YANGON UNIVERSITY OF ECONOMICS

MASTER OF PUBLIC ADMINISTRATION PROGRAMME

A STUDY OF EDUCATIONAL ATTAINMENT OF

STREET CHILDREN IN YANGON REGION

(CASE STUDY ON SOUTH DAGON AND

KAMARYUT TOWNSHIP AREA)

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EMPA - 3 (16th BATCH)

AUGUST, 2019

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A thesis submitted as a partial fulfillment towards the requirement for

the degree of Master of Public Administration (MPA)

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Yangon University of Economics   2017 - 2019

August, 2019

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This is to certify that this thesis entitled "**A STUDY ON EDUCATIONAL ATTAINMENT OF STREET CHILDREN IN YANGON REGION (Case Study on South Dagon and Kamaryut Township Area)**" submitted as a partial fulfillment towards the requirement for the degree of Master of Public Administration has been accepted by the Board of Examiners.

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ABSTRACT

Street children constitute an example of the globally deprived and poor. They are victims of an unequal economic and social system. Even though the case study is for Yangon Region, the chosen area is more hazardous places where most of the street children can be found. 150 street children are selected from two townships by using snowball sampling method and structured questionnaire. This study explores the life and situation of Orphans and Vulnerable Children (OVC) in Yangon. Most of the OVC are poor and living in suburban and slum areas. Caregivers are illiterate or low educated. They work as unskilled labor or odd job workers and their daily income is just sufficient for their daily living. Their common needs for OVC are food, security, health care, education and psycho-social economy. Some caregivers no afford their children's education and most of the caregivers allow the children attend only primary school which is free education by the government, except lower secondary and upper secondary education. Among the street children, some of them are studying at a charity school while working, some of them are chosen to study at the government supported vocational training schools and some of the qualified students have already worked at the various work places.

ACKNOWLEDGMENTS

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LIST OF ABBREVIATIONS

ADB	Asian Development Bank
CBE	Complementary Basic Education
CEDC	Children in Especially Different Circumstances
CFN	Child Focused Network
CNSP	Children in Need of Special Protection
CRC	Convention on the Rights of the child
DSWD	Department of Social Welfare and Development
FGLLID	The Factories and General Labor Laws Inspection Department
HIV	Human Immunodeficiency Virus
INGO	International Non-Governmental Organizations
MCL	Myanmar Child Law
MDG	Millennium Development Goals
MyME	Myanmar Mobile Education Project
NFE	Non Formal Education
NGOs	Non-Governmental organization
NRC	National Registration cards
OVC	Orphans and Vulnerable Children
RRD	Relief and Resettlement Department
SWDAs	Social Welfare and Development Agencies
UN	United Nations
UNDP	United Nations Development Programs
UNICEF	United Nations Children's Fund
WV	World Visions
WVM	World Visions in Myanmar
YCDC	Yangon City Development Committee

CHAPTER I
INTRODUCTION

1.1   Rationale of the Study

Street children are not usually counted, nor subject to census, so their numbers are not known. Different organizations produce local estimates; even conservative figures indicate that there are millions of street children in the region. The problems experienced by street children include homelessness, exploitation, the worst forms of labor, abuse, health difficulties, coercion and control by adult gangs, conflict with the law, lack of education, and lack of identification papers. Their experiences overlap with other categories of children, such as those who are trafficked and those involved in exploitative work, which increases the problems of counting their numbers.

The International Day for Street Children takes place on April 12th. The day provides a platform for the millions of street children around the world to speak out so that their rights cannot be ignored. Street children are one of the representations of the deprivation and poverty in the country. They usually are victims of economic collapse and social inequality. Protection and promoting the life of street children in every way is what every third world country is trying to do. (UNICEF.2005)

The law should strictly protect children who face special problems as a result of abuse, neglect, exploitation or various types of handicaps. Some children conflict with the law to meet their needs and some are in difficult circumstances, especially they don't know what their rights are. Equality for street children must start and they are needed to direct and guide them into the right direction. Children are too often rejected the rights owed to them. Things most of us take for granted, like healthcare, access to justice when harmed, freedom from harassment. This can, and must, change.

Many children come from structurally disadvantaged homes where poor living conditions result in many difficulties. Parent's loss through death or abandonment and/or family conflict or shortage of housing may force children onto the streets. In many cases the move to street life is an adaptive response to the stress and severe oppression experienced by families living in a society of conflict. Thus, the move to

the streets often represents a desire to take control of one's life and displace old values and conditions with new ones. Many visible and invisible factors are associated with the homelessness of children. Some of the main factors are: family breakdown, poverty, natural and manmade disasters, physical and sexual abuse, exploitation by adults, urbanization and overcrowding etc. which in fact force them to spend their life on to street. (UNICEF.2005)

Given the above situation, the Department of Social Welfare together with a number of social welfare and development agencies (SWDAs) and individuals continue to reach out and help these children using different approaches and strategies through numerous community-based programs and services. They aim to provide street children with their basic needs and emotional support, rescuing them from the streets and placing them under protective custody to provide them opportunities for a better life. The continuing commitment of these SWDAs prompted the Department of Social Welfare and Development (DSWD) to establish performance standards on service delivery to street children to ensure quality care and their best welfare and interests. Further, these standards shall ensure that children rescued from the streets are handled appropriately by service providers to achieve the purpose of placing them under protective custody which is to enable them to come to a decision towards a better and a clear direction in life. These standards represent a commitment by the government to build a protective and caring environment for the children.

Moreover, the enormous situation of the street children in the last several years were stated by different scholars in different times and topic of diverse philosophy such as psychological, physical, and sexual abuses, but for several years they were not in societies programmed. They are excluded from economic, social, and political process. However, only few institutions are involving in helping them to sustain their livelihood. This may lead the future of hopeful children as well as the coming generation to uncontrollable bad habits, which have an impact on political (peace), social (norms, culture), and economy (on GDP, GNP) conditions of these countries.

On the other hand, poor trend of sending girls to school and limited job opportunities; it is extremely difficult in order for them to raise their children with the basic necessities, such as food and education. To cope with the ever-increasing financial pressures, more and more children from the low income generating family

are being pushed onto the street. It is also quite common for children from middle class and rich families if they do not meet demand of their child.

The current situation of street children in Yangon, in Myanmar is still existing. The main reason for being street children is poverty. The street children and families are living in slum, suburb and not clean surroundings area. The poverty brings parents down to a situation where they put less emphasis on their children's education. Many children who live in Yangon suburb areas are still need to work at the various restaurants and tea shop to help the families to survive. Due to poverty, some children are school drop out before primary level and over 60% of children are never been in school.

Children are important assets of any nation; they are the future citizens. The destiny of a country depends directly on how its children are nurtured to fulfill the requirements of its society. (UNICEF.2005)

The government and non-government organizations have currently taken some initiatives to combat the street child situation in Yangon. However, the situations of street children still exist. Hence, keeping in mind the misery of the street children the proposal study aims to open a line of sociological inquiry into the world of street children.

This study adds knowledge and understanding to the current situation of street children in Yangon and the services that have been put in place to assist them with reference to the United Nations Convention on the Rights of the Child 1989.

1.2 Objectives of the Study

The objectives of the study are

(1) To identify the current situation of the street children in South Dagon and Kamaryut Township.

(2) To examine educational attainment of street children in South Dagon and Kamaryut Township.

1.3 Method of Study

The method applied in this study is both quantitative and qualitative. The data used in this thesis are obtained from survey conducted in May, 2019 by using snowball sampling method. Data are collected by interviewing and using structured questionnaires with street children of 80 from South Dagon and 70 from Kamaryut

Township in Yangon. Other information was obtained from publication, papers, reports, data of UNICEF, World Visions (WV) and from internet websites.

1.4   Scope and Limitations of the Study

This study focused only street children in South Dagon and Kamaryut Township Yangon. Among the most populated street children, 150 sample children are selected for this study. Targeted ages are between 5 to 17 years, who can read and answer the questionnaires. Under 5 years old and above 17 years old children are not collected in the survey. Primary survey was conducted from May first week 2019.

1.5   Organization of the Study

This thesis 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, Definition of the street children, the global high rises of literacy rates, Orphans and Vulnerable Children, a global movement to build a world fit for children. Chapter three is Protection of Street Children in Myanmar, Child Labor, and Child Protection Systems. Chapter four reveals the Survey Analysis. Finally, chapter five consists of findings and suggestions.

CHAPTER II
LITERATURE REVIEW

2.1   Definition of Street Children

Street children is a term often used to describe both market children (who work in the streets and markets of cities selling or begging, and live with their families) and homeless street children (who work, live and sleep in the streets, often lacking any contact with their families). At highest risk is the latter group. Murder, consistent abuse and inhumane treatment are the "norm" for these children, whose ages range from six to 18. They often resort to petty theft and prostitution for survival. They are extremely vulnerable to sexually transmitted diseases including HIV/AIDS. An estimated 90% of them are addicted to inhalants such as shoe glue and paint thinner, which cause kidney failure, irreversible brain damage and, in some cases, death. United Nations defines Street children as follows:

Children less than 18 (based on how childhood is legally defined in the world) can be males or females. Those who spend most of their time on the street, who maintain minimal contact with their families or have no contact at all, and those who lack supervision, protection or guidance, which makes them vulnerable to a wide range of health and psychological hazards. (Cosgrove, J. G. 1990)

The problems of definition are not limited to identifying the particular locations of street children, which necessarily include places other than the street, given that children may spend time at home, in slums, in back alleys, or in brothels. The street children, as children, comprise a range of ages, disabilities, ethnicities, classes, personal backgrounds and circumstances. Individual characteristics also must be set in the context of particular countries, cultures, and locations, as well as risks, opportunities, social systems, and access to service provision, etc. Children are not passive vessels, but have an effect on and influence other people in their surroundings — they are "social actors" Who are the real street children?   The crucial point is that they all are. Are the street children free spirits, children and

adolescents who have chosen to avoid familial strife, rules and other demands of everyday life? Are they adventurers, the courageous, who take the world for an idea, a fortune or for the simple hell of it? Are they the troubled who can't "cope", or the healthy in a bad family situation, or are they precocious youth, adult like who have outgrown their "stifling" lives? Are they in rebellion or in revolt? Are they pathological? Should we envy their seeming freedom? Should we cry at their obvious exhaustion? Who are these kids and what should be our response to them as individuals, small groups and as a population? Street Children only came into general use following the United Nations year of the child in 1979. Prior to this, street children were referred to as homeless, abandoned or runaways. Common distinguishes into two groups: "children on the streets," and "children of the streets."

