constructed category that in reality does not form a clearly defined, homogeneous population or phenomenon (Glauser, 1990). There are many, often overlapping, reasons why children are led to the streets (Kopoka, 2002). They can be loosely grouped into push and pull factors (Le Roux: 1996).

There are macro-level causes that push children onto the streets including poverty and economic need, the impact of structural adjustment programs, war, rural-urban migration, famine, HIV/AIDS and politically instigated violence.

Then there are micro-level causes, which are predominantly concerned with internal family dynamics. Poverty is the most cited response in street-children studies (Abdelgail, 2004).

Pull factors include the draw of social networks and the sense of freedom and excitement, and the thrill of innovative survival strategies (Aptekar, 1994). The unemployment status of many parents, peer pressure, unwillingness to submit to parental control, parental neglect leading to children running away are some of the many factors leading to children being in the streets. But most of the time when we trace their parents, it is pathetic to see the poverty of the homes they come from

Plummer (2007) asserts that at times children are forced to live under very harsh conditions. Parents staying together but with misunderstandings: causes instability to children. Widowed man/women lead to change of living conditions after the death of one parent. Stepparent: some stepparents mistreat children forcing them to run away. Orphaned: some children are forced to find how to make their own ends meet due to loss of both parents.

Economic factors have been cited most frequently as the reason the majority of children are engaged in street life. According to Lusk et al (2009) unlike street children in United States and other industrial countries, Latin American street children are gravitating to the street out of economic necessity. Poverty in childhood is a root cause of poverty in adulthood. Impoverished children often grow up to be poor parents who in turn bring up their own children in poverty (UNICEF, 2005). A crucial support for this cycle was a belief in a cultural inheritance of poverty. It was held that there was a distinct culture of poverty, which shaped people's attitudes to work and relief. Unless they were properly motivated, it was felt, paupers would be unable to improve their situation, and their attitude to work and to welfare would be passed on to their children (Scott, 1994). Save the Children, in a report "Number of street children rising in Eldoret" (IRIN, 2008), said the burden of extreme poverty was causing some parents to neglect and even abandon children as they returned to their original farmland and struggled to make ends meet. The giving out of foodstuffs and money is realized to be attracting more children to the streets, but some individuals apparently find it difficult to refuse a hungry child or to tell him or her to go to an institution instead. The current situation seems to be that donors often come up with new ideas they want implementing organizations to put into practice at very short notice. Perhaps there has been a change in the donor country itself that puts the funding agency under pressure to urge implementing organizations to reflect a similar change. Since many implementing organizations do not have a clear vision or objectives on which their choice of strategies and specific interventions can be shown to rest, this leaves the way open for the donors to insist on compliance (Lalani, 2009).

The causes of this phenomenon are varied, but are often related to domestic, economic, or social disruption including, but not limited to: poverty; breakdown of homes and/or families; political unrest; acculturation; sexual, physical or emotional abuse; domestic violence; lured away by pimps, Internet predators, or begging syndicates; mental health problems; substance abuse; and sexual orientation or gender identity issues. Children may end up on the streets due to cultural factors. Children may also end up on the streets due to religious factors. Street children become because of physical abuse at home, in some cases so severe that they had left because of it. Stepmothers or stepfathers were often the perpetrators of the abuse, giving differing treatment (including harsh punishment) to children from former marriages as compared to their own biological children. Some children orphaned by AIDS and later accused by family members of sorcery are also victims of disinheritance and property grabbing by their relatives. Several children orphaned by AIDS and later accused of sorcery by their aunts or uncles told us that soon after the property of their deceased parents had been divided or sold, they were accused of sorcery and abused.

In some case, many parents cannot pay for their children's education. These children stay at home with nothing to do and soon go out on the streets looking for work or amusement. They can easily be exploited by adults who pay them very little, often for very hard work. Or, they begin to associate with children who have lived on the streets for some time. They may begin drinking alcohol, using drugs and committing crimes. Once they are used to life on the streets, they leave home and join criminal street gangs.

2.3 Consequences of being Street Children

Food Insecurity: While nutritious meals are increasingly available at soup kitchens and homeless shelters, there is little research on food insecurity based on a national sample of children living in homeless families and unaccompanied youth. Existing research is based on adults or limited small samples. A study based on a national sample of homeless adults reports that about 60 percent reported inadequate food consumption in terms of quantity and preference as well as frequency of meals. About 40 percent reported fasting for an entire day and the same proportion of homeless adults also reported not being able to afford food during the past month. This study and others suggest that children living in homeless families, and unaccompanied youth possibly experience more serious food insecurity given their lessened capability to secure food. Another study found that fruit and dairy products served for children or youth in homeless shelters, are often below recommended nutritional levels. Another study shows that homeless children and youth in shelters have inadequate intakes of necessary nutrition, such as iron, magnesium, zinc or vitamins.

Health: Food insecurity associated with homelessness impacts the health of children living in homeless families as well as unaccompanied youth. Based on a small sample, about 45 percent of homeless children and youth are overweight or at-risk of being overweight due to inappropriate food consumption, and another case study also shows that being overweight and obesity are prevalent among homeless children and youth. Homelessness has been associated with other health risks among children and youth. One study reports that homeless children are more likely to have fair or poor health compared with housed low-income children, and homeless mothers are more likely to report that their children experienced various health problems, such as fevers, ear infection, diarrhea, bronchitis or asthma. Based on a city sample, 40 percent of children with homeless experiences had asthma. However, other studies found no significant difference in health outcomes of homeless and poorly housed children. Unaccompanied youth, research suggests, are at a higher risk of contracting sexually transmitted diseases due to risky sexual behaviors, such as inconsistent use of condoms, multiple sexual partners or injection drug use. Further, unaccompanied youth are at high risk of teenage pregnancy and those with sexually transmitted diseases (STDs) are also more likely to be pregnant than those without STDs.

Mental Health and Exposure to Violence or Trauma: Children living in homeless families and unaccompanied youth also have a greater risk of experiencing mental health problems, compared with their housed peers. It has been reported that

young children with homeless experiences had more behavioral problems based on the Child Behavior Check List (CBCL) than housed children. A study on school-aged children of homeless families reported that a higher proportion of homeless children experienced mental disorders with impairment, such as disruptive behavior disorders, social phobia, and major depression, as compared to their low-income housed counterparts. While homeless children and youth are more likely to witness or experience violence prior to homeless episodes, they are also exposed to violence due to the public nature of their lives and vulnerable living conditions associated with poverty, such as being on the streets, in shelters, doubling up with others, or crowded housing. Unaccompanied youth are also more vulnerable to physical or sexual victimization. More than one-third of the adolescents met lifetime criteria for post-traumatic stress disorder (PTSD). Among those adolescents, an estimated 45 percent of PTSD males and 28 percent of females experienced assault with a weapon; 42 percent of female runaways experienced sexual assault. LGBT homeless youth have an even higher likelihood of being victimized on the streets, compared with their heterosexual counterparts (59% vs. 33%). Nearly one in five homeless youth attempted suicide, and more than half of heterosexual homeless youth had suicidal thoughts while about three-fourths of LGBT youth have had such thoughts. The majority of homeless youth on the streets use substances such as tobacco (81%), alcohol (80%), or marijuana (75%), while those in shelters had slightly lower substance use (52%, 67% and 71% respectively).

Education: Family residential stability is highly associated with educational success of children and youth and conversely, homelessness contributes to poor educational outcomes for children and youth. Homeless children and youth are significantly more likely to report grade retention than their never-homeless counterparts. Former homeless children attended an average of 4.2 schools since kindergarten, while children who never experienced homelessness attended an average of 3.1 schools. An estimated 39 percent of sheltered homeless children missed more than one week of school in the past three months and changed school from two to five times in the last 12 months. Absenteeism and school mobility are among the major mechanisms that impact school success for children living in homeless families and for unaccompanied youth. Across age levels, homelessness impacts academic achievement and homeless children's reading, spelling, and mathematics scores are more often below grade level, compared with housed children. Almost half of sheltered homeless children merit a special education evaluation. Yet, less than 23 percent of those with any disability had ever received special education evaluation or special education services. Runaway and homeless youth are much less likely to complete high school, compared with those without runaway or homeless experiences.

Juvenile Delinquency: Unaccompanied youth tend to engage in delinquent survival strategies on the streets and several factors account for this. First, youth on the streets in particular have few legitimate means to support themselves. Second, those with more frequent runaway experiences are more likely to be involved in delinquent survival strategies, such as selling drugs, shoplifting, burglary, robbery or

prostitution. Runaway youth are more likely to have been arrested as juveniles (not including the arrest for being a runaway). A study in Canada shows that the longer unaccompanied youth experience homelessness, the higher the probability of committing a crime; and further, in addition to being homeless, the lack of financial assistance from the state also increases the likelihood of youth being involved in violent crime.

2.4 Factors that Contribute to Homelessness

Homelessness represents deprivations from basic human needs. However, other types of deprivations, such as hunger, mainly occur as a result of poverty and economic insecurity, factors that contribute to homelessness are multi-faceted, the factors also vary by the type of homelessness experienced by children and youth. These factors include lack of affordable housing, economic insecurity, violence at home, behavioral health, lack of social support, involvement in the child welfare system.

Lack of affordable Housing: For over a decade, the number of affordable housing units declined. Between 1993 and 2003, the proportion of low-costs rental units shrunk by 13 percent due to the loss of older, lower quality apartments in the private market. In 2005, about 40 percent of households with children ages birth through 17 reported one or more of the following housing problems: physically inadequate housing, crowded housing, or the associated cost burden. Generally, when a household pays more than 30 percent of its annual income on housing, it is considered to be a cost burden. While there was a decrease in the percentage of households reporting physically inadequate housing or crowded housing between 1978 and 2005, 34 percent of families reported in 2005 a cost burden resulting from rent greater than 30 percent of their income. In 1978, only 15 percent of families reported this cost burden. Overall the number of households with children reporting “severe” housing problems has increased from 8 percent in 1978 to 13.8 percent in 2005. Unmet needs for decent and affordable rental housing have been increasing even before the current housing crisis.

