

Working With Street Children

TRAINER TIPS

A Training Package on Substance Use, Sexual and Reproductive Health including HIV/AIDS and STDs



WORLD HEALTH ORGANIZATION

Mental Health Determinants and Populations

Department of Mental Health and Substance Dependence

Geneva, Switzerland

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Introduction to Training Street Educators

Training is an ongoing process that prepares new workers and helps experienced ones perform better. Everyone, regardless of their background and experience, needs the knowledge, personal development, skill enhancement and moral support that comes from ongoing training. If it is spaced over time, and if it provides ample opportunities to practice what has been learnt, it allows for review, processing and consolidation of knowledge, attitudes and skills.

In this training package, the term ‘street educator’ refers to people who work directly with street children with the aim of improving their lives either through outreach work on the street or by providing services in centres where street children visit, sleep, or receive health services. Typical activities of street educators include providing information about health issues and available services, facilitating activities to build skills, delivering health services, making referrals, providing counselling, communicating with families, and mobilizing the community to help street children.

Training for street educators is important because working with street children can be difficult. The events that have occurred in the lives of many street children, and the situations within which they attempt to survive can distress and overwhelm workers. Further more, street educators may even face harassment at the hands of the police, shopkeepers, residents (because they may be suspicious of people working with street children, who may be regarded as criminals), drug traffickers and street children themselves (because they may be afraid that street educators may inform the police about their illegal activities).

Training in how to work with street children in the area of substance use and health can be very helpful for ‘street advocates’. Street advocates may be health workers who occasionally treat street children, journalists who write about them, researchers who study them, community activists who promote their cause, and government officials who are concerned about them.

This training package presents information and focuses on necessary skills. In addition, the materials in the training package are designed to help street educators and other trainees clarify their values and attitudes. Street education is a gradual, long-term process that must include a commitment to empowering street children.

The training package

What's In It?

These training materials 'Working with Street Children: A Package on Substance Use, Sexual and Reproductive Health including HIV/AIDS and STDs' have the following components:

- **'Trainer Tips'** has been developed as a complement to the modules, to assist you in using them to train street educators and others in working with street children in the area of substance use, and sexual and reproductive health including HIV/AIDS and STDs. This guide provides suggestions on ways in which the training can be adapted to the needs of different groups of participants. It also offers ideas for training methods for the lessons in each module.
- **Modules** which contain materials that can be used during training for street educators. They would also serve as reference material for them afterwards. A brief description of the Modules is given below.

Introduction. The introduction sets the stage and provides a background and justification of working with street children. Included also are the terms used in the modules which are operationally explained.

Module 1. Working with street children: an introduction. This module explains why some children live or spend much of their lives on the street, and the types of problems that they face. You should begin with this module if you are training individuals who have not worked with street children before.

Module 2. Responsibilities of street educators. The second module introduces the responsibilities of street educators. It begins with a review of personal qualities that street educators need for working with street children. The module emphasizes that communicating effectively with street children is vital to the daily activity of a street educator, and that documentation helps in following the progress of street children and in communicating with other agencies.

Module 3. Understanding substance use among street children. This module provides information about the types and effects of substances that street children use, and the problems that might follow. The **Modified Social Stress Model** is presented in detail as a way of understanding the factors that influence substance use and other risky behaviours. This model was tested by WHO Project on Street Children and Substance Use in many countries during the pilot phase of these materials.

Module 4. Understanding sexual and reproductive health, including HIV/AIDS and STDs among street children. This module defines sexual and reproductive health, and various meanings that may be attached to sexual experiences. It also lists the various sexual and reproductive health problems that street children face (including HIV/AIDS and STDs). The **Modified Social Stress Model** is introduced as a way of understanding factors that influence sexual and reproductive health problems.

Module 5. Determining the needs of street children. This module describes the methods that can be used to identify the needs and problems of street children. These methods help in the assessment of individual street children and in the evaluation of the programme.

Module 6. Responding to the needs and problems of street children: general issues. This module deals with different activities that can be undertaken by street educators and organizations to support street children. Suggestions that may help street educators to think of new, creative approaches that would be effective and appropriate for their community have been provided.

Module 7. Teaching street children. The module provides information about teaching methods, teaching aids and ways of planning educational activities. Selected topics are presented as well.

Module 8. Selected health care needs for street children. Selected key interventions to help in the prevention and treatment of substance use and sexual and reproduction health problems, including HIV/AIDS and STDs are described. The last section deals with providing care to an injured street child. The critical point is for the street educator to be able to identify his or her own skills/limitations and refer street children for expert assistance when appropriate.

Module 9. Involving the community. In this module the importance of involving the community for an effective response to the needs and problems of street children is highlighted. The importance of knowing about ‘rights and laws in relation to street children’ is also highlighted. Information on the formation of a Community Advisory Committee is detailed.

Module 10. Implementing a street children project. This module outlines how a project on street children can be planned. It explains how to define the problems that need to be addressed, how to determine the overall goals of the project, and how to select the specific activities that are needed to meet those goals. It will help trainees to understand the context and purpose of the activities that are described in the earlier modules.

Each module is divided into separate sections. These are:

- **Introduction.** This provides a summary of what is contained in the module. Study this information thoroughly before presenting it to your trainees. You could present the objectives by writing the material on a board or on large sheets of paper, or if the material is simple to understand you can summarize it verbally.
- **Lessons:** The lesson contains the issues to be covered in each module. Most lessons include case examples of street children and street education in various countries. Although the examples may come from an area that is culturally different from yours, the examples illustrate facts, responses, or principles that are relevant for everyone concerned with street children. They provide a useful focus for discussion on key points. Select local or more relevant examples to enhance the training.

- **Learning activities:** These are designed to integrate the knowledge and skills presented in the section. These activities may be suitable for your trainees as they are, or they may need some modification to make them useful for the trainees' background and work setting. You could ask the questions given in this section orally and discuss the answers, or you could write them on a board and have the trainees write answers to them, or you could photocopy the worksheets and give them to the trainees. You could also make up your own worksheet using the activity that has been provided as a guide.
- **Key messages.** The key points of the module are mentioned here. These could be useful in assessing whether the trainees have understood the key learning points and to cross check whether any important point has been left out.
- **Bibliography and further reading.** These include references (for further reading) that can enhance understanding of the subject matter. Additional references have been mentioned in the trainer tips.

Who Is It For?

The entire package can be used to prepare **new, adult volunteers and employees** to work with street children. It can also be an excellent preparation for **older or former street children** who want to work as peer educators and in some cases peer counsellors.

Apart from new and inexperienced street educators, the following groups of people can also benefit from street educator training:

- The training materials may broaden the understanding of **experienced workers** on various issues of street life and may give them new ideas about additional ways of responding to the needs and problems of street children. In particular, information on the **Modified Social Stress Model** might be very useful for individuals who have been exposed to the many difficult issues related to substance use and other risky behaviours and who are uncertain about how to address the full range of these problems.
- The materials can also be useful for training people who **plan or manage programmes** for street children and supervise street educators. You can select and adapt sections of the manual to aid planners at national and regional levels. For such training, starting with the first module (**a profile of Street Children**) can be useful in orienting planners to the life of street children, as many planners may not have first-hand experience with them.
- You could also select certain modules from the complete package for training **professionals and workers in agencies that work with street children**. Such training is sometimes called staff development or continuing education. The same holds true for training workshops for **agency administrators, professionals and workers in law enforcement, research, psychology, social work, welfare, medicine, nursing and other health care fields**. Much of the material could also be included in curricula for **students** of the above professions and fields.
- People from different backgrounds come into contact with street children as part of their normal work although they may not necessarily want to work directly with them, e.g. **the police, workers in detention centres and the military**. There is the potential possibly that training will positively influence their attitudes and behaviours towards these young people.

Guidelines for Trainers.

Being a good trainer is not dependent on formal academic preparation. What is important is that trainers have experience in working directly with street children and substance use, become thoroughly familiar with the WHO Street Children on substance abuse workshop materials and methods, and support the approaches described in the materials. Skills in facilitating group interaction and participatory methods are also important. These skills can be developed over time if trainers are motivated to try such approaches and are open to feedback. Patience and flexibility in working with workshop participants are valuable characteristics of trainers. Basic respect for participants is essential and a sense of humour has been found to be very useful!

● Empowerment.

Empowerment is one of the main themes of street education. Empowerment is the process of giving people the power to choose and carry out improvements in their own lives. An essential part of empowerment is helping individuals believe that they have the ability to accomplish goals that they set for themselves. To make sure that this idea is communicated to future street educators, the principle of empowerment should be reflected in the process and content of training. The **process suggestions** discussed in the next section provide several ideas that can help you in doing this.

● Process suggestions.

- Street children themselves should participate in the planning and delivery of training whenever possible. Street children are the best direct source of information about their lives. Their involvement in the training process demonstrates that they have strengths that can be built upon and that they are capable of working to improve their own lives.
- Find out what trainees already know. Ask trainees to make a brief presentation about their previous experiences with street children or community development. In this way, you help the trainees recognize that they already have valuable skills and knowledge that they can put to use as street educators. You could ask them to help plan the curriculum, the order of the topics, and the methods of presentation. They may already know what they need to learn and the best way to learn it.
- Do not rely solely on traditional lectures to train street educators. Active, participatory learning experiences are necessary to master the material thoroughly. For example, on the first day of training, take trainees to a central bus station, or marketplace. Ask them to talk to a few street children, make detailed observations, and then to report the information that they have obtained.
- Use resource persons for selected topics. Resource people can add to the expertise that you have, and increase awareness of the street children project among key people working in your area. Street children could be useful and effective resource persons.
- Brief all resource persons you select on the methodology being advanced in these modules. Go over the purpose of the lesson that they will facilitate and ask them to review the content in the guide. Find out whether they have questions and discuss any additional information or approaches they would like to offer. It is useful to discuss the teaching methods they would like to use, and how you can assist them. This briefing process will ensure that the resource person understands your need and that their lesson will be compatible with the content and approach used in the workshop.

● **Working with Attitudes.**

Help trainees to examine their own attitudes about street children. Some may hold myths about street children that might interfere with their work. For example, some trainees may believe that most young people on the streets are helpless, abandoned children who need help to find their families or other adult caretakers. Although this may be true for a few street children, many might have left their families willingly and remain in contact with them.

Help trainees to examine their attitudes about street education. Many may see themselves as charitable helpers or religious missionaries rather than as agents of empowerment. Street children are unlikely to accept or trust individuals who do not respect them and who impose their own views.

● **Recruiting Street Educators.**

The most important quality for a potential educator is a sincere desire to work for the wellbeing of street children. The candidate should be acceptable to street children. To ensure this, you could ask street children to participate on selection panels or ask the candidates to interact with a group of street children from whom you could get feedback. Other important qualities for trainees might be:

- An ability to communicate with street children and professional colleagues.
- A willingness to document work, either personally or with a literate partner.
- A capacity to conceptualize, analyse, and solve problems.
- An ability to work with groups.
- Previous work experience with street children.

Depending on the specific purpose of your project, you may want to select a mixture of professionals, para-professionals, volunteers and former street children. Each member will have something unique to offer to the project.

Where appropriate, screening potential trainees, possibly via an interview, can be helpful in selecting trainees. Drug dealers, the seriously mentally ill, people who are known to exploit or abuse children, and undercover agents of organizations need to be eliminated from the group.

Preparing for training

- **General suggestions.**

- **Review roles and training needs of the participants.**
- **Determine training priorities.**
- **Set overall training objectives:** Go over the objectives for each module. How do the objectives fit the overall purpose and training needs of the participants you will be training?
- **Decide which modules/sections/lessons will be covered in the workshop:** Topics can be presented in many different ways. Read through all the modules first and then select the particular topics that are appropriate for your trainees.
- **Match workshop content with the training needs of your participant group:** For example, training provided to the police should include some information about why children are on the streets, the rights of children, and the local resources and services available for street children which could serve as humane alternatives to imprisonment.
- **Prepare handouts:** You could provide a photocopy of relevant pages to the trainees. Some of the material that you would not be covering in the workshop could be given for self-study.
- **Determine facilitator/presenter for each lesson.**
- **Choose training methods:** Trainer tips for each module provide suggestions about how each lesson can be offered. You will need to select and adapt methods so that it is culturally appropriate and fits the needs of workshop participants. Methods that have been found to be effective in enhancing the training process include those given below.

- **Suggested training methods.**

- Demonstration.
- Small group discussion.
- Role play.
- Individual work.
- Street children panel.
- Brainstorming.
- Questions & answers.
- Story telling.
- Games.
- Field visit.
- Large group discussion.

- **Learning aids.**

- Flip chart.
- Photos, drawings and pictures.
- Drama/poetry/music/dance.

These methods have been found useful in helping participants achieve lesson objectives. 'Warm-ups' (activities to introduce lessons or help new groups get to know each other), breaks, and some form of energizers to motivate trainees to participate thereby involving them in an active learning process. See Appendix for some examples of warm-up activities. You may have other methods as well that you like and have used successfully.

- **Avoid monotony:** Balancing group and individual work, active and passive methods, written and thinking exercises, and the use of audio-visual teaching aids and field visits help in keeping the training interesting. This helps trainees to remain focused. Each trainer tends to find his or her own style of keeping participants involved. The active method such as use of songs, games and energizers throughout the training enhances engagement and participation.
- **Feedback:** An end of day or session wrap-up, in which positive and negative points of the session are discussed, gives the trainers and the group instant feedback. The points made can alert you to areas that need to be clarified and suggest ways to adapt the methods you plan to use in the next session. Asking participants for feedback and your readiness to incorporate suggestions help participants feel a part of the process. Experience of going through this participatory approach can help them in their work with street children.

- **Trainer Tips for Each Module.**

The training tips for each module provide ideas on the aims of training for different groups of people, including street educators, street advocates, and managers. They also offer specific training suggestions on selected lessons in each section to complement the general suggestions given above. The tips in this part of the guide are given to stimulate your thinking about ways in which you could adapt the exercises to fit your local situation. If training tips are not provided for any lesson, it is suggested that you follow the general suggestions to create your own lesson plan.

It is suggested that you keep notes about your workshop design and related plans for various lessons that you actually implement. Many issues, such as the local culture, the profile of the trainees and their specific training needs, and logistical issues, will, of course influence what would work best in your conditions. Information on what is most effective in your local situation will evolve as you try out and adapt the suggested approaches.

- **Some essential supporting resource materials.**

Throughout the entire document, references are given for related materials. We encourage street educators, street advocates and trainers to build a collection of resources to help in their work.

- **Resource material on how to facilitate a range of methods:**

A guide entitled *'Youth and Substance use Workshop, How to Create, Work with and Evaluate Educational Materials and Activities with Young Street children'* (WHO/PSA 97.6) provides ideas on games and activities that can be used with youth. It includes steps in facilitating warm-ups, role plays, drama and music, photo stories, drawings and painting workshops, games, and cartoons. The basic steps that are provided about each of these methods could be adapted easily for use in training.

Module 1: A Profile of Street Children

Objectives.

After going through this module the trainees should be able to:

- ✓ Define street children in the context of their own culture.
- ✓ Describe the typical age and gender of a street child and the importance of identifying street girls.
- ✓ Explain why there are fewer street girls than street boys in their area.
- ✓ Describe reasons why street children live or spend time on the street.
- ✓ Describe the problems, basic needs and daily activities of street children in their community.
- ✓ Explain how street children survive on the street.
- ✓ Describe the strengths that street children have.

Training purposes of this module for different groups.


This module is particularly important for trainees who have not had much experience with street children and do not know what life is like for them on the streets. Understanding why street children live on the streets, how they spend their time and the many types of problems they face is crucial for street educators and street advocates in their many roles. Both groups will also benefit from considering why street girls may be less visible, and will get to understand their special needs. Such an understanding is also pivotal for planners and managers because an increased awareness of the existence and needs of street girls may stimulate them to work with these girls.

For new street educators this module lays the foundation for beginning their work. For experienced street educators it can be a useful review and may serve as an introduction to a new approach to gender issues in their work. It may also provide them with an opportunity to reflect on and share their experiences.

Lesson 1: Who are street children?

1.1 Street children?

- **Purpose:** To help street educators and other trainees agree upon a definition of street children that is culturally and contextually appropriate.
- **Suggested training methods:** Ask participants to draw, select a representative photograph, or write down their ideas about a street child. Ask participants to share their ideas. Read out and discuss the broad definition of a street child presented in the module. Agree upon a working definition of street children for the training (you may finally use a definition that has already been agreed upon within your programme, but it is important that you let the street educators think about their own definitions).

 **Trainer Note:** In some places, the term 'street child' may have a negative connotation. Remind trainees that they may need to adapt the term 'street children' so that it is accepted locally.

1.2 The typical age and gender of a street child.

1.3 The importance of identifying street girls.

● Purpose:

- To assist trainees to explore the situation of street girls in their local areas, and understand why there may be fewer street girls, as well as why street girls are less visible.
- Encourage trainees to reflect upon the different needs and issues experienced by street girls and street boys.
- To encourage trainees to begin to explore how gender affects the situation of street children in their areas and their approach towards working with them.

- **Suggested training methods:** To prepare for discussions related to gender in your area, check with local universities, research institutes, appropriate sections of the government, or other organizations for people who have worked specifically with street girls and could serve as guest speakers for this lesson. The resource person(s) can share local experiences, issues and needs of street girls and provide time for Questions & Answers. You or the resource person can facilitate a large group discussion, asking trainees to consider such questions as:

- Who do street girls talk to?
- Who do they trust?
- Is it difficult for girls to talk with a male street educator?
- At what age does the community believe that children should begin earning income?
- At what age are girls and boys expected to live away from their parents?
- What activities are considered appropriate for boys and girls in the community?
- Do people in the community feel differently towards street girls and street boys?