When researchers speak of children "on the streets" they are referring to those children who spend much of their time in the street environment, often working. Their focus in life is still the home. A few attend schools, most return home at the end of each working day and still have a sense of belonging to the community in which their family home is situated. A large majority of them maintain some continuing relationship with their families. These are the children whose family support-base has been increasingly weakened and, so must share responsibility for family survival by working on the city streets and market places. The home ceases to be the locus of education or socialization, play, and daily life. Family relationships may be deteriorating, but they certainly exist. Many will send some of their spare income to their families. In some cases, they may not be permitted access to their house until an income quota has been met. (Cosgrove, J. G. 1990)

Children "of the streets" are those for whom the streets have become a home; it is their primary environment for working, playing, sleeping and growing up. They are a much smaller in number, and are socialized outside the school and the family. They have a few conventional contacts with adults, and are often described as being positively adapted and entrepreneurial, despite their difficult conditions. Most authors define street children according to just two characteristics: presence in the street, and a lack of contact with the family.

Street children are those for whom the street (in the widest sense of the word: i.e. unoccupied dwellings, wasteland, etc.) more than their family has become their real home, a situation in which there is no protection, supervision or direction from responsible adults

2.1.1 Diversity of Street Children Lives

For most of human history, socialization and family relations have taken place, to a very large extent, outside houses, and in urban areas, this means in the streets. In much of the world today, it is common to find children playing on the streets .These are not street children. The basic assumption hidden in the term "street" when used in the context of street children is that it refers to the many open spaces in most cities. (Kellert, S. R1997)

Such places include avenues, boulevards, shopping malls, railway stations and bus stations. These are all modern spaces where children are not expected to inhabit, or where nobody should sleep. Therefore, a street child is not just a child on any street but a child out of place, on thoroughfares that are intended for circulation of pedestrians and traffic.

It is generally agreed that one of the outstanding characteristics of street children is the diversity of their lives. Being a street child corresponds neither to a clearly delimited social category nor to a perfectly homogenous psychological unity. This quote from Summing Up reveals this diversity:

Some are sent into the streets by their parents to help support their families. Some have no parents.

Others have taken the momentous decision of leaving home because of parental abuse.

Some live from petty crime: others earn an honest living in the informal sector.

Some are abandoned. Others are simply lost and cannot find their parent.

2.1.2 The Causes of the Departure

Professor Riccardo Lucchini of Fribourg University in Switzerland explained the causes for choosing the street as a home in simplistic manner by using the following scheme. (Lucchini, R.1996)

The causes of the departure are

1. Family disorder
2. Pathology of the child
3. Poverty

The Professor insists that the explanation of the departure of the child into the street goes beyond the framework of a functional analysis. The dysfunctional family and the material constraints cannot be the only motive for the child's departure. He believes that no one can accept to consider violence inside the family as the only reason for a child to go in the street. For a child to leave his family, there also has to be a mediation' of this violence, for example: the mother's attitude plays a very important role in the child's decision to leave home. If she remains passive, the child will leave if she defends her child, he will not seek comfort elsewhere so quickly.

Children in conflict-affected areas, girls from poor rural households and children with disabilities are more likely to be out of school. An estimated 50 per cent of out-of-school children of primary school age live in conflict-affected areas, even though these areas are home to only 22 per cent of the world's primary-school-age population. Sub-Saharan Africa accounts for 44 per cent of these children, Southern Asia about 19 per cent, and Western Asia together with Northern Africa, 14 per cent. Recent household surveys have revealed the negative effect of conflict on school attendance. For example, in the conflict-affected province of Nord Kivu in the Democratic Republic of the Congo, almost one in two children of primary school age from the poorest households had never been to school in 2010, compared to one in four in the province of Kasaï-Oriental.

 In the conflict-affected province of Najaf in Iraq, 27 per cent of children of primary school age from the poorest households had never been to school in 2011, compared to 3 per cent in Al-Sulaimaniyah province. Poverty, gender and location are the most pervasive factors linked to disparities in school attendance in children of primary-school and lower-secondary school age. An analysis of 61 household surveys from developing countries between 2006 and 2012 shows that children of primary-school age from the poorest 20 per cent of households are over three times more likely to be out of school than children from the richest 20 per cent of households.

Among the poorest households, girls are more likely to be excluded from education than boys. Disparities in school participation linked to place of residence also persist. Rural primary school-aged children are twice as likely to be out of school compared to their urban counterparts. In sub-Saharan Africa, only 23 per cent of poor, rural girls complete their primary education. Disadvantaged children, such as those with disabilities, are also at risk.

These children often require education adapted to their needs. However, in many developing countries, such personalized approaches are either deficient or unavailable, which either prevents these children from going to school, or slows their progress. Inclusive education requires increased attention to be paid to children with disabilities as well as those who are more generally marginalized or vulnerable.

2.2   The Global High Rises of Literacy Rates

Over the past two decades, the world has seen remarkable progress in youth and adult literacy rates and a simultaneous decrease in the gap between male and female literacy rates. The youth literacy rate for the population 15–24 years old increased globally, from 83 per cent in 1990 to 89 per cent in 2012. The adult literacy rate, for the population 15 years and older, increased from 76 per cent to 84 per cent. Still, 781 million adults and 126 million youth worldwide lacked basic reading and writing skills in 2012, with women accounting for more than 60 percent of both the illiterate adult and youth populations. (Klapper, L. Lusardi, A., & Van Oudheusden, P. 2015)

Given the fact that there has been little reduction in the number of children out of school since 2007, a final push was needed to ensure that as many children as possible are in school in 2015. Even before the economic downturn, donors had not met the commitment made in Dakar in 2000 that no country would be left behind due to lack of resources. More recently, donors have even been moving away from this promise. Donor aid to education had risen steadily after 2002, peaked in 2010 then declined by 7 per cent between 2010 and 2011.

Alarmingly, for the first time since 2002, aid to basic education fell: from $6.2 billion in 2010 to $5.8 billion in 2011. Low-income countries—which received one third of total educational aid to basic education—witnessed a decrease in aid to basic education, in contrast to middle-income countries where aid to basic education increased. Aid fell by 9 per cent in low-income countries between 2010 and 2011, from $2.1 billion to $1.9 billion. In sub-Saharan Africa, home to over half of the world's out-of-school population, aid to basic education declined by 7 per cent between 2010 and 2011. (Klapper, L., Lusardi, A., & Van Oudheusden, P. 2015)

Global literacy rates have been climbing over the course of the last two centuries, mainly though increasing rates of enrollment in primary education. Secondary and tertiary education have also seen drastic growth, with global average

years of schooling being much higher now than a hundred years ago. Despite all these worldwide improvements, some countries have been lagging behind, mainly in sub-Saharan Africa, where there are still countries that have literacy rates below 50% among the youth.

2.3   Orphans and Vulnerable Children (OVC)

Orphan is a child whose mother (maternal orphan) or father (paternal orphan) or both (double orphan) are dead. This remains the official definition. The 'social orphans' is sometimes used to describe children whose parents might be alive but are no longer fulfilling any parent duties; such as drug addicts who are separated from their children with little chance of reunion, parents who are sick or abuse or have abandoned or largely neglect their children. A child has been abandoned by parents due to economic hardship, migration or social problem is known as 'de-facto' orphan.

The OVC concept generally refers to orphans and other groups of children who are more exposed to risk than their peers. They would be experiencing of;

a. High mortality rate at the age of infant, child and adolescent
b. Low immunization, low access to health services, high malnutrition, high burden of diseases
c. Low school enrollment rate, high repetition rate, poor school performance, high dropout rates
d. Intra-household neglect compared to other children in the household (reduced access to attention, food, care, etc.)
e. Family and community abuse and maltreatment
f. Economic and sexual exploitation, due to lack of care and protection.

Thus, OVC can be defined as orphans or children separated from their parents, living with caretakers with serious problems like illness, disabilities, trauma, substance addicts and abusive habits or have normal families with special needs.

Even well-functioning parents help to cover trauma, disability, behavior problems. On the other hand, OVC can also be classified according to their status of children affected by HIV/AIDS, armed conflict, street children, children living with disability and children in the worst forms of labor etc. It has been brought to the attention that a range of interwoven factors contribute to the increasing growth of OVC.

Many people living in malaria endemic area had been infected with malaria. Parents died   because of living in remote areas far away from the clinic or hospital or

having no money for proper medical treatment charges and thus their children became vulnerable orphans.

There were some couples who married without any plan, soon divorced when they disagreed with each other or when they could not afford to go on keeping a family life. The reasons for divorce generally are frequent quarrels between husband and wife, triggered by the man's ill-treatment of his wife and lack of regular income job for the family. Lack of regular income for family also forced the wife to work outside home and later become a sex worker, which leads ultimately to divorce that ultimately made children vulnerable.

The other cause of children vulnerability is poverty, some fathers feel physically and mentally tired, look for outlet and thus they became drunkards. And finally they died of liver related disease leaving the children vulnerable.

2.4   Children Protection

Children Protection means preventing and responding to acts of violence, abuse, neglect, exploitation and discrimination against children Abused children are at risk or of death and disability, poor mental health, learning problems (including dropping out of school), homelessness, vagrancy and social displacement. They are also more likely to develop poor parenting skills, if and when they have children of their own. (Hyder, T., & Mac Veigh, J. 2007)

Child protection abuses are symptomatic of widespread and deeply entrenched poverty. But poverty alone is not the cause. Exploitation of children occurs in rich countries as well as in poor ones.

