

# Life Street Program

## Financial & Social Education for Vulnerable Children

**Mobaderoon**, a civil and commercial training company registered in Commercial Register No. /6/ bears a societal responsibility within a vision that works on “building trust and understanding to support and sustain peaceful coexistence” by providing research and training work in all its forms, developing the administrative capacities of institutions and teams, and completing studies and surveys, workshops and conferences in the field of raising awareness and community support.

In its work, Mobaderoon follows developed approaches to empower individuals and groups with specialized knowledge that matches their local needs and enables them to activate their roles in their societies in all areas of their work.

Mobaderoon has been the fruit of diverse knowledge since 2009, and this knowledge is shared through providing consultations and training programs, which serve the needs of capacity building at several levels, including programs that support youth and leaders, programs that support children and adolescents, and programs that support owners of social initiatives and projects. Mobaderoon provides its training and advisory services to:

- Organizations, institutions and associations of civil society.
- Companies and commercial establishments affiliated with the private sector.
- Teams, individuals and entrepreneurs.

### Awards:

Mobaderoon is proud of the recognition by many international bodies for its programs and services. Mobaderoon was awarded the following awards:

1. Livia Foundation Prize 2014 for its work in peacebuilding.
2. The Economic Citizenship Award in 2017 for its work with street children.
3. The 2019 Facilitation Gold Award for its pioneering use of facilitation in its programs to create positive change.

## **What is the Life Street Program?**

The program aspires to create a child-friendly environment on the street that provides the opportunity for this category of children to plan their lives and be the engines of change for themselves and their communities by adding a new component to the street that contributes to providing children with skills and knowledge through the implementation of interactive activities in public squares and places where children gather on the street.

These activities will work on the following themes in addition to integrating the concept of financial education:

- 1 . Life Skills.
- 2 . Self-protection.
- 3 . Community ethical values.
- 4 . Financial dealing skills.

## **Why social & financial education is important while working with children on the street?**

Because they have sufficient knowledge and awareness of money, they work to collect money either through beggary or by selling small products, and the children live within their own environment based on cooperation and coordination among themselves, and they live in a very dangerous environment and all their knowledge is based on life experience and exploration, but they are not enrolled in schools or non-formal education centers, and they are at risk as a result of being in a dangerous environment, which is the street, they do not see themselves as part of a social fabric; and therefore, need to promote a set of societal values and life skills that enable them to explore other options in life.

## **Why the program was designed to take into account the 4 aspects of growth?**

Based on our experience working with children at risk on the street in several areas, we noticed an imbalance in the development of the 4 areas of development through which the child grows (cognitive phase - physical phase - social-moral phase - emotional phase) and acquired from the surrounding environment. Therefore, 4 new components were included and worked on in addition to the concept of financial education, which are (breaking illiteracy, self-protection, societal values, life skills).

Children will be more able to deal with the environment if the development of these phases is balanced, and the child in the street may develop the physical aspect more than the emotional aspect due to the physical strength that s/he acquired from the conditions of the street environment. Therefore, these 4 components were where the module of breaking illiteracy meets the cognitive phase and the module self-protection with the physical phase, life skills module with the emotional phase, and societal values module with the social and moral phase, where the child is dealt with appropriately with his/her development, not just his/her actual age.

These 4 themes will be presented in interactive ways through: puppet theatre, storytelling and the storyteller, interactive songs and chants, and interactive walls in the street.

### **What will happen if we do not start implementing this program**

As a result of the large number of children who spend most of their time on the street, whether for the purpose of begging, working, or even playing for long hours, these children will gain street culture with all the concepts and values it contains, including exploitation, theft and violation, in addition to the loss of protection, care and guidance that make these skills for the children only as means to earn a bite today. All these ingredients make every child on the street either a project for a criminal or a victim. If the situation continues as it is, there will be a large societal gap, in addition to the entry of an entire generation of children into a cycle of poverty linked to moral, value and cognitive decay. Therefore, it is necessary to start implementing this project as a lifeline for an entire generation that will represent our future.

In countries where conflicts arise, the percentage of children who spend most of their time in the street increases, to be vulnerable all the time, and the opportunities available to them become very few due to the inability to reach them within social centers or schools, and the importance of working with children at risk within the street environment comes as they are.

They constitute an important and influential component of society, as their lives have 2 options, either to be exploited and subjected to violence and neglect, which will later turn into violent societal manifestations among them whose effects and forms cannot be expected as a response to violence and exploitation, or they are protected and supported to be able to adapt and interact positively with the surroundings around them, thus, reducing gap between them and society and they are able to explore other options in their lives.

Based on the experience of the Mobaderoon team working with children at risk and marginalized during the war and in cooperation with specialists working in the field of childhood and community empowerment, many violations and behavioral, cognitive, psychological and social problems were monitored for these children, and community initiatives were implemented that care for these children, and we documented clear successes with them, which We pushed to direct and unify efforts and systematize work with tools and training manuals, so it was necessary to develop the Aflatoun program to target this group of children.

### **Principles regulating work**

- No confrontation with any of the stakeholders
- Investment of all partners in the street (e.g. street vendors, shop owners, cleaners, etc.)
- Focus on the child and the skills s/he has (things that are going well).
- Investing in the local resources on the street.
- The focus of the work is on the facilitators who will implement the activities.
- Building wide partnerships with all parties (NGOs, municipalities, residents of the region, etc.).

### **Action Steps**

- Determining an area in which work can be started after coordination with the concerned authorities, so that this area is frequented by many children.
- Determine a specific work group with multiple expertise to plan this activity.

- Training a group of volunteers who are ready to provide interactive activities for children and adolescents on interactive tools.
- Setting fixed dates Periodic activities are carried out on the street (for example, twice a week on Saturdays and Tuesdays at 12 o'clock). These times can be determined after monitoring the movement and gathering of children in the street, and it is necessary to fix these dates and adhere to them accurately so that children become accustomed to them.
- During the implementation of the activities and their periodic repetition, a team monitors the number of children and their interaction, and begins to monitor special cases among them and searches for the possibility of referral or direct support to the family or continuing with them through street activities.