Economic Insecurity: In 2005, more than 60 percent of families with income less than 30 percent of the median family income were paying more than half of their income for rent, and about the same proportion of families were also living in severely inadequate housing. Lack of affordable rental housing and the current economic recession will more-likely contribute to the increasing number of homeless families and children. Since the start of the recession in December 2007, the number of unemployed individuals has increased by more than 7 million, to 14.5 million, and the unemployment rate has risen to 9.4 percent overall. The unemployment rate is even higher among blue-collar workers or those with non-professional jobs, which makes low income families particularly vulnerable to layoffs. Among homeless families with children, more than 80 percent of female headed, and 54 percent of children in low income families live with single parent. The majority of homeless mothers rely on public assistance.

Violence at Home: Violence at home is one of the major predictors of whether children and youth will experience homeless. Among homeless mothers with children, more than 80 percent previously experienced domestic violence. Women with children in homeless shelters and domestic violence shelters are found to have very similar characteristics, including their exposure to traumatic experiences. Intimate partner violence is a known determinant of housing instability. Unaccompanied youth often have prior experiences of violence, either witnessing violence or being abused physically or sexually. More children in runaway and

homeless programs report fights and physical or emotional abuse from their family members, compared with those without such experiences. The majority of children in runaway and homeless youth programs report their biological mothers as a main perpetrator of maltreatment.

Behavioral Health: Behavioral health problems are predictors of youth running away from home or becoming homeless. Higher risks of exposure to violence or trauma can contribute to behavioral health problems among homeless children and youth. Unaccompanied youth are more likely to be depressed and to have mental health or substance abuse problems compared with housed youth. While runaway and homeless experiences influence mental health status, children who experiences homeless exhibit more behavioral problems prior to their runaway or homeless experiences compared with children without runaway or homeless.

Lack of positive social support: Homeless families with children and unaccompanied children tend to have weak or unstable social supports. Some research shows that they have fewer social networks and less social support. Even homeless families with larger social networks neither perceive their social networks as resources for positive support nor as a base of strong relationships. Unaccompanied children are more likely to report family problems. Further, they tend to report their friend as a source of support more frequently than their own parents and try to substitute street networks for their failed family networks.

Involvement in the Child Welfare System: Youth in foster care are at higher risk of homelessness. Forty nine percent of youth in foster care report a history of running away from home. Further, American-Indian youth in foster care are twice as likely to run away as their white counterparts. Previous research indicates between 14 and 50 percent of foster youth experienced homelessness.

2.5 The Framework for Children Living and Working on the Street

To the extent that services to children living and working on the streets are multi-sectoral in nature as they are rendered by different government departments and non-governmental organizations, the policy framework for children working and living on the streets was developed through a consultative process which involved stakeholders from various sectors. The basic approach adopted in compiling the framework was to take into account policies, laws, regulations, programmes and activities related to the protection, empowerment, and care of children at risk for the violation of their rights. The framework is therefore aligned to the Child Act No.38 of 2005.

2.5.1 The rights-based framework

The United Nations Convention on the Rights of the Child (CRC) provides a rights-based framework for intervention in the lives of children, including children living and working on the street. There are two key principles. The first, protection, is the main reason for intervening in the lives of children living and working on the street, and it includes immediate protection from danger, abuse and exploitation, but also covers more long-term, proactive approaches designed to promote the

development of children skills and knowledge, build support structures for children, and learn their vulnerability. The second principle is participation, and it is a human right with particular significance for children living and working in the street who care for themselves and are thus the key sources of information on their situation and needs. It therefore makes it essential to listen to children and to encourage their participation during intervention design, implementation and evaluation of any services meant for them (ADB, 2003, UNICEF, 2004).

There are also two basic approaches to working with children living in the street within the CRC's rights-based approach. (ADB)

The human development approach: This approach takes a long-term perspective and concentrates on equipping children living and working in the street with the skills and confidence required to reintegrate into society, fulfilling their human rights to self-realization and independence. Examples include non-formal education and vocational training project; programmes aimed at helping children return to their homes if they so wish, and efforts to build communities capacities to manage and maintain long-term projects aimed at improving the lives of children, thus preventing them from abandoning their families in favor of street life.

Service provision approach: Long-term programmes often need to be combined with short-term service projects to fulfill the provision and protection of rights of children living and working in the street; meeting their immediate needs and protecting them from danger, abuse and exploitation. This may include providing food, shelter, health services, and shorter-term training opportunities and counseling services in drop-in centers. Service provision should, however, be regarded as a short-term response rather than a long-term solution. Otherwise it makes the street life more bearable, which creates dependency in the children and is essentially unsustainable.

According to the Asian Development Bank (2003) it is important to strike a balance between human development activities and service provision when considering interventions for children living and working in the street. This is largely because, while children living and working in the street are in an emergency situation and therefore need immediate help, this will only be of the best use if it is planned as part of a long-term development solution.

2.5.2 Guiding Principles

The CRC has four underlying values or 'guiding principles' which influence the way each children's right is fulfilled, and serve as a constant reference for the implementation and monitoring of all efforts to fulfill and protect children's rights (ADB, 2003). This Strategy and Guidelines for Children Living and Working on the Streets is based on these principles, as follows.

Best interests of the child: The Convention on the Rights of the Child states that in each and every decision affecting the child, the various possible solutions must be considered and due weight given to the child's best interests. This principle is relevant to children living and working in the street where decisions are made regarding the formulation of policies, development of programmes, and allocation of public resources.

Non-discrimination: All children should be given the opportunity to enjoy the rights recognized by the CRC. States must identify the most vulnerable and disadvantaged children and take affirmative action to ensure that the rights of these children are realized and protected. Children living and working in the street are at risk of discrimination and victimization, and therefore, this principle is essential in guiding all efforts to address this issue.

Right to survival, well-being and development: The CRC is premised on the recognition of the right to child survival, well-being and development, and it emphasizes the need to ensure full and harmonious development of the child in the physical, spiritual, moral, psychological and social spheres. States are obliged to undertake strategies to assist the most disadvantaged children, including children living and working in the street, in this regard.

Respect of the view of the child: This principle affirms that children are entitled to express their view in all matters affecting them and requires that those views be given due weight in accordance with the child's age and maturity. It recognizes the potential of children to enrich decision-making processes and to participate as citizens and actors of change. This principle underscores the importance of ensuring that children living and working in the street participate in decisions that affect them such as those concerning their re-integration into their families.

2.6 Strategies to Reduce Street Children

The key strategies outlined below are intended to target key action areas and provide operational guidance to the Government and other stakeholders as they respond to the needs of children living and working on the streets. The brief description of each strategy is immediately followed by a broad range of recommendations to guide and assist stakeholders in formulating own policies for the management of children living and working on the streets. This section draws largely on the Asian Development Bank (2003) and UNICEF (2004), but also aligns the framework to the service integration model through which the Department of Social Development delivers social service and development programmes.

Key Strategy 1: Prevention: The literature has shown that children living in poverty are vulnerable to family, social and economic crises that may drive them into street life. Protection against these shocks is therefore a vital prevention strategy (ADB, 2003).

- Undertake studies to measure the extent of children living on the streets, and provided is aggregated data by geographical areas including districts.
- Create awareness of the phenomenon of children working and living on the streets and mobilize the community to become involved.

- Develop and strengthen the programmes and structures to address and minimize identified family conditions such as family disintegration, substance abuse, child abuse, neglect, exploitation, HIV/AIDS, child headed households and poverty, and thus minimize circumstances which give rise to children leaving their homes.
- Strengthen the capacity of families to protect and care for vulnerable children by providing economic, psychosocial and other support.
- Improve the economic capacity of households through short-term interventions such as conditional cash transfers, direct subsidies, and material assistance, as well as longer-term interventions such as improving agricultural efficiency, and facilitating access to financial services offered by micro-finance institutions.
- Strengthen and support child-care capacities. This entails improving the quality and reach of government-promoted efforts to support care-givers through schools, pre-schools and social welfare services, as well as to bring to scale community-based efforts to strengthen support.
- Strengthen and expand existing adoption and foster care mechanisms, create new ones, and support measures to ensure rapid family placement of abandoned infants.
- Strengthen young people's life and survival skills through formal and non-formal education, vocational training and apprenticeships.
- Equip young people's social and interpersonal skills to make informed decisions, and develop coping and self-management mechanisms.
- Place preventive initiatives in areas where children living and working in the street are most likely to come from, such as areas of concentrated poverty.
- Raise awareness in communities to help sensitize community members to the special requirements of vulnerable children and avoid stigmatizing of former children living and working in the street.

Key Strategy 2: Early intervention: Together with prevention, early intervention before the child has been on the streets for a long time is the most likely strategy to be successful in addressing the children living and working in the street phenomenon. Restorative justice system (diversion programmes) should be effected for those young persons who have committed minor offences whilst they are living on the streets.

- Conduct a situational analysis to acquire a common understanding of the factors that fuel the phenomenon, and identify opportunities for mitigation.
- Make contact with children living and working in the street and assess them through street educators, or street-based social workers; each child must be given individualized assessment.
- Offer children living and working in the street flexible alternatives that combine their own perspectives with professional assessment of their needs.
- Encourage the formation of organizations of street and working children to serve as a forum through which the children can express their problems and suggest solutions.
- Provide drop-in centers and temporary Child and Youth Care Centers. These can serve as a first step to leaving the street without compromising the children's independence.

Key Strategy 3: Protection: Children who are already living or working in the street have immediate needs that cannot be ignored and efforts should be made to protect their holistic well-being.

- Offer health education for improving hygiene and nutrition, and for protection from accidents, illnesses, sexually transmitted infections, HIV and AIDS, and substance abuse.
- Many children living and working in the street require professional counseling and emotional support. Make therapeutic services easily accessible to the children.
- Facilitate the provision of identity documents to children living and working in the street as these are essential for access to health and other services, as well as employment.
- All service providers should adhere to inter-sectoral protocols at all levels of government and organizations for children living and working on the streets;
- Provide suitable education and skills development programmes for children living and working on the street.
- Child and youth care centers should provide for the needs of children living and working in the street including counseling, education and reintegration.