UNICEF has defined the following six areas as priority areas for child protection

1. Children in forced or bonded labor
2. Children deprived of their primary caregivers (including orphans children living in institutions)
3. Trafficking of children
4. Sexual Exploitation of children
5. Children in armed conflict
6. Violence against children outside of armed conflict situations (in schools, homes, prisons, orphanages, harmful traditional practices, etc.)

The goal is to develop a holistic programmed for child protection, as opposed to small, ad hoc projects. The process begins with an assessment of the protective environment as it relates to a particular thematic area, measured against an ideal situation. Based on the analysis, a protection programmer is devised. This is integrated into other areas of UNICEF's work and identifies a reasonable number of priorities. Ideally, protection issues are considered at every stage of the programming process.

A growing evidence base has highlighted the negative impact living in institutional care, such as orphanages, has on children. With the right support, and interventions, children can either stay with their families, or be facilitated to live in a safe extended family environment. The increasing trend in volunteering (both international and national) in these facilities compounds the issue and the impact on children. Not only does it encourage the expansion of orphanages, but it also makes children vulnerable to abuse in those areas where regulation is lax, creates attachment problems in children who become attached to short-term visitors, and supports an inappropriate alternative care model.

As the United Nations Guidelines for the Alternative Care of Children Alternative Care of Children highlights, by staffing and funding orphanages individuals are sustaining a model of alternative care that is now globally acknowledged as being inappropriate for children.

Some of UNICEFs concerns about the impact of volunteers on children in orphanages include:

1. Vulnerability to abuse. Residential care center that accept volunteers quickly become the target for those with harmful intentions towards children. Most organizations do not conduct adequate background checks, and allow volunteers unrestricted access to the children.

2. Normalizing access of unqualified individuals to vulnerable children. While many volunteers have good intentions, they often do not realize that they are normalizing the practice of allowing access of unqualified staff to vulnerable children. In addition, normalizing such a practice can also make it easier for potential abusers to gain access.

3. Disrupted attachment. Some residential care centers regularly accept short term volunteers. Children form attachments very quickly which are then broken when the volunteer leaves.

4. Inappropriate behavior from unqualified and unscreened volunteers. Most volunteers are not qualified to work with children and so they have little understanding of how their behavior can impact upon the emotional and social stability of children.

5. Cultural differences. As volunteers are often from different countries, children become socialized to a way of living that can be very different to their own community and heritage. This becomes problematic when children leave the institution and try to reintegrate back into society.

2.5 A Global Movement to Build a World Fit for Children

Throughout history, the world's leaders continually devoting on child development are obviously poised to seeing its achievements. As they committed to fulfill the rights of the child, there were millions of children's lives that were saved. Adoption of the CRC in 1989, the World Summit for Children in 1990 and MDGs in 2000 are significantly embracing the fundamental rights of the children and their possibilities. More children are in school than before and child participation in decisions for their lives is enriched. (United Nations General Assembly & UNICEF 2003)

However, these achievements have been uneven, and many obstacles remain, particularly in developing countries. Thus, the world leaders, in order to create a better future for every child, made a joint commitment and issued an urgent call for A World Fit for Children in 2002 which should be obtained in this decade.

The societies are called upon to join a global movement to build a world fit for children based on the following 10 points:

1. Put Children First
2. Eradicate poverty: invest in children
3. Leave no child behind
4. Care for every child
5. Educate every child
6. Protect children from harm and exploitation
7. Protect children from war
8. Combat HIV/AIDS
9. Listen to children and ensure their participation
10. Protect the Earth for children

A World Fit for Children which reaffirms or reinforces the Convention on the Rights of the Child and its Optional Protocols, the World Summit for Children and the UN Declaration on Millennium Development Goals.

Education is a human right and a key factor to reducing poverty and child labor and promoting democracy, peace, tolerance and development. Yet more than 100 million children of primary school age, the majority of them girls, are not enrolled in school. Millions more are taught by untrained and underpaid teachers in overcrowded, unhealthy and poorly equipped classrooms. And one third of all children do not complete five years of schooling, the minimum required for basic literacy. (United Nations General Assembly & UNICEF 2003)

As agreed at the World Education Forum in Dakar, which reconfirmed the mandated role of the United Nations Educational, Scientific and Cultural Organization in coordinating Education for all partners and maintaining their collective momentum within the process of securing basic education, was accorded high priority to ensuring in 2015 that all children have access to and complete primary education that is free, compulsory and of good quality. The Forum aimed at the progressive provision of secondary education. As a step towards these goals had resolved to achieve the following targets:

a. Expand and improve comprehensive early childhood care and education, for girls and boys, especially for the most vulnerable and disadvantaged children;

b. Reduce the number of primary school-age children who are out of school by 50 per cent and increase net primary school enrolment or participation in alternative, good quality primary education programs to at least 90 per cent by 2010;

c. Eliminate gender disparities in primary and secondary education by 2005; and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;

d. Improve all aspects of the quality of education so that children and young people achieve recognized and measurable learning outcomes especially in numeracy, literacy and essential life skills;

e. Ensure that the learning needs of all young people are met through access to appropriate learning and life skills programs;

f. Achieve a 50 per cent improvement in levels of adult literacy by 2015, especially for women.

To achieve these goals and targets, the Forum had implemented the following strategies and actions:

a. Develop and implement special strategies to ensure that schooling is readily accessible to all children and adolescents, and that basic education is affordable for all families.

b. Promote innovative programs that encourage schools and communities to search more actively for children who have dropped out or are excluded from school and from learning, especially girls and working children, children with special needs and children with disabilities, and help them enroll, attend, and successfully complete their education, involving governments as well as families, communities and non-governmental organizations as partners in the educational process. Special measures should be put in place to prevent and reduce drop out due to, inter alia, entry into employment.

c. Bridge the divide between formal and non-formal education, taking into account the need to ensure good quality of the educational services, including the competence of providers, and acknowledging that non-formal education and alternative approaches provide beneficial experiences. In addition, develop complementarity between the two delivery systems.

d. Ensure that all basic education programs are accessible, inclusive and responsive to children with special learning needs and for children with various forms of disabilities.

e. Ensure that indigenous children and children belonging to minorities have access to quality education on the same basis as other children. Efforts must be directed to providing this education in a manner that respects their heritage. Efforts must also be directed at providing educational opportunities so that indigenous children and children belonging to minorities can develop an understanding of, and sustain their cultural identity, including significant aspects such as language and values.

f. Develop and implement special strategies for improving the quality of education and meeting the learning needs of all.

g. Create, with children, a child-friendly learning environment, in which they feel safe, are protected from abuse, violence and discrimination, and are healthy and encouraged to learn. Ensure that education programs and materials

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fully reflect the promotion and protection of human rights and the values of peace, tolerance and gender equality, using every opportunity presented by the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010).

h. Strengthen early childhood care and education by providing services, developing and supporting programs directed to families, legal guardians, caregivers and communities.

i. Provide education and training opportunities to adolescents to help them acquire sustainable livelihoods.

j. Design, where appropriate, and implement programs that enable pregnant adolescents and adolescent mothers to continue to complete their education.

k. Urge the continued development and implementation of programs for children, including adolescents, especially in schools, to prevent/discourage the use of tobacco and alcohol; detect, counter and prevent trafficking, and the use of narcotic drugs and psychotropic substances except for medical purposes, by, inter alia, promoting mass media information campaigns on their harmful effects as well as the risk of addiction and taking necessary actions to deal with the root causes.

l. Promote innovative programs to provide incentives to low-income families with school-age children to increase the enrolment and attendance of girls and boys and to ensure that they are not obliged to work in a way that interferes with their schooling.

m. Develop and implement programs that specifically aim to eliminate gender disparities in enrolment and gender-based bias and stereotypes in education systems, curricula and materials, whether derived from any discriminatory practices, social or cultural attitudes or legal and economic circumstances.

n. Enhance the status, morale, training and professionalism of teachers including early childhood educators, ensuring appropriate remuneration for their work and opportunities and incentives for their development.

o. Develop responsive, participatory and accountable systems of educational governance and management at the school, community and national levels.

p. Meet the specific learning needs of children affected by crises, by ensuring that education is provided during and after crises, and conduct education

programs to promote a culture of peace in ways that help to prevent violence and conflict and promote the rehabilitation of victims.

q. Provide accessible recreational and sports opportunities and facilities at schools and in communities.

r. Harness the rapidly evolving information and communication technologies to support education at an affordable cost, including open and distance education, while reducing inequality in access and quality.

s. Develop strategies to mitigate the impact of HIV/AIDS on education systems and schools, students and learning.

2.6 Review on Previous Studies

Yu Win Htun (2013) studies the Protection of street children in Mandalay. It was found that a child has been abandoned by parents due to economic hardship, migration or social problem is known as de-facto orphan. Most of the OVC are poor and living in sub-urban or slum area. Caregivers are illiterate or low educated. They work as unskilled labors or odd job workers. Their daily income is just sufficient for their daily living. The common needs for OVC are food security, health care, education opportunity and social economy. It is necessary to understand the complexities of local situation and the circumstances of children, to give a more accurate idea of the scale of the problems to be confronted. The street children in Mandalay need care, concern and encouragement by building positive relationships so they can return home or to go to the child care centers, shelters. No child should therefore be on the street. A child living, working or begging on the street should be reported to the nearest local department of Social Welfare and police station by keeping them off from drug dealers, child trafficking.

Htun Min Nu (2014) stated the street children programs in Yangon through of World Vision Myanmar. It was found that most of the respondents were satisfied with World Vision Myanmar's street children programs included the drop-in center, temporary shelter and non-formal education center. Measurement indicator is happiness of the children from the programs. There should be more drop-in center for early intervention, more temporary shelter for protection and more non-formal Yangon City Development Committee (YCDC). Others appear hungry suffering from ill-health and malnutrition. A World Health Organization (WHO) study found that

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street children suffered health problems including injuries from accidents and violence as well as industrial and environmental poisoning.

