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The Effectiveness of NGOs' Intervention in
Promoting the Right to Education for Street
Children: A Comparative Study between
Lebanon and Egypt

Master in Human Rights and Democratisation:
Arab Programme in Democracy and Human Rights

The Effectiveness of NGOs' Intervention in Promoting the Right to Education for Street Children: A Comparative Study Between Lebanon and Egypt

The Institute of Political Science at Saint Joseph University does not intend to give any approval or disapproval to the opinions expressed in this thesis. These opinions belong solely to their author.

Quotation

“Education is the most powerful weapon which you can use to change the world”
Nelson Mandela

Dedication

I dedicate this work with love and appreciation to all street children whose resilience and dreams inspire us to seek a better world for them

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ABSTARCT

Purpose: The right to education is guaranteed by Article 26 of the Universal Declaration of Human Rights. While this right is compulsory in Egypt and Lebanon, many street children in both countries aren't being able to get educated or aren't having access to such services. NGOs are one of the actors who are trying to fulfill the gap between education and street children. Hence, the purpose of this research is to assess and analyze the effectiveness and impact of NGOs in promoting the right to education for street children in Lebanon (Beirut) and Egypt (Cairo). It will explore the situation of these children in both countries, the policies and programs implemented by NGOs, the role played by these NGOs and the challenges they face.

Methodology/Approach/Design: To achieve the purpose of this research, a descriptive-analytical general and practical framework with a qualitative approach were conducted to examine the effectiveness of NGOs in promoting the Right to Education for street children. The research also relied on using human rights-based approach in conducting a sample of interviews to collect data from NGOs and experts in the field.

Findings: The research findings show that Lebanon and Egypt's NGOs are trying to improve the situation and their efforts are undeniable but the challenges they face is hindering their effectiveness. Knowing that each country is effective in its own way and in different approaches, NGOs in Egypt have more impact than NGOs in Lebanon. A collective collaboration between Lebanon and Egypt would be valuable for the two countries.

ملخص الدراسة

الهدف: الحق في التعليم مكفول بموجب المادة 26 من الإعلان العالمي لحقوق الإنسان. بينما يعتبر هذا الحق إلزاميًا في مصر ولبنان، لا يزال العديد من الأطفال المشردين في كلا البلدين غير قادرين على الحصول على التعليم أو ليس لديهم وصول إلى هذه الخدمات. تعتبر المنظمات غير الحكومية من بين الجهات التي تسعى لسد الفجوة بين التعليم والأطفال المشردين. ومن ثم، فإن الهدف من هذا البحث هو تقييم وتحليل فعالية وتأثير المنظمات غير الحكومية في تعزيز الحق في التعليم للأطفال المشردين في لبنان (بيروت) ومصر (القاهرة). سيستكشف البحث وضع هؤلاء الأطفال في كلا البلدين، والسياسات والبرامج التي تنفذها المنظمات غير الحكومية، والدور الذي تلعبه هذه المنظمات والتحديات التي تواجهها.

المنهجية/النهج/التصميم: لتحقيق هدف هذا البحث، تم اعتماد إطار عام وصفي وتحليلي وإطار عملي ونهج نوعي لفحص فعالية المنظمات غير الحكومية في تعزيز الحق في التعليم للأطفال المشردين. اعتمد البحث أيضًا على استخدام نهج قائم على حقوق الإنسان لإجراء عينة من المقابلات لجمع البيانات من المنظمات غير الحكومية والخبراء في هذا المجال.

النتائج: تظهر نتائج البحث أن المنظمات غير الحكومية في لبنان ومصر تسعى لتحسين الوضع، لكن التحديات التي تواجهها تعيق فعالية عملها. ومع ذلك، فإن كل بلد فعال بطريقته الخاصة وبطرق مختلفة. في حين أن المنظمات غير الحكومية في كلا البلدين فعالة، فإن المنظمات غير الحكومية في مصر أكثر فعالية من نظيراتها في لبنان. ستكون هناك قيمة كبيرة لتعاون مشترك بين لبنان ومصر.

List of Abbreviations

- 1. MOSS:** Ministry of Social Solidarity in Egypt
- 2. MOSA:** Ministry of Social Affairs
- 3. NCCM:** National Center for Childhood and Motherhood
- 4. UN:** United Nations
- 5. NGOs:** Non-governmental Organizations
- 6. MEHE:** Ministry of Education and Higher Education
- 7. ALP:** Accelerated Learning Programme
- 8. BLN:** Basic Literacy and Numbers
- 9. CERD:** The Centre for Educational Research and Development
- 10. ECE:** Early Childhood Education
- 11. BCLN:** Community-based Basic Literacy and Numbers
- 12. NSOP:** National Standards Operating Procedures
- 13. UNICEF:** The United Nations Children’s Emergency Fund
- 14. ILO:** International Labor Organization
- 15. PSS:** Psychosocial Support Sector
- 16. LAU:** Lebanese American University

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Chapter I: General Framework of the Research

The issue of street children is a global phenomenon, with an estimated 150 million children worldwide, according to United Nations studies and estimates.¹ The precise number of street children all over the world is still unknown. These children, who should be receiving an education, are instead involved in street activities.