Key Strategy4: Reintegration: In principle, reuniting a child with his or her family is the most desirable outcome of an intervention only if it is in the best interest of the child, and if done with the child's active participation. In some cases the child can, as an interim measure, be placed in alternative care such as foster care or residential care. To achieve this, the following are recommended;

- Implement appropriate protocols for reintegration and reunification of children.
- Provide capacity building and empowerment of parents and families to deal with and handle challenging behavior.
- Provide ongoing after care services.
- Where reintegration into formal schooling is not feasible or desirable to the children, vocational training combined with literacy, numeracy and life skills may be considered.

2.8 Review on Previous Studies

Regarding the study on street children and protection for street children, many scholars of MPA, they found that the majority of street children in Yangon are between 11 to 15 years old and born in peri-urban Yangon. The majority of these street children who were involved in crime are between age 11 and 15, illiterate, and live with their parents who are indifferent to their children's criminal acts. Preventive measures to alleviate the street children problem should be carried out by all key parties-the government, UNICEF, UNDP, both national and international NGO, who should work hard in hand to lay down policies to formulate and carry out holistic development programs more effectively. The public should have more awareness of street children issues, Child's Rights Convention and child protection. However, promotions of income generating activities for poor families are most important since street children born out of poverty. Combative measures to tackle street children phenomenon are also important. The majority of street children in Yangon are children working on the street sleep at home but sometimes they sleep on the street. Some street children are school drop outs and some have never been in school. Most of the children, who are working on the street, are living with family members and other relatives in the same house. Due to overcrowding they do not want to stay at home where they do not get an opportunity to play. So they like to live on the streets where they have freedom and plenty of opportunities to play. Some of the children

families do not have separate homes, they whole family lives in small place, a hut or a room or some sort of shelter located at the back of other people home usually found in slum area of big cities. (THIDA AUNG-MPA, 2008)

There is not estimated number of street children over the country. The survey and actions have done in Yangon and Mandalaycity development areas. Some kinds of protections are given under DSW and UNICEF. Missing here is those children in other rural and urban area including remotes areas which are under the administration of Ministry of Progress of Border Areas and National Races and Development Affairs and there are separate programmes for child welfare and development. There should be linkage and cooperation between the two ministries. It is learnt that becoming the street children is mainly caused by poverty, not happy at home and pushed by the parents by beating, scolding and orphanhood and no interest and lack of support by the parents. Because of the poverty they don't get enough food at home for themselves and they also have earned to contribute the income of family. Therefore awareness Programme for the parents should give in those families of the street children including the children themselves for their risk. (YU WIN HTUT-MPA, 2013)

The majority of street children in World Vision Drop in Center are working children on the street and those who are from temporary shelter are interested in seeking education more than others. About (52%) of the street children from temporary shelter are currently attending formal school. Among them (63%) of street children have no parents. Both their parents are dead, when they were very young. Some have contact with their families and majority has no families to contact. World vision temporary shelter has become home away from home for those children and they can try to stand on their own in temporary shelter. The study recommended that it is needed more drop in center in communities, World Vision is not sufficient for all street children. Need more communities' participation and stakeholders and need to raise parental education, because why children drop out from school are because they are withdrawn by parents. If parents have more higher education, they can get higher income and will not need their children to supplement their income. Majority of children from World Vision temporary shelter has no parents (both parents dead). Most of their father are dead due to excessive drinking of alcohol. So health care and health awareness activities upon street children parents are also required. (HTUN MIN NU-MPA, 2014)

CHAPTER III

STREET CHILDREN ISSUES IN MYANMAR

3.1 Situation of Street Children in Myanmar

Every morning various kinds of children who come from different places are begging at traffic points and crowded urban areas of Myanmar. Some are struggling to earn for their daily expenses by finding beer cans, damaged plastic materials and other small things, which can be recycled from the rubbish. Their clothes smell and are dirty, they are generally thin, and are hardly able to survive everyday by living and working on the streets. They face many hazards in their daily life. Among them some have physical injuries from motor accidents, street fights, and harassment from police and staff from YCDC. Others appear hungry, suffering from ill-health and malnutrition. These are street children of Myanmar.

World Vision Myanmar carried out an Evaluation Project on Street Children in Myanmar and published an evaluation report in September 2013. The result of the report explores that, parental situation among children who live with parents and away from parents. Many children have siblings and relatives. There are (4) main reasons which push the children to be away from families, (1) being unhappy at home for having not enough food, parents' quarrels and no freedom, (2) domestic violence mostly by adopted parents and step-parents, (3) being parentless have no relative (4) economic problems of the family. The length of time of children staying or working on the street is 4.4 years. Most of them work as scavengers, porters and street vendors, baggers and their means of daily income is 1,700 kyats. They earn money mainly to support parents and buy things wanted followed by for their own use such as to buy food and to have more pocket money. The unfavorable experiences of living on the street that children expressed are –they are bitten by dogs, always have to be scared that they will be caught, being bullied by older people. For favorable experiences on the street, they said that, they are happy to be with friends, have freedom and without control. The children who live on the street mostly sleep at railway stations, wholesale markets, under porticos and pagoda compounds where police could not easily find them and where no one would bully them. Mostly they sleep with their friends while some sleep alone. Many street children are being bullied by other street children. Some children said they were also bullied by police, municipal workers, drunkards and street men.

Exploration of Children: The labor force participation of children aged 10-14 years is 18 percent among the poor, it appears that many working children are unpaid family helpers. Even where the tasks undertaken by children are not dangerous, work is damaging in that it prevents them from going to school or engaging in recreation and play, and places them under stress. Despite legal restrictions, commercial sex of women is available in Myanmar. Children's exploration for commercial sex is most

often girls, but there are also some boys. Children from considerable proportion of trafficked persons, both within and outside of Myanmar; most international trafficking of Myanmar women and girls to China is for forced marriage; other common reasons for trafficking of women and children are for labor purposes (domestic work, factories, fishing industry, begging, and street vending) and commercial sex work.

Children without parental care: Around 5 percent of children aged 0-17 years in Myanmar are not living with their biological parents, most notably in border areas with high levels of migration. The overall prevalence is certainly higher, considering this data does not include those living in residential facilities or on the street. Parental death is not the main reason for children being without parental care. Two third of those in residential care have one or both parents alive. The extended family traditionally cares for children without primary caregivers but not for strangers. Adoptions rate are low, leaving many children under the care of various types of institutions. (World Vision Myanmar-2013 Evaluation Report)

Government-run facilities for children are far fewer in number than monastic or other faith-based/NGO run facilities. The total number of children in private unregistered institution across the country is not known. Residential facilities generally just meet the basic needs of children in their care. There is limited understanding and prioritizing of reunification and reintegration of children into the family environment.

3.2 The Government, Social Welfare Services in Myanmar

The Department of Social Welfare is carrying out social welfare services under the guidance of the Ministry of Social Welfare, Relief and Resettlement and also carried out as a national focal point. The main function is to implement the social welfare programmes under the policy guidelines laid down by the State. The Department of Social Welfare plays a vital role in caring normal children as well as protecting children especially for children who are in difficult circumstances such as orphans, destitute, abandoned, street and working children. There are three categories of Early Childhood Care and Development Services such as residential nurseries, adoption services and pre-primary/day care centers.

Table 3.1 Centers based Services for Children

Sr. No	Particulars	Total Numbers
1	Residential Nurseries for abandoned children	6
2	Day Care Centers	41
3	Pre-Primary Schools	21
4	Voluntary Pre-Primary Schools	789

Source: Department of Social Welfare

With a view to ensuring development of socially disadvantage infants and young, children, the DSW established six Residential Nurseries which provided

parental love, care, health and nutrition to orphans, destitute, abandoned and socially distressed children of both sexes ranging from the newly born to those up to age five and beyond which they are transferred to respective social welfare training schools for boys and girls where they are further provided with appropriate facility for their better future. The DSW provides “Adoption Services” for those who are under its care in the Residential Nurseries to have an opportunity to grow up and develop in a normal home environment with full legal rights under the 1941 Registration of Kittima Adoption Act. According to the teaching of the Lord Buddha, children are precious and treasured gems and those who receive the love, tenderness and care of adults and who develop into promising citizens of the community.

Children are regarded as the most important national resources for human development. Hence, the highest priority is being given for their welfare and development. The government of the Union of Myanmar has started child welfare services since 1949. Early childhood care and development services are provided with the aim of improving nutritional and health status of the children, laying a sound foundation for proper psychosocial development reducing incidence of mortality and social dropout, and enhancing the capacity of the mother to look after the health and nutrition needs of their child. Child welfare services include Residential Nurseries and Pre-primary schools, Day care center and adoption service. Residential nurseries are the center for providing services to orphans and abandoned children of both sexes from the age between 0 and 5. Services provided to these children are institutional care, pre-primary education under the Registration of Kittima Adoption Act. There are six Residential Nurseries in Myanmar which are located in Yangon, Mandalay, Magway, Kyaingtone and Mawlamyaing. Pre-primary school day-care centers are providing services such as early childhood development activities, nutritional care and pre-school education. Provision of pre-primary schools is being made with the objective of enabling working parents to contribute more fully towards boosting the productive power of the country and providing the children with grounding in life with full opportunities for physical, emotional, intellectual and social development. With the growing number of working mothers, the need of pre-primary school is becoming evident.