CHAPTER III
PROTECTION OF STREET CHILDREN IN MYANMAR

The changing political and social context within Myanmar has created many opportunities to improve the protection of children from violence, abuse, neglect and exploitation. Investing resources in building the systems needed to prevent and respond to child protection issues is critical at this point in time. Whilst important gains have been made and the government of Myanmar has shown strong commitment to ensuring the rights of children are realized, there are still serious protection concerns remaining, including the numbers of children in institutional care, treatment of children in contact with the law, prevalence of child labor, and increasing rates of trafficking, and ongoing conflict and communal violence across the country.

Increasing numbers of children are living in institutional care in Myanmar. UNICEF and the Department of Social Welfare released a report in 2011 on the 'Situation of Children in Residential Care Facilities in Myanmar' that indicated 73% of children in institutions had one or both parents alive, and 50% were brought to an institution by parents or relatives. Formal alternatives to institutional care do not currently exist in Myanmar. Adoption is rarely practiced and is poorly regulated. Absence of options, combined with a lack of family support at the community level, often leads to children being unnecessarily placed in institutional care.

A child may come into contact with the law due to the crimes they have committed, or may have contact with police and courts as victims of crimes. Some children appear in court as witnesses/parties in cases where guardianship and custody matters are resolved. Lack of availability of adequately trained professionals in the justice sector and lack of access to legal representation are some of the most

prominent problems in the justice system that may lead to violation of children's rights at various stages of justice proceedings, inadequate attention to the best interest principle and unfavorable outcomes for children.

3.1   Child Labor

Child labor is highly prominent and visible in Myanmar across both rural and urban settings. Although comprehensive data on child labor is not available, there is a shared understanding by the Government and stakeholders that the issue is problematic. Some children in Myanmar are affected by activities that constitute the worst forms of child labor, such as recruitment of children for use in armed conflict. Children continue to suffer from ongoing conflict and inter-communal violence in the country. The Myanmar national army (the Tatmadaw) and seven non-State actors have been listed by the UN Secretary-General for the systematic recruitment and use of children. UNICEF is engaging these groups to ensure they end this practice. Other 'Grave Violations' are also committed against children such as abductions, the killing and maiming of children, sexual violence, and attacks on schools and hospitals. The situation of forced displacement in Rakhine and Kachin/Northern Shan States has placed boys and girls at disproportionate risk of violence, neglect and abuse, including sexual exploitation, trafficking, and early marriage. Adolescents represent a significant proportion of the displaced populations. They have been underserved in the humanitarian response and have limited access to formal education or livelihood opportunities. (UNICEF (2006/2007) Street kids International (Annual Report). Retrieved

Myanmar is also inclined to natural disasters, such as flooding, landslides and earthquakes, which places children at high risk. Children in emergency areas are deprived of consistent access to basic services, including their right to health, education, and life-sustaining necessities such as adequate and nutritious food, clean water, and hygienic sanitation facilities. Myanmar is currently undergoing significant legislative reform including a review of the existing Child Law (1993) which covers a range of children's rights.

3.1.1   The Main Driver of Child Labor

The major cause of child employment is household financial hardship, with around one-third of Myanmar's households estimated to be living in poverty. ILO interviews with child workers, their parents, and other key informants found a general

consensus that children have an obligation to their families to contribute economically if needed, and this rationale is commonly cited as part of the widespread social acceptance of children joining the workforce. Every household economy plays major role as a contributing factor is seen also in the seasonality of child employment, as the annual agricultural loan cycle means that children are often sent to work when parents have debts to pay. (Nardinelli C. 980 child labor and the factory acts)

Nardinelli wrote that, the study of child labor and the industrial revolution has, paid too little attention to the economic reality of that labor. Child labor can easily be the outcome of family decisions to improve the well-being of children. The important decision with respect to child labor, moreover, may not be between working and not working but between working at home and working away from home. Under the conditions of the early industrial revolution, child labor may well have made children (and the family) better off. (Nardelli C.1990 child labor and the industrial revolution)

Meanwhile, enrollment in the educational system drops off sharply after primary school, around the age of 11 or 12, when compulsory education ends. One reason is that the indirect expenses of staying in school—including costs for travel, books, fees, and often-mandatory private tuition—make secondary education unaffordable for many. After primary school, distance to the nearest school location also tends to increase. Leaving school typically coincides with joining the workforce: one study found that over 90 percent of non-working children were attending school, and just 10 percent of working children were still in school.

The gap between the age when children complete their five years of compulsory education (usually 11 or 12) and the legal minimum working age (14) creates a significant pool of potential underage workers. Most parents do not see a long-term benefit to keeping their children in school, especially given the high cost of enrollment and loss of additional household income.

a. According to the 2015 Labor Force Survey Report 1,13 million children aged 5 to 17 years – or 9.3% of the child population- are in child labor.

b. Just over half of the child laborer's – 616,815 or 5.1% of the child population – are trapped in hazardous work likely to harm their physical, mental or moral development.

c. Most of the children in hazardous work are – 24.1% - are between 12-14 years old and 74.6 % are between 15-17 years old.

d. The 12-14 years age group, tend to work very long hours. Thus 25.8% of the 12-14 years old and 24.3% of the 15-17 years old worked 60 hours or more.

e. Key sectors were child labor occurs are Agriculture (60.5%), Manufacture (12%) and wholesales & retail trade; repair of motor vehicles etc. (11%). (Myanmar - Labor Force Survey 2015)

3.1.2 Myanmar's Child Labor Laws

Child labor laws passed over many decades, beginning in the 1830s, by state and federal governments, forbidding the employment of children and young teenagers, except at the certain carefully specified jobs.

Child labor deprives children and adolescents from a normal childhood, exposing them to moral, health and social risks. It prevents them from education, studying normally and also from developing skills and abilities to their highest potentials. Child labor is a serious violation of human rights and fundamental rights and principles at work, thus representing a barrier to decent work.

Workers under the age of 18 also have restrictions on night work and hazardous work based on a definition of "child labor" as workers either under the minimum working age (13 at the time) or not meeting the legal working hours and conditions for workers under 18, the ILO found that 21 percent of households interviewed in Hlaing Tharyar reported incidents of child labor.

Myanmar laws are somewhat unclear on the definition of a child and the requirements for working conditions for young workers (ages 14-18). Although additional revisions are under way, there is a need for harmonization of laws to ensure consistent interpretation and usage. Meanwhile, even for clear regulatory standards such as the minimum working age, government enforcement is limited. The Factories and General Labor Laws Inspection Department (FGLLID) under the Ministry of Labor, Employment, and Social Security is responsible for inspecting facilities and enforcing compliance with labor laws, but observers report that enforcement is weak.

FGLLID is thinly staffed and poorly resourced, and child labor is not a priority issue due to general societal acceptance of the need for children to work.

Labor inspectors also lack the appropriate tools and knowledge and do not have resources for remediation, so those who do spot potential issues with worker age may choose to look the other way. Although the new government (as of April 2016) is expected to be more rigorous in enforcing rules, it will take time to build the capacity of the labor inspectorate.

3.2   Child Protection Systems

The development of the National Social Protection Strategy in 2014, led by the Ministry of Social Welfare, Relief and Resettlement, reflected a very progressive approach to social welfare. It promotes universal cash transfer programs for pregnant women and children, and for children with disabilities – together with five other "flagship" programs. Social work case management is a key pillar of the National Social Protection Strategy and is an integral part of the national response to child protection. (UNICEF. 2006/2007)

The Department of Social Welfare (DSW) is committed to investing in social work case management through mobilizing child protection case managers at the township level. UNICEF is supporting this effort to ensure that case managers are adequately trained, the reach of government social workers is effective, positioned to go to scale, and is linked with other departments, ministries, and NGO/CBOs working on child protection.   UNICEF's support has resulted in the development of a child protection case management curriculum, and the training of 78 DSW case managers who have been deployed in 27 townships nationwide. The DSW case managers are working in collaboration with NGO case officers to ensure referral and response of child protection cases and access to services. With UNICEF's support, both DSW and NGO staff working on case management have the resources and tools to provide effective social work case management.

One critical part of a good social welfare system is the presence of family-based alternative care options. Seventy-three per cent of children in institutions in Myanmar still have parents. Evidence suggests the number of children in institutions and therefore the number of children who are separated from their parents is increasing. The tendency for tourists to donate to orphanages perpetuates the problem. Awareness raising materials on the prevention of family separation was launched nationwide in 2014. UNICEF also engages closely with DSW and the Ministry of Hotels and Tourism to address the issue of orphanage tourism.

3.3   Reintegration of Myanmar Children

In Myanmar, a great number of children, some of which are as young as six years old, left their home or were separated from their families and now live on the streets. They have to resort to selling flowers, assisting in tea shops, collecting waste material or begging to make a living. Besides the hardship of living alone and providing for themselves, the children are also at risk of physical abuse and sexual exploitation. (Department of Social Welfare YCDC and World Vision.2003)

The Burmese authorities periodically round the children up off the streets and detain them until a guardian comes forward to take custody of the child. If nobody claims them, the police transfer the children to so-called "training schools", which essentially are orphanages or residences managed by the Department of Social Welfare (DSW). Paradoxically, the "street cleaning" and detention may offer the children a way out of illicit activities and underage work. However, the training schools are often not equipped adequately for children and they continue to be separated from their families.

The mission of Terre des hommes is to protect children from all forms of violence or abuse to ensure every child's to health, education and life in Myanmar since 2004.   Terre des hommes (Tdh) is actively engaged in protecting children against exploitation, abuse, trafficking, violence and Victims of war. Terre des hommes works towards reuniting the children with their families or communities.