You could also employ small group discussion, asking trainees to discuss the same questions in their respective groups and then share ideas with the large group. You and the group may identify that more needs to be learned about the role gender plays in the lives of street children. You may want to consider some additional experiential exercises using some of the community assessment methods (these will be introduced in **Module 5: Determining needs and problems of street children**) such as observation, interviews, or focus group discussions with community members, service providers and street children themselves. Alternatively, for this introductory lesson, you may simply want the trainees to identify what is known about how gender affects the lives of street children and to identify key questions they would like to know more about. Ask each group to share their ideas for discussion.

It may be possible in your area to invite street girls to join the resource person to share their experiences or to give suggestions on how a street educator could help them in their daily life. Before deciding to invite street girls, carefully consider the comfort of the girls in this role, and the capacity of your trainees to be respectful and sensitive to street girls as resource persons. It is vital **not** to put the street children ‘on display’ in any way. Meet with the street girls before the session to discuss their role and any questions or doubts that they may have. Prepare the group by discussing how to be respectful to the street girls who may assist as resource persons in the training.



Trainer Note: Remember that when discussing gender issues, it is important to respect local traditions and culture. This lesson should be seen as an introduction to exploration of how boys and girls are viewed and/or treated in the local culture, and how thinking about such issues can change the way trainees will work with street children.

Learning activity.

- **Definition of street children**

- **Purpose:** To help trainees understand that the term ‘street children’ can be interpreted differently by many people and a commonly agreed upon definition facilitates communication.
- **Suggested training methods:** Ask a small group of trainees to define street children in their own words and present it to the whole group of trainees. Review the differences in their definition and the common definition that has been agreed upon.

- **Profile of street children.**

- **Purpose:** Increase awareness of details about the lives of street children. Increase understanding of descriptive statistical information (using numbers, percentages, averages etc.).
- **Suggested training methods:** This exercise could be completed as **individual work** and then discussed in a large group. It could be completed as a **field activity**. A ‘street children’s profile form’ such as the one given in **Module 1** under the learning activity could be used for this purpose. Ask participants to go out to a place in the community where street children spend time and ask them to make their observations quietly for a predetermined period. They may take notes while ‘in the field’, or they could complete the form afterwards. After the field activity, discuss what was observed, and what could not be found out by just watching and listening, and compare what different participants noticed. Did participants make any conflicting observations of the same situation? Ask trainees how they used their different senses to assess what was going on in the location they visited.
- **Additional points:** This activity can serve as a useful introduction to the assessment method, **Observation**, which is described in **Module 5. The Street Childrens’ Profile Form** can be used in Street Children Projects (**Module 10**) to record information as it is learnt through different methods.

- **Reasons why there are fewer street girls in your community.**

- **Purpose:** To help participants understand that the reasons for taking to the street may be different for girls and boys, and to help them understand that there may actually be more street girls than is apparent because they may be engaged in different kinds of activities.
- **Suggested training methods:** You could divide the trainees into small groups. Let the members of these groups discuss the reasons as to why there are fewer street girls in their community, e.g. characteristics of the child, family, community and society related reasons. Then ask a member of each group to present the reasons to the entire group. Compare the reasons given by each group.

Lesson 2: Why do children take to the street?

2.1 Why are children on the street?

- **Purpose:** This lesson presents an overview of the major reasons as to why children are on the streets.
- **Suggested training methods:** You can present the background information briefly, stimulating the participants to consider the possible reasons why children are on the streets. Or you can ask the group to brainstorm on why they think children are on the streets and note the reasons on a flip chart.

Example from the Philippines.

- **Purpose:** To encourage participants to think about why children end up on the street in their particular area. This example will help the group to identify possible reasons at different levels. These assumptions need to be confirmed through a situation analysis using various assessment methods (see module 5).
- **Suggested training methods:** The example can be given as a handout to participants, or you can ask volunteers to read it out and ask participants to think about how the causes of children taking to the street in the Philippines relate to the causes seen in their local community.

Learning activity.

- **Why are there street children in your area?**

This activity can be completed individually, in small groups, or through a large group discussion. An attractive way of presenting the exercise would be to place a large exercise sheet in front of the group. Make a drawing of a face in the centre as an illustration of children in your area. Ask the group to brainstorm on reasons why they think street children are present in the local community. Select ten reasons and write them on the exercise sheet. Discuss the relevance of various causes. Now ask the group whether the reasons for girls and boys being on the streets in their community are different. If the reasons differ, ask the group to discuss what causes these differences.

Challenge the trainees to explore responses such as ‘poverty’, by asking questions, e.g. “Why is it that family A and B live side by side in the same slum and have the same very low income, yet only children in family A are on the streets? ”

- **Needs of street children in your community.**

- **Meeting the needs.**

- **Purpose:** This exercise can be useful in helping trainees understand the relationship between the basic needs of street children and the activities in which they engage. It will also help them to appreciate that the needs that are felt by the street children themselves may be different from those perceived by adults who wish to help them.

- **Suggested training methods:** follow general suggestions on training methods to create your own plan.

- **Positive and negative attributes of activities undertaken by street children.**

- **Purpose:** To help the trainees understand that even the apparently harmful activities undertaken by street children serve some useful purpose for them at least in the short term.


- **Suggested training methods:** Make a list of activities that street children undertake in an effort to meet their needs. Divide the trainees into two groups; ask one group to give the useful purposes that the activities serve and the other group to give the potentially harmful consequences of the same activities.

Lesson 3: The problems of street children.

Purpose: To increase awareness of the range of physical, psychological and social problems street children may experience and enhance understanding of the similarities and differences amongst the types of problems with which street girls and boys cope.

Suggested training methods: Review the types of problems presented in the module and consider local examples of the various types of problems described. If information about street children in your area is available, you can draw upon this information in discussions with trainees: Otherwise you can review the potential problems faced by street children in your area and discuss the type of information which needs to be collected to understand their problems.

To focus on the types of problems street children face, you could invite several guest speakers who work with street children in various capacities, such as people who provide health care, social welfare and legal services to share information and answer questions. Former street children could be invited to share their experiences about the difficulties experienced on the street and how they coped with it.

 **Trainer Note:** Remember to meet the speakers you invite before the session to discuss their role and any questions that they may have. Make sure they understand the objectives of the lesson and have a chance to review the module. If former street children are invited to participate as guest speakers, be particularly sensitive to any concerns they might have about talking with trainees. It is also important to prepare the trainees by discussing how to be respectful to the guest speakers.

You could set up a field activity to visit a health care facility to discuss the type of health problems that are seen amongst street children. If health workers go out in the community to provide services, you could arrange (if you have a small group of trainees) a field visit in the community with the outreach worker.

Learning activity.

- Problems street girls and boys might face in your area.


Purpose: This exercise helps in enhancing the understanding of the similarities and differences between the types of problems which street girls and street boys face.

Suggested training methods: follow general suggestions on training methods to create your own plan.

Lesson 4: How do Street Children Survive

- **How do street children survive?**
 - **Purpose:** This activity helps the trainees to understand the pressures that street children face in their attempt to survive.
 - **Suggested training methods:** Role play a situation in which a new street child meets a group of old street children inhaling a substance.

Engage the trainees in small group discussions. It is important for the trainees to get in depth understanding of street life.

 **Trainer Note:** For this part, after you have read the background information, you can create a lesson plan drawing on the methods introduced in this guide and on your own experience. To make this lesson locally relevant, you may provide case studies about the activities of street children in your area. You could also highlight examples from the module in initiating discussion of the main points, such as personal strengths.

Module 2: Responsibilities of Street Educators

Objectives.

After the training in this module, the trainees should be able to:

- ✓ Describe the roles and responsibilities of a street educator.
- ✓ Describe the characteristics of an effective street educator.
- ✓ Name the essential knowledge, skills and attitudes for street educators.
- ✓ Describe the communication process.
- ✓ Explain types of communication.
- ✓ Demonstrate effective speaking and feedback skills.
- ✓ Describe the importance of establishing a working relationship with street children.
- ✓ Name two important aspects of understanding the world of a street child.
- ✓ Explain the importance of documenting work.
- ✓ Name three methods of documentation.
- ✓ Explain the importance of confidentiality in record keeping.

Training purposes of this module for different groups.

This module helps street educators and others in understanding and exploring what being a street educator actually means. It introduces the importance of training and self-assessment as an ongoing process for street educators. This module is essential for the training of street educators (new and experienced) and others working directly with street children. For new street educators it initiates the process of training and self-assessment. Training is required to enhance knowledge, attitudes, and skills and to seek personal growth and development. For more experienced street educators, it offers a chance for review and possible reorientation of approaches, as well as a re-assessment of training needs.

The module is useful for planners, supervisors, managers and street advocates (those with direct and indirect responsibility for programming). The description of essential personal qualities and responsibilities of street educators will help them in job descriptions, recruitment, supervision and on-going support in the development of workers. The key concepts presented will orient planners to programme approaches that guide ways of working with street children.

A careful review of the training needs of the trainees should guide selection of lessons. For example, trainees may be comfortable listening and speaking to street children but may not have begun communicating with the community (advocacy work) (lesson 2). Some projects have found the lesson on mapping (lesson 3) particularly helpful for training of the Community Advisory Committee members.

Lesson 1: Responsibilities and characteristics of a street educator.

1.1 Responsibilities of a street educator.

- **Purpose:** To help participants think about the responsibilities of street work and the characteristics (knowledge, skills, values and attitudes) needed to fulfil them.
- **Suggested training methods:** Briefly outline the definition of a street educator and emphasize the importance of this role. To present various responsibilities, you could write a short summary of each one on the board or a flip chart. Ask for a volunteer from the group of trainees to state, for example, what ‘assessment’ means and why it is important. Refer to the fuller description in the lesson as needed. Cover all roles of a street educator in this way, with different people volunteering for each one.

If the participants are new to street education, you could invite experienced street educator(s) to join the group for this lesson. They could briefly describe the nature of their work and answer questions. This method could also be useful for planners/ managers/others as it provides a window on the daily activities of a street educator.

To help participants begin to think about what is involved in being a street educator, ask them to consider various characteristics that are required to become an effective street educator. You can ask participants to write their answers so that they can review their responses after they have completed the lesson and observe changes in their thoughts.

Sites using these materials in the pilot phase of the WHO project found that the discussion of the terms themselves stimulated thinking about what makes a good street educator.

A participatory approach may be new for some participants. It may not be a part of their experiences and training. In some cultures, for example, children are expected only to listen. The *WHO Street Children Project* supports participatory approaches because they are effective in enhancing the learning process. With street children, as well as other groups of young people, interactive ways of working encourages expression of needs and ideas and can increase involvement in activities. Employ group discussion to explore the meaning of participatory approaches. Ask the group to give examples of participatory approaches. Ask how the method of lectures differs from a participatory approach. You may choose to role play the different approaches.

To help participants understand the meaning of empowerment better, give them a specific example of a street child in need of something. Ask the trainees how they could respond to the child in a way that supports empowerment. Give them options if they do not come forth with clear ideas. Explain how the example given enhances skills needed to evaluate alternatives and make decisions. You may ask participants what kind of help is usually requested of them (by street children) and elaborate on this.

1.2 Characteristics of an effective street educator.

1.3 Knowledge, skills and attitudes.

- **Purpose:** To help participants understand the specific areas of information and types of skills and attitudes that are necessary to work with street children, and to help them in assessing the areas in which they would benefit from more education and training.
- **Suggested training methods:** With new street educators, you may want to ask the group to brainstorm on key areas of information, skills and attitudes before they rate themselves on their training needs. You could do this in a large group or small groups, by breaking the large group into three small groups, each of which could be asked to come up with the types of information, skills and attitudes relevant to their assigned task. Each group can then share their ideas with the large group.

In case the trainees are not able to identify the key areas, discuss those that have been left unexplored. This should include child and adolescent development, life on the streets, rights, laws and policies with regards to street children, ethical guidelines on working with children, substance use, reproductive health, mental health, physical and mental health problems, basic health care etc. In skills, you could discuss building networks, gathering information, analysing, planning, negotiating, leadership qualities, counselling skills, facilitating group discussion, crisis management, documentation, record keeping and first aid etc. You should also name certain attitudes that street educators should have, e.g. patience, ability to tolerate frustration, optimism, and an ability to maintain confidentiality.

1.4 Learning from experience.

- **Purpose:** To help participants appreciate that street educators and street children go through stages in which changes take place as they work together, but that behaviour change is a slow process and one needs to reflect and relearn continuously. To highlight this street educators need to maintain a healthy personal outlook to cope with stresses of street work.
- **Suggested training methods:** Discussions will help to clarify values. You can present an example of a street educator working with a street girl to reduce the risk of STDs:

Example: One street worker eventually persuaded a street girl to use condoms with her partner to protect herself from sexually transmitted infections and unwanted pregnancies. The worker helped the girl to obtain some condoms and talked with her about how to discuss the issue with her boyfriend. Three months later, her boyfriend left the city and she fell in love with a different young man. However, her new partner refused to use condoms and the girl was afraid to insist that he do so. The street educator felt that all her hard work with the girl had been wasted.

- Employ the storytelling method to describe the situation.
- Ask participants to discuss whether the work of the street educator was wasted. If so, why? If not why not? Ask how the example illustrates that change takes time and experience helps in growth.
- Reinforce the point that experience never goes to waste if this does not come out in the discussion by the participants.
- Focus on the many creative ways street educators have found to cope with their work. Brainstorm on coping strategies which help street educators keep themselves going and support each other.
- **Additional point:** This lesson highlights an important point. Planners and managers as well as street educators need to explore ways to help street educators cope with the stresses on the street. A supportive attitude amongst street educators is vital in this regard. Releasing tension through talking about tough situations, recreation and taking time off (e.g. a brief vacation) has been found by many street educators to be very helpful.


Learning activity.

- **Knowledge, skills and attitudes of a street educator.**
 - **Purpose:** This activity introduces important areas of information, key skills and appropriate attitudes. This exercise provides an opportunity to discuss various terms and clarify them.
 - **Suggested training methods:** Ask the participants to make a list of areas of information, skills and attitudes that are important for street work. You can then add to the list if areas of knowledge and skills that are locally relevant have been missed. You can follow-up by asking participants what they learnt from this exercise. This self-assessment has been found to be useful in helping street educators consider their personal training needs and share them with programme supervisors and managers.

With more experienced street educators, this exercise can be a good review or may introduce a new way to think about their current level of information, skills, and areas in which training would be useful.

For planners, managers, and street advocates, this exercise can demonstrate the types of information and skills that are needed by street workers to perform their duties. This understanding helps in planning specific training if it is required for a street children programme.

- **Attitudes based on limited experience.**
- **Learning from experience.**
- **Recognizing potential among street children.**

 **Trainer Note:** This activity could be completed on an individual basis, as a small group exercise, or via large group discussion. The written exercises can also be completed as home work and brought back for discussion with the large group. Ask participants to share any insights gained about the ways in which street educators attitudes and behaviour help or hurt street children.

Lesson 2: Communication.

2.1 What is communication.

2.2 The communication process

- **Purpose:** To understand the communication process and to emphasize the importance of listening to street children.
- **Suggested training methods:** You could clarify the components of the communication process by the method of role play. Ask two participants to enact a conversation on ‘how to be a good street educator?’ Let the participants name their role in the communication process. Ask the observer group to note the skills that help or hinder the listener in listening carefully. Ask for feedback from the listener. Compare the points of similarities and differences.

You could go over the main points about how to be a good listener as described in the training module. Next, you could use the following additional activity to help trainees practice the skill of listening.

Learning to listen* ...

Choose a topic to be discussed, or ask the group to select one. The topic should be such that everyone can talk about it, e.g. “if you could go anywhere in the world, where would you go, and why?” Or, “what do you think is challenging/easy about working with street children?”

Divide the group into pairs. Ask each person to take turns to talk about the chosen topic. The listener should show that she/he is listening by looking at the person who is talking, nodding or showing other signs of encouragement when appropriate. He/she must not interrupt. Let each person talk for a short time (3 or 4 minutes). Ask pairs to change roles after the set time.

Return to the large group, and ask trainees to talk about how much he/she remembers of what the other person talked about. Ask trainees to discuss what it felt like to have the chance to talk without being interrupted, and to listen without interrupting. Ask them what made them feel they were being listened to. Ask if the listeners learned more by listening only.


Select a non-threatening question and ask trainee pairs to try the same exercise with one person playing the role of a street child and the other a street educator. After a couple of minutes, have the trainees exchange roles. Ask the trainees to give each other feedback as to whether they felt they were listened to in the role of a street child.

Follow-up the role play in the large group by asking trainees to share what they have learnt about their ability to listen and for tips if they have learnt to improve their skill in this area.

* Adapted from International Federation of Red Cross and Red Crescent Societies and World Organization of the World Scout Movement. (1990). Action for Youth. Geneva.

Learning activity.

- **Effective communication.**
- **Non-verbal communication.**
- **Listening, speaking and feedback skills.**
- **‘Ice breaker’ (starter): Communication and observation skills.**

 **Trainer Note:** The first and second activities may be carried out as individual activities and later may be shared in the group. In the third activity, you can give another situation that may fit your area/culture better for role play. Trainees can also be asked to suggest situations for role play. Remind trainees that in the role-play they can practice both speaking and listening skills. The fourth activity should be role played. Allow time for discussion of the exercise and feedback amongst the trainees on their communication skills.


Lesson 3: Establishing a trusting work relationship.