Since 1991, the Department has been implementing on the Early Childhood Development Project, with the assistance of the UNICEF. Related with Myanmar Child Law (1993), the Department of Social Welfare is taking care of children who are in need of special protection and juvenile delinquents through institution based and community based programmes. Children who are in need of special protection such as orphans, street children, abused children, working children and handicapped children are provided with essential social care and protection by the Department of Social Welfare. Similarly, the relevant Juvenile Justice Court undertakes care of juvenile delinquents. Reintegration of these children into their families is the most important part of the institution-based programs. In this regard, probation officers make field visit to wards, townships, families and relatives of the children to monitor progress of their integration. Although orphans, abandoned children, street children and anti-social or criminal children are being take care of protection, provision of

alternative care method, conducting researching, monitoring and assessment of situations. Furthermore, not only and institution-based care but also a community based care of juvenile should be provided.

After Myanmar government enacted the child law in 1993, some international organization have implemented street children programme jointly with Myanmar government. The aims of the Myanmar Child Law are as follow;

- To implement the rights of the child recognized in the United Nations Convention on the Rights of the Child.
- To protect the rights of the child.
- To protect in order that children may enjoy fully their rights in accordance with law.
- To carry out measure for the best interests of the child depending upon the financial resources of the State.
- To enable custody and care of child in need of protection and care by the State or voluntary social workers or non-governmental organizations.
- To enable a separate trail of a juvenile offence and to carry out measures with the objective of reforming the character of the child who has committed an offence.

The rights of the child related to street children, the state recognized that every child has the rights to survive, develop, protect and care and to achieve active participation within the community. In Myanmar Child Law, Chapter VIII section 32 mentions the types of children who need the protection and care of the State. The subsequence section 33 and 34 explain how to do so. The following is a child in need of protection and care.

- One who has no parents or guardians.
- One who earns his living by begging.
- One who is of so depraved a character that he is uncontrollable by his parents or guardian.
- One who is in the custody of a cruel or wicked parents or guardian.
- One who is of afflicted with a contagious disease.
- One who uses a narcotic drug or a psychotropic substance.
- One who is determined as such from time to time by the Social Welfare Department.

3.4 Street Children Program Provided by NGOs

(A) One of the NGOs actively participating in handling street children phenomenon in Yangon is the Young Women Christian Association(YWCA). It has initiated some programs and projects to help street children. The project is implemented by YWCA in cooperation with UNICE project officer and relevant representatives from the Department of Social Welfare. In 1996, it carried out a three year project to establish a drop in center for the street children. This drop in center called Garunar Yeik Nyein, is jointly established by YWCA with UNICEF and another NGO namely Care Australia. The main objective of the center is to provide protection, rehabilitation and development of street children. In 2006, YWCA started a second project planned for three years (2006-2008), namely Development of caring for vulnerable children. This project is located in three division, Yangon, Bago and Mandalay targeted vulnerable children (4-18) years old of both sexes on the street. A drop in center has been set up in South Okkalapa Township to provide care and support to street children and working children. Also in Pyay (Bago Division) a drop in center has been set up in Sin Su Ward near Aung Mingalar Market area. These centers provide health care, nutrition's meals, non-formal education including life skills, information on the child protection issues, child rights and a place for them to rest and play. The center is opened at a rented house from 9:00 am in the morning and until 5:00 pm in the evening. The center feed children with nutritious meals when children come to the drop in center. Basic literacy, numeracy and life skills training are given to children at the center using active role-plays, singing, game etc. The curriculum and workbooks are used from the Non-Formal Education (NFE) program developed by the Myanmar Literacy Resource Center(MLRC). The activity offers nutrition, education, moral lessons, awareness on HIV/AIDS and usage of drugs and protection against harmful elements for that may arise in their work areas. A volunteer's medical doctor visits the center to provide medical checkup for children and care for children. Children are also taken to a dentist for checkup. If a child found to be seriously ill, he/she is referred to concerned hospital or medical centers by informing the local authorities and is assisted in every way for the child recovery. Multidisciplinary resource persons are invited to the National YWCA to give talk shows on child protection, child rights and on preventive measure on communicable/common diseases, HIV/AIDS, trafficking and drug abuse. Trained staffs from YWCA provide parental education twice a year to parents on family care and management, home-based business management and health education.

Psychosocial care and support to children and families are also provided by the social workers during their visits to the communities to build up their morals and trauma.

(B) Tdh (Terre des homes) is working for the health and protection of children. Terre des homes is actively engaged in protecting children against exploitation, abuse, trafficking and violence. Children with no parental protection, especially street children and orphans, are particularly exposed to these dangers. Through reintegration with their family, school or a professional activity, Tdh gives them new future perspectives. Tdh also provides psychosocial and social assistance to children in times of conflict or natural disasters. Within the scope of its 'justice for minors' programmes, Tdh provides legal and social support to children in conflict with the law. In addition, each Tdh project has a system to prevent the abuse of the children within it and to swiftly take the necessary legal steps should this however occur. Terre des homes reintegrates children in their families or in the community, boys and girls who have been living on the streets and were shut away in retraining centers in the Yangon areas. Since January 2011, Tdh could reintegrate 74 youngsters in stable situations. The Myanmar authorities reckon that these youngsters should not be living on the streets and so they are frequently placed in State institutions without social or legal representation. Unless claimed by their parents, they are taken away from the streets in this way, but are lonely and far from their families. Terre des homes wants to break with this custom by creating alternatives to these detention centers that are far from being adapted to the good development of the youngsters. Tdh contributes to the training of personnel in training centers run by the Department of Social Affairs in Yangon area. Tdh searches out the families of the young detainees from the training places and evaluates their chances of school and community reintegration.

(C) Ratana Metta Organization (RMO) is a local non-profit and non-political organization, started its activities with prevention of HIV/AIDS by conducting advocacy, multiplier training to the community. RMO extended child protection activities for orphans and vulnerable children. In 2008, RMO implemented relief and rehabilitation project in Yangon and Ayeyarwaddy Region for disaster of Cyclone Nargis Victims. Presently, RMO is implementing health, child protection, vocational and livelihood activities. RMO focused on three sectors such as child protection, health and livelihood. RMO has been an implementing partner of UNICEF since 2005 for child protection and Child Care. Presently, RMO is cooperating with UNICEF for Child Protection Project in Yangon, Myitkina (Kachin State), Taunggyi (Shan State), Pyaw (Bago Region) Laputta (Ayeyarwaddy) and Myin-Gyan (Mandalay Region). The activities include child rights, child protection, health care support for children, seed fund for the community income generation and reintegration support for children affected by armed conflict. RMO has opened a Drop-In-Center for street children in Patheingyi Township, a capital city of Ayeyarwaddy Region. It is funded by Kadoorie Charitable Foundation and European Union and it is working in cooperation with Marie Stopes International (MSI) and Myanmar Nurses and Midwives Association (MNMA). There are daily average of about 40 children at center who are provided with hygiene support, nutrition, health care treatment and lunch from 9:00 am to 3:00

pm. During the day, they are given non-formal education, health talk, moral lessons, TV/Video information and entertainment. Their families were provided with nutrition support and micro finance for income generation. Children who wish to attend regular class on school are given school support including school fees, uniforms and stationary. Vocational Training center project in Yangon and Pyay have been opened for youth for the basic vocational education. RMO also provides legal assistance for vulnerable children in collaboration with lawyer and local authorities.

(D) United Nation Children's Fund (UNICEF) supports to street children and children who are without parental care. There are residential facilities managed by the government, faith-based organizations and NGOs. It is estimated that there are more than 30,000 children living in some kind of institutional care. Most children are not truly orphans as they still have at least one living parent. Children are often abandoned or placed in institutions for the purpose of education. UNICEF has helped develop policies on alternative care and standards related to the protection and care of children placed under residential facilities.

UNICEF developed new strategies and action plans on alternative care, as well as community based psychosocial care and support for vulnerable children, including the minimum standards of care and protection for children in institutions, in consultation with government and NGO partners. Almost 3000 orphans and vulnerable children have received community based child protection, care and support, through UNICEF collaboration with NGOs. UNICEF also provides technical support on juvenile justice and legal protection. UNICEF in collaboration with the Supreme Court conducted trainings. Approximately 58 judges have been trained impacting on court procedures in Yangon and Mandalay. Moreover, UNICEF is coordination with the Ministry of Labor let to the drafting of Minimum Standards for the protection of working children. And to conducted workshop in Yangon and Mandalay for to review the minimum standards. The workshop have resulted in strengthening commitment among key stakeholders on the rights of working children and the implementation of the minimum standards for regulating work and working conditions in both formal and informal employment sectors.

CHAPTER IV ANALYSIS ON CASE STUDIES

4.1 Survey Profile

The real life case stories of twenty children, who are the age between 15-19 years, were selected as case studies for street children life paths, their dream and mechanisms. The survey covers various locations from street children, who are living in the Shwe Chin Thae Child Development center, received proper support and caring from the non-formal development center in Shwe Bo Township. The study was conducted in May and June 2018. The cases reflected interesting and unique characteristics of street children phenomenon and the specific reason that have driven children from home.

Table 4.1 Number of People Interviewed at each Survey Area

Interviewee	Age Group	Male	Female	Number
Street Children	15-19	13	7	20
CSOs	30-55	2	2	4
INGOs	35-45	1	1	2
DSW	35-45	1	1	2
Total				28

Source: Field survey

4.2 Survey Design

This study aimed to identify the street children essential needs and to study the policy and involvement of government, INGOs and CSOs in responding to street children problems and services. The data used primary and secondary approach and conducted qualitative and destructive method. The two questionnaires were developed and one for street children, and another one for government, NGOs and CSOs. The qualitative of the real case study by collect face to face interview by using semi structure questionnaires. (Appendix-A)

4.3 Survey Data Analysis

The analysis of the study is found that the government is the main actor to implementing the policies and strategies to eradicate poverty and to alleviate the problems with the help of NGOs and CSOs play a major role in responding to the problem. Participation of children, families and communities will need to focus more strongly on sustainability, and will require continuing interventions such as direct welfare services for street and working children, support for their family. Street and working children drop-in centers and hostels establishment is a must by the

government and respective NGOs and also CSOs. Moreover, long-term care services provide a family like atmosphere for children who showed the potential to become stable and productive in society and tremendous positive changes have been observed in the lives of these children. The prevention and protection of the rights of the child were not only an international obligation but also an indispensable investment to secure future.