In the Arab world, the number of street children has risen in recent decades due to wars, displacements, and poverty. Regionally, the number is inexact knowing that there are no clear official estimations. Unfortunately, the rights of these children, particularly their right to education, are often neglected, especially following periods of political unrest such as the Arab Spring. After the Arab Spring, which was supposed to be a transition to democracy, the Arab Region found itself pressured by political instability and armed conflicts.² For instance, in Egypt, there were advancements in children's education before the revolution, but priorities shifted afterwards to political issues in the country. However, more attention was given to street children after the revolution in Egypt because these children were part of the demonstrations.³ Similarly, in Lebanon, the influx of Syrian refugees due to the crisis has strained resources and exacerbated the issue. Most Syrian refugee children in Lebanon lack access to formal education, further highlighting the neglect of their rights. According to European Commission reports, 60% of the 715,000 Syrian refugee children are out of formal education, with only 47,000 of them accessing some form of non-formal education.⁴

The lack of focus and efforts from Arab governments on street children's rights, particularly education, exacerbates the problem. One of the most important rights for this segment of this population is their right to education. Those children, most of them not having formal documents, just as others have the right to get educated as a basic right. Circumstances such as homelessness, lack of identification documents, limited resources, and

¹ Their World . (n.d.). *Street Children*. <https://theirworld.org/resources/street-children/#:~:text=The%20United%20Nations%20estimates%20there,street%20children%20in%20the%20world>

² MENA Regional Desk. (n.d.). Overview of Child rights Situation in Arab countries . Defense for Children International . https://defenceforchildren.org/wp-content/uploads/2015/09/Childrightsinarabcountries_EN_Report.pdf

³ ElMenshawry, R. (2015, January 2). The role of non-governmental organizations in addressing ... AUC . <https://fount.aucegypt.edu/cgi/viewcontent.cgi?article=1196&context=etds>

⁴ Lebanon. European Civil Protection and Humanitarian Aid Operations. (2020). https://civil-protection-humanitarian-aid.ec.europa.eu/where/middle-east-and-northern-africa/lebanon_en#:~:text=More%20than%2010%25%20of%20the,form%20of%20non%2Dformal%20education

the inability to advocate for their rights often force these children to spend their time on the streets rather than in school, leaving them without formal education.

The right to education is recognized internationally as a fundamental right in several key international documents and is also an integral part of the Sustainable Development Goals (SDGs). The key international articles and declarations are the following:

1. Universal Declaration of Human Rights (UDHR), 1948 - Article 26⁵
2. International Covenant on Economic, Social and Cultural Rights (ICESCR), 1966 - Article 13 recognizes the right of everyone to education and outlines that primary education shall be compulsory and free for all. It also calls for the progressive introduction of free secondary and higher education.⁶
3. Convention on the Rights of the Child (CRC), 1989 - Article 28 recognizes the right of the child to education and mandates that primary education be compulsory and available free to all. It also encourages the development of different forms of secondary education and makes them accessible to every child.⁷
4. Convention on the Elimination of All forms of Discrimination Against Women (CEDAW), 1979 - Article 10 ensures women's equal rights with men in the field of education.⁸
5. Convention on the Rights of Persons with Disabilities (CRPD), 2006 - Article 24 states that persons with disabilities have the right to education, highlighting the need for inclusive education systems at all levels.⁹
6. SGD 4: Quality Education - ensuring all girls and boys complete free, equitable, and quality primary and secondary education (4.1); providing access to quality early childhood development, care, and pre-primary education (4.2); ensuring equal access to affordable, quality technical, vocational, and tertiary education (4.3); increasing youth and adults' skills for employment, decent jobs, and

⁵ United Nations Department of Public Information. (1948). OHCHR | Universal Declaration of Human Rights - English. United Nations . <https://www.ohchr.org/en/human-rights/universal-declaration/translations/english>

⁶ OHCHR. (1966). International Covenant on Economic, Social and Cultural Rights. <https://www.ohchr.org/sites/default/files/cescr.pdf>

⁷ OHCHR. (1989). Convention on the Rights of the Child. United Nations Human Rights. <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>

⁸ United Nations General Assembly. (1979). Convention on the Elimination of All Forms of Discrimination against Women New York, 18 December 1979. OHCHR. <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-elimination-all-forms-discrimination-against-women>

⁹ Sixty-first session of the General Assembly by resolution A/RES/61/106. (2006). Convention on the Rights of Persons with Disabilities. OHCHR. <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities>

entrepreneurship (4.4); eliminating gender disparities and ensuring equal access to education for vulnerable groups (4.5); achieving literacy and numeracy for all youth and a significant proportion of adults (4.6); and ensuring learners acquire the knowledge and skills for sustainable development, human rights, gender equality, peace, and global citizenship (4.7).¹⁰

This phenomenon has become a social issue in Lebanon and Egypt due to several factors in both countries. UNICEF defined three types of street children which are street living, street working and street family.¹¹ All these three categories are important knowing that it affects the children's legal status and their access to services according to their documents. In this research, all categories will be tackled knowing that all categories need humanitarian and educational assistance. The situation of street children differs from case to case, each with its own unique context. Some are refugees, others are locals, some live on the street full-time, while others spend their days on the streets and return to their parents at night.