3.1 Importance of a trusting work relationship.

3.2 How to start building the relationship.

3.3 Understanding the world of a street child.

- **Purpose:** To assist trainees in understanding the importance of developing a trusting work relationship with street children. To highlight that communication and an understanding of the street child’s world is essential for building a trusting relationship.
- **Suggested training methods:** Where possible, you could ask an experienced street educator to share his or her own experiences and answer trainees’ questions about the best ways to get to know street children. If you or the trainees are just starting a project, it is important to recognize that learning about the daily activities of street children will take time. You may want to plan some field activities to spend time on the street observing and building information about the language and the world (e.g. local map) of street children. Remind trainees to take note of how the ‘world’ of street boys is different from the ‘world’ of street girls. For example, do street girls work and sleep in different places from the boys?

 **Trainer Note:** Refer to trainer tips for **Module 5** for discussions on how to use observation as an information collection method.

Learning activity.

- **Engaging: starting the process of building a trusting relationship.**
 - **Purpose:** The exercise in the learning activity may be a good way of overcoming the awkwardness that a new educator would face in developing a relationship.
 - **Suggested training methods:** Role play the situation by asking one trainee to enact the role of a street child and the other the role of a street educator.
- **The world of street children.**
 - **Purpose:** To help the participants understand that to deepen the relationship with street children they will have to know their daily routine and the places that street children visit.
 - **Suggested training methods:** One way to facilitate this learning activity would be to ask trainees to work in pairs or in groups of three people to draw a map of the area where they will be working with street children. Trainees who are new to street work may be familiar with the major physical characteristics of the local area, but less familiar with the social characteristics, such as where street children get food, sleep, use substances, go to work or get medical help.

You may want to ask each small team to start this exercise by noting all the types of daily activities of street children that they need to consider. To help stimulate their thinking, you could ask trainees to look at the ‘map’ of the community where the imaginary case study called *Street Link* exists (Chapter 1 of the PSA Monitoring and Evaluation handbook).

You could invite an experienced street educator to join this session on his or her own, or where feasible with a small group of street children as resource people on information about where street children carry out various activities.

- **The language of street children.**
 - **Purpose:** The exercise in the learning activity lists several phrases that a street educator would be often required to use in order to communicate effectively with street children.
 - **Suggested training methods:** You could do this as an individual exercise and compile the answers of the whole group or you could ask trainees to complete the written exercise by working in three small groups assigning each group one of the main topic areas (people, places and activities). Each small group could share their ideas about the words or expressions street children use in the large group.

Lesson 4: Documenting your work.

4.1 Systems of record keeping and reporting.

4.2 Effective record keeping and reporting.


- **Purpose:** To highlight the importance of documentation and to describe different types of recording. The lessons on documentation can aid trainees' proficiency in completing various records and increase their motivation to do so.
- **Suggested training methods:** You may want to start the lesson by brainstorming on why keeping records is important. If local street children projects have already developed their recording systems, you may discuss the use of the local forms. If trainees will be developing their record keeping systems, you can help trainees review different types of forms. You could also discuss the questions that the trainees may have regarding the Intake Forms as well as other records.

To help you prepare to facilitate this lesson, it is suggested that you review the information in Chapter 4 of the WHO guide to Monitoring and Evaluating Projects for Street Children, which offers additional examples of routine records for potential adaptation and use in local project(s). The guide is available from the Department of Mental Health and Substance Dependence in WHO (Ask for “*Street Children, Substance Use and Health: Monitoring and Evaluation of Street Children Projects*” Document Number: WHO/PSA/ 95.13).

Given overleaf is an example of an intake form that might be used in a program for street children.

Learning activity.

1. Existing records
2. Field visit
3. Intake form

 **Trainer Note:** Discuss the questions in the learning activity. This would clarify the concept of record keeping and the issues involved in it.

Intake form.

Identifying information.

Name: _____
Age: _____
Date of birth: _____
Date of intake: _____
Case number: _____
Place of birth: _____
Usual address: _____

Educational level: _____
Religion (where asking about religion is culturally and legally acceptable): _____

Occupation: _____

Mother's Background.

Name: _____
Age: _____
Location: _____
Address: _____

Telephone number _____

Father's Background.

Name: _____
Age: _____
Location: _____
Address: _____

Telephone number _____

Other family members /people the child is close to.

Name: _____
Relationship: _____
Age: _____
Occupation: _____
Location: _____

Description of the Child.

Physical appearance: _____
Physical health condition: _____
Mental condition: _____
Other information: _____

Reason for contact with the
centre or street educator:

Reason for leaving home:

Last time family was seen:

Other agencies contacted
for help:

Arrests or any time spent
in jail:

Special needs, if any:

General remarks:

You may adapt the intake form to suit the local needs.

Module 3: Understanding Substance Use Among Street Children

Objectives.

After going through this module, the trainees should be able to:

- ✓ Name the types of substances street children use and the ways in which street children take them.
- ✓ List the common substances used by street children in their community.
- ✓ Describe the effects of substances.
- ✓ Describe the patterns and consequences of substance use.
- ✓ List factors that make substance use more likely or less likely according to the **Modified Social Stress Model**.

Training purposes of this module for different groups.

This module is the key to understanding the approach WHO is using to substance use and the health of street children. One of the foci of the training package is on the use of the **Modified Social Stress Model**. This module explains how the Model can be used as a guide for assessing, preventing, and reducing substance use among street children. It is important to include this module in training for all participant groups to lay a foundation for better understanding of the factors that influence the likelihood of street children using substances. It also introduces a way to assess these factors and plan interventions.

Lesson 1: Types of psychoactive substances.

Lesson 2: Effects of substances on the street child.

- **Purpose:** To make the trainees aware of the variety of substances that may be used by the street children, and to understand the different types of effects that substances may have.
- **Suggested training methods:** You may want to use a resource person (a reliable medical service provider) to present the types of substances and answer questions about short and long term effects, and special concerns for various substances. It is important to tailor the information offered on the effects of substances so that it focuses on the substances used by street children in the local area.

Learning activities.

Lesson 1. Types of psychoactive substances

1. Substances used by local street children.
2. Substances not described on the previous list.
3. Substance preference.

Lesson 2. Effects of substances on the street child.

Effects of substances.

Other substances.

Role of substances in the lives of young people.

- **Purpose:** To make the participants aware of the wide variety of substances used by street children and the range of effects that these may have. To encourage them to find out more about substances used in the local area, particularly about unconventional substances or combinations that street children use because of their availability or low cost. It is also important to create awareness that street children use substances to provide for their unmet needs or as an escape. Recognising this factor is crucial in providing targeted interventions.
- **Suggested training methods:** You could ask the participants to do the written exercise individually after they have been given an opportunity to ask questions to the resource person(s). Model responses could be displayed at the end of the session to enable the participants to compare their answers.

Learning activity - page 19

- (a) False
- (b) Last bullet false

Lesson 3: Patterns of psychoactive substance use and their consequences.

- **Purpose:**
 - To introduce different patterns of substance use.
 - To assist trainees in understanding the potential risks at different levels and patterns of substance use present to the street child and the ways in which the child's life can be affected by such substance use.
- **Suggested training methods:** Ask participants to describe various patterns of substance use. This task can be worked on in the large group, in small working groups, or individually.

It is important to stress that most street children do not use substances intensively or for long periods and it is unusual for them to experience severe dependence and physical withdrawal symptoms. It is important to present information on substances being used and patterns of substance use by street children in the local area. Similarly, focus the discussion on locally relevant consequences. Case examples could be used to emphasize various points.

To discuss withdrawal, you could begin by discussing when people experience withdrawal and what factors influence its effects. Remind trainees that the symptoms of withdrawal are generally the reverse of the symptoms of intoxication. Focus your discussion on the withdrawal symptoms of the substances or combination of substances that street children use in the trainees' local area(s). The table in the training module offers basic information on signs of withdrawal for the major groups of substances. Information about the substances used in the local area will be critical to understanding the potential withdrawal problems street children may experience.

Example: Brazil.

- **Purpose:** This case example serves several training purposes. It highlights how the use of substances by street children is strongly influenced by the environment in which the children live. It shows the importance of considering factors in the overall environment as well as characteristics of the individual when assessing the situation of street children as a group or individually.


The situation presented in this case example may or may not be similar to your area. However, it can be used in training to broaden awareness of the severe consequences that substance use can have for individuals and the community. It also presents the gravity of the situation in communities where drug syndicates wield considerable power.

- **Suggested training methods:** You can ask participants to read the example to themselves, or one person could read it out loud to the whole group. You can ask the group to discuss their experiences regarding issues e.g. environmental factors, that promote substance use in street children.

Additional points: This example presents a realistic, but possibly upsetting situation. Be prepared for some participants to react emotionally to this lesson, especially if they are unfamiliar with the issues street children face in many places. Think before hand about how you could be supportive and about how you could keep the group exercise going.

Learning activity.

- **Sharing experiences.**

 **Trainer Note:** Ask participants to discuss their experiences about substance use in small groups.

- **Raphael.**
- **Steven and Josie.**

- **Purpose:** To offer additional training on understanding patterns of substance use amongst street children and how to assess such patterns.
- **Suggested training methods:** You could ask trainees to refer to these cases to assess their pattern of substance use. Individuals could be asked to volunteer responses to each question. Each response can be followed by a group discussion.

Lesson 4: Applying the Modified Social Stress Model in substance use.

- **Purpose:** To help trainees consider under what conditions substance use is more/less likely by street children, according to the **Modified Social Stress Model**.
- **Suggested training methods:** With a large group, review what the lesson states about the circumstances under which the **Modified Social Stress Model** says that substance use is more likely. Encourage any questions and clarify any points about the Model.

 **Trainer Note:** In presenting the **Modified Social Stress Model**, it is important to help the participants understand several key points:

- The model demonstrates that substance use is a complex behaviour influenced by many factors.
- Looking at all six components at the same time is important in understanding what a street child will do about substance use. Attending to only one component is less effective than a more comprehensive approach.
- There can be positive and negative aspects to each component of the model. For example, related to **substance effect**, a negative substance use experience may contribute to a decrease in use or less harmful use, as opposed to pleasant substance use experiences that increase likelihood of continued use. Similarly, with regard to **Attachments**, a close relationship with a person who uses substances regularly or encourages a street child to use substances can become a risk factor instead of a protective one. It is important to stress that the usefulness of the model lies in carefully assessing each factor as it relates to the situation of an individual street child and to the community as a whole.
- The model is a conceptual guide to factors which may contribute to substance use risk for street children. The model is not a mathematical formula which can be quantified to give an exact number value to represent the risk of substance use.
- The model highlights that vulnerability to substance use is greatest when:
 - Stress levels are high and undesirable.
 - Substance use is encouraged and accepted by the family, friends or the community.
 - The substance effects experienced by the user are perceived to be positive and desired.
 - Positive attachments are absent.
 - Skills and coping strategies are weak.
 - Resources are not available to the child.
- Highlight that with this model of substance use, the likelihood that a particular child will use substances will change from time to time.

Additional point: The model can be used to plan interventions at the individual and community level with due consideration for each factor and their interrelationships. The assessment process is introduced in **Module 5: Determining the needs and problems of street children**, and intervention approaches are discussed in **Module 6: Responding to the needs and problems of street children**.

Learning activity.

1. Your life graph.

- **Purpose:** This exercise helps the trainees to understand the concepts of risk and protective factors that are central to the **Modified Social Stress Model**. It can increase awareness of how it may feel for street children to be asked to talk about personal and sensitive topics. It also helps participants become more aware of areas in their own lives that may influence how they work with street children.
- **Suggested training methods:** This type of exercise, which asks trainees to think about themselves, can be uncomfortable for some people. Ways to facilitate this exercise so that the confidentiality of the personal information is protected are described below:
 - You can ask them to do this as a private activity to be completed as a homework assignment. One site found it helpful for trainees to talk over the exercise with a trusted person. You could also ask the participants to work on the exercise in the workshop, but on their own. Then you can facilitate a group discussion on what they learnt about the importance of each factor as a result of the exercise. Plan one or two discussion questions to keep the discussion focused. For example:

‘What new insights about risk and protection have you gained during our session so far?’

‘How are some factors both risky and protective at different times?’


- It is not necessary to ask trainees to share their personal histories with the group. Even though you have not asked for it, some trainees may share their life experiences in the discussions. Remind them to respect the confidentiality of any personal information that may be shared during the exercise.

2. You and substance use.

- **Purpose:** To increase awareness of why people use substances.
- **Suggested training methods:** This exercise can raise many personal issues. Some people may be comfortable talking about their own substance use experiences, but others may feel uncomfortable. However, this process can be very powerful in increasing the understanding of why people use substances and help street educators understand the use of substances by street children in a better way.

To keep the focus on what is learnt from the exercise and respect the confidentiality of the participants, you can ask them to work on this as homework, or they could discuss it with someone they trust. To help all of them benefit from this exercise, be especially aware of creating a safe and supportive environment for the exercise. Do not pressure anyone to speak if they are uncomfortable about it. Remind the participants that the training cannot address their personal issues, and give them information regarding resource people who could assist with this, such as a counsellor.

3. Normalization of behaviour and situations.

 **Trainer Note:** It is important to help the trainees understand that certain substances may be normalized in some subgroups, while they may be considered unfavourably by the rest of the community. Emphasize the role of advertisements and other promotional efforts in making the use of substances appear normal (routine and desirable).

4. Applying the MSSM to the use of substances by a street child.

- **Purpose:** To introduce trainees to the process of case assessment, including assessment of patterns of substance use, need for intervention and consideration of the situation of the street child according to the six components of the **Modified Social Stress Model**. To provide trainees with an opportunity to practice the case assessment process.
- **Suggested training methods:** You will need to review the case example to determine its appropriateness for your group and relevance to their training needs. You can substitute another case example which may be more specific to the situation of street children in your area. Any example chosen should highlight each of the six components. One way to present this lesson is to have participants review both the case example and the case assessment format as an example of how to complete an assessment using the **Modified Social Stress Model**.

You can ask a volunteer from the trainee group to read or describe the situation of one of the street children. The method of story telling can also be used to describe the situation of a street child. Other creative methods, that of drama or making a story from a series of drawings could be used to depict the vital information about the life of a street child. Trainees could be asked to prepare these stories, dramas or drawings before the actual training session.

It can be useful to have some trainees work on assessing the situation of the same street child so that the group can see how different people assessed the problems, strengths, and needs of the same street child. Whichever method is used, ask trainees to take notes and complete the worksheet on their own. After all have completed the worksheets, discuss how each part was completed. Discuss any differences of opinion, asking trainees to describe how they reached their conclusions. If more information is needed, the trainees who have developed the examples could be seen as resource people to answer questions about the street child. You could also use the method of role play with one trainee role playing the street child and another the street educator who is talking to the child to learn more about his or her life.

You could ask trainees to read a selected description of a street child and complete the worksheet as a homework assignment, if this method works for your group. Then you can hold the same discussion about the process as described above.

If your group is more experienced, you could use a blank form, and have the participants assess and discuss Raphael's (or any other case example) situation, using the completed example as a reference point for comparison and discussion.

Module 4: Understanding sexual and reproductive health including HIV/AIDS and STD among street children

Objectives.

After going through this module the trainee should be able to:


- ✓ Describe basic facts about sexual and reproductive health and normal adolescent development.
- ✓ Describe the meaning attached to sexual experiences of street children.
- ✓ Describe risky sexual experiences among street children.
- ✓ Name the consequences of risky sexual behaviour.
- ✓ Outline the basic facts about Sexually Transmitted Diseases/HIV/AIDS.
- ✓ Describe existing perceptions about HIV/AIDS in the community.
- ✓ Apply the MSSM to sexual and reproductive health problems among street children.

Training purposes of this module for different groups.

This module focuses on sexual and reproductive health issues. During the adolescent period, biological changes may create emotional upheaval in the lives of a street child as is often the case with most young people. At times ignorance and exploitation adds to their trauma. Hence, understanding the sexual experiences of street children and the background in which the risky sexual behaviours occur may be essential for any new street educator. In this module, the **Modified Social Stress Model** is introduced as a framework that can be helpful in understanding how risk and protective factors influence the likelihood of sexual and reproductive health problems. The Model can also be used as a guide for assessing, preventing, and reducing problems related to sexual and reproductive health among street children.

For new street educators, this module can help them begin their work with a better understanding of the type of reproductive health problems street children may experience and the commonality of the factors that influence street children's vulnerability to these problems and those of substance use. Experienced street educators may not have fully addressed issues related to the sexual and reproductive health needs of street children in their work and may benefit from exploring this information. The information in this module further elaborates the issues that street boys and street girls experience in similar/dissimilar ways.


For planners and managers, as well as representatives of the Community Advisory Committee, this module can help them recognize the need for programmes that address substance use, sexual and reproductive health issues, as well as other health concerns of street children. Such awareness can help them appreciate and support the additional training required to help street educators and others prepare to respond to the multiple needs of street children. You may opt to provide this group with more of an introduction to the issues and work more in-depth with street educators.

 **Trainer Note:** Talking about issues related to sexual relations may be new and possibly uncomfortable for some trainees. Two resources listed below have background information that can be helpful in preparing for the lessons in this module. *An introduction to sexual health* provides information along with exercises towards the development of basic communication skills that are required in talking about sexual issues. Since trainees may have strong feelings about sexual behaviour among street children, you may have to give them time to discuss their feelings during the training programme. Emphasize how having a non-judgemental attitude with street children in the area of sexual relations as well as other areas of their lives would be helpful in promoting healthy behaviour. The counselling resource listed below has information on the benefits of a non-judgemental approach.

Resources related to Sexual and Reproductive Health.