4.3.1 Main reason of moving to Shwe Chin Thae Child Development Center

Street children move to Shwe Chin Thae Child Development Center because they got food every day, safe space for living, they have a chance to study, and the main important thing is they can help each other in the child development center. Moreover, children move to child development center because they felt insecure at home because of domestic violence.

I got on a train to Mandalay and did not know how to get down. I was young and I was roaming about with my friends from the ward, walking and eating lunch from bowls. And I dropped in at home, left the bowl with mother and went on with friends. Other children proposed to ride on trains and I got on a train together with them. Later, I did not know where and when other children went down and I was left by myself on the train and I stayed on. When I arrived in Mandalay, I met with those children who were garbage collectors. I went along with them to Pha Yar Gyi (a famous pagoda in Mandalay). There we ran into the police. They arrested us and took us on the blue garbage truck to the training center. The center we arrived first did not accept girls so I was sent to the center for girls. I was not happy in the center because I got lot disciplines, so I ran away from the center and met with other street children. They told me, to go Shwebo and it have many street children living in monastery namely Shwe Chin Thae. They told me, if you want to stay, you can explain and ask monk and stay, it's ok and fine. I was afraid and thinking do I want to stay or not. After that, the monk call us and give suits, I now dare to talk to him. Otherwise, I dare not talk or stay. I came here along with other children.

Here, I did the work assigned by the teachers. When it was my turn to cook, then I cooked and I also called the children to help. Here, I started studying and I did were asked to read, I came to know that some words were wrong. So, I had to study again and I was glad that I was learning more. I learn sewing, when sewing I was glad to see my product. At first, sewing was difficult. I was frustrated and left it and did not go the classroom. The teacher asked me why and I said that I did not handle the machine. She said, you will get it as we will teach you. So, I went for sewing class again. I had to use that machine and sometimes, when it became tedious, I got tired and got angry. Sometimes, when it was finished in a while, I was ok. The teacher said, now you can see a bit and can do cutting a bit. If you know how to do cutting, then you can draw your own design and make dresses. I thought, I have gained the skill for sewing. I went to be designer and wan to open tailoring shop. If I have enough money I will open a shop.” (The girl- 16 years)

I do not know my age as I was not old. It has not been long that I am on the street. Just one week. Previously when I ran away, father came to get me back. I went

back and ran away again. It goes on. I do not stay with my father because he beats when he was drunk. Just for nothing, he just beat, sometimes tying me up. He has new wife. My step mother as it was not proper to sleep all together; I slept separate and even than he mistook us. I shouted father, it is me and then only he left. That is why I do not want to stay home. When he beats, he beats good. He beat me when I was young and when I grew older too. When I was young, he beat me so bad that I was hospitalized. At the time, I did not know how to cook. I spilled the rice pot. He peeled off my nails and the neighbors told him not to beat the children that much and reported him to the police. He was in the lock-up for one week. My mother died when my younger brother was still young. She died in Pharkant. She got malaria, had the letting out bad blood (the traditional method for treating fever) and died. Father did not send me to school. But, I know a bit. I learn it in Pharkant. There were four siblings and one died. The eldest brother was married. He called me to stay with him but I did not want to. I do job at the market such as carrying water, clearing the garbage but these are not regular. I got 1000, 2000 and sometimes 2500. (The girl-18 years)

When was I born? I don't know. I know it is the first day of new moon of Pyarso. I think I am 18 years old. I have 8 siblings, one elder and six youngest sisters. No one went to school. Father is a trishaw driver and, when he is at work, neighbors look after the children. One sister got married. Brother is in jail for suspected motorbike theft at the time of Marshal Law. With Marshal Law, he did not follow the rule not to be out of home after 10 pm. He was out at that time and he was with someone motorbike. Before that, he did garbage collecting and worked on the water distribution car. With water distribution car, he got 3000, sometimes 5000. With garbage collection, he got 2000 or 3000. Now, he is in jail and mother is also dead. He is the eldest and then the next one is me. I am now in Shwebo and I wonder how father and 6 youngest are coping. Well they have to struggle. I miss my sisters and brothers. Why don't I stay with them? When father was drunk, he become messy. And mother was no more with us and brother was not home too. (The boy-17 years)

My father bit to me and I don't want to say home, so I married with street guy and we stayed in Mandalay. We were lovers when I was 13 and got married when I was 14. It was not only him. Got separated with one and stayed with another. I got abortion one. I don't want to say in Mandalay. As my sister-in-law was in Shwe Bo, we all four, me and another 3 street kids came to Shwe Bo. When we got here, we went to my sister in law house. She was my brother wife. At night, we came to this monastery, but not straight away. We first stayed at the pagoda compound for two days. Then, someone from here talked to the teachers and we were allowed to stay at the monastery. At the center we have to follow the rules of the center, and on the street, we don't have rules and free. But, living on the street, people look down on us and it is not good for our future. (The girl-16years)

4.3.2 Street Children Program in Shwe Chin Thae Child Development Center

Starting from the year 2000, our Shwe Chin Thae Social Service Group has been operating a library, a free education center, an HIV/AIDS education, care and

support unit and a volunteer blood donation group and now we set up Shwe Chin Thae Child Development Center. In the ward (5) of Shwebo, sandwiched between State Primary School, Orphanage and a Monastic School, there is a slum area, where people live by collecting garbage, begging and collecting donations and contributions. One day, on meeting with the patron monk from the monastic school, we discussed about the children from the slum. "As you open this school, the plastic collecting children from the slum have the chance to education." They don't come "Why" Because they cannot afford the books. What if they were given allowance for that. They won't come. They do not have money for clothes. If we provide that, they have to earn their living. Even if all the necessities were fulfilled, they could not be accepted. The age has to be level for grade. Most of those children are between 12 and 18. Some do not know how to read. Moreover, some are rude, rough and have bad habits. They drink, smoke and chew betel. They play cards. They will not learn properly and they will not fit in with the school children.

From then on, it was discussed about those children who did not get access to education at state school, monastic school or any school at all. Most of these children roamed the street. When deeply scrutinized, these are children not only from the slums but there are is a mixture of children from all over the country-orphans, runaways because parents beat them severely, those who came to live on street with no education, no life skills and just used to household chores, those with disrupted education and those who had home and parents but have to collect garbage due to poverty. The strange thing was that only children were collecting garbage but there were just a few adults doing that. They did not have education and no life skills and then they were no longer collecting garbage when they grew up. After looking into that matter, it was found that there was hierarchy among them giving orders, the young theft becoming big one, and they later became criminals. While interacting with them, it became clear that the way they were brought up was quite different from ours. Most of children had them as rascals and thieves, not as those who have to earn their living on their own on the street and who deserved pity. When these children come in front of the house or shop, there were watched suspiciously or no dog who had not barked at these children. These were bully and abuse among themselves so they always carry some kind of arms. Their mindsets were naturally rough and always aggressive and they usually vandalized in group by smashing the roadside water pots, beating dogs to death and bullying elderly people and drunkards. Their way of living was always linked with violence and they had the habits of cutting oneself by broken glass, knife when they are not happy with something. Blood had become daily necessity for some children. Since these lives are linked with pain, there was no good in the future for any of them if things were to be left alone.

SCTCDC members assumed that if they were given shelter, read and good recognized, treated with warmth, fed, taught to read and good manners, exposed to art and sports to cure their minds, then they might gradually become disconnected with the gang world, their resentment on the society would lessen and their minds might become tender and discussed and decided to given a try in opening the center. Following the decision, it has in touch with the Child Protection Department of

UNICEF and we received training on Child Protection and Convention on the Right of the Children (CPCRC). The training emphasized the issues of children without legal document and it inspired and volunteers. They especially became aware of the psychologically feelings of the children. We went to Mandalay on a study tour to the center for street children by World Vision and UNICEF. Fifteen volunteers attended a training on operating a center at well experienced World Vision Myanmar in Mandalay and after mobilizing street children, Shwe Chin Thae Child Development Center (SCTCDC) was opened on 7th August 2009.

Table 4.2 Number of Children and Youths in Shwe Chin Thae Child Development Center

Age Group	Boy	Girl	Total Number
0-5		1	1
6-10	12	19	31
11-18	37	26	63
19-24	6	2	8
Total Number of Children/Youths	55	48	103

Source: Field Survey

At the beginning, the center was opened only three days a week and the children were on the streets for the rest four days. Even for those three days, they were not regular as they kept wandering, going elsewhere or at the festivals. And as only lunch was provided, they still had to work for their breakfast so the center started at 10:30 am and they were dismissed at afternoon 3 pm to earn for their dinner. When they arrived at the center, they took bath, washed their clothes and they would fall asleep once they lie down. Some children had to be weakened up for lunch. Or some might be sleeping in the afternoon school time. During summer, they had to be out in sun the whole day and then beaten by mosquito the whole night that the afternoon was changed to nap time. With that condition, the time spent with the children was short and the old habits prevailed among them. On the other hand, we got the chance to help them when they were in lock-up for theft, when they went to hospitals for injures, when they were bullied and when they got into fight among themselves or with children from the ward and that boosted their trust in us. When the center was opened 4 days a week, it become easier to handle them and they even requested to stay at the center for the remaining 3 days. As some were already accepted at center when there were police patrols at night or during winter, they were accepted as boarders and three meals a day. At first, they could not sleep on a wooden floor. Though they were accepted at the center, they did not sleep in the building and went on to sleep on the concrete floors in the compound. Those floors were very hot at day times and still hot at nights. It may be because they were used to sleeping on the concrete floors, the platforms and the road.

By staying at the center, they came to realize that there was afterlife for them and they requested to become novices. They thought they were not allowed to do so. By becoming novices, they received recognition by the society as their appearance, manners and speeches changed and, as a consequence of being recognized, their manners improved and they became eager to learn. Allowing them to become novice was found to be a door to the normal society. Before, becoming novice, they could approach just the outside of house compounds to collect the plastic garbage. Once they became novice, they were allowed into the house. Before, they were watched with suspicion, and, on becoming novice, they were invited and given the best food, far from being given leftovers as before. To fit into this situation, they themselves changed their behaviors and manners. After leaving novice hood, they continued the good relation with the society.