The staffs of Tdh start from a very early stage to engage with the children to trace where they are from. Hints to their origin can be found through group discussions, drawings and dialogue with the child. If a child's family can be found, the experts of Tdh try to reunite it with his/her family. Younger children are sent back to school by supporting parents with fees or school material. Elder children, above 14, receive vocational training to learn skills that can earn a living to avoid that they rejoin the streets. Sometimes families are also supported with small loans to start a business, employment can be found for siblings or child care can be organized. The aim of Tdh   is to find the optimal solution for each child so the boy or girl has a real opportunity to develop skills and achieve a more stable way of life that can benefit him-/her and siblings as well.

Terre des homes and DSW's social work teams collaborate on family tracing and reintegration activities in nearly 90 townships across all 14 different states and

regions of Myanmar. Additionally, through the close partnership capacities of the DSW's social workers can be increased through in-service training and mentoring in best practices.

Since the end of 2015, Tdh local team supports children who cannot live with their families. Tdh local team offer solutions for them to grow up within their communities like foster families, shared care or supported independent living. Fundraisers from UNICEF USA play with Myanmar children at a primary community's school on a visit to Southern Shan State. Family-based care is the best option for a child. Growing up in an institution is at risk of abuse and long-term psychological damage is not.

Instead of helping street children directly, better cooperate with the organization who are working hard together with families and to ensure the best for the children. These organizations provide a number of family reintegration and support services, including school reintegration, supporting them to be independent and productive citizens and helping to break the cycles of poverty which can lead to family break up. Instead of supporting orphanages, think about donating to the following organizations that work to keep families together in Myanmar.

a) Ratana Metta Organisation (RMO)
b) Yangon Kayin Baptist Women's Association (YKBWA)
c) Terre des hommes (TDH-L)
d) Save the Children, Myanmar

3.4   Strengthening Legislation

Myanmar's current Child Law (1993) defines a child as a person under the age of 16 – a definition that contravenes the Convention on the Rights of the Child. The current law sets the   UNICEF has provided key technical and financial support to amend the Child Law to strengthen Myanmar's obligations with respect to international law concerning children. The Child Law reform tackles areas such as children in need of care and protection, custody and guardianship issues concerning children, treatment of children in the justice system, children in armed conflict, child labor, among others. Minimum age of criminal responsibility at seven years too low in light of international law and best practice standards. These issues, along with many others, are subject to the ongoing Child Law revision process.

UNICEF is contributing to ongoing legislative review and drafting processes around the Anti-Trafficking in Persons Law. Another area of focus is to define norms and guidelines for the counter-trafficking framework based on the understanding of the gaps in prosecution, protection and prevention. UNICEF is carefully monitoring legal frameworks that directly or indirectly affects the child rights situation in Myanmar and provides technical inputs and expertise into legal revision processes.

3.4.1 UNICEF's Calls for Protection and Education of Myanmar Children

On the World Day Against Child Labor, UNICEF is calling for more protection of children Myanmar. More   than 1.5 million children aged 10-17 or 21 percent are working in Myanmar, according to the 2014 census. While the country continues to focus on improving the education system for boys and girls, approximately 50 percent of   secondary school aged children drop out, according to UNICEF. Many of them choose to work, others are compelled to work by the family due to economic reasons, and some are even forced to work, including in hazardous environments.(Costello, S., & Aung, U. T. 2015)

This year, the Day against Child Labor on June 12 aims to draw attention   to children's work in supply chains. Child labor occurs in many occupations, in particular in the rural and informal economies. With a growing economy and increased production of internationally and locally traded goods and services, tackling child labor in supply chains is becoming of key   importance for Myanmar.

UNICEF is encouraged by efforts currently underway by the government to address this important issue across sectors. The draft Child Law, which is currently under revision and will soon advance to Parliament, will strengthen legal protection for children, namely by establishing 14 as the minimum age of entry to employment. In addition, the Ministry of Labor has revised the Factories Act and Shops and Establishments Act, raising the minimum age of employment in those sectors, and is now training labor inspectors on child labor.

The most effective strategy to combat child labor is to prevent children from working in the first place, by tackling poverty and by increasing children's access to quality   education. The Government's social protection strategy envisages universal cash transfers to pregnant mothers and children, and the development of 6000 trained social workers deployed across the country. Resourcing this strategy would help to reduce the number of children being sent to work out of economic necessity

and equip the country with the social workers needed to respond to various household vulnerabilities.

UNICEF further encourages the Government of Myanmar to allocate the necessary resources to the social sectors. Together we can achieve the UN sustainable development goal on decent work and economic growth, which calls for immediate measures to secure the prohibition and elimination of the worst forms of child labor, and to end child labor in all its forms by 2025.

A large number of Myanmar's children have left school and joined the workforce Young workers are a common sight in Myanmar, helping at urban tea shops and construction sites, with domestic chores, and in agricultural fields. Nearly one quarter of children aged 10-17 participate in the workforce, according to the 2014 Myanmar Population and Housing Census. A recent International Labor Organization (ILO) study in the industrial zone of Hlaing Tharyar (in Yangon) found children between the ages of 10-17 working in shops, factories, construction sites, tea shops, restaurants, transport companies, and private households. Many of these children started working before reaching the legal minimum age of 14 (raised from 13 in January 2016). This normalization of child labor continues to damage Myanmar's reputation and competitiveness. The country ranked in the top 10 of 197 countries in a 2014 Child Labor Index that evaluated child labor risk. The United States maintains sanctions on several categories of Myanmar exports because the use of child labor or forced labor is common.

3.4.2 ILO Current Activities and Initiatives

Several organizations have initiatives in place to address various aspects of child labor, including underlying causes such as poverty and education. Some are focusing specifically on priority issues of serious concern such as trafficking and child soldiers. Others are addressing a variety of labor issues in the garment sector, and a few are explicitly working on child labor and young workers. (International Labor Organization (ILO) 2015)

The International Labor Organization (ILO) is engaging with the Government of Myanmar on labor law reforms, including advice specifically on child labor laws. The ILO's Myanmar Project on Elimination of Child Labor (My-PEC) 28 includes pilot projects to test intervention models for child labor, such as incentives for families to send their children to school. The ILO also provides training for

government labor inspectors, employers, and workers on labor issues, and publishes research and guidance on labor practices. An awareness-raising campaign on child labor is also in development that would use media channels to reach the public and also engage schools and communities directly. The Myanmar Garment Manufacturing Association has created a voluntary Code of Conduct for its members, which include nearly all garment manufacturers in the country (around 350). The MGMA's four-year Plan of Action includes the objective of complete social compliance as a baseline for members, with a minimum working age of 15.

UNICEF is supporting the Government of Myanmar in reforming legislation on the rights of the child, including changes in the Child Law and education laws that impact children's access to education and define minimum age of employment for all sectors. UNICEF is also supporting the Department of Social Welfare to develop social work mechanisms, and is working with FGLLID on the development of awareness-raising materials for factories, capacity-building of labor inspectors on child labor issues, and development of monitoring mechanisms. Engagement with wider partners on child labor prevention and remediation programs is also in progress. (International Labor Organization (ILO) 2015)

International and local NGOs such as Save the Children and World Vision have programs that support children in various ways, including through development of the government's social work infrastructure, which would enable case management for incidents of child labor. The Myanmar Mobile Education Project (MyME) provides knowledge and skills training for young workers in the tea shop sector, using a mobile classroom.

The Myanmar Centre for Responsible Business publishes assessments of human rights issues in specific industries that include investigation of child labor practices. Oxfam and Action Labor Rights have published investigative research on labor practices in the garment sector. The Myanmar Responsible Sourcing Working Group is a platform for business to understand and engage on social and environmental issues related to the garment sector, including child labor.

Individual companies have also taken steps to actively work with suppliers to improve their social performance and management of labor issues, including compliance with national and international standards on working age and working conditions. The experience and knowledge generated through these activities provide

important lessons and useful insights to build on for any future work related to child labor in the garment sector.

3.5   Street Children Programs in Myanmar

In Myanmar, UNICEF, World Vision Myanmar (WVM) and Save the Children are well noted child focus organizations. Nowadays not only Government but also International Non-Governmental Organizations (INGOs), Local Non-Governmental Organization (LNGO) and Religious Organization or Faith Based Organization (FBO), are implementing street and working children programmed together. The Ministry of Social Welfare, Relief and Resettlement, Department of Social Welfare opened ten youth training schools for the children who need to protect and care such as orphans, destitute, street children, children sending from court to treat their moral character and children who need to protect and care according to the Child Law.(Costello, S., & Aung, U. T. 2015).

Basically, the department provides these children food, clothes and shelter, giving social methods to develop their moral character, teaching basic education and vocational training, contacting other INGOs and NGOs for their education, national registration card and health care assistance. Now there are (1590) children at these training schools. Moreover, DSW cooperating with Terre des homes (Tdh) has been implementing reintegration process of children from training schools and street children. There are (427) children to reintegrate with their families/guardians from 2011 to 2017, (443) children who attended formal education, (292) children trained vocational training such as hair stylish training, flower decoration training, bamboo training, motor vehicle service training, electrical skill training and sewing training. And then, DSW in cooperation with UNICEF. The Child Focus Network (CFN) has been implementing foster care system in Dala townships, Yangon region and Maha-Aungmyae Township, Mandalay region. In this system, children who can get family type and love and affection from foster parents. (Costello, S., & Aung, U. T. 2015).

Since 1953, the Department of Social Welfare has been operating social welfare services. Regarding Child Welfare Services, (2) residential nurseries, (32) Day Care Centers and (10) Pre-Primary schools were started as center-based services operating in 1962. Although parents take care of their children affectionately in accordance with Myanmar tradition, they are unable to take care of their children all

the time at present due to the changing economic systems and social patterns since women's participation in job placement.