- *An introduction to sexual health*, International Federation of Red Cross and Red Crescent Society, Geneva, Switzerland, 1995, is designed for trainers who want to introduce discussion about sexual health, but may not be sure where to start. It gives a framework for planning, implementing, and evaluating sexual health training. The guide includes activities which can be adapted for training and a resource list. To order, contact *An introduction to sexual health*, International Federation of Red Cross and Red Crescent Society, Geneva, Switzerland, 1995. PO Box 372, CH 1211 Geneva, Switzerland.
- *Counselling Skills Training in Adolescent Sexuality and Reproductive Health: A Facilitators Guide*. Document No. WHO/ADH/93.3, WHO, Geneva, Switzerland, 1993, provides detailed information about counselling skills in adolescent sexual and reproductive health. It has a section on sexual maturation and behaviour which can be useful for the discussion suggested above.


Lesson 1: Sexual and reproductive health.

 **Trainer Note:** If the trainees have had no previous education or training about sexual maturation and sexual behaviour among boys and girls, you may want to invite a guest speaker who works in the area of sexual and reproductive health. Experienced street educators could be asked to act as resource persons to explain the meaning attached to various sexual behaviours.

Learning activity.

Sexual meaning of experiences among street children.

- **Purpose:** To provide trainees with an understanding of issues and needs of street children which adds to the basic information about sexual growth and development.
- **Suggested training methods:** This activity could be carried out as a small or large group activity. Experienced street educators could point out the practices that are common in the local area.


 **Trainer Note:** The discussion could lead to feelings of distress in some participants, especially if they are unfamiliar with the issues street children face in many places. Think beforehand about how you could be supportive and about how you could keep the group exercise going.

Lesson 2: Risky sexual behaviour among street children and their consequences.


- **Purpose:** To help trainees to identify behaviours that may have dangerous consequences for street children.
- **Suggested training methods:** Divide the trainees into small groups. Ask each group to make two flip-charts, one mentioning risky sexual behaviours and the other, their consequences. Discuss each chart in the larger group. Add any points that were missed, particularly if they have local relevance.

Learning activity.


1. Risky sexual behaviours among street children.

 **Trainer Note:** This activity could be carried out individually or in a group. Emphasis should be placed on what has been heard or noticed in the local area.

3. Rose and Joyce.

 **Trainer Note:** Ask participants to complete this exercise on their own and then discuss the issues in the larger group.

Lesson 3: HIV infection and AIDS and other Sexually Transmitted Diseases.

 **Trainer Note:** New trainees particularly are likely to have little education or training about sexual maturation and sexual behaviour among boys and girls. You may invite a medical service provider who works in the area of sexual and reproductive health as a guest speaker. It should be emphasized that symptoms of HIV infection are not very specific to this condition and can occur in other diseases, so the diagnosis is made only after a blood test.

Learning activity.

1. Local names of various STDs.
2. Describe some of the common beliefs that exist on HIV / AIDS in the population.

 **Trainer Note:** These activities could be carried out as group discussions.

Lesson 4: Applying the Modified Stress Model (MSSM) to sexual and reproductive health including HIV/AIDS and STDs.

- **Purpose:** To introduce trainees to the **Modified Social Stress Model** which can help in organizing information regarding risky sexual behaviours.
- **Suggested training methods:** As you discuss each component of the model (also see training tips on Module 3), ask trainees to share their ideas about risk factors they think would make street children more/less vulnerable to sexual and reproductive health problems locally.

Learning activity.

1. Case Assessment: Addressing Sexual and Reproductive Health issues.

- **Purpose:** To introduce trainees to the process of case assessment, including assessment of patterns of sexual behaviour, and the need for help in planning contraception. To help in the assessment of the situation of the street child according to the six components of the **Modified Social Stress Model**, determination of need for medical services, and formulation of initial action plan based on information in each of the preceding areas.
- **Suggested training methods:** Review the methods used to facilitate training on how to complete the case assessment process in the learning activity of the previous module. Draw on the case assessment of Tohit as suggested in the training module. Prepare additional local case studies as needed for trainees to practice the assessment of sexual and reproductive health issues. Include case studies for both street boys and street girls.

Module 5: Determining the Needs and Problems of Street Children

Objectives.


After going through this module, the trainees should be able to:

- ✓ Explain the importance of assessing the situation of street children.
- ✓ Explain two ways of formulating questions.
- ✓ Open and closed ended questions.
- ✓ Prepare a tool for assessing the situation of street children.
- ✓ Describe the appropriate methods for collecting information about street children.
- ✓ Analyse the collected information.
- ✓ Prepare an action plan using the information.

Training purposes of this module for different groups.

This module would help street educators, street advocates and others in understanding why assessment of the situation of street children is an important step in the methodology suggested. This module is particularly important for planners and project managers because it presents a range of methods that can be used to collect data on street children. For those who participate directly in the assessment, it will help in understanding different methods of assessment and will serve as an introduction to how the assessment with street children and service providers should be conducted.


Information on Street Children Question Menu (Menu A) and Service Providers Question Menu (Menu B) is essential for street educators and street advocates because they may have to select and modify the questions for focus group discussions, interviews, and surveys. The amount of time you devote to this module will depend on the amount of experience trainees have had in communicating with street children and service providers individually and in small groups.

 **Trainer Note:** If trainees are unfamiliar with the physical and social characteristics of the area where they will be working, it would be useful to understand the process of making a 'map' (**Module 2**) before starting with the assessment methods. The communication exercises (**Module 2**) will assist trainees in developing the skills required for listening and posing questions and skills that are necessary for assessment.

Lesson 1: Assessing the Situation.

- **Purpose:** To emphasize the need to collect information about the situation of street children as the first step in planning a project for them.
- **Suggested training methods:** To introduce this lesson, you can ask the group to brainstorm on the reasons why different kinds of information are needed to plan projects for street children. Write all the reasons on a chalkboard or large piece of paper. Suggest the ideas listed in the introduction to lesson 1 if trainees do not mention the ideas. Next, ask participants to glance through the list and select the three most important reasons. Everyone can get up and do this at the same time if this fits in with your culture and training situation. It makes the activity lively and informal. After everyone has put a mark next to three reasons, everyone can look at the list and see which ones have the most marks. This should stimulate discussion about the importance of information.


This information is best collected either directly from street children, their families and service providers or indirectly from printed material. The information and perspective of street children themselves is critical for an understanding of their needs because their perspective may be different from adults. Service providers are key sources of information about what kind of health, education and other services are already available to street children, and whether street children are utilizing them. They can offer ideas on gaps in services and potential barriers that may prevent street children in making use of such services and how to overcome these gaps/ barriers. Further, they can discuss their own willingness and readiness to provide various services that might be needed, such as health care, education, or aid with family reunification. By collecting data from street children and service providers, the trainees can compare the perspectives of the two groups and hence may acquire a comprehensive picture of the situation of street children in the local community. Data from both groups will be critical in understanding the needs of street children and the feasibility of potential responses.

 **Trainer Note:** Since the information sought is personal in nature, certain ethical restraints need to be maintained such as providing information regarding the purpose of data collection before asking questions, taking consent, and ensuring confidentiality.


Now you can move on to exploring further what kind of information is needed. It can be useful to invite a guest speaker, such as a local counsellor or health worker, or experienced street educator to discuss this. Look for people who have experience in carrying out assessment of substance use or other health issues in street children. Make a list of areas in which information about street children is required. Discuss the best ways in which information that is needed can be obtained in your culture.

Learning activity.

1. Purpose of the assessment of street children's situation.

 **Trainer Note:** This activity could be carried out individually or in small groups, and could be followed up by a general group discussion

2. Identify secondary sources of information about street children.

 **Trainer Note:** Possible sources of existing information about street children should be identified during a brainstorming session. This should be followed by a field visit to some of the identified places.

Lesson 2: Asking questions.

Purpose: To realize the importance of framing appropriate questions and to develop the skill of asking questions that encourage street children to talk more freely. To increase trainees' awareness of important issues in the lives of street children by reviewing the lists of sample assessment questions suggested in the module. To familiarize participants with the **Modified Social Stress Model** as a way to collect and report information about the situation of street children.

Suggested training methods: In some cultures, topics such as sex, substance use and other related areas are too sensitive to be talked about openly. Questions relating to such topics may not be asked in a group. These subjects may make street educators and others feel uncomfortable. It is important that the way of asking questions of a potentially sensitive nature within a given culture be discussed, to fully understand their behaviours and the context within which these behaviours occur. The activity that follows may be added to the workshop to help trainees become more comfortable in talking about sexual topics with street children.


Activity - Saying the Words*.

- **Purpose:** To familiarize trainees with words that street children may use to describe sexual behaviour and related sexual and reproductive health topics and to help overcome their hesitation in saying some of these words. To identify how the use of some words reveal a person's cultural/ personal attitudes, thus showing that different groups tend to use language in a way that is comfortable to them.

Groups size: The whole group, up to 25 people Time: About 40 minutes

- **Suggested training method:** Explain that street educators need to understand the words street children commonly use in discussing sexual health issues to be able to communicate effectively about such issues. Let the trainees know that most people have some difficulty in using sexual words so that they know that they are not the only ones who feel hesitant!

Divide the trainees into small groups of three to four participants. Share a word related to sexual and reproductive health with each of the small groups. Ask the small groups to speak out all the words they know with similar meanings.

 **Trainer Note:** Suggested words could include *pregnant, breasts, vagina, penis, and sexual intercourse*. You will need to select words that are acceptable within your own culture and situation. Remind trainees that in their work with street children, they will need to discuss sexual topics in ways (for example, on a one-to-one basis or in same-sex group) that are acceptable to their local situation.

When the participants have run out of words, ask them to return to the large group. The large group can identify the words that might be used by various groups of people, e.g. doctors, adults with each other or street children with each other, street girls or street boys, and groups of all ages and sexes.

Ask the trainees to think about and discuss the cultural and sexual attitudes that are revealed in the language we use.

* Adapted from an activity in *An introduction to sexual health*, International Federation of Red Cross and Red Crescent Society, Geneva, Switzerland, 1995.

A Resource for training about introducing discussion on sexual health.

An introduction to sexual health, International Federation of Red Cross and Red Crescent Society, Geneva, Switzerland, 1995, is designed for trainers who want to introduce discussion about sexual health, but may not be sure where to start. It gives a framework for planning, implementing, and evaluating sexual health training. The guide includes activities that can be adapted for training and a resource list. To order, contact *An introduction to sexual health*, International Federation of Red Cross and Red Crescent Society, Geneva, Switzerland, 1995. P.O. Box 372, CH 1211 Geneva, Switzerland.

Present the concept of **open-ended** questions to the trainees. Highlight points as noted in the text and share examples of questions that get a “yes” or “no” response easily.


You could employ role play to get trainees practicing the process of talking with a street child to gather information. To prepare for the role plays, select one of the case examples presented in Modules 3 or Module 4, or create your own case examples of street children. One person can play the role of the street child and another trainee can assume the role of the street educator. The exercise could be carried out in front of the large group or in small groups.

To help trainees prepare for this exercise, ask them to identify several key questions for the role play interview. Trainees can do this in small groups or in the large group. After each role-play, give the players a chance to share how it felt to be in the role and what they learnt. The person playing the role of the street educator could ask for feedback on how he/she carried out the interview. The whole group can discuss what was learnt and what other sources of information in your area could provide additional material.

Present the **Modified Social Stress Model** as a way to help street educators decide on what kind of information they need. You can write each major component as a heading on a single large piece of paper and place the sheets around the room to highlight the points as discussed. For example, one piece of paper may have, ‘A child’s level of stress’ written across the top.

Question Menus: Introduce the Question Menus for Street Children (Menu A) and for Service Providers (Menu B). Both menus include questions related to components of the **Modified Social Stress Model**. Highlight the following key points:


- Menu Questions can be adapted for use in focus group discussions, interviews and surveys.
- Different types of questions will fit best with each assessment method.
- Questions on the menus are examples that may need to be adapted to fit local situations/culture.
- New and additional questions may be developed locally to reflect the local reality.
- Words or phrases should be clear and appropriate for those who will be asked the questions.
- It is usually better to phrase questions in the third person when questions of a sensitive nature are to be asked in a group setting. Posing questions indirectly does not put individuals in an uncomfortable position and is likely to yield more information.

 **Trainer Note:** Remind trainees that where menu questions are used for surveys or interviews direct questions are appropriate.

The menus can be reviewed in workshop training sessions, assigning tasks related to the menus as individual or small group work. Or, tasks can be given as homework assignments and discussed in the next training session. Experiences with the use of homework assignments vary quite a bit among street children projects; some have found it to be very useful and others have found that trainees just don't have the time for such assignments or that they seem to learn more through the group process. Both methods have been found to be workable. Evaluation of the training sessions can give you feedback on the method that works best with the group that you are leading.


Ask trainees to point out similarities and differences between the questions for street children and those for service providers. Discuss with trainees why it is important to collect information from both groups mentioned above. Use the small group method and ask each group to select one area for review. Participants could be asked to agree on five questions they think are important and adapt them as needed. Each small group can share their questions with the large group. You might also use this module to finalize the questions to be tried out for assessing the views of street children or service providers.

Draw the attention of the trainees to the WHO document, *Monitoring and Evaluating of Street Children Projects* as an important resource material. Chapters 3 and 7 of this document provide valuable information on basic methods that can be used for monitoring and evaluating the community.


 **Trainer Note:** It is suggested that you read Chapters 3 and 7 as basic preparation to assist in providing training on assessment methods. You may want to photocopy *Table 7.2 Advantages and Disadvantages of Various Data Collection Methods* in the guide as a handout for trainees.

Learning activity.


1. Identifying assessment questions.

 **Trainer Note:** The written exercise can be completed as an individual activity which can then be discussed in the large group, or you could ask the group to form small teams to work together to write questions they would like to ask street children. Each team can then present their questions to the large group.

2. Asking questions.

 **Trainer Note:** Ask two trainees to read out the parts of the girl and the street educator as presented in the sample dialogue. Next, ask the group to discuss how well they thought the questions in the dialogue worked to gather information. For example, ask them whether they felt that some of the questions suggested that the street educator had assumed what the street child felt instead of being open to the child's actual emotions. Ask trainees to offer other ways in which they might have posed these questions.

3. Asking open-ended questions.

 **Trainer Note:** You could form small groups and ask trainees to work together to complete the exercise. Ask each group to share the open-ended questions that they develop with the large group.

Lesson 3: Methods of collecting information.


- **Purpose:** To provide trainees with details about various methods of collecting information including how these are planned and conducted. To help trainees analyze the appropriateness of various methods for the local situation.
- **Suggested training methods:** Introduce and describe each method using the points presented in the training module. Allow time for questions and discussion of each method. Review the methods for their suitability in the local context beforehand as it will assist you in answering questions regarding their appropriateness or feasibility.

Emphasize that focus group discussions are very useful for getting a general picture of what the particular group thinks about the selected topic; however other methods are more appropriate if the topic is one in which you need specific personal information from individuals. Reviewing data from a number of focus groups on the same topics can be useful for looking at similarities and differences in the information gathered and observations about trends. Remind trainees that although the focus group method is very useful, it is a qualitative method. It is not a good method for obtaining numerical data, such as the number of street children who use a substance. Questionnaires and interviews are better for collecting such information.

 **Trainer Note:** You may want to select one or two methods for additional training.

3.2 Focus group discussion.

Emphasize that the focus group discussion (FGD) method aims to generate an ordinary dialogue. The normal group interaction encourages members to think more deeply about the topic than they would have done individually. The more the dialogue resembles a normal, serious discussion, the better the results of the assessment will be. The facilitator focuses the attention of the members on just a few questions, e.g. those in one section of the question menu, so that the discussion is kept within appropriate time limits and does not overwhelm the participants.


 **Trainer Note:** Depending on the experience, education, and current roles of your trainees, the open discussion style of the focus group methods may be something new to them. It will take some time before they become comfortable with it.

One way to cover the key areas is to assign various parts of the lesson to small groups so that they can review it and then present to the whole group. You can adjust how to split up the parts of the lessons or the size of the groups depending on your preferences and the number of participants. One team could deal with Step 1 (*Decide what you want to know*) another with the second step (*Identify the participants*) and so forth. Ask teams to highlight the main points in the process of planning. A full understanding of the FGD method can be learnt either through discussion or through demonstration.

- **Discussion:** Remind trainees that learning to carry out focus group discussions takes experience and practice. It is important to reinforce to the trainees that flexibility is critical in making the focus group process effective. Make sure that the points about how to adapt the focus group method with each group are covered. In the same vein, highlight the point that light activities and games help in making the members of the group more comfortable with each other. You may suggest that the trainees could refer to the guide: *Youth and substance use workshop, how to create, work with and evaluate educational materials and activities with young people* (WHO/PSA 97.6)
- **Demonstration:** You could invite an experienced facilitator to lead a focus group discussion with a small group of trainees who volunteer to participate as members in it. Other trainees can observe the process. This may be particularly useful for new trainees. Through observation or participation with experienced facilitators, they can gradually learn and eventually develop their own style with street children. Keep the demonstration short (up to twenty minutes). Request the facilitator to ask only a couple of open-ended questions. Ask the person to begin and end the discussion as well.

Some workshops have asked the trainees to role play street children or service providers to demonstrate the method with one or both groups. Prepare short profiles of street children, noting their life situations and issues or problems, as well as skills and strengths. Don't use real names or exact descriptions of real street children, but create the profiles from the real life situations of street children. Write the profile information on cards and let participants pick a card from a hat. Ask the trainees to participate in the focus group in the role of the street child described on the card they have selected. Caution trainees not to overplay 'acting up' behaviours of the street children, but to behave in the way street children that they know behave. Remember to take time to share what the trainees


experienced when they played the role.

 **Trainer Note:** Remind trainees that both professionals and other people who are familiar with street children have important information to share about the situation of street children and programmes for them. This might include health and welfare workers, representatives of non-governmental organizations, community volunteers, business people, vendors who employ street children, parents, teachers, law enforcement officers -anyone who understands something about the lives of these children.