Since they had been on the street from the age where they were supposed to be taken care of and guided by the family, some of things accepted as good by the normal society seemed bad for them. For example, they could not accept that we had to clean up the garbage. Maybe because the garbage is their livelihood and they had not stayed at proper house. They would just use things but did not care how to properly store them or value them. And, the older children supervised the younger ones and taught them how to steal and made them steal, such as stealing shoes. There were different offences for different ages. Most of the children were in jail for 3-4 times. They had been tortured in many ways. Hardly a child was left who had not done thieving. There were instances where, just because being touched, a much bigger child hit hard a much smaller child in the face and both of them did not show any emotion on their faces. If given chance, the young ones would hit back at the older ones, such as beating while the older one was sleeping or asking others to beat the older one. They were cool to take the one they beat to the clinic or hospital if needed. They kept fighting and caring separate. These things happened less and less among them with being treated with recognition, respect and warmth, being given proper explanation and being exposed to playing games, painting and singing. They smoked, chewed betel, drank and engaged in sexual activities. Some even had same sex relationship. Their worst was glue sniffing. They sniffed the glue used in plumbing. The glue sniffing was done the whole day and even at night. Because of that, the petty crimes, on the verge of vanishing after the center opened, reemerged. When they were high with glue sniffing, they became rough and reckless. Some even attempted suicide. When they were high and in group, the condition often turned to a dangerous level.

To solve those problems, one doctor working with drug users gave the advice to cut down the time of glue sniffing as to quite glue sniffing was not easy. Based on that, the rule "Not to bring glue into the center" was changed to "When entering the center, leave the glue and take it back on leaving. No glue sniffing in or around the center." The "No glue sniffing in the center" rule separated the children from the center and those still at outside and the glue-sniffers made trouble for those who did not do glue-sniffing. Those who were close to glue-sniffers went with them. The glue-sniffers showed signs of threatening to the teachers. Some threatened to set the center

on fire. By changing the rule, we were able to reduce the glue sniffing time and rebuild the relationship. As the glue-sniffers lost attention to learning, the last of the school-days was converted to 'sports day' and more time for sports was created. Holding running races, creating court for football competition, holding football matches with other schools, allowing them to participate in protest march in the town and making them practice football daily were done continuously, and it was found that drinking smoking, betel chewing and glue-sniffing were markedly reduced. Sports showed them that unity and working in group was necessary for success and they became more united and bullying was reduced. They saw each other's capability and showed mutual respect. For example, when one saw that the child once whom he had bullied was good at sports, he showed respect to that child and stopped bullying him. They became more aware of the effects of drugs on the body and they discussed those issues among themselves and started cutting down on smoking and quitting glue-sniffing. Having the chance to shout the name of their center during marching in the town gave them more self-confidence. By playing football, they came to have the feeling of belonging to the school and identifying themselves as students, by declaring 'our school wins' or 'our school losses.'

One good thing from them regarding themselves as student was that it solved another problem. There was a 10 grade repeater, who became acquainted with them and they were happy, taking pride in being friends with a student. Gradually, that student gained influence over them, with access to misbehave towards the girls. The girls were heard proudly sharing how that student had treated them, not knowing that those were sexual abuses. At storytelling time at night, one girl shared a romantic and sexual tale and the source was discovered to be that student. The stories he had told the girls were all sex tales. After looking into that matter, it was found that he has been asking the children to steal and taking shares from the loot. When we discussed about the student, the children were not accepting our reason so we asked the children to compare how that student treated them and how the teachers treated them. That student even asked them to help him was or take off his shoes and we compared that with the way the teachers treated and valued them. From discussing with them, it became known that the influence that student had on them was the fact that he was a student. In their subconscious, a child being a student was a big influencing force. By installing in them the sense of themselves being students, the influence of that student was reduced and later they came to realize that behaviors of the student was insulting them and they rejected him. As they used to be on alert and could not sleep with ease of mind while on the street, their attention span was short. In the class, they became distracted after about 15 minutes. They are easy to provoke.

Since they were recruited into gangs by older children, there were like gang fights. They had to carry arms against man or dog and these children were not at all the same as ordinary children. They came from a bullying world so they did not trust anyone. These backgrounds were a barrier to teaching. The chance to solve this matter came unexpected. The children were to meditate for 15 minutes before lessons started. When carefully watched, it was discovered that there were children who could not close their eyes, those who closed their eyes but could not keep their bodies still,

those who could not keep their thumbs still, those who were shaking their knees and so on. These children who could not keep still were found to be the ones who were difficult to teach and they were provided with a special program which improved the classroom relationship. If they could keep still doing meditation, they were able to learn properly and they could also perform other things well. In this way, watching them during the meditation became a tool to guide on how to treat them. With meditation, they also began to gain self-confidence and started discussing with reasons. Previously, there was not society for them. With the spectators cheering them at football matches and with the respect they received while in novice hood, they came to have society and others in their lives and their behaviors improved quickly.

The limited hours and the school days had become a barrier to their change of behavior, manners and development. Their mental sufferings have not vanished, just hidden while they were at the school. Especially their psychological wounds could not be ignored. With the 4-days a week system, we had been ignoring to address their psychological issues as we had to emphasize on teaching during the limited time we had with them. At the same, our teaching system was weak in handling such kind of children. The children were still exposed to the outside world and still indulging in bad habits of drinking and glue sniffing. The children from Mandalay who just dropped in for a while committed petty crimes. So, we changed to accept boarding children for many reasons. With the new system, teaching was done for 5 days and they did painting, storytelling, sharing (River of Life) and playing sports in the weekends.

The main problem at the very beginning was that, if there were 30 children, there were like 30 classes. If 40 of them, then 40 classes. There were different school days and different catch-ups and different interests. Even now when they can be grouped, there are still 10 classes. They were no much on spire, such that one moment they were in Shwe Bo and next they were in Mandalay. One children heard of a festival somewhere and then she/he was already on the train to go. They did not have a sense of regarding themselves as students, villagers or citizens. They took themselves as street children. Whit this condition, it was not easy to live a normal life in a society. They had to have the chance to learn what interested them. The teachers needed the skills to address this issues. If their interest and the teaching could match and they could master something, then they would have self-confidence and a skill, it would be an automatic link to the society. From there, one could regard oneself as a person. For this, we are now providing them with learning classes and teaching them painting, sewing, baking, computer, arts and also trying for them to get their national registration cards. Without that card, it will still be a hindrance to reenter the society and to have the sense of a citizen for them.

To read this good situation, it is very important that the children value themselves and are valued by others. To achieve these two things, we tried video making and it has been a success. Because we were weak in editing aspect, it was hard for us to continue.

In Myanmar, when there are ceremonies like wedding, birthdays and so on, some of the children go for the video making. In these parties, as the camera and

video men are always at the front at the major places of the ceremony, the children easily gain access to the society. By this, their intent to return to collecting garbage is reduced and they gain a lot of society dealing experiences. Seeing these children handling such equipment also changes the attitude of people towards them as thieves. As far as we come know about glue-sniffing, the children dared not do it while they were in novice hood. They could stay clear off of it. But they were tempted by they smell. On the day they leave novice hood, they would get on the street and started glue-sniffing the same day. If we could arrange for them to enjoy staying at the center, the glue-sniffing on the street can be tackled. As the glue-sniffing still posed a problem, a friend gave advice to give the children something to dream of as to keep their mind away from glue-sniffing and we had tried so since then. After collecting garbage is an independent job and bears good income, it is a good job for the likes of them who were homeless and not trusted and it is a job which can solve their income needs. It is rather difficult to make them work other jobs, for both the employers' and the children. Thus, we have to make the accepted and make them accept others. With these mutual acceptances, we, SCTCDC, with the support from funders and experts, are putting all our efforts for the children to have a suitable survival. We also earnestly appeal to the government to take a census of these street children and those children and those children working at various shops and grant them the citizenship cards as ordinary children, and to provide them with special education, urgent social welfare and safety.

4.3.3 Street Children Programme of World Vision Myanmar

World Vision Myanmar has been operating the Street Children Program in Yangon and Mandalay to address the needs of Street Children from different parts of Myanmar who were working for their living. World Vision Myanmar seeks to provide social service to children in especially difficult circumstances and their families. World Vision drop in centers are available for those types of children; working children, street children of no family contact, street children of street family, children of abusive situation, others (runaway, unknown). Many children come from different part of country to drop in center and they can eat, sleep and earn for themselves. World Vision drop in center provide survival necessities to all the children who come to center for nutrition they are provided breakfast and lunch daily and they get special meals once a week. For shelter they have a drop in center, medical and dental checkup twice a year, daily health care and health education (basic health knowledge, HIV/AIDS awareness, seasonal diseases and others). In addition they are given TV/Video information and entertainment. Their families are provided with nutrition support and micro finance for income generation. World Vision drop in center also provide school support for children. Children who drop out from schools were arranged to be back in school according to their interest. Also they are provided school uniform, other necessities such as stationaries and meeting with school teachers for admission of children back into school. There is also regular follow up to school for children progress. Children who does not want to school, are provided

basic reading, writing, mathematical skills, life skills and CRC awareness activities. World Vision drop in center portrays it early intervention strategy for street children.

World Vision Mandalay also work collaborate with Shwe Chin Thae Child Development Center and support technical such as CRC, Protection and other training. The difference between World Vision and Shwe Chin Thae Child Development Center is, world vision only provide day care center and Shwe Chin Thae Child Development center provide both day and night stay for street children.

It was suggest that, the government should collaborate with NGOs and CSOs for the prevention of street children program because the rehabilitation programme take time and it's very difficult to do changing the behavior of street children. Whatever, the organization support to the street children, if their behavior is not change, it will be difficult to find out the result. Thus, currently World Vision Myanmar is doing for the prevention of the street children. The four things are needed for the street children such as government involvement, financial resources, human resources and technical resources.