Moreover, some parents abandon their children because of their socio-economic hardship and lack of knowledge. Due to these factors, the more the numbers of abandoned children increase, the greater numbers of children are in need of care and protection. Hence, from 1974 to 1988, the Department of Social Welfare extended the number of residential nurseries for abandoned children to (6) centers, (30) Day Care Centers and (16) Pre-primary schools. During that period, (569) Voluntary Pre-Primary schools were recognized and technically and financially supported. From 1988 to 1997, the Department established (24) Day Care Centers and (20) Pre-Primary Schools. Currently, (5) residential nurseries and (68) Pre-primary Schools and (720) voluntary pre-primary schools are recognized and operated. The former day care centers were renamed as pre-primary schools on 1 August 2003. Moreover, if the private pre-primary schools met the prescribed standards are being recognized since 2006. (Costello, S., & Aung, U. T. 2015)

Since the center-based child care service was not sufficient to meet the all-round development of the children in the country, community-based child care and development service was initiated in 2007. In collaboration with UNICEF (Myanmar), the department started operating community-based mother circles for all-round development of the children under the age of three. Now there are (190) mother circles in (19) townships in regions and states respectively. The trainings on toy making with local materials were conducted in the townships where mother circle projects are being carried out. Due to these trainings, community awareness on father and community involvement is also enhanced for all round development of children.

Moreover, trainings and workshops on capacity building for the caregivers, awareness raising to the parents and community members and establishing voluntary preschools were accomplished with the collaboration of INGOs and NGOs. 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;

   (a) Nget- Aw- San Boy's training school

   (b) Thanlyin Boy's training school

   (c) Kyaik Wine Boy's training school

(d) Mawlamyaine Boy's training school

(e) Mandalay Boy's training school

(f) Lashio Boy's training school

(g) Labutta-Lu-Ngal-Ar-Mann Youth training school

(h) Training school for Girls (Yangon)

(i) Training school for Girls (Mandalay)

(j) Training school for Girls (Htuk-Kyant)

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 us hair cutting carpenters, repairing motor vehicle services, Center for Vocational Training (CVT) and Education for Youth (E4Y) etc. 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. Also, well-wishers are donating in cash and in kind for youth training earnestly.

3.5.1 Vulnerable Children Care Projects in Yangon

Street Children have not been forgotten in the government's 100-day plan, with proposals being discussed for big care and vocational 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.

This approach was taken in order to meet the needs of these children, all of whom are at risk of physical and sexual abuse and general exploitation. This may occur for some in their own homes, which explains why they are on the streets in the first place. Word Vision Myanmar operates drop-in centers and conducts street education for children in both downtowns Yangon. The centers are Negt Aw San, and Htauk Kyant girl training "Street Children" Centers. The Centre in Yangon, the subject of this evaluation report, was Word Vision Myanmar's first direct intervention for street children, and opened in June 1997. By October 1, 1999, this center had

provided 213 children, mostly boys, with a caring, safe place to seek shelter from the street. An average of 70 to 80 children enjoy the center's services each day, and 17 children enrolled in formal school during the most recent year.

Based on the success, Negt Aw San, and Htauk Kyant girl training "Street Children" Centers of the Yangon two Center, a sister center opened in Yangon in May 1999, and by October 1, 1999 had provided services to a further 158 children, with an average of 70 to 80 children sleeping in the center each night. The Center provide any street and working children between the ages of 4 and 16 who comes through their doors the opportunity to benefit from, or participate in, any or all of the following services:

a. Basic nutrition - three meals a day are available at little or no cost;
b. Basic healthcare and emergency intervention if required;
c. Clothing, bathing facilities and shelter;
d. Non-formal education and skill training;
e. School support and lessons supported by employed teachers;
f. Recreation, including field trips and sports competitions;
g. Counseling, family reconciliation and family support, including income generation opportunities. In addition, the project has established a hostel offering longer-term support to children who have no prospect of family reunification and outreach support provided from the local market.

Hidden life, Hidden Voice project being implemented by the World Vision in Yangon Region is focusing on street and working children with the goal " number of street and working children in Myanmar reduced and their quality of life improved." There is a drop-in center where street children can have food for lunch and NFE training hairdresser training, carpenter training, cane & bamboo training, steel erectors training, sewing and embroidery training, and broom training for livelihood purpose. Many children are orphans come to Yangon Region from remote areas for various reasons and have been found to be unwilling to return to their family. Some of them have good attitude and enthusiasm in attending both NFE and livelihood training .For those children, group homes have been created because local authorities do not allow children to sleep in drop in centers. On the other hand, some children live in foster-homes established by the local community people creating an opportunity for those children who are enthusiastic to stand on their own feet in the future.

3.5.2 Yangon Region's Activates

Two kinds of activities done by Yangon Region which are Yangon City Development Committe (YCDC) network and Social Welfare's network activities. YCDC security and custody department is looking after the street children who are begging people for money on the street. Also among these custodies, some infants are sent to War Net Chaung Social Welfare department together with their mother, if some are able to learn, these are returned back to their parents with full reference letter. Moreover, some street children who are neglected by their parents are sent to vocational schools by regional social welfare's program.

Three Youth Training Schools in ThanLyin Township, Kaumue Township and Mingalardon Township. The following table is from ThanLyin, Nget Or San Youth Training School and Htauk Kyant Girls Training School's activities.

Table (3.1)   Street Children being Taken Care and Taught Schools Education

School Name	Primary	Middle	Upper	NFE	Athonn lonn	Total
ThanLyin Youth Training School	23	20	4	55	-	102
Nget Aw San Youth Training School	46	13		14	-	73
Htauk Kyant Girls Training School		10		12	15	38
Total	**69**	**43**	**4**	**81**	**15**	**213**

Source: Social Welfare Department data 2018

According to the Social Welfare Department of Yangon survey, 102 children were transferred to ThanLyin Youth Training School, 73 children to Nget Or San Youth Training School and 38 children to Htauk kyant Girls Training School. There are only selected street children of 23 from South Dagon and 17 from Kamaryut were transferred to these training school.

So, as the above Table South Dagon and Kamarut townships street children are included in the total of 213 street children.

CHAPTER IV
SURVEY ANALYSIS

4.1   Survey Profile

This survey covers various locations of vulnerable children in South Dagon and Kamaryut Townships in Yangon Region. South Dagon Township is located in the southeastern part of <u>Yangon</u> <u>Myanmar</u>. The township comprises 26 yards and three village tracts, and shares borders with <u>North Dagon Township</u> and <u>East Dagon Township</u> in the north <u>Thingangyun Township</u> in the west across the <u>Pazundaung Creek</u>, the <u>Bago River</u> in the east, and <u>Dagon Seikkan Township</u> in the South. South Dagon is one of the new satellite towns founded in 1989 by the <u>military government</u>. The township has 31 primary schools, seven middle schools and three high schools. It is home to the <u>University of Culture, Yangon</u>. Population is 185000 and density is 2300km2. (6100 sq./ml)

Kamaryut Township total area is 6.4km2 and population density of 13087 km2 and 2014census population is 84569.Township located in the north central part of <u>Yangon</u>. The township comprises ten wards, and shares borders with <u>Hlaing township</u> in the north, Hlaing township and <u>Kyimyindaing township</u> in the west, the <u>Inya Lake</u>, <u>Bahan township</u> and <u>Mayangon township</u> in the east, and <u>Sanchaung township</u> in the south. .One of the most prosperous areas in Yangon (a prime up market area), Kamayut is also the "college town" of the Yangon. <u>Pyay Road</u> which cuts across the township is lined with many education and media related institutions such as <u>Myanmar Radio and Television</u> headquarters.

4.2 Survey Design

The study was carried out in South Dagon and Kamaryut Townships. The sample design was used a snowball sampling and descriptive method with a qualitative study was used. The method is used because there is no exact data for street children in townships. This method is non-probability sampling that sampling is drawn from part of the population and close to hand. The target population in this study included all the street children. The required information on various factors were put together and collected through a set of structured questionnaires. The questionnaires included Socio-Demographic data. Main requirement for Street Children and Face with Difficulties. Education level of street children and to overcome and current situation of opinion for street children. The data are collected by the interview and observational study. The respondents were selected by 80 street children from South Dagon and 70 street children by Kamaryut townships. The children from the age 5 to 17 and who have been living or working on street for more than one month in the street were only interviewed. Survey was conducted from first week of May 2019. The information obtained from the questionnaire was coded for analysis and computer software was used for analyzing the data which were presented in the form of tables.

4.3 Survey Results

There were total of 150 street children, 80 from South Dagon and 70 from Kamaryut Township in this study.

4.3.1 Demographic Characteristic of Respondents

This section includes the findings on the demographic and socio-economic profile of the respondents. The street children surveyed are categorized in to five types as shown in the table. (South Dagon & Kamaryut Township)

Table (4.1)   Types of Street Children

Categories	Number	Percentage
Working children on the street	90	60
Working or living children on the street	15	10
Abandoned and neglected children	27	18

Children with street family	10	6.67
Roaming children	8	5.33
Total	**150**	**100**

Source: Survey data

As shown in Table (4.1) the majority 60% are children working on the street. They work on the street and sleep at home but sometimes they sleep on the street. The second highest 18% of children are abandoned and neglected. The other categories are 10% children working on living children on the street 6.67% of children with street family, and 5.33% of children are roaming around street. Some street children in the sample are school drop outs and some have never been in school. Most of the children, who are working on the streets, are living with family members and other relatives in the same house.

According to the following data, there are two types of Street Children who live with their family and who don't.

Table (4.2)   Types of Category of Street Children in Two Townships

Types of Category	No. of Respondents in South Dagon Township			No. of Respondents in Kamaryut Township			Total			
Children with Their---	M	F	Total	M	F	Total	M	F	Total	%
Single parent	7	3	10	5	3	8	12	6	18	12
Grandmother	10	5	15	8	4	12	18	9	27	18
Relatives	8	4	12	5	2	7	13	6	19	12.7
On the street	4	1	5	2	1	3	6	2	8	5.3
Monastery	15	5	20	10	8	18	25	13	38	25.3
Neighbors	5	3	8	10	4	14	15	7	22	14.7
Employer	8	2	10	6	2	8	14	4	18	12
Total	**57**	**23**	**80**	**46**	**24**	**70**	**103**	**47**	**150**	**100**

Source: Survey data   M = Male   F = Female

As shown in Table (4.2), it is shown that 25.3% of the children live in monastery and 18% of Children live with their grandmother, 14.7% of children living with their neighbors, 12% with their single parent. So they always need money and

for their families, 12% of children living with employer, they work at a tea shop as workers, sell flowers on the road, traffic-light railway stations and markets. The general characteristic of the respondents were gender, age, religious and education level of street children in two Township group were South Dagon Township and Kamaryut Township.