Ask trainees to describe the profiles of about six imaginary people who would fit the above description in their areas. Explain that they have to play the roles of six imaginary people. Remind trainees that in real life, once you have written the questions for the discussion, you will be able to tell who might be able to answer them most effectively.

Allow time after the demonstrations to let trainees ask questions about the process and discuss any issues that may arise. Change the roles of observers and group members so that all the trainees have an opportunity to observe the process and to experience being in a focus group discussion.

If you want to give the trainees practice in facilitating and /or recording, you can ask them to try out these roles after the demonstration. Let trainees take turns in the roles so that every one gets the chance to ask and facilitate at least a couple of questions and document the process. Discuss the experience with the group. You can ask trainees to assess themselves on their readiness to co-lead a FGD, rate their own performance and identify ways in which they could improve. This information will help you determine whether you need to offer more training or support and supervision to the trainees in the use of this method. Additionally, trainees may ask other participants for feedback on how they facilitated the group discussion.

 **Trainer Note:** If you use feedback as a training method, go over the basic ways in which this should be done with the group, before they give feedback to each other. Ask trainees to remember that receiving feedback is not always easy, but that it can be a valuable tool in improving skills. A basic point is to be respectful to each other. To give feedback, ask trainees to state what the person did that was positive and then state any suggestion on how to improve. Let the group know that if a trainee asks for feedback, he or she should be willing to listen and accept both positive feedback and suggestions for improvement. Becoming comfortable with giving and receiving feedback initiates the process of monitoring and evaluation.

3.3 Case Studies.

Remind trainees that while reporting the case, they must always take informed consent from the person concerned and change some basic information to hide the person's identity.

3.4 Observation.

You could add an experiential exercise. You could set up a field activity as a group exercise in the training or as a homework task. Trainees could be asked to select a spot where street children often

go, such as the market or railway station. Ask participants to sit at a spot that does not hinder the children's activity and to watch their activities unobtrusively. Ask them to take notes or record what they see during the observation period. You can ask trainees to look for answers to a specific question, such as "are there street girls in the area?", or, "what activities do street children engage in?" or you can simply ask them to report what they observe generally.

After the exercise ask participants to describe what they learnt through it. Ask questions, such as: "Did you see more than what you usually would, when you just pass through the area?" or "How do you think this method could be used in collecting important information about the needs of street children?"

3.5 Key informant interviews.

Questions in the Menu can be adapted for use with key informants. Trainees may work in dyads (two people working together) to practice asking the questions the group had adapted. One person can role-play the street child and the other the street educator. The dyad should take turns in each role. The experience shared in this process may further sensitize the participants about how those who are interviewed feel when they are asked personal questions. (Module 2 provides more exercises about how to communicate with street children)

3.6 The narrative method.

A story provides a good introduction to various questions (developed on the basis of the story) that follow.

Example: Prashant is sixteen years old and Savita is fifteen. It is now about two o'clock in the afternoon. In an old shed behind some shops, Prashant has been inhaling solvents for most of the morning with three of his friends. By now, he is fairly affected by the solvents: his eyes are glazed and his voice is slurred. He has been thinking about sex and is now feeling sexually aroused. Savita, who is supposed to be at school, comes in.

1. Is she most likely to:

- Start chatting with group?
- Be fairly nervous?
- Ask to use some solvents too?
- Leave as soon as she sees what state the boys are in?

2. She decides to stay and chat. What do you think they talk about?

- Cannabis.
- Her day at school.
- Sexual stories.
- The latest films they have seen.
- An argument with her mother.

Ask someone in the group to read the story out loud. You can ask someone else to read out each question and have the group decide what response they think would be most typical in the local area or with street children they know. Ask the group to discuss how they could use the answers to such questions to understand better ways to work with street children.

3.7 Surveys.

Details with regards to construction, administration and analysis of the survey method may be seen from '*Social survey methods: a field guide for development workers*' by Paul Nichols, Oxfam.


3.8 Projective methods.

Show some drawings made by street children, along with notes of the responses they gave at the end of the drawings. Discuss the interpretation of the drawings.

Emphasize that one needs to have training to use projective tests properly.

Learning activity.

1. Methods for collecting information.
2. Questions for focus group discussion.
3. Surveys.

 **Trainer Note:** You could use the small group method for these activities. This could be followed by a discussion in the large group. The trainees should be asked to refer to the question menu for identifying the areas and questions that they may want to include as such or after they have adapted them.


Lesson 4: Analysing information and preparing an action plan.

- **Purpose:** To introduce trainees to the basic steps involved in organizing and documenting information obtained during the FGD. To encourage trainees to share the information obtained through the assessment process with street children. To present the study of FGD data as a step in using a strategic approach to project planning.
- **Suggested training methods:** Review the FGD dialogue immediately after the discussion to ensure its accuracy and completeness. Reinforce the point that observers/ recorders have to record the comments of the street children and service providers verbatim (in their own words). Learning to do this takes practice, but it is very important to reflect what the street children and service providers actually say. While writing the report, conclusions can be included as a closing section of the report

If you used an experiential method for training about how a FGD should be conducted, you can now incorporate a written exercise on how to analyse responses, drawing upon the demonstration. The trainees who served as observers/ recorders can team up with other trainees to form several small groups, each with at least one person who recorded the demonstration of FGD. Each team can work together on preparing a report of the discussion. The report does not need to be complete, but the trainees can select at least one area of the MSSM. Remind trainees to include a section with comments on the atmosphere, the flow of the dialogue, and any problems that hindered communication.

Learning activity.

1. Developing an action plan.

 **Trainer Note:** Ask the participants to draw up action plans on the basis of the format that has been provided in the participants' materials. You could use the example that has been provided or give an example of your own or you may ask the trainees to give an example from their experience. This activity could be carried out in small groups. The action plan of each group can be discussed in the larger group. You can also ask the trainees to reflect on the barriers and limitations that may hamper the implementation of the action plans.

Module 6: Responding to the needs and problems of street children.

Objectives:

After going through this module, the trainees should be able to:


- ✓ Describe the three levels of responding to the needs and problems of street children.
- ✓ Explain how they can create a safe and supportive environment for street children in their area.
- ✓ Describe the importance of providing information, building skills, counselling and involving street children in various activities concerning them.
- ✓ Identify the important skills that street children in their area require.
- ✓ Compile a list of available health services for street children in their area.
- ✓ List ways in which they can involve street children in the activities that concern them.
- ✓ Apply the **Modified Social Stress Model** in organizing response to substance use and other risk behaviours of street children.

Training purposes of this module for different groups.

This module can help new street educators to become aware of the scope of possible interventions which would enable them to develop better intervention programmes. An understanding of various types of interventions will help new street educators in assessing their own ability (readiness) to carry out interventions and in identifying areas in which they need more experience or training.

Discussion with more experienced street educators could be focussed on a selection of interventions for which they would like additional in-depth training e.g. counselling.


Planners and managers could learn to appreciate the types of interventions that are important in street children projects. They could also benefit by understanding how data collected according to the **Modified Social Stress Model** can contribute in designing interventions for addressing specific needs. Review of interventions at different levels can provoke thinking about new and creative ways of dealing with problems of street children, e.g. working at changes in policies and national strategies in addition to the usual interventions at the individual and community level.

 **Trainer Note:** This module is a general guide. You could draw upon it for information on interventions in training street educators and others from time to time. It is important to recognize that all the interventions presented in this module will need to be carefully assessed for their relevance and potential usefulness in the locality where they are applied. The descriptions are meant to help you in starting the process of training participants in the selection and development of interventions. You may require further information, consultation or technical assistance to help trainees develop specific interventions. Governmental and non-governmental agencies could provide you with information resources that have been developed locally. *Youth and Substance use Workshop, How to Create, Work with and Evaluate Educational Materials and Activities with Young Street children* (WHO/PSA 97.6), is a resource which will be particularly helpful in developing health education interventions with street children.

Lesson 1: Responding to the needs and problems of street children.


- **Purpose:** To increase awareness of interventions which can be directed at the individual level, the local community level, and the community beyond.
- **Suggested training methods:** You could use a diagram mentioning the problems and needs of street children, to help trainees in visualizing how different interventions focus directly on the child, family, community, or society. You can also present local case studies and ask trainees to discuss examples of interventions at different levels.

Highlight the importance of ongoing support and booster sessions for maintaining the efficacy of interventions. Ask trainees to discuss the concept of after care and the type of support to be offered to street children over time.

 **Trainer Note:** You could invite a group of experienced street workers and have a panel discussion on the types of intervention options they have used. This would provide the trainees with a list comprising of many ideas, all of which may not be applicable in their local culture. Remind trainees that this list could be used as a reference list from which they could select activities which are acceptable and appropriate to their setting.


Learning activity.

1. Ways of responding to street children's problems.

 **Trainer Note:** This exercise could be done as a small group exercise or individually. Ask participants to discuss barriers that may block the implementation of identified activities.

Lesson 2: Types of responses.

- **Purpose:** To increase the understanding of major categories of responses (interventions) that can be used in developing strategies to respond to the needs of street children.

 **Trainer Note:** This lesson provides information on different types of interventions which have been selected as examples because they have been found to be useful in preventing and reducing the harm of substance use and other risk behaviours among street children. However, you and the trainees may identify and develop other interventions. Any intervention selected for implementation would need to be adapted to fit the local needs of street children.

- **Suggested training methods:** To review the five major categories of interventions, you could briefly introduce each one and ask trainees to identify local examples for each type of intervention. You could also ask trainees to form five small groups, and ask each team to prepare a brief description of one of the categories and local examples of interventions being implemented in that category. Alternatively, you could also ask them to prepare a list of general interventions in the areas that they think are important such as those in substance use and sexual and reproductive health.

Trainer Worksheet

Planning Street Educator Training on selected intervention for work with street children

Intervention:

Brief description:

Learning objectives of
intervention for street children:

What the street educator needs to implement the intervention.

Information:

Training methods

Resources you will need:


Basic skills:

Attitudes:


2.1 A safe and supportive environment.

While mentioning the example on reunification, you could ask trainees to enumerate the steps required towards reunification. Focus on the following points:


- Assessment of the child and his/her circumstances, including the child's readiness to be assessed.
- Contact with the family through telephone or home visit.
- Assessment of the family and their circumstances (child abuse issues should be explored).
- Reunification process is slow. Child may have acquired a new language and new coping strategies when he/she was away from the family.
- It is necessary to make follow-up visits as the difficulties arising out of reunification require constant support and encouragement, e.g. the child may want to return. In that case you might have to check for other options to reunification.

 **Trainer Note:** Highlight that in some cases, separation from families rather than involving the family is indicated. Hence, it is important that you assess the situation at every step.


2.2 Providing information.

 **Trainer Note:** You may refer to other training modules (7,8 and 9) for discussing various issues on which information needs to be provided to street children.


2.3 Building skills.


 **Trainer Note:** You may use the role-play method for training participants in various skills. Brainstorming sessions may help the trainees in generating relevant local examples.

2.4 Providing counselling.

 **Trainer Note:** Invite a mental health professional to introduce the topic and to answer questions that the participants ask. You may want to refer to the resource material: *World Health Organization(1993). Counselling skills training I: adolescent sexuality and reproductive health: a facilitator's guide. Document No. WHO/ADH/93.3. Geneva:WHO.*

2.5 Improving access to health services.

 **Trainer Note:** You could ask trainees to review the practical links that exist between their projects and emergency medical services, the local primary health care workers, and other health services. Discuss what other specific services are available to the street children in the local area. Ask the trainees to discuss the barriers that may exist in using services that are available, e.g. children's way of coping with health problems. Ask trainees to identify ways in which these barriers could be overcome.

 **Trainer Note:** Summarizing the entire lesson: You may give an overview of the different types of interventions. Ask trainees to discuss how various interventions could be incorporated into their daily work with street children. To facilitate this type of session, you could invite selected guest speakers to offer information and answer questions. Reinforce the point that using a combination of interventions is useful, and that any intervention may help in a number of problems that the street child is facing.

You may want to select a particular intervention for in-depth training. Decide on the intervention(s) in which training is to be imparted with the help of the trainees. Arrange additional written resources and local technical consultation where possible. The resources could be obtained from the WHO, but it is suggested that you also locate local resources. Explore trainees' attitudes towards the delivery of the intervention and development of required skills. Training of this kind may take multiple sessions, and it may be worthwhile to incorporate such training into ongoing staff development. A worksheet has been given that you can use in developing sessions for trainees.


After you have completed the basic in-session preparation with trainees on a selected intervention, provide them with the opportunity to practice the skill. In facilitating activities that provide information to street children (e.g. about substance use problems) or build selected skills (e.g. how to be assertive when offered a substance), you could employ the field activity method. You could form small teams of up to 6-8 trainees to plan and facilitate the activity and to evaluate it. Consider the composition of the teams to ensure a balance of gender and experience. Arrangements could be made to allow the trainees to work with street children at a local drop-in centre or as part of an outreach programme. You and other experienced street educators should accompany the trainees.

Note: The WHO and Mentor Foundation document, *'Youth and Substance use Workshop, How to Create, Work with and Evaluate Educational Materials and Activities with Young Street children'* has information on development of key messages for work with young people that could be helpful to trainees in designing information and skill building session with street children. The document also has information on many creative ways to use participatory approaches to work with young people, including street children!


After carrying out the field activity, trainees can share their experiences and discuss what worked and what did not work well, how they could improve the next time and what variations can they introduce.

Learning activity.


1. Creating a safe environment.
2. Providing Information.
3. Skills of street children.

 **Trainer Note:** In a small group, ask a trainee to read out the story. Then ask the participants to share their ideas on the various points that the story raises.


4. Field activity.

 **Trainer Note:** You could form small teams of up to 6-8 trainees to plan and facilitate the activity. After carrying out the field activity, trainees can share their experiences.

5. Providing counselling to street children.

 **Trainer Note:** In a small group, ask a trainee to read out the story. Then ask the participants to discuss the questions raised at the end of the story.

6. Health services for street children.


 **Trainer Note:** Role play the situation and explain the steps that need to be taken to help the character in the example.

Lesson 3: Involving street children.

- **Purpose:** To clarify to the group of participants that involving street children results in their commitment to reduce risk behaviours and increases the likelihood that they would access the resources available in the community.
- **Suggested training methods:** You could ask trainees to discuss how street children could be involved in the planning and implementation of the interventions that the groups have suggested. Refer to the example of the junior health educators in Manila. Ask what special training the street children would require to help in planning and carrying out the proposed intervention.

Learning activity.

1. Involving street children.

 **Trainer Note:** Divide the participants into small groups and ask them to share their experiences of trying to involve street children and suggest ways in which their involvement could be improved. This could be shared with the large group.

Lesson 4: Interventions within the Modified Social Stress Model.


- **Purpose:** To help trainees explore activities which could have a positive impact on each component of the **Modified Social Stress Model**.
- **Suggested training methods:** Briefly review the risk and protective factors (refer to **Modules 3 and 4**) that influence decisions about substance use and sexual behaviour amongst street children in the local area. Point out that interventions that address each component of the MSSM can be developed. You can give examples from the table given in the training module.

To introduce an overview of potential interventions to reduce problems related to substance use and sexual and reproductive health, you could ask trainees to form small groups to discuss interventions which could reduce risks and strengthen protective factors related to components of the **Modified Social Stress Model**. Assign one or two components of the MSSM to each group. Ask each group to:

- Identify two important substance use or sexual and reproductive health issues/needs of the local street children.
- Review what they have learnt about factors which may increase or decrease the likelihood of the identified problem behaviours of street children. Ask trainees to review **Modules 3 and 4** for information on the application of the MSSM to substance use and sexual and reproductive health problems.
- Go through the examples (in the training module) of suggested interventions and identify an intervention that could increase protective factors and reduce risk factors related to the substance use or sexual and reproductive health concern.
- Discuss the proposed intervention(s) and ask why these were considered to be useful.
- Write all the proposed interventions on a large piece of paper, chalk board, or newsprint, so that all trainees can see and review the total list. Ask trainees what could be their role in implementing the interventions. Discuss whether additional training would be necessary to help them implement the interventions or what steps would be needed to begin the process of developing their proposed interventions, for example, if a new service of some type is needed.

Learning activity.

1. Interventions organized according to the Modified Social Stress Model.

 **Trainer Note:** To complete the written exercise (which helps trainees put together all that they have reviewed in this lesson), you could ask small groups to complete the assignment for one or two components of the intervention. Ask each group to present the interventions that they have selected to the large group. Ask them to make a list of individuals and organizations that would be needed to implement the intervention and to clarify the role of the street educator in implementing the intervention (this issue will be highlighted further in **Module 9**).

In large group discussion, you could discuss which of the interventions suggested are already taking place in the community, and which need to be developed. Also, ask groups to note how they chose their intervention. Explore how their selections related to the needs of street children in their particular area, resources available, and the cultural norms in the community.

Module 7: Teaching street children

Objectives.

After going through the material the trainees should be able to:

- ✓ Explain the terms, knowledge, skills and attitudes.
- ✓ Identify appropriate teaching methods for use in the teaching of street children.
- ✓ Identify locally available learning aids.
- ✓ Develop a lesson plan on substance use and sexual and reproductive health including HIV/AIDS and STDs.
- ✓ Conduct a teaching session using the developed lesson plan.
- ✓ Explain the importance of assessment in the outcome of training programmes.
- ✓ Identify important topics for educating street children on substance use and sexual and reproductive health including HIV/AIDS and STDs.
- ✓ Demonstrate the teaching of life skills.

Training purposes of this module for various groups:

This module is designed primarily for street educators and others who work, or will work, directly with street children. Providing information and skills is vital in any kind of work involving street children, hence the awareness of various ways of teaching and available learning aids becomes essential.