4.3.4 The Department of Social Welfare, Policy and Support by DSW

The Department of Social Welfare is carrying out social welfare services under the guidance of the Ministry of Social Welfare, Relief and Resettlement and the main function is to implement the social welfare programmes under the policy guidelines laid down by the State. The social welfare policy which is part of the National Development Policy is conceptually based on equalization of opportunities for vulnerable groups in Myanmar Society.

Department of Social Welfare is carrying out social services through prevention, protection, and rehabilitation measures, children, youths, women, disables, and the aged who are socially disadvantaged groups. The DSW has laid down the work programme on the basis of social integration strategies to provide welfare services to vulnerable groups. The DSW plays a vital role in caring normal children as well as protecting children especially for children who are in difficult circumstances such as orphans, destitute, abandoned, street and working children.

Social Welfare is an organized activity that aims at helping towards a mutual adjustment of individuals and their social environment. The objective is achieved through the use of techniques and methods which are designed to enable individuals, groups and communities to meet their problems of adjustment to changing pattern of society, and through cooperative, efforts to improve economic and social conditions.

The DSW has laid down six objectives. They are as follows;

7. To contribute towards the social objective uplift of health, fitness and education standards of the entire nation.
8. To contribute towards the development of human resources
9. To assist those who are facing social problems
10. To take preventive measure to control occurrence of social problems
11. To turn out voluntary social workers
12. To given assistance to the State in some way by implementation social development tasks and giving social assistance

The DSW is functioning eight difference areas of social welfare services for those who are facing social problems including children, women, and old-aged, disable and socially disadvantage people. These services are (1) Child Welfare

Service, (2) Youth Welfare Service, (3) Women Welfare Service, (4) Care of the Aged, (5) Rehabilitation of the Disabled, (6) Grants in Aids to Voluntary Organizations, (7) Rehabilitation of Ex-Drug addicts, (8) Public Welfare Service. The DSW has been undertaking services just as the national level in those eight areas. These services are consistent with the national welfare policy. To achieve the policy, the department has been divided into four divisions; Administration and Budget division, Child and Youth division, International Relations, Planning and Rehabilitation division.

Street Children activities are under the Child and Youth division. In implementing youth welfare services, there are two main components namely; preventive and protective measure. As preventive measure, there are (70) Youth Centers established in States and Regions with the aim not to become juvenile delinquent. A total number of (7584) youths involve in the activities of these youth centers to be able to prevent wasting their time and spend their leisure time usefully. In order to be able to learn primary education, voluntary primary night schools are opened for the children who cannot attend formal schools for various reasons. There are (89) voluntary primary night schools opened by the communities. A total number of (252) voluntary teacher is teaching to total number of (5842) students. Department of Social Welfare has been providing honorarium fees for voluntary teachers, electricity power charges, fund for furniture, stationary and sports accessories yearly. With regards to protective measure, Department of Social Welfare is carrying out institution-based child protection system as well as community-based child protection system. Department of Social Welfare opens (10) youth training schools and nurtures children who are (8-18) years. These youth training schools are as follows.

Table 4.3 Number of Children/ Youth in DSW Training Schools

Sr. No	Particulars	Total Numbers
1	Nget- Aw- San Boy's training school	531
2	Thanlyin Boy's training school	226
3	Kyaik Wine Boy's training school	81
4	Lashio Boy's training school	50
5	Mawlamyaine Boy's training school	132
6	Labutta-Lu-Ngal-Ar-Mann Youth training school	40
7	Mandalay Boy's training school	349
8	Training school for Girls (Htuk- Kyant)	59
9	Training school for Girls (Mandalay)	50
10	Training school for Girls (Yangon)	100
Total Numbers of Children/Youth		1621

Source: Department of Social Welfare (July 2018)

In these youth training schools, vulnerable children such as children in special protection and care according to Child Law article (32), orphans, destitute children, children in conflict with the law, children with armed conflict, violent, abused, neglected and exploited children and street children receive and care. Department of Social Welfare provides basic needs (food, clothing, shelter), health care, education (primary, secondary, higher education), sports, vocational training such as hair cutting, carpenters, repairing motor vehicle services, center for vocational training (CVT) and education for youth (E4Y)etc. And non-formal education, organized for polite and knowledgeable training, meditation, excursion and social counseling for mental and moral development to reduce youth and children's feeling and stress. And also well-wishers are donating in cash and in kind for youth training earnestly.

Street children have not been forgotten in the government plan with proposals being discussed for big care and vocation training centers in Yangon and Mandalay to help improve the lives of some of the nation's most underprivileged victims of poverty. The government is also making an effort to better understand the circumstances of the homeless, including abandoned old people as well as street children. "What we need to do is under take the assessments, classify the different groups, and provide rehabilitations and offer services based on their respective needs." The plan to provide education, training and health care and personal development programs and would supplement the activities of existing facilities in the two regions in Yangon and Mandalay. It is needed helping and contributions from regional government in terms of land or accommodation, budgeting, experts and

labors as well. The regions had drafted a plan for a project to improve the lives of the homeless, including street children and abandoned old people. The department would like to do more to help street children because of the numbers involved, but there are constraints on what could we do. The DSW provided services to street children but it was limited to those involved in criminal cases. However, the government has draft plan for a huge rehabilitation center in Yangon and Mandalay.

4.4 Identify the Needs of Street Children

To understand the day after day life of street children, it look out street children basic need for all human beings such as food, habitation, work, protection, and health care. This does not mean that people wellbeing's is base in these only five points, there are many other elements and believe that by describing these elements can easily understand how life in the street is.

Street Children Food

Street children food come from many difference sources, they describes here; helping people with their bags, carrying heavy boxes, cleaning the market, some food from people throw away in the plastic bag or boxes, cleaning the market, selling product for a certain person who might have products to sell, etc.

“Every day when I wake up, I try to find some water to clean my face. Then I go to the people on the streets, who selling in the market and I support to them to clean the marking and take to sell for them. After that, I got some food from them to eat. Sometimes, I used to eat food people throw away in the plastic bag. Other time, I go to the people who sell cooked food at the street and asked them to give me have something to eat.” (The boy-15 years)

“To get food me I go around railway station and help people their baggage, sometimes they give to me some money, sometimes not. Some people give me food” (The boy-16 years)

Somehow, it is not every days that street children have a lucky day to find out somebody to help and get something from that. In certain cases sleeping without eating anything is the only alternative they have as a girl says:

“Life is difficult and sometimes we sleep without food, sometimes it is cold and sometimes it is raining. But it is always better than my step mother home.” (The girl-15 years)

Hard Work

Work is an important resource for surviving in the streets. Street children have to work themselves in order to maintain their everyday life. “I do job at the market such as carrying water, clearing the garbage but these are not regular. I got 1000, 2000 and sometimes 2500.” (The girl -18 years)

“I make my living by collecting plastic in the garbage can and sell those plastic bags, water bottle in the shop.” (The boy-15 years)

“I did garbage collecting and worked on the water distribution car. With water distribution car, I got 3000, sometimes 5000. With garbage collection, I got 2000 or 3000.” (The boy-18 years)

Health Care

Health care for street children is still myth and no health care for street children. Their basic source of health care is their knowledge to use natural herb they can use in certain kind of headaches, stomach aches etc.

“When we are sick, we care each other and don’t go any clinic or hospital because we afraid discriminated from health worker, I saw three of my friends dead in the rain way station, may be because of malaria, he come from Hpakhant and we don’t know how do support to him. They dyed and police come and pick them out from the place. When we die we are thrown at the common place, since that we have no family.” (The boy-16 years)

Protection

Protection for the street children also required and needed, some organization provides child protection for children but not included for the street children. The law and legal information also need to develop for child protection.

It is support that the role of policies and legal institution is provide protection for all citizens, promoting human rights and granting stability for everybody. This idea is utopia for street children who have different stories about their relation with the police.

“Sometimes the police came and start bothering with us, they can beat us sometimes without any reason.” (The boy-15 years)

“I was arrested by the police and stay one month in Jail, I do not know why and I don’t do any problems with people. They came to the street and station, then I am sleep in the station. They shouted to me and arrested to me, I am very afraid and never have those experience before in my street life.” (The boy-17 years)

In other cases between them there are situations of extreme violence. Street is not a pacific place and to be physical strong and to be able to fight against each others is an important tool, if not the solution is to buy security from those who are strong enough.

“My friend sometimes drunk and start beating to me a lot, sometimes they take my food. Only Thar Nge is only my best friend, he use to protect me from others, but sometimes he is beaten.” (The boy-15 years)

“Sometimes I get beat up pretty badly by the other kids but that doesn’t matter because I have to be with them to say alive. They protect at times as well.” (The girl-16 years)

4.4 Street Children Dreams and Future Life

The dream for a school

Street Children are human beings as any other person everywhere. They have dreams, for going to school and learn as all children learns, for a better home, for

having family one day and for a better life. Somehow, their dreams are reduced to nothing due to the hard situation they are immersed. They wish to be someone as everybody else. Somehow, the government refers to right for a name, for education, for home, for protection, for support to all children. This is not the reality street children report in their day after day lives. Some religious organization has been helping these children to make their dream real, by teaching them some basic features like reading books.

“I can’t read nor write my name before, but now in SCTCDC, I learnt how to read and write. I attended the school in the center and we have debate, writing article and pomes session every week. So, I improved reading and writing. I want to be a teacher.” (The girl-16 years)

“When I arrived to child development center, I was about 11 years and don’t know how to read and write, and I want to read a book so I try to attend school in SCTCDC and now I can write my signature, read books and journals.”(The boy-18 years)

It is hard to see other children going to school and they even wishing to, they can’t their environment and social conditions do not give them such luck.