Both Lebanon and Egypt lack comprehensive national-level data on street children, hindering effective policy-making and interventions.¹² While in Egypt, there is very little national data on street children and the problems they face; but rare who have access to this data.¹³ In Lebanon, studies showed that there is no official national data on street children. The gap and challenge of street children's right to education is the limited governments' efforts and data and the rapid increase of the phenomenon in the country. In the light of such situation, Non-governmental Organization (NGOs) ended up being the one of the most effective actors on the ground. While NGOs have made efforts to address the issue, without coordinated government action, sustainable solutions remain elusive. A tailored and coordinated approach is necessary to effectively tackle the unique challenges faced by street children in Egypt and Lebanon.

¹⁰ United Nations Department of Economic and Social Affairs. (2015). SDG Goal 4. <https://sdgs.un.org/goals/goal4>

¹¹ Street children. Fight Slavery Now! (2014, January 17). <https://fightslaverynow.org/why-fight-there-are-27-million-reasons/street-children/#:~:text=WHO%20ARE%20STREET%20CHILDREN%3F,Working%2C%20and%20Street%2DFamily.>

¹² UNICEF. (2021). The situation of children and young people in the Lebanese crisis. UNICEF Lebanon. <https://www.unicef.org/lebanon/topics/situation-report>

¹³ Koseleci, N., & Guarcello, L. (2009). (PDF) a profile of Cairo street children - researchgate. Research Gate . https://www.researchgate.net/publication/46450219_A_profile_of_Cairo_street_children

1- Research Problem (Statement and Question)

The right to education holds immense importance as it serves as a fundamental human right and a cornerstone for personal and societal development. Specifically, for children, the right to education is even more critical. Childhood is a crucial period for cognitive, emotional, and social development. Access to quality education at an early age lays the foundation for a child's future success and well-being. Education equips children with the tools to break the cycle of poverty and to become active, engaged citizens who can contribute to the betterment of their communities.¹⁴ In the Arab world, especially in Lebanon and Egypt, there is a huge gap in the right to education when it comes to street children. According to the UNODC, there are one million street children in Egypt¹⁵ while in Lebanon the number is estimated to be equal to 1510¹⁶; both numbers are relatively low looking at the size and location of the countries. Knowing that there is a significant number of children who are suffering from homelessness and are in need of this humanitarian and educational assistance, the NGOs have been working to promote the right to education for children and provide them with their basic human rights.

Street children in Lebanon and Egypt face numerous challenges, including poverty, violence, and limited access to education. The Lebanese and Egyptian government has an obligation to ensure that these children have the opportunity to receive quality education. But unfortunately, there is no data to follow. Thus, the research will cover the situation of street children in both countries, the NGOs' role on this matter, its programs, its impact and effectiveness and the challenges it faces.

How effectively do NGOs, in Lebanon and Egypt, promote the Right to Education for street children?

From the research question arise two sub-questions:

1- What are the policies and programs followed by NGOs to promote the right to education for street children in Egypt and Lebanon?

¹⁴ Ibid

¹⁵ UNODC . (n.d). Egypt: Street children and substance abuse.

<https://www.unodc.org/newsletter/en/perspectives/0601/page006.html#:~:text=Precise%20numbers%20are%20not%20available,children%20resort%20to%20substance%20abuse.>

¹⁶ Shiraz, S. (2015, January 26). The plight of Lebanon's working street children. The New Arab.

<https://www.newarab.com/news/plight-lebanons-working-street-children#:~:text=Thousands%20of%20children%2C%20including%20many,in%20desperate%20conditions%20across%20Lebanon.&text=A%20total%20of%201%2C510%20children,worst%20forms%20of%20child%20labour>

2- What are the roles played and the challenges faced by the NGOs working on the right to education for the situation of street children in Egypt and Lebanon?

2- Research Objective

The main objective of this research is to explore the effectiveness of the NGOs in promoting street children's right to education in Lebanon and Egypt, in addition to studying the programs and policies followed by those NGOs.

Among the objectives of this research is shedding light to the challenges faced by the NGOs working on the right to education of those children. Moreover, addressing the challenges and factors that form obstacles for the NGOs from economic, social and political challenges, makes it easier to know the level of effectiveness. In addition, according to all the data collected during the interviews, an assessment of effectiveness and impact will be done. Lastly, some recommendations will be provided to improve the situation of street children in both countries.

3- Research Significance / Importance

The research might benefit to explain the street children's right to education and the practical role of the NGOs in Lebanon and Egypt. Moreover, illustrate the challenges faced by the NGOs to apply their policies and programs set by these latter and the situation in each country. Furthermore, the research will