Lesson 1: Basic educational concepts.

- **Purpose:** To introduce concepts that are important for planning, developing and implementing teaching sessions. To highlight the importance of interactive approaches in teaching street children.
- **Suggested training methods:** Ask trainees in the large group to brainstorm on what is meant by terms such as learning, learning objectives, education, training, knowledge, skills and attitudes. Build on their responses to develop basic definitions for these concepts. Ask participants for ways in which knowledge, skills and attitudes can help street children in facing their problems and meeting their needs.

Learning activity.

1. Educational needs.

Ask the trainees to work on this problem in small groups. If they are not already aware of the local problems, locally developed resource material could be provided for them. Discuss these responses in the larger group.

2. Role of education in practical problem solving.

This exercise could be completed either individually or in small groups. Some of the answers could be displayed on a chalk board or a chart paper in front of the whole group and discussed.

Lesson 2: Teaching methods.

- **Purpose:** To make the trainees aware of different teaching methods that can be used to educate and train street children. Introduce various ways in which they can make lessons interesting, e.g. through educational games.

Suggested training methods:

- **Group discussion:** Remind trainees that they have already been introduced to group discussions as a technique under ‘focus group discussion’ in **Module 5**. Ask them to brainstorm on various points related to group discussion. Add any points that they may have missed and highlight that all group discussions may not be focussed on a particular topic or issue. You could hold a group discussion of the trainees on a selected issue, e.g. attitudes of street children towards street educators, to help the trainees get experience of this participatory approach.
- **Demonstration:**
- **Role play:**
- **Games:** To prepare for training in this method, ask participants to play the game mentioned in the training module or any other game that seems useful and appropriate to the needs of street children in your area. You may need to make some changes in the games or adapt them in some way to make them more relevant to the local culture and situation.

Additional training: Trainees could work together in teams of three to plan and facilitate a selected game with a small group of street children. After facilitating this exercise, ask teams to assess their experience, considering the following aspects:

- Were the objectives set for the activity achieved? Could they suggest reasons for the success of the game?
- If the activity was ineffective, what was the reason for its’ failure? How could they improve upon their efforts?
- Were the directions simple and clear?
- Was there enough time?
- Was the activity too simple or too complicated for the group?
- Was the group just testing them or not interested in the particular activity?
- Did the street children have problems in concentrating due to tiredness or intoxication?


It is important to ask trainees to take time in planning games for street children. They should set a couple of clear objectives of the game. Interactive games can be identified, for example, as tools in helping street children/ youth learn about STDs, HIV/AIDS etc. and about how to prevent them. Suggest to the trainees that when they facilitate the activity, it can be useful to have one member of their team serve as a ‘participant observer.’ The person in the observer role can help the group assess how the activity is going. Also if possible, at the end of the activity, ask the street children to say what they liked or didn’t like about the activity. What would they like to do differently? Try to be open. Don’t be afraid of criticism. It helps you to be seen as a facilitator, and not as an authoritarian figure.

Remind trainees that it helps to do a simple warm-up activity with street children before carrying out the main activity.

Brain storming:

Learning activity.

- 1. Role play as a teaching method.**
- 2. Group discussion as a teaching method.**
- 3. Brainstorming as a teaching method.**
- 4. Games to encourage active participation.**

 **Trainer Note:** Exercises on role playing, group discussion, brain storming and games may be carried out in small groups. Allow each group to present a method, while the other street educators evaluate and comment on the method used, while checking for clarity, relevance, effectiveness of the method, areas in which improvement is required and the performance of the presenter. Also, ask the presenters to discuss their experience.


Lesson 3: Learning aids.

3.1 Learning aids in street education.

3.2 How to use learning aids.


- **Purpose:** To highlight the usefulness of learning aids in teaching and to help street educators in using them effectively.
- **Suggested training methods:** Ask the large group to name various audio-visual aids that could improve communication. You could ask them to brainstorm on this.

Familiarize the trainees with some of the learning aids through demonstration. The participants should identify topics for teaching and select appropriate learning aids. Ask them to state reasons for using a particular aid. They should then present the lesson with the help of the selected learning aid. Ask the other members of the group to evaluate the presentation and offer suggestions for improvement.

 **Trainer Note:** Emphasize that the learning aid used should be easily accessible and should not look out of place in the local context.


3.3 Enhancing learning.

- **Purpose:** To describe certain ways by which learning can be enhanced.

 **Trainer Note:** Highlight that learning aids and teaching methods alone will not ensure that learning will take place. Review the principles mentioned in the training module to enhance learning. This could be achieved by asking the members of the group to brainstorm on what was facilitating their own training and things that were impeding it. You could add areas that were not covered.


Learning activity.

1. Learning aids.

 **Trainer Note:** To familiarize trainees with learning aids available in the community, arrange a meeting with experienced street educators. Alternatively, you could take them on field visits to centres from where such resources could be obtained.

2. Songs.

3. Stories.

 **Trainer Note:** These exercises could be carried out as a small group activity. Trainees could take turns in narrating the songs and stories. Ask the audience for their comments.

Lesson 4: Planning to teach street children.


- **Purpose:** To emphasize that planning is important in teaching. To highlight the key issues that need to be given attention while planning a teaching activity. To make the trainees aware that assessment should be carried out after each step of training.
- **Suggested training method:** Ask the group to brainstorm on the issues that should be kept in mind while developing a lesson plan. Add to the list if some points are missed. Emphasize that the lesson should be based on the needs of street children. If the trainees are not aware of the needs, a meeting with street children or street educators should be arranged. They should also enquire into the other issues that are relevant to developing the lesson plan, e.g. whether the timing would suit the street children, whether the street children are interested in the particular lesson etc.

Write the steps of the lesson plan on a chalk-board or chart paper/ newsprint that can be displayed in front of the group of trainees. Ask them to discuss the importance of a lesson plan and each of its steps. In case it has not already been mentioned, emphasize the importance of the lesson plan as a tool for maintaining continuity in training, so that another trainer could continue from where a particular person left off. Highlight that learning objectives provide a direction to the teaching material and also guide the process of assessment. The importance of keeping the lesson to a duration within the attention span of the targeted group should be mentioned. Similarly, it should be mentioned that the content should be planned in such a way that it does not become too taxing for the street children, e.g. too many new ideas should not be introduced in a short span of time. Explain that assessment is crucial because it helps in finding out whether the objectives of the lessons have been achieved or not.

Ask small groups of trainees to prepare a lesson plan on topics that they have decided upon after their discussion with the street children/ educators. They could refer to the example of the lesson plan on dangers of substance use for this. The task groups should also be asked to suggest the time and venue for the proposed lesson, the size of the group for which they have planned the lesson and the learning aids they wish to employ. These plans (lesson plan and the plan for the teaching session) could then be discussed with the large group of participants.


Ask the whole group to brainstorm on areas that should be assessed. Highlight that it is usually more difficult to assess attitudes but it is none the less important. Ask the group to name the kind of assessment processes (formal/ informal, oral/ written/ practical), the stages at which assessment can be done (pre-test, continuous assessment, final assessment), and the importance of carrying out assessment. Highlight the fact that assessment helps in identifying the areas of strength and those needing improvement in the trainees.

Emphasize the importance of self-assessment. Ask trainees to suggest ways in which this could be done. You could ask volunteers to take a lesson with a group of street children in front of other members of the task group. Ask the volunteers for their own assessment, and then request them to seek the opinion of other group members on selected aspects (e.g. the use of learning aids, whether the lesson was audible etc.) of the teaching session.

 **Trainer Note:** The other group members should be told to restrict themselves to the identified aspects and to give suggestions that could be easily applied by the volunteer in improving their teaching sessions.


Learning activity.

1. Developing a lesson plan.
2. Assessment.

 **Trainer Note:** Each trainee should be asked to write a lesson plan, the plan for the teaching session and methods of assessment. These should be discussed within the small groups. One member can then be asked to ‘teach’ the group, while the other members play the role of street children. At the end of the teaching session the presenter and the members of the group can be asked to give their opinion on strengths of the presentation and the areas in which it could be improved.


Lesson 5: Educating street children on substance use, sexual and reproductive health including HIV/AIDS and STDs.

- **Purpose:** To make trainees aware of the fact that education forms an important part of health promotion and preventative strategies.

 **Trainer Note:** Ask the whole group to brainstorm on important topics for education on substance use and sexual and reproductive health including HIV/AIDS and STDs. Ask different groups to prepare flip-charts on the content they want to include in the following lessons: reducing harm from overdose among street children, messages on safe sex among street children, and pregnancy and contraceptives. Display these charts in front of the whole group for discussion.

Learning activity.


1. Lesson plans.

 **Trainer Note:** This activity could be carried out as a small group activity. After the teaching plan has been prepared, members could take turns in delivering parts of the lesson. Later the same lesson could be delivered to a group of street children.

Lesson 6: Teaching skills.

- **Purpose:** To make the trainees aware of the importance of helping street children to develop skills needed for dealing positively with their difficult circumstances.

6.1 Life skills.


 **Trainer Note:** Ask the whole group to brainstorm on different ways in which life skills training could be imparted. Add to the list if any important method has been missed.

Emphasize that an important way to learn a skill is to analyse important aspects of the skill. Ask a trainee to read out the example on decision making to familiarize the group with the steps involved in the process. Ask the group to suggest various situations in street children's lives where decision making may be required. Divide trainees into small groups and ask them to role-play a situation in which a street educator helps a street child through various steps involved in decision making. Ask the small groups to respond to various situations presented in the other examples in the training module.

Introduce issues related to communication skills (**Module 2: Responsibilities of a street educator**) and group methods (**Module 5: Determining needs and problems of street children**) if these have not been covered earlier. By now, they should have some experience of the group process. Ask them to brainstorm on ways in which group processes can be facilitated. Highlight the following (if these were missed): need for rules, like taking turns to speak, the usefulness of summarizing from time to time, ensuring participation of all members, and any blocks to working towards the tasks that the group is intending to achieve. Divide the trainees into small groups and ask individual members to take turns in facilitating the group. Discuss these experiences with the large group. Make a list of hindrances to group work on the basis of this discussion. Add to the list if any important point has been missed.

6.2 Physical skills.

6.3 Performance, vocational and livelihood skills.

 **Trainer Note:** Ask the participants to suggest a list of skills that street children require in the above topics. Divide the trainees into small groups, and ask a member of each group to facilitate the demonstration of the following skills: method of using a condom and skills needed to search for a job. Discuss the experience with the larger group.

You could also ask some trainees to read out various examples regarding street children, and request others to suggest appropriate vocational skills for each child.

6.4 Other topics for street children education.

 **Trainer Note:** Ask participants to brainstorm on important educational issues related to the following:

- Health promotion and disease prevention.
- Rights and laws about street children.
- Improvement in literacy.

You could ask small groups of participants to develop lesson plans for one topic in each of these areas. Before preparing a lesson plan on health promotion and disease prevention, it may be important to assess what are the most common health problems that street children face and which problems are the most serious. Information on health care resources and the way in which street children usually handle their health problems should also be available.


You may want to use this lesson to prepare street educators for particular medical problems facing street children in your area. If there has been a recent cholera outbreak for example, you can invite a health provider to detail the basic steps for prevention of the disease. You could then ask a small group to prepare a lesson on precautions that street children should take to decrease the chances of their acquiring cholera.

After trainees have been briefed on local laws and legal rights of street children and street educators, you could ask them to go into small groups and develop a plan on how to help street children learn the legal issues. Ask each group to share their ideas with the large group.

The UNICEF guide on Conventions on the Rights of the Child and its impact in their lives should be made available to help trainees in designing activities with street children on these issues. The guide also has sections on planning actions related to rights issue (see **Module 9: Involving the community**).

Learning activity.

1. 'Ice breaking' – Learning and applying life skills.
2. Decision making.

 **Trainer Note:** Carry out the final exercise for this section by drawing on the methods introduced in this guide and on your own experience.

Module 8: Selected Health Care Needs for Street Children

Objectives.

After going through this module the trainees should be able to:

- ✓ Explain the immediate care, support and appropriate referral of a street child with problems arising from substance use, e.g. intoxication, withdrawal and overdose.
- ✓ Explain the process of change and enhance the street child's motivation for change.
- ✓ Describe immediate care, support and appropriate referral of a street child who has sexual or reproductive health problems or illness.
- ✓ Demonstrate immediate care, support and appropriate referral procedure for a street child who is bleeding or stopped breathing.

Training purposes of this module for different groups:


This module will help new street educators in developing their abilities in planning responses related to prevention and treatment of problems related to substance use, as well as sexual and reproductive health. This module also equips them with selected first aid knowledge and skills.

For more experienced street educators, the material can be used to stimulate a review of ways of assessing specific substance use problems amongst street children and enhance awareness of different types and levels of interventions. The lesson on responses related to sexual and reproductive health can be used to review interventions that are currently being provided by local programmes and ones that need to be developed.

Thinking about how to match lessons with the needs of trainees will be particularly important in preparing to offer training on interventions. Suggestions are offered for different ways to use the material in the various lessons. You will need to carefully review the scope of the information offered and consider whether you wish to provide the trainees with an introduction or with an in-depth understanding on selected responses. For example, if trainees frequently encounter children who get anxious or agitated after using substances, and are unsure of how to approach such children, you may want to spend more time on the material on how to manage various substance-related behaviours and states.

Lesson 1: Care for problems related to substance use.


- **Purpose:** To help trainees gain a better understanding of selected interventions that are useful in preventing or reducing harm from use of substances. Highlight motivational interviewing as a way to increase a street child's readiness to address his or her substance use behaviour.

 **Trainer Note:** Encourage trainees to assess personal readiness to implement the various types of interventions mentioned in the training module. You may decide to work further with a particular intervention

1.1 How to attend to substance use related states.

- **Suggested training methods:** Ask a health care worker to present his/ her experiences regarding common problems related to substance use among street children and suggest ways in which the trainees could manage them.

Review in particular the signs of overdose from depressants. Ask a trainee to read aloud the steps that are to be followed in such a case. Remind trainees to determine what the child has taken.

 **Trainer Note:** If you are not a health care worker yourself, and appropriate speakers are not available, you could prepare to offer this lesson by reviewing the suggested guide from WHO, 'The Community Health Care Worker'. Make sure you know the recommended action for each of the symptoms or conditions that you will be covering in the training. You could talk with a health care provider to help identify recommended answers.

To facilitate trainees' use of information about managing substance-use related behaviour or states, you could ask trainees to describe situations where they have experienced difficulty in managing the behaviour of a street child. If trainees have not yet encountered such situations, you could ask them to review the behaviours described in the examples in training **Module 3**. With this kind of input from the trainees or street educators, you could develop role play situations to help trainees practice the basic intervention strategies suggested in the training module for each of the different types of difficult behaviour suggested.

Caution trainees not to 'over-play' the difficult behaviour of street children. The purpose is to help each other learn the techniques and to be more prepared to handle various types of difficult behaviours in real life, and not to try to compete as to who can overpower those in the street educator's role. After each role play, ask the trainee in the role of 'street educator' to assess how he/she handled the 'street child'. Ask the person to note how he or she felt in trying to deal with the 'street child', what seemed to work and what he or she would like to do differently. Ask other trainees to offer constructive feedback. Give all the trainees a chance to practice at least one situation. Discuss suggestions regarding changes in techniques that the group feels are necessary to make them more appropriate to the local culture.

1.2 Care during detoxification.

To discuss detoxification, first review the meaning of this term. Where possible, you may wish to invite a medical doctor or health worker who works in the area of substance use to outline the important steps in the detoxification of substances that are used commonly by street children in your area. Highlight the point that most detoxification does not need to occur in a hospital or clinic setting if the withdrawal symptoms are not expected to be severe and there is a person to supervise the detoxification. Also note that home or self-detoxification is possible for solvents, cannabis, stimulants and cocaine. Let trainees know that they may consult a medical doctor if they choose this option.

Ask the trainees to discuss the role that street educators can play in supporting the street child before, throughout and after the detoxification process.

1.3 Referral and goal setting.

You could arrange a meeting with an experienced street educator to familiarize the trainees with the services that are available in the locality. You could complete the discussion by asking trainees to discuss where children can go for medical help and what barriers may exist in making use of the medical services. Ask trainees to begin to identify how such barriers could be overcome. You could also emphasize the importance of maintaining a positive working relationship with members of such support systems.

Ask a mental health professional to discuss stages of change and motivational interviewing. The mental health worker could be requested to demonstrate the processes involved in trainees playing the role of street children.

Learning activity.

1. Case Assessment.

You could ask the trainees to complete the exercises as an individual activity. A guest speaker such as a doctor, nurse, or other community health worker could facilitate a discussion on the suggested interventions. Next, based on the discussion, ask trainees to identify areas in which they think they would like to receive more training. You could arrange additional sessions to focus on these specific areas.

Lesson 2: Reproductive health problems among street children.

- **Purpose:** To increase trainees' awareness of selected interventions that are helpful in the prevention of and response to sexual and reproductive health problems, such as HIV/AIDS and other STDs. Encourage trainees to assess which interventions could be incorporated into their work with street children.
- **Suggested training methods:** As an introduction to this lesson, you may want to review what information is known locally about the sexual and reproductive health behaviours, issues, and needs of street boys and girls. There may also be other surveys or reports that have been prepared which can assist trainees in understanding the type of issues facing street children in this area.

This is an opportunity to discuss sexual and reproductive health issues and concerns in more detail. You could invite a counsellor to discuss STDs/HIV prevention and answer any questions. Other topics related to sexual and reproductive health could also be covered, such as problems related to unwanted pregnancy and getting proper care for mothers and children.