Table (4.3) General Characteristics of the Respondents

Category		Number of Respondents		Total	Percentage
		South Dagon	Kamaryut		
Gender	Male	57	46	103	68.7
	Female	23	24	47	31.3
	Total	80	70	150	100
Age Group	5-7 Years	7	8	15	10
	8-10 years	13	15	28	18.7
	11-13 Years	32	27	59	39.3
	14-17 Years	28	20	48	32
	Total	80	70	150	100
Religion	Buddhist	71	62	133	88.7
	Christian	2	3	5	3.3
	Hindu	3	2	5	3.3
	Islam	3	3	6	4.0
	Others	1	-	1	0.7
	Total	80	70	150	100
Guardians	Both Parents	40	25	65	43.4
	Only mother	15	20	35	23.3
	Only father	11	7	18	12
	Orphans	14	18	32	21.3
	Total	**80**	**70**	**150**	**100**

Source: Survey Data

According to the survey data, there is a huge difference between male and female percentage which was 68.7% for Male respondents and 31.3% for females who are street children in Two Townships. As the result, it is found that gender-proportion of the respondents is nearly even in that townships.

Table (4.3) shows that there are four categories of age range concerned with street children as on the above table in two townships, the highest percentage 39.3 of the respondents were age between 11 and 13 years and the number of children in the youngest group 5-7 years was the smallest with the percentage of 10.

According to the Table (4.3) the highest contributions of 88.7% of street children were Buddhist. Christian and Hindu were 3.3% and Islam was 4.0%. Other religion was about 0.7%. Because of the traditional culture and historic record of the Yangon Region, most of the people living in those areas are spiritual beliefs in Buddhism and gradually increased their generations as usual.

It is shown that 43.3% of respondents have both parents and 23.3% of the street children stay only mother and there are from broken family which consists of divorced or their father was pass away. 23.3% of the street children were orphans. Their lives were very poor and among of children were refugees from the war zone.

4.3.2 Main Requirement for Street Children and Difficulties

Following table is the data of respondents who were experienced facing with difficulties and main requirement.

Table (4.4)   Main Requirement and Difficulties

Category		No. of Respondents			Percentage
		South Dagon	Kamaryut	Total	
Main Requirement	Food	14	13	27	18
	Health Care	10	8	18	12
	Defend	10	6	16	10.7
	Education or Vocational	20	19	39	26
	Love	4	6	10	6.7
	Shelter	17	16	33	22
	Clothes	4	3	7	4.6
	Total	**80**	**70**	**150**	**100**
Face with a Difficulties	Underestimate	24	21	45	30
	Discriminate	30	25	55	36.7
	Dog hazard	3	5	8	5.3
	Bully and Exploit	10	12	22	14.7
	Police & other's custody	13	7	20	13.3
	Total	**80**	**70**	**150**	**100**

Source: Survey data

The main requirement of the street children is the Education or Vocational training which showed the highest percentage 26%, but they are unable to attend

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school because they have to work to support themselves. Many Street Children are discriminated which showed the highest percentage of 36.7% as face a difficult and 30% are underestimated by other people. They face stigma and discrimination as they are labeled as criminal vagrants.

Table (4.5)   Causes for being on the Streets

Causes for being on the Streets	South Dagon Township	Kamaryut Township	Total	Percentage
Poverty	45	35	80	53.3
Neglected	17	15	32	21.3
Broken Family	12	14	26	17.4
Lack of Shelter	6	6	12	8.0
Total	**80**	**70**	**150**	**100**

Source: Survey data

Table (4.5) shows that poverty is the main case for being on the street which was 53.3% and this is due to the street children' family insufficient financial support. 21.3% was due to being neglected and become hungers, 17.4% was because of broken family which consists of divorced parents, unemployed and an irresponsible alcoholic father and an illiterate mother. Moreover, parents are generally commercial sex workers and drugs users. 8% are lack of shelter or slept on the road side, platform and another places. According to them, their shelter is located in slum and surrounded by polluted water.

Table (4.6)   Times Spent on the Street and Reason for Leaving Homes

Category		South Dagon		Kamaryut		Total	Percentage
		Number	**%**	**Number**	**%**		
Times spent On the Street	6 months - 1 years	17	21.3	15	21.4	32	21.3
	1 - 2 years	25	31.2	17	24.3	42	28
	2 - 3 years	15	18.8	13	18.6	28	18.7
	3years and above	23	28.7	25	35.7	48	32
Total		**80**	**100**	**70**	**100**	**150**	**100**
Reason for leaving homes	Family Problem	30	37.5	24	34.3	54	36
	Domestic Violence	18	22.5	15	21.4	33	22
	Insufficient Food	20	25.0	11	15.7	31	20.7
	Peer Pressure	7	8.8	12	17.1	19	12.7
	other	5	6.2	8	11.5	13	8.6
Total		**80**	**100**	**70**	**100**	**150**	**100**

Source: Survey data

As above Table 32% street children spent time on the street which was the highest percentage. 18.7% street children spent 2-3 years' time on the street and that was the least of the percentage.

For the reason of leaving home, 36% of the respondents encountered with family problems and most of them live in urban of slum area. Their income was not regular and insufficient.

By interview the street children following data revealed about how the street are earning for their living and their resting place.

Table (4.7)   Types of Current Jobs and Resting Places

Category		South Dagon		Kamaryut		Total	Percentage
		Number	%	Number	%		
Occupation for Survival	Un skilled Labor	23	28.8	17	24.3	40	26.7
	Beggar	25	31.2	25	35.7	50	33.3
	Collect Bottle	32	40.0	28	40.0	60	40.0
	Total	**80**	**100**	**70**	**100**	**150**	**100**
Resting Places	At home	25	31.2	27	38.6	52	34.7
	On the Street	13	16.3	14	20.0	27	18.0
	At the Monastery	20	25.0	15	21.4	35	23.3
	At the Working Place	22	27.5	14	20.0	36	24.0
	Total	**80**	**100**	**70**	**100**	**150**	**100**

Source: Survey data

As per above the Table (4.7), Occupation for Survival, it showed that the highest number of 40.0% collected bottles in two Townships. Many of the street children collect used drinking water bottles and sell them for their living. The highest number of 34.7% of street children's resting places was living at home. But their own home and shelter are located in slum and surrounded by polluted water.

18% of the children are on the street, platform and other places. Most of them are sleeping on the road side, under old car, under small shop, bus shelter, market and anywhere.

4.3.3   Educational attainment of Street Children

All children must study at school. The same case also applies to street children. However, they spend most of their time on the street to earn a living. Among them, they cannot access a decent education both formal and informal, including family education. The parents have important role to allow them to obtain education and protect them. But some parents though that education is less important because attending school is such a waste of money and energy and that education is only who can afford it. Children cannot help their family if they choose to attend the school, and they have low parents' education level.

But some street children still want to attend school to get a decent education.

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Table (4.8) Street Children Education in Two Townships

Education Level	South Dagon		Kamaryut		Total	Percentage
	Number	Percentage	Number	Percentage		
Primary School	35	43.8	25	35.7	60	40
Middle School	25	31.3	18	25.7	43	28.7
High School	5	6.2	7	10	12	8
no Education	15	18.7	20	28.6	35	23.3
Total	**80**	**100**	**70**	**100**	**150**	**100**

Source: Survey data

In terms of education level, it is found that nearly half, 40% of the respondents were in primary school level and 28.7% were in the middle school level. High school level attained 8% but now they are dropped out from government school. The respondents with no education or never been in school were 23.3% of total respondents. That was because family background are poor and they need to depend upon the all family member job income and some of the street children leave their home and which become broken family, so that family support is the most important in literacy.

Table (4.9) Street Children Attended of Schools Types

School	No. of Respondents		Total	Percentage
	South Dagon	Kamayut		
Government school	54	40	94	62.67
Religious school	6	7	13	8.67
Informal school	15	10	25	16.66
No answer	5	13	18	12
Total	**80**	**70**	**150**	**100**

Source: Survey data

According to face to face interview with street children, the highest percentage of 62.67 % is the government school and included of the primary school, middle school and high school.8.67% of religious school and 16.66% of children are informal school, there are less restrictions but eventually dropped out too. 12% of street children are no answer and they were no attended of the school.

4.3.4 Charity Helping Street Children Education

The street children who are studying on the sidewalk 80 from South Dagon and 70 from Kamaryut.

Below the survey data, the charity group taught around 10 children from Kamaryut Township under Kamaryut Hledan Bridge and around 15 street children in South Dagon Municipal Compound. They call sidewalks education or informal education.

Table (4.10)   Sidewalks Education Teaching

Category	South Dagon Municipal Compound	Kamaryut Hledan Bridge	Total	Percentage
Sell flowers	3	5	8	32
Sell bottles	7	3	10	40
Garbage	5	2	7	28
Total	**15**	**10**	**25**	**100**

Source: Survey data

As above the Table, there are 32% children selling flowers around the area. 40% Children who sell bottled water and 28% children who collect garbage are also trained, and there are between 10 and 15 children daily studying in two Townships.

4.3.5 The Current Situation of Opinion for Children

Following are the options to overcome the current situation of street children which was based on the desire of the children from the survey.

Table (4.11)   Current Situation of Children

Options to Overcome	No. of Respondents		Total	Percentage
	South Dagon	**Kamaryut**		
To join social welfare centers	23	17	40	26.7
To do low level job	39	24	63	42
To migrate prospective good places	18	29	47	31.3
Total	**80**	**70**	**150**	**100**

Source: Survey data

As above the Table, to overcome and current situation 26.7% to join social welfare centers, 42% to do low level job and 31.3% to migrate prospective places. According to the respondents, the highest percentage 42% children are 8-10 years. They have low interest in study at school and they are youngest.