“My dream is to have a possibility to get to school, to learn reading and writing. To find a job and have a family which can take care of me. I appreciate other children walking with their parents, but my destiny was to stay her. One thing I know, I will not stay here forever.” (The girl- 15 years)

The dream to have family

Family is one of the most important elements in everybody life. In the family children get protected, loved, and many have basic assistance. Street children also to wish to had family as the report below. It is not just a matter of wishing to go home or to live in the street. These children do not have other choice.

“I would like to have a home, family, mother and father like other children. I don’t know where my home and family. I leave from home when I was too young, like 4 years old and forget my family and where I am from, I don’t know.” (The boy-17 years)

The fear of dying in the street is strong; the need of having a family and somebody to take care of them is common feeling. The main question is why did this happen to them.

“I just keep wondering why my father drunk and beat to me always and where is my mother; my dream is to find a job and earn money and want to buy land and get home with family. I want to be happy one day.” (The boy-18 years)

The dream for a job and support from Shwe Chin Thae

The children have a chance to present in front of the people, when they got technical knowledge, vocational training from SCTCDC. Actually, they afraid to the people and thinking what people will think them, how behave to them.

“Before, I am really afraid in front of people and don’t want to talk with other people. In SCTCDC, the teacher and monk encourage and train to us how to speak

with other people and how to control our mind self. I learn to take became photographer and in the quarter, if there any wedding, ore other ceremony. They call to me and I took good photo for the people. So, I have more confidence to deal with other people and try to become professional cameraman. I want to have a good job and want to earn more money for my family” (The boy-17 years)

The Shwe Chin Thae Child Development Center provide to the street children to get national registration card (NRC) for their future life.

“I don’t have family and I don’t know my age as well, so it’s difficult to get NRC card. In here, the monk support to us to get NRC card. I am very happy because if I have the NRC card, I can apply other job and earn money. Now, I am working in restaurant as a waiter. I got 80,000 MMK per month. I am very thankful to SCTCDC. I have a dream to buy a land and want to live together with my mother in Shwe Bo.” (The boy-19 years)

CHAPTER V CONCLUSION

5.1 Findings

The basic goal for this case study is to understand the actual situation of social work practice for child welfare and the reality of this social work practice concerning to street children in Myanmar. This means beforehand the definition of street children, social work, strategy and why the street children living on the street, concepts which are not universal and which much contextual character. The main aim is to understand the real life experiences of street children life, their experiences, point of view and their perspective. The qualitative method used to understand their daily lives, dreams, hopes and relationship between social services support by SCTCDC and social policies implemented by the government.

This study showed that one of the most common factors influencing children to live on the street is domestic violence associated to the facts that those children are orphans of one or both parents. These factors are deeply associated to other co-related factors such as the situation of poverty of their families, the increasing number of poverty, the institutional incapacity to provide basic services and support to families, etc. It is found that, giving space to the street children to participated in sport activities such as creating court for football competition, holding football matches with other schools, allowing them to participate in protest march in the town and making them practices football daily were done continuously, and it was found that drinking, smoking, betel chewing and glue-sniffing were markedly reduced.

The analysis of the study is found that the government is the main actor to implementing the policies and strategies to eradicate poverty and to alleviate the problems with the help of NGOs and CBOs play a major role in responding to the problem. Participation of children, families and communities will need to focus more strongly on sustainability, and will require continuing interventions such as direct welfare services for street and working children, support for their family. Street and working children drop-in centers and hostels establishment is a must by the government and respective NGOs and also CBOs. Moreover, long-term care services provide a family like atmosphere for children who showed the potential to become stable and productive in society and tremendous positive changes have been observed in the lives of these children. The promotion and protection of the rights of the child were not only an international obligation but also an indispensable investment to secure future. Integrated cross-sectorial policies, national plan of actions as well as cooperation at the nations, regional and international level were important to protect the rights of children living and working on the street. Preventive and protection actions were critical to guarantee the rights of children living or working on the street

and those affected or infected by HIV/AIDS and to ensure their wellbeing and security.

Government should develop effective and appropriate child protection systems and integrated, coordinated and comprehensive responses for all children, including those on the move. The prevalence of chronic diseases, psychosocial problems and development disorders were also being considered. The legal and institutional practice in providing services to the street children also not clear and weak services. Also there is a gap between legislation and institution commitment in providing child protection and child rights. The lack of financial resources, human resources, institutional capacities are in many points of view, the main factors to this situation. Social work training, institutional commitment and practical actions need to be developed in order to provide better life for street children and to reduce their tendency of living on the street.

Many factors may be addressed as possible weakness of this study, such as the facts that it does not have a gender approach, since that its focuses to the street children who are living on the street and link with Shwe Chin Thae Child Development Center, during the survey period, most of interviewees are boy. The lack of information in public institution in child welfare, and many factors made this study may limit.

5.2 Recommendations

According to the study it is recommended that, the government is the main actor to implement the policies and strategies to eradicate poverty and to alleviate the problems with the help of NGOs, CSOs and need to play major role in responding to the problems, participation of children, families and communities will need to focus more strongly on sustainability and will require continuing intervention such as direct welfare services for street and working children, support for their family.

When conducting trainings for the street children, the activities should be provided through children participation due to best interest of each child. Providing literacy, non-formal education should also be in difference levels. Recreation and social activities should also take place in activities. The sporting activities, such as running, and has helped to establish football and basketball competitions with other schools and participation in sporting activities and the teamwork encourages has led to a reduction in bullying and glue-sniffing.

Promoting child participation also important that should be included through child meeting, debate session to express their thought, feeling, emotions and ideas. Most of the street children are not interested in formal education but they prefer non-formal education and teaching aid such as pictures, drawing also attract to attention and interest. Even though the street children are not interested in formal lessons, they like reciting poems and songs. They also remember poems and songs quite easily.

REFERENCES

30. A Civil Society Forum for East and South East Asia on Promoting and Protecting the Rights of Children, Bangkok, Thailand.
31. Aye Aye Myat. (2009). A Study on the role of social welfare programme and provision upon orphans and vulnerable children in Yangon Region, Unpublished MPA research paper, Department of Applied Economics, Yangon University of Economics.
32. Cosgrove, J. G. (1990). *Toward a working a definition of street children, International Social Work.*
33. Ennew. J. (2003). *Difficult circumstances: Some reflection on street children in Africa, Children, Youth and Environmental Journal*, July 7, 2004
34. Factors Influencing Rising Number of Street Children in Urban Centers in Kenya: A Survey of Eldoret Municipality, Kenya.
35. Hautaniemi. P. (1999). *Street Children and multicultural education of Kathmandu Nepal, working paper 5/99*, Institute of Development Studies, University of Helsinki Finland.
36. Hecth. T. (1998). Street ethnography: some notes on studying and being studied.
37. Htun Min Nu. (2014). An Assessment on Street Children Program in Yangon, (Case Study of Street Children Programmes of World Vision Myanmar), Unpublished, MPA Thesis, Department of Applied Economics, Yangon University of Economics.
38. Khin Khin Maw. (2004). A Study on the protection of the essential rights of children in Myanmar, MPA research paper, Department of Applied Economics, Yangon University of Economics.
39. Lucchini. R. (1997). *Deviance and street children in Latin America. The limits of a Functionalist Approach*, Fribourg, Switzerland.
40. Ministry of National Planning and Economic Development and UNICEF. (2012). Situation Analysis of Children in Myanmar, July 2012.
41. Myanmar Centre for Responsible Business Organization. (2017). Children Rights and business in Myanmar, April 2017.
42. National Center for Children in Poverty, Columbia University (research on homeless children and youth/cause and consequences.)

43. NGO Child Rights Working Group Myanmar. (2017). New Child Rights Bill Review and Recommendation Document-2017.
44. Ngwe Htay. (2005). A Study on Child Protection Programme in Myanmar, Unpublished MPA research paper, Department of Applied Economics, Yangon University of Economics.
45. Ni Ni Khaing. (2008). A Study on welfare services for orphans and valuable children in institutions in Yangon, Unpublished MPA research paper, Department of Applied Economics, Yangon University of Economics.
46. Onta, L. (1996). *Street Children, Contested identities and universalizing categories; studies in Nepal history and society*.
47. Panter-Brick, C. (2002). *Street children, human rights and public health: A critique and future directions*, Department of Anthropology, University of Durham, Durham, UK.
48. Payne, M. (1991). *Modern Social Work Theory*, (2nded), Landon, Macmillan.
49. Scott, C. E. (1990). *The Questions of Ethics Nietzsche, Foucault, Heidegger. Bloomington and Indianapolis*, Indiana University Press.
50. Social work practice for child welfare in Mozambique.
51. Strategy and Guidelines for Children Living and Working in the Streets (Department of Social Development-Republic of South Africa).
52. The Situation of Children in Residential Care Facilities in Myanmar (Department of Social Welfare and UNICEF-2011).
53. Thida Aung. (2008). A Study on Street Children in Yangon, Unpublished MPA research paper, Department of Applied Economics, Yangon University of Economics.
54. Tudoric-Ghemo (2005). Life on the street and the mental health of street children, A Developmental Perspective, Dissertation in partial fulfillment of the requirements for Degree Magister in Psychology, Faculty of Art, University of Johannesburg, Johannesburg RSA.
55. World Vision Myanmar. (2001). Creating space for Child Participation, Planning with Street Children in Yangon.
56. Yu Win Htun. (2013). The Study on Protection of Street Children in Mandalay, Unpublished MPA research paper, Department of Applied Economics, Yangon University of Economics.

57. Yumiko Aratani. (September, 2009). *Homeless children and youth*, National Center for Children in Poverty, Mailman School of Public Health, Columbia University,
58. Zar Ni Oo. (2010). A study on Child Care and Protection activities in Myanmar, Unpublished MPA research paper, Department of Applied Economics, Yangon University of Economics.

Websites

8. <http://eurpub.com>
9. www.hrw.org/report/2006
10. <http://www.unicef.org>
11. <http://www.childhoodpoverty.org>
12. <http://www.nspcc.org>
13. <http://www.chp.edu/child>
14. <http://www.nh.gov/children>