You may also wish to invite guest speakers to discuss services available locally that may assist street children with planning contraception, use of condoms for prevention of STDs (including HIV/AIDS), for pre and postnatal care for pregnant street girls, and for diagnosis, counselling and treatment of STDs (including HIV/AIDS).

Learning activity.

1. Unwanted pregnancy.
2. Sexually transmitted diseases.

 **Trainer Note:** Develop a plan for this exercise by drawing on the techniques discussed in this guide.

Lesson 3: Mouth to mouth resuscitation and control of bleeding.

- **Purpose:** To provide information about first aid skills and to provide training in identified skills. To familiarize trainees with centres where they could get comprehensive training in first aid.
- **Suggested training methods:** Ask the trainees to list various situations in which a street child may require first aid. Find out if they are already familiar with some of these methods.


You may take the trainees for a field visit to a health centre to expose them to the sight of blood, illness, fractures and so forth.

To increase skills in mouth-to-mouth resuscitation and in controlling bleeding, you could invite a health care worker trained in this area to teach these skills. In many places Red Cross or Red Crescent personnel are trained to teach artificial respiration and cardio-pulmonary resuscitation (CPR). You can build on this lesson by setting up additional training in first aid with the local Red Cross or Red Crescent Society or other groups. The speaker could also present information on when to refer to the professional medical system.

Note: Remember to brief guest speakers on how their presentation fits into the overall training.

Learning activity.

1. Giving first aid.

 **Trainer Note:** Ask a group of trainees to role play the situation in front of a health care worker who could then offer suggestions regarding alternatives or any step that was missed out.

Discuss types of assistance street children need and existing contact persons/organizations. A field visit would be appropriate for this exercise.

Module 9: Involving the Community

Objectives.

After going through the module, the trainee should be able to:

- ✓ Describe the relevance of involving the community in street work.
- ✓ List the rights of a child.
- ✓ Identify specific rights and laws pertaining to sexual and reproductive health and substance use among street children.
- ✓ Describe the process of the formation of a Community Advisory Committee.
- ✓ Describe what a street children network means.
- ✓ Develop a directory of community resources.
- ✓ Describe ways of mobilizing and motivating the community.
- ✓ Develop an outline of a project on advocacy for street children in the areas of substance use, sexual and reproductive health including HIV/AIDS and STDs.

Training purposes of this module for different groups:

This module is important for street educators/street advocates and planners/managers of street children programmes. Both groups of trainees need to understand:


- Why should the community be involved and networks established while working with street children?
- How does the culture of the community affect the lives of street children?
- How others exploit street children
- How a street child can protect himself.
- How support may be elicited from the people for street children.
- Getting to know the cultural attitudes and practices is critical for developing appropriate interventions and gaining community support for their implementation.

It is vital that everyone concerned about street children understands the United Nations Convention on the Rights of the Child and the implications of this convention in advocacy work and development of appropriate interventions. It is also important for street educators, planners and managers, and others, such as people on the Community Advisory Committee to be knowledgeable about the current laws and practices which affect the lives of street children in their community and country at large. Clarity about laws that are relevant to street children is vital in determining areas for advocacy work.

Introduction to the formation and functioning of the Community Advisory Committee (CAC) lays the foundation for the community involvement. New educators need to learn to identify the key resource persons and formulate ways in which they may be involved in working for street children.

Lesson 1: Importance of Community involvement.

- **Purpose:** To assist trainees in understanding how the culture of their communities affects the lives and health of street children. To highlight the need for community involvement in street work.
- **Suggested training methods:** Ask the trainees to name different techniques of learning about the community in terms of their activities, perceptions and willingness to work for street children.

 **Trainer Note:** You may want to discuss the definition of culture (provided in the glossary) with trainees.

Learning activity.

1. Understanding the community.

- **The lemon game.**

The meaning behind the lemon game is that during the ‘first picking’ trainees are superficial in observing their lemons. In the second ‘picking’, the lemons become more familiar and the trainees feel more comfortable as they develop a sense of ownership.

Relate this exercise to real life situations. In real life the distance between you and the community /street children narrows depending on number of visits or contacts made. Familiarization leads to the development of interest and a sense of identification. When approaching the street children of the community use the skills of observation fully in order to have proper insight into the community’s needs and problems.

- **Field visit.**

Ask trainees in small groups to complete all questions, and then to select three issues that they feel are particularly relevant to the lives of street children in their communities. Ask the groups to discuss these issues with the large group. They should also discuss how these issues affect the lives of street children and the work of street educators. Indicate that this information is very pertinent in assessing the environment in which street children and their families live. It contributes to the understanding of the situation of street children and is helpful in deciding on interventions, particularly regarding cultural sensitivities. Point out that this information will be useful in developing a strategic plan (**Module 10**).

Lesson 2: Rights and laws affecting street children.

- **Purpose:**
 - To increase awareness of the United Nations Convention on the Rights of the Child and how the Convention can be a tool for legal advocacy related to street children.
 - To help trainees understand how local laws and practices affect the health and wellbeing of street children.
 - To help trainees in defending children and themselves if required.
 - To increase awareness of what street children need to know about local laws, their rights, and gaining access to legal aid.
- **Suggested training methods:** You may consider inviting a guest speaker(s) who is knowledgeable about laws and children's rights. Speakers could be drawn from legal aid groups, the police, social work agencies, the Community Advisory Committee, or local colleges and universities. Local Red Cross and Red Crescent Societies may also have people who are trained in the rights and entitlements of children as laid out in the Convention on the Rights of the Child.

Instead of inviting a guest speaker, you could also explore with the trainees how the group can learn more about the legal questions and issues. Trainees can identify key resource people and set up interviews. This information can be reported back and discussed in the large group.


2.1 Conventions on the rights of the child: Try to identify a speaker who can address the local legal situation and talk about the application of the Conventions on the Rights of the Child as an advocacy tool. If such speakers are not available, you can review the suggested additional resource materials, e.g. UNICEF guide. You may want to order additional copies and make the kit available to the trainees.

2.2 Why is it important to know about rights and laws? You could briefly go over the major reasons why street educators need to learn about rights and legal issues. Ask trainees to note any questions that arise in response to the discussion. Have a guest speaker to answer their queries.

2.3 What you should know about rights and laws in your locality: Have the guest speaker address legal issues pertaining to police encounters, child protection, legal aid, and restrictions on street educators. Since street educators often get entangled with substance use and HIV issues, it is important to clarify what confidentiality means. You may then split the participants into small groups and ask them to role play various situations. The work related to the legal issues and basic rights should become a part of the on-going work of street children projects. Follow-up training sessions may be needed to explore particular legal and human rights issues.

Learning activity

1. **Sharing experiences about children's rights and laws.**
2. **Applying the rights and laws of children to substance use.**

 **Trainer Note:** You could go over this part of the lesson by using the small groups. Ask each team to share their ideas with the large group for discussion.

Lesson 3: The Community Advisory Committee (CAC) and street children networks.

- **Purpose:**
 - To help trainees understand the purpose of having a Community Advisory Committee (CAC).
 - To clarify the responsibilities of such a committee, and to increase awareness of who should be on such committees.
 - To help trainees understand various ways committees can be organized.
 - To increase awareness of different ways street children can have a voice in the work of Committee Advisory Committees (CACs).
 - To help participants understand the importance of street children networks and to suggest ways in which these could be developed.

- **Suggested training methods:** Tailoring the lessons on the Community Advisory Committee (CAC) to fit the needs of trainees will involve considering the stage of development of the project and the potential role of trainees in the work of the CAC. With a new project, training about the CAC will lay the foundation for the formulation of the Advisory Committee. If a Committee already exists, you may want to focus on why such a committee is important and how street educators could contribute to the tasks of the committee. You may also want to use the lesson to help trainees assess if the current advisory structure is fulfilling its responsibilities. Where trainees need to enhance youth participation in street children projects, you could highlight ways to achieve this locally.

3.1 The Community Advisory Committee: Introduce the concept of the CAC in the large group. Ask trainees what they think should be the main responsibilities of the CAC, given the situation of street children in their areas. Draw upon the information in the training module as needed.

If the trainees are associated with street children projects that are in the process of forming CACs, you could review the information on the selection of CAC members (see: “Selecting Members of a Community Advisory Committee”) in small groups. Discuss information from focus group discussions (FGDs) regarding the selection of CAC members from the perspective of street children and service providers. If initial FGDs did not collect this information, you could ask trainees to practice formulating questions they would ask street children and service providers in FGDs or interviews for the identification of potential members of the CAC (Refer to **Module 5** to review information on FGDs and interviews).

Next, you could ask the group to make a list of all the people they think might make good members of the committee. Note that additional people can serve on special committees or be invited to participate in particular activities of the Committee.

A panel of members (preferably from different settings) from a local CAC could be invited to share with the trainees how joining together has benefited street children in the community, and to discuss information about how the Committee carries out its duties. It is important to highlight that the work of street educators and the tasks of the Committee complement each other.

This lesson should also include a discussion about existing advisory bodies or networks that may be fulfilling the key responsibilities of a CAC, or may have the capacity to incorporate these

responsibilities into their on-going work. If trainees do not know about such bodies, you may want to discuss some examples and then assign field tasks, asking several trainees to meet key contacts in various organizations. (Refer to **Module 5** in this guide for information on key informant studies and to Chapter 7 in the *PSA handbook Street Children, Substance Use, and Health: Monitoring and Evaluation of Street Children Projects*, for information on individual interviews). Ask the trainees who conducted the interviews to report to the large group what they learnt.


Present the benefits of having a single group as the working body of the CAC. Discuss with trainees what Committee structure they think would work best for their projects, in a large or small group discussion.

If projects in which the trainees work are in the process of forming CACs, you can ask trainees to discuss the level of development of the proposed structure of the CACs in their project.

Ask trainees to review the information about street children participation in the training module as homework to prepare for follow-up discussions on how youth participation could work in their projects. In the workshop, explore with trainees why street children participation in project planning, implementation and evaluation is important. You could highlight reasons such as:

- Increasing a sense of ownership and responsibility towards the project amongst street children.
- Keeping decisions about project priorities and interventions focused on the real needs and issues of street children.
- Getting a better idea of what interventions and approaches are most likely to be effective.
- Providing a bridge between the world of the street child and the adult world.
- Providing an opportunity for development of leadership and group participation skills among street children.

Next, in small groups, ask trainees to share their ideas about how they think such participation could be a part of their projects. Also, explore what they think would be easy or difficult about making street children a part of planning. The representative participation of the street girls in CAC would require special attention as girls tend to shy away from such meetings and cultural expectations affect the decisions of the street educators. The trainees may need to interact with this group to find a convenient time to facilitate their participation. At times a separate 'youth council' for street girls may be desirable.

 **Trainer Note:** The practice of having young people participate in decision-making meetings with adults may be unusual in your area or culture. Experience with this approach throughout the world, however, has found that street children can be given a voice in the planning process in ways that are acceptable to local cultural, political and practical considerations.

It can be useful to point out to trainees that adults as well as street children may have to adjust to working together. At first, adults and street children may feel unsure of their roles and may feel threatened by each other. Projects have found that finding ways for adults and street children to work together takes time. If they recognize it they will not become impatient and give up.

To increase street children participation on the CAC (or other teams with adults) some projects have found that the following measures help:

- Discussion with the adult committee members as to why the participation of street children in the meetings would be important and what role the street children could play in the work of the committee. The training should emphasize the role of the street children as partners in which both adults and street children could play appropriate roles based on what each can do well.
- Discussion with street girls as well as street boys on how to make participation in street children planning groups with other street children and /or adults possible for them.
- Orientation for street children about the working of the Community Advisory Committee, its purpose, and their own role at meetings. Street children may be offered training in leadership and communication skills, and may be given explanations about how meetings are conducted.
- Provision of an adult advisor to street children committee members for consultation and support.
- Remembering that it is difficult for street children, as it is with other groups that do not have much power, to be heard unless a place is made for them from the beginning in groups.
- Identifying mechanisms to ensure that street children input will be an on-going part of the programme. Street children should be seen as fully fledged members and they should be given meaningful roles. For example, street children should be involved in strategic planning discussions about who can reach different people and which organizations would best gain support for the programme.
- Building mechanisms into the project monitoring and evaluation plan that will review how street children participation on the CAC is working. For example, trainees could develop a checklist to monitor adult and street children satisfaction with the process.

To help the trainees in their efforts to make street children more comfortable in the meetings with adults, try the following exercise:

Changing places.....

- Ask trainees to close their eyes and think back to when they were younger (13 or 14 for example). Ask them:

“How did the adults in your life relate to you and treat you?”

“What was helpful to you, what was difficult for you?”

“What would you have liked to change about the way you were treated?”

“If you could have given suggestions to adults about how to be helpful to you, what would you tell them?”

- Discuss what they have learnt and they think they can do to help street children feel comfortable in discussions and in meetings on planning.


Activity adaptation for use with street children: This exercise could be used with street children to prepare them for working with adults. Ask the child to try to imagine that he/she is the adult who is responsible for leading the street children project meeting. Ask him or her to think how it would feel to lead a meeting with street children and adults. Try role playing a meeting, with street children taking turns playing the role of adults and children to gain a better understanding of the roles, issues and concerns of adults.

3.3 Street children network: you may want to explore the trainees’ experiences with networks. Ask trainees to discuss why they think a network is needed. Reinforce the points mentioned in the training module if they were not brought up in the discussion.

If networks of people and organizations concerned about street children already exist in your area, you could invite people who represent different organizations to form a panel to illustrate how networking has strengthened their work. If no specific street children networks exist, you could find out if networks on broader issues exist, e.g. about the health of children, and invite a representative to talk about how the network was formed. You could ask the guest speakers to discuss if they think the issues specific to street children are or can be incorporated into their work, or whether they would suggest the formation of a new network.

Learning activity.

1. Sharing experiences.

 **Trainer Note:** If the trainees will be setting up a CAC or you simply want them to understand the issues involved in selecting members, you could ask trainees to form small groups to review the background information.


2. Membership of the CAC.

- **Purpose:** To help trainees pull together the information covered in this section and complete questions to help get started with planning a Community Advisory Committee, if none exists for their project.
- **Suggested training methods:** You could ask trainees to complete this as an individual or small group exercise in the workshop, or as a homework assignment.

You could ask the groups to come up with a working list of members suitable to their settings. Suggest that the group aim for about 8 to 12 members as a core working group.

Ask each group to choose a representative to share their list of proposed CAC members and the reason for their selection with the large group.


3. Directory of resources.

 **Trainer Note:** In the large group, you could brainstorm on a list of key resources that should be included in a directory for street educators and one for street children, noting the different type of resources and related contacts needed by each. Encourage trainees to begin building their own lists and to identify ways to help street children build theirs. Discuss the need to have a resource directory and encourage trainees to begin to develop one for their projects.

Lesson 4: Community mobilization and advocacy.

4.1 How to mobilize and motivate the community.

4.2 Building community support for street children project activities.

 **Trainer Note:** Highlight the benefits of the Community Advisory Committee of a street children project joining a larger network of organizations concerned with promoting the rights and well-being of street children. Such networks may be organized at the community, district, or national level. If you are not familiar with the networks of organizations that exist in your area, seek information about this prior to the training, or make the collection of information about such networks into special field assignments for trainees.

You may need to review the necessary skills required for effective communication (see **Module 2: Responsibilities of street educators**) with regards to sensitizing and motivating the community.

The example of Brazil highlights the relevance of integrating street children and local support at each level of functioning. Information helps in the identification of the area to work upon. Support is required for effective implementation.

4.3 Advocacy for street children.

- **Purpose:** To highlight the need for advocacy and the different ways through which advocacy may be carried out.
- **Suggested training methods:** You could present the main points about what is meant by advocacy and ask for examples of advocacy work with which the trainees are familiar. To identify issues for advocacy efforts, consider asking the group to name three current policies or practices that they think may be negatively affecting the lives of local street children.

Training option: To help in the identification of potential policies or practices that may be having a negative effect on street children, you may want to review Lesson 1.

Next ask the group to brainstorm about the people and organizations who play a role or could play a role in improving the identified policies, practices or situations. Ask the group to brainstorm on methods of communication that could be used in advocacy for different policies, practices or to improve a particular situation. Write down these ideas on a chalkboard, flip chart, newsprint, or a piece of paper. Ask the group to talk about the pros and cons of the different methods suggested.

After the discussion, you could ask the trainees to match communication methods with the resources that they had listed in the directory of resources (lesson 3). You could use the small group method and ask trainees in each group to write their ideas on multi-coloured cards, labelled according to the different resources (audiences). Cards from all groups can be put up in the training room to see the range of ideas.

Suggest that trainees work on a letter, song, and a poster as a sample. As an alternative to individual work, you could ask trainees to form teams to work together on different methods. Let trainees choose which methods they wish to work on. Trainees may also suggest other creative ways to convey important information, such as a short radio spot, or a creative dance.


Give groups time to develop the main points of their communication. The message should be clear. It is suggested that the WHO and Mentor Foundation document, *“Youth and Substance use Workshop, How to Create, Work with and Evaluate Educational Materials and Activities with Young Street children”* may be used as a resource for trainees for this lesson. To make this lesson more useful, let the groups know before-hand that trainees in each group will be asked to self-assess their communication with regard to the clarity of the points conveyed and the effectiveness of the method for the intended audience. They will also be asked for ways to improve aspects of the communication method that they have demonstrated. After brief self-assessment, others can also be asked to offer constructive observations and ideas.

Additional tip: Trainers in the Czech Republic added another activity to this lesson. They asked the trainees to imagine that they were street children and to write a song or poem that would express their troubles and dreams.

You could also arrange to work with street children directly. Ask trainees to work in pairs or triads to help small groups of street children create a song or a poster that expresses their dreams.

Learning activity.