4.3.6   Yangon Region Vocational Training Schools

Street Children from South Dagon and Kamaryut townships are sent to the following Youth Training Schools by Regional Social Welfare department's programs. There are Nget Aw San youth training school in Komune Township and Htauk Kyant youth training school in Mingaladon township.

Table (4.12)   Vocational Training Schools

School	Types of Vocational Training Schools						
	Hair Dresses	**Carpenter**	**Cane & bamboo**	**Steel erectors**	**Sew& Embroidery**	**Broom**	**Total**
Nget Aw San Youth T School	3	6	3	1		4	17
Htauk Kyant Girls T School					13		13
Total	**3**	**6**	**3**	**1**	**13**	**4**	**30**

According to the Table (4.12) Nget Aw San Youth Training School ,there are hairdressers job trainer 3, carpenter job trainer 6, cane and bamboo job trainer3, steel erectors job trainer 1 and brooms job trainer 4 number. Total job trainer of street children are17. Htauk Kyant girl training school included job trainer girl are 13 numbers.

4.3.7 Current Job Situation of Street Children in Training Schools

The following table is street children of Youth Training schools from south Dagon and Kamaryut Townships who are currently working at the various workplaces. The currently employed in six jobs. There are construction fishery restaurant medical store and fabric factory.

Table (4.13)   Current Job Situation in Training Schools

School	Job Saturation					
	C	F	R	M	FF	T
Nget Aw San Youth Training School	5	5	6	1		17
Htauk Kyant Girls Training School					4	4
Total	**5**	**5**	**6**	**1**	**4**	**21**

C = Construction (carpenter)

F = Fishery   R = Restaurant   M = Medical store   FF =Fabric Factory   T = Total

The above Table show the current job situation of street children who finished from the vocational training schools.

Five children are currently employed in construction jobs, five children are currently employed in fishery jobs, six children are currently employed in restaurant jobs and one child is currently job employed at medical store from Nget Aw San Youth Training School. Four girls are currently employed at fabric factory in Htauk Kyant Girls Training School.

CHAPTER V
CONCLUSION

5.1   Findings

Street Children are those between five and seventeen years old. They live, work and spend their time on the street or public places almost every day, they can be neglected, abandoned, or even emotionally and physically tied up with their family who live together in the same house. So many children are living part or full-time on the streets driven by the loss of family, lack of financial support or intolerable living situations at home. Once on the street, normal childhood ends and going to school can be impossible. Living on the streets is an option of last resort for children who have no alternatives for either income or accommodation, but on the streets, children face a myriad of challenges.

According to this survey, most of orphans and vulnerable children are living with their single parents, and there are four categories of age range concerned with street children as 5-7 years 10%, 8-10 years 18.7%, 11-13 years 39.3%, 14-17 years 32% respectively. The highest percentage of 53.3% is the reason for being on the street that is because of poverty. Some are because of hungers which represent 21.3% some are broken family 17.4% and lack of shelter is 8.0%. Moreover the highest number of 40.0% is Collected Bottle at two Townships. Because of many of the street children collected used drinking water bottles and sold them for their daily survival.

About 32% of street children were already spent 3-4 years on the street and 34.7% of respondents were living in their homes in various relationship .When facing the sample street children in targeted area, most of the children were willingness to overcome their present undesirable status by doing a variety of options to build their desirable lives. 42% were willingness to do low level job to break through their current situation.

According to the street children survey, most of them only have primary education and only few of them have matriculation education. On the other hand, there are a lot of street children who still don't have education properly and they refused to answer. From the reason becoming street children, the common reasons are poverty, broken families, neglected and lack of shelter.

Education street children is an easy task. They are often more interested in making their own money than sitting in a classroom, according to the survey findings from South Dagon and Kamaryut townships.

In each of the two townships surveyed, some children are interested in education so they were educated while working. There are 32% children selling flowers around the area. 40% Children who sell bottled water and 28% children who collect garbage are also trained, and there are between 10 and 15 children daily studying in two Townships.

Poverty is a main reason for being street children in Yangon. The street children and families are living in slum, suburb and not clean surroundings area. The poverty brings parents down to a situation where they put less emphasis on their children's education. Moreover low family income, many children have to work in the streets to help their families to survive. So, the ignorance of many parents about their responsibilities to their children's education. Due to poverty, some children are school drop out before primary level and over 60% of children are never been in school.   There are many reasons being street children orphan and abandoned are parent death or one or both parents remarried. Moreover, some children are orphans due to parent's death and abandoned by siblings or close relatives. These children have not willing to become street children but their life is beyond adult care and end up on the street. In this study of two townships, 17.4% of street children come from divorced parents or both parents' dead, and street children's father or step fathers are alcoholic and 12% of children are from single parents. Therefore parental status also leads to children onto the street.

For homeless families, the basic requirements of food and shelter come first. These families may not have enough money for school clothes or school supplies. While some communities are willing to help through clothing banks, others are not so generous. Consequently, the homeless are sometimes too ashamed to subject themselves to scrutiny at school.

As a survey finding, some of the street children studying at a charity school while working, some street children have already been attending in the vocational training school. Five children are currently employed construction job, five children are currently employed fishery job, six children are currently employed restaurant job and one child is currently job employed medical store from Nget Aw San Youth Training School. Four female street children are currently working at the fabric factory in Htauk Kyant Girls Training School.

5.2 Suggestions

The Yangon government should have implemented programs to deal with Street Children, the general solution involves placing the children into orphanages, monastic schools, juvenile homes or correctional institutions, state-run homes, but efforts have largely failed and street children have become victims of human traffickers, drug traffickers and criminals.

There are a few suggestions to keep the children away from the life of crime and homeless is the juvenile justice system and specific institutions such as vocational training and learning centers. Also, the street children teachers, the churches and NGOs are supporting rehabilitation of the street children. The objective of this suggestions is to rehabilitate children into mainstream society such as education and providing children with a safe family-like environment. Another objective is to empower the street children by providing outreach education and training to support children.

In order to help street children, these organization should focus on the problems that cause children to leave their homes for the street by targeting parents' unemployment, poor housing campaign and children's rights.

Thus, the education is not only focus on literacy development, but also help street children with their behavior changes as they are mentally affected. So, the government and NGOs should employ a wide variety of strategies to address the needs and rights of street children. In Myanmar, street children differ in age, gender, ethnicity, social class and these children have had different expertness throughout their lifetimes. The government should create the safe and clear environment for street children and work with families, communities, even should get help from

international aids, open more drop-in centers that can give children proper meal, a health check and education.

Some informal education projects will help them catch up on their basic literacy and numeracy skills, but also teach them soft skills like self-expression, patience, self-discipline and sharing which are social skills nurturing home environment.

The society should support a comprehensive approach to street children's education including, discussions with schools so they can understand the unique situation faced by street children and help support their reintegrating into the school system, should facilitate coordination between schools, police, district government and the community to raise awareness of these issues and improve attitudes and support for street children and should provide street children and families with school starter kits, which include uniforms, exercise books and other materials they may need to start their journey into education. Moreover,

The Ministry of Social Welfare, Relief and Resettlement is responsible for child protection as a focal point. It carried out the protection for not only child all round development but also children in need of protection (CNSP). For care and protection of protective child and convicted child, institutional based treatments allow with community-based treatments are being carried out by establishing the various institutions for boys and girls. The training school provided children accommodation, normal education, health care and welfare, vocational training aimed at labor forced and reintegration into the society.

Therefore, continuing to suggest that, the Ministry for all children and children on the street be advised that it should be expanded as early as possible to provide the necessary support for higher education and more vocational training.

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Questionnaire used for the Study

Dear Children,

     We are conducting a survey regarding your situation of being a street Children. Please indicate the level of importance of each statement for you. Your comment is highly important to the analysis and will be treated with anonymity and confidentiality. Thank you very much for your cooperation.

Please tick the circle that indicates the level of importance of each statement for you.

1.   What is your Name?

     ………………………………….

2.   Are you male or Female?

     Male   Female

3.   What is your age?

     (1) 5-7   (2) 8 -10   (3) 11-13   (4) 14-17

4.   What is your Religion?

     (a) Buddhist   (b) Christian   (c) Hindu

     (d) Islam   (e) Other

5.   Do you have Parents?

     Yes   No   don't know

6.   Have you ever been in school?

     Yes   No

7.   Do you go to school now? (Government)

     Yes   No

8.   If yes, what is your last grade?

(a). Primary School   (b). Middle School   (c). High School

(d). Other

9   Where do you learn basic education?

     (a) Government school   (b) Religious school

     (c) Informal school   (d) No answer

10   Are you studying at a charity school while working?

     Yes   No

11.   What are the reasons do you leave home?

     (a) Family Disordered   (b) Because of hunger

     (c) Poverty   (d). Lack of Shelter

12.   What is your living?

     (a) Unskilled labored   (b) Begging

     (c) Collect recycle Item

13.   How long have you been street children?

     (a) 1-6 month   (b) 6month- 1 year

     (c) 1-2 year   (d) 3-4 year

     (e) 4 year and above

14   Where do you stay?

     (a) At the bus station   (b) At the monastery

     (c) Home   (d) on the street

15.   Do you satisfy with your current situation?

     Yes   No

16   If no, what is your next plan to overcome this situation?

     (a) To join social welfare centers   (b) To do low level job

     (c) To migrate prospective place

17.   Do you receive any aids from the Social Welfare and other organization?

Yes   No

18   Which do you prefer learning or working?
        (a) Learning   (b) working

19   What kind of work do you like to do?
        ……………………………………………………

20.   Have you ever been mentally disturbed by adults?
        Yes   .No

21.   Would you like to learn any vocational training course?
        .Yes   .No

22.   Would you like to become a professional?
        .Yes   .No

23.   Do you ever support your family?
        .Yes   .No

24   How is your aim when you become an adult?
        (1) Doctor   (2) Teacher   (3) Engineer
        (4) Professional   (5) Singer