1. Involving the community.

 **Trainer Note:** Ask the group to role play the situation. Divide the trainees into small groups. Some of the trainees may enact the role of health care workers while others in the group may try to convince them and elicit their support on the issue. Discuss various alternatives through which the ‘health care workers’ could help the street educators.

Module 10: Implementing a street children Project

Objectives.

After going through the module the trainee should be able to:

- ✓ Describe the steps that should be followed when implementing a street children project.
- ✓ Outline a strategic plan for a selected street children project

Training purposes of this module for different groups.

The development of a strategic plan for a project is often thought of as the responsibility of planners, managers, and supervisors. The module may provide project planners and managers with a review of the steps they have already undertaken. It may also suggest possible ways in which they could incorporate the steps in this module into their on-going projects. The steps may act as a framework to guide the project development process.

This module is also very important for street educators because their input is vital to the planning process. The overview of the steps helps street educators understand how the other modules in the manual, such as determining the needs and problems of street children (**Module 5**), responding to these needs and problems (**Module 6**) and establishing a Community Advisory Committee (**Module 9**), contribute to the process of developing a street children project. Street educators may or may not participate in each step directly, but having a global view helps them in understanding exactly where their work fits in. An introduction to the overall plan of the project can help street educators understand why their observations and ideas about the project are critical to its effectiveness. Understanding the purpose of the strategic plan can increase street educators' awareness of the benefits of regular monitoring of their activities and enhances their motivation to complete such duties. In short, this understanding enhances their involvement in the planning process and their sense of commitment to projects. In fact, after the training, street educators may get motivated to advocate for an active role in the planning process.

Lesson 1 Developing and implementing a project for street children.


● Purpose:

- To provide an overview of the presented approach to developing projects for street children.
- To help trainees understand how to formulate the overall project aim in response to the situation of street children and the capacity of their own organizations.
- To offer trainees practice in assessing the situation of the community, defining target groups, fixing objectives, making timetables, and in budgeting.

- **Suggested training methods:** It is useful to initially present a brief introduction of the basic steps in the implementation process as described in the module, letting trainees know that you will be working with them in more detail on how to develop each step. Encourage trainees to ask questions.

The steps may be adapted to fit your local situation. For example, the project in the Czech Republic added the steps of preparing small group projects and advocating the project to gain support. The project in Thiruvananthapuram, India focuses on providing rehabilitation. Here trainers needed to add specific steps about developing the rehabilitation programme and issues related to the sustainability of the work. Also, it may not be possible to cover all steps in project development and implementation or they may have to be covered in a different order because of local realities and constraints.

Trainees may not be familiar with the basic concept of strategic planning. If this is the case it is important to begin with a review of what is meant by the terms like strategic plan, monitoring and evaluation. Even if your group is made up of planners and managers who may be more familiar with planning approaches, it is useful to go over the way they have been used in this manual.

 **Trainer Note: Visual aid suggestion:** To reinforce your discussion on the different steps of a project, write the proposed outline of the steps on large sheets of paper placed in front of the group. The group can refer to the chart throughout the training on this module.

Trainers have also found that local examples of the type of work already undertaken or planned are helpful, particularly for participants, who have difficulty in grasping the meaning of various steps. If trainees are in the early stages of setting up their street children project(s), you could use the training lesson to help them develop their actual project plans. You may need to schedule training sessions over time to allow the groups to collect and prepare data, seek input and participate in discussions with the Community Advisory Committee.

Steps involved in implementing a street children project.

1. Situation assessment.

Point out that the process to decide upon an appropriate aim usually starts with an analysis of the situation (Step 1). Emphasize that often people's initial, 'common sense' responses do not actually match the complicated reality of real life and real people. Planning and situation analysis may help them to develop a deeper understanding of street children and think of more effective ways to support them.


Point out that during the analysis of the problem, they should consider issues related to the local community, the situation of street children, the needs of street children and availability of resources, and the target group(s) that the project will aim to work with.

Stress the importance of knowing about activities undertaken by local and national government programmes and non-government projects regarding the needs of street children. Establishing contact with people in local and national government offices and developing positive working relationships with them is very important in coordinating the work of projects and enhancing benefits to street children.

2. Strategic plan.

At this point, it can be helpful to have a discussion with trainees about what they see as the benefits and drawbacks of strategic plans. To accomplish this, you can ask the trainees to brainstorm on reasons for making a strategic plan. Add the primary reasons for making strategic plans if these ideas do not come up in the discussion. If you think that your trainees may need more information about such benefits before giving their own ideas, try briefly presenting the reasons, and ask trainees to discuss how these benefits relate specifically to their projects. The primary reasons for making a strategic plan are:

- Planning and situation analysis help in a deeper understanding of street children. This leads to the identification of clear goals, which in turn help in the clarification of the target group, target problems and the intervention approach.
- People from varied social and professional backgrounds rarely have similar ideas. They may not agree who the 'community' is or who should be called a street child. Planning helps in arriving at a consensus.

 **Trainer Note:** It is useful to identify the different players who can contribute in the process of developing such plans, including street educators themselves, representatives of street children, the planners and managers of the project, and various members of the Community Advisory Committee.

Aim of the project: You can begin this point by noting that the overall project aim is simply one or two sentences which clearly describe the primary purpose of your project. The strategic plan usually will present the aim first, followed by a description of the organization. You can give an example of how a street children project formulated their aim to reflect the nature of their work. Depending upon the stage of development of the projects with which the trainees are associated, you may prefer to share the aim of their local project.

Objectives of the project: Highlight that the process of developing objectives should start with a discussion on what is important and feasible regarding the improvement of health and wellbeing of street children. Clarify that the objectives should reflect the needs as determined by the assessment,

availability of current services and gaps in these services, the capacity of their organization to implement various interventions, and government and non-government initiatives directed at street children.

Studying the ability of an organization to implement potential interventions should include review of availability of qualified people, the ability to train people as needed, as well as consideration of necessary logistics such as appropriate space, materials and transportation.


Briefly review the information about general and specific objectives. Point out that writing objectives gets easier with practice. Specific suggestions are also given in the section called, Writing Objectives in Chapter 2 of the WHO handbook *Street Children, Substance Use, and Health: Monitoring and Evaluation of Street Children Projects*. The chapter is recommended as an important resource to assist you in developing your knowledge and skills related to writing clear and relevant objectives.

To assess if the objectives are SMART (refer to the training module), you can ask them to think in terms of the following check list:

- Is each specific objective logically related to the general objective in some way?
- Are they describing the same fundamental goal?
- Are the specific objectives worded in such a way that everyone would interpret them in the same way?
- Have you set a time frame for achieving each specific objective?
- Can you measure the specific objectives easily?
- Does your project have a realistic chance of meeting the specific objectives, given your resources and the situation of your community?

Objectives according to the Modified Social Stress Model.


To offer more training related to developing objectives and project activities (strategies) to help achieve them, you could draw upon the case study example, *Street Link* provided in the WHO *Monitoring and Evaluation of Street Children Projects* guide. These objectives are particularly helpful as a teaching aid because they are written according to the (MSSM), demonstrating how this can be done. This example should only be used if you have the above mentioned document. Developing your own examples would still be useful.

 **Trainer Note:** Select two of the general objectives, along with the related specific objectives, and summary of strategies (activities), and write them on large sheets of paper to be placed in front of the training group where everyone can see it. Next, in the large group, ask trainees to refer to the objectives check-list. Pose each question in the checklist to the group and discuss how each specific objective in the Street Link example measures up. Discuss whether any changes need to be made in these objectives.


Outline of the strategies: highlight that for each objective, specific strategy needs to be identified. For clarifying this, you could discuss the strategies proposed in the *Street Link* project which could help in achieving the specific objectives that you have selected for review. Ask trainees to identify other activities that could be implemented to help in achieving the selected objectives.

List of activities, time frame and assignment of responsibilities: an effective plan lists specific activities for each specific strategy along with the time frame. Each activity should be assigned beforehand to team members and a timetable should be prepared. The responsibilities should be made clear to each person.

Budget: Point out that the Strategic Plan will need to include information about costs and an overall budget. The planning should include the cost of each activity as it helps in estimating the total expenditure. This would also indicate beforehand if the plans need to be modified because of over budgeting.

 **Trainer Note:** Depending on the purpose of your training, you may wish to invite a guest speaker to address basic principles about budgeting and /or approaches to fund raising.

Develop a plan for monitoring and evaluation: point out to trainees that the actions to be taken for monitoring and evaluation of the project should be incorporated into the strategic plan from the beginning. If this is not done, the project team may find that after project implementation the project objectives and target groups are too vaguely defined for the project to be evaluated. Developing a monitoring and evaluation plan is almost always more difficult after the project is already designed and implemented.

 **Trainer Note:** The WHO handbook *Street Children, Substance Use, and Health: Monitoring and Evaluation of Street Children Projects* is a key resource to assist you in helping trainees increase their awareness and skills related to monitoring and evaluation in developing projects. To make them understand you may refer to the detailed information on monitoring and evaluation plans illustrated through the *Street Link* case study of an imaginary street children project. The training tips noted below draw upon Chapters 1, 3, 4 and 7 of the WHO handbook. Chapters 3 and 7 provide information that is helpful in understanding the advantages and disadvantages of various data collection methods. You may want to photocopy *Table 7.2 Advantages and Disadvantages of Various Data Collection Methods* in the guide as a handout for trainees.


You can introduce the topics of monitoring and evaluation by asking trainees to share their definitions of the following terms: monitoring, community monitoring, and evaluation. Share the definitions proposed by WHO and clarify any major differences in meaning.

Before discussing why such activities are important, try an experiential approach to stimulate interest. Arrange a visit to a busy local street setting, such as a market area, a railway station, a park or another area where street children may be found. Ask trainees to identify events that might be important to monitor. Ask them to discuss their ideas as to what activities should be monitored and their reasons for suggesting them. (If a trip out is not feasible, photocopy the drawing in Chapter 1 in the monitoring and evaluation handbook of the community where *Street Link* is located, and ask trainees to identify all the events taking place in the scene).


Next, ask the group to identify all the reasons they can think of as to how monitoring and evaluation can strengthen a project for street children. Suggest additional ideas to ensure that all major reasons are discussed.

To help trainees with the steps in developing a plan for monitoring and evaluation of street children projects, review chapters 3 & 4 (specially table 4.1) of the WHO monitoring and evaluation handbook which cover the issues of community monitoring, project monitoring, and project process evaluation.

Other considerations for a strategic plan: project sustainability, future directions: you may wish to develop a lesson specifically on the concept of sustainability as it relates to your situation. Review the points described in the module and ask trainees to identify ways to enhance the potential of their project(s) to keep operating as long as the need for it continues. Emphasize that support from local structure is important because it helps in establishing working relationships with government and other community groups.


 **Trainer Note:** You may invite a panel of guest speakers, e.g. people from projects that have been running successfully in your area, to discuss on the best ways to achieve sustainability.

3. Implement the project:

 **Trainer Note:** In small groups discuss issues related to the importance of:

- Recruiting a team of interested people.
- Holding an organizational meeting for team members.
- Training team members.
- Involving the community.

Learning Activity.

 **Trainer Note:** You could establish small groups of four to five trainees to work together on all the steps throughout this module, culminating in the preparation of a draft plan as outlined in the leaning activity 3. If you opt for this method, carefully consider the composition of the teams to ensure a mix of gender and experience level of trainees.

To assist trainees in completing training exercises on aims and analysis in learning activity 3 , it will be useful, where possible, to make copies of data collected through assessment methods (in **Module 5**). Trainees can also identify methods to collect any additional data needed.

Aim.

Ask each group to state the aim of their local project, filling in the appropriate section. Ask each team to present their aim and explain why they think it is appropriate, based on the analysis of the needs of street children, gaps in services, and the capacity of the project implementing agency.

Analysis of problem that the project aims to address.

Describing your community: you may want to use large group discussion to explore major topics about what is already known about the community, such as the economic activities, various ethnic and religious groups, major problems facing the community as well as strengths of the community. After this brief overall discussion, introduce the written exercise to small groups and ask these groups to discuss and prepare written answers to the questions posed about the community according to the components of the MSSM. After the small groups have completed this exercise, ask them to describe the main points noted for each component of the Modified Social Stress Model. Compare and discuss any differences found in the assessments.

Assessment of the situation of street children: point out to trainees in the large group that they will be considering the situation of street children as a group while using the components of the MSSM as a way to organize the information.

- Point out that to assess the situation of street children they can draw upon the data collected from street childrens' and service providers' focus group discussions, surveys, and interviews, as well as other methods for determining needs and problems of street children (observation, review of records etc).
- Highlight that all available sources should be reviewed with specific attention to health and substance use issues, issues of street children such as living arrangements, typical family histories and patterns of stress, daily lives, and specific health problems.

Next, you could break the large group into the small groups, asking each team to discuss the available information and fill in the assessment of the situation of street children section of the written exercise. After teams have completed the assigned task, ask each team to briefly share the main points they noted for each component of the MSSM. In particular, discuss what was assessed about the experience of substance use and how to collect additional information if needed.

List of needs: With the large group, brainstorm a list of the needs of street children.

Resources available to the project team: discuss what resources are currently available to street children. Together, make a list of the resources that are not available to street children.

- For resources that exist in the community but are inaccessible to street children, ask trainees what barriers make it hard for street children to take full advantage of them.
- Ask if there are differences in what constitute a barrier for street girls and street boys.

Defining your target group: introduce the basic information about what is meant by a target group. Target groups are specific groups of people that you want to help, e.g. families of street children, children who use substances etc. Ask the large group to think about the target group for the local street children project. It should be based on the information discussed in the assessment process. Once the large group has come to a consensus on the target group, ask the group to split into small groups to complete the written exercise **Defining Your Target Group**.

List objectives and activities.

Review Chapters 3 and 4 of the Monitoring and Evaluation handbook to prepare for facilitation of this part of the exercise. Depending on the requirements of the group, you may wish to provide additional training on Chapter 5 and discuss the issues presented related to developing an outcome evaluation.

Ask trainees to rejoin their small groups and work together to develop several general and specific objectives for their local street children project(s). Remind them to try to create objectives which are relevant, achievable, and measurable. Additionally, ask trainees to identify several activities that would help in achieving the objectives.

Timetable for implementing activities.

Ask trainees to make an implementation timetable for each of their 'Specific Objectives.' Suggest they begin by making a realistic estimate of how much time each step they have listed under 'Activities' will actually take and then put all of the activities on a chronological chart. Refer to the sample table in the *Participant Materials* to facilitate this.

Step 4: Monitor and Evaluate

Step 5: Revise the Strategic plan.

Step 6: Share what you have learned!

Appendix - Warm-up Activities

The main purpose of warm-up activities is to help people get to know each other and to feel comfortable in the training setting. Doing such activities can help create a positive learning environment. It is important to select warm-ups that fit the needs of each group of trainees. For example, in some groups no one will know each other. In such a case, you may want to allow more time for participants to introduce themselves before responding to key questions. You may ask the trainees to pair-up to get to know each other and then to introduce their partner to the whole group.

Some examples of warm-up activities are provided. These have been used in many cultures, but you may have to adapt them to fit your local situation. You may also know other warm-up activities that you have found to work well. Many trainers keep a notebook of warm-up activities, adding to the list as they get to know about more of them.

Warm-up activities can also be used to help build team work.

Find Your Partner.

You will need to prepare a set of paired-cards in advance, with names that are associated in some way (e.g., salt/pepper; hot/cold; day/night; cat/rat). Give one card to each trainee and ask him/ her to find his/ her partner. Prepare a few questions that you would like the pair to ask each other, such as their name, the place they are from, what they hope to gain from the workshop, as well as things like their favourite recreation, or a place that they would like to visit. Ask the partners to interview each other briefly, and then introduce each other to the group. Adapt the questions to fit the needs of each workshop.

New Friend.

Ask participants to find someone in the group who they do not know. Next ask the participants to ask each other selected questions as described above, and conclude with the new 'friends' introducing each other to the group.

Name Association.

Ask the trainees to introduce themselves by giving a descriptive adjective along with their name, to help people remember their name and to know a little more about them. For example, a trainee named Emma, might say, 'energetic' or 'eager Emma'; Alberto, could describe himself as 'artistic', 'angelic', or 'argumentative' Alberto.

Energizers.

Energizers are usually very short activities (e.g, songs, hand-clapping exercises, stories, physical exercise) which are mixed in as needed within the training schedule. They literally help participants wake up, move around, and get their blood flowing. Even when people are interested and concerned about the subjects being covered, they can get tired or sleepy. Activities like those that have been noted above give people a quick break, may add some humour and may contribute to building a positive group spirit.

In Honduras, trainers in the Street Children materials found that when participants seemed to be getting sleepy, often in afternoon sessions, asking everyone to stand up and do some neck and shoulder stretches worked to help people concentrate and go on a little longer. Sometimes the trainers asked the trainees to stand, and have each person state their favourite animal. Then each person would be asked to make the sound of his/ her favourite animal. The project in Honduras reported that this always brought about laughter. Finding energizers to fit your culture and situation is equally as important as choosing the most appropriate warm-up activity. You could ask participants to facilitate energizers that they have found successful in their work with street children.

Caution is suggested not to over use such activities. Offering learning exercises relevant to the needs and interests of participants and using a range of participatory methods throughout the sessions also helps people maintain concentration on tasks.

Your Feedback

We would be very interested in hearing your comments about how you are using the training package to help us in the preparation of future materials. In particular, we would like to hear your ideas about improving the material, the **methods** that you employ for various lessons, and your experience of using key resources.

In addition, descriptions of individual children, demographic data, assessment procedures, intervention projects, organizational meetings, and training techniques would all be helpful, as would information on any training resources that you use.

You may send us material or questions at the following address:

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Thank you for your help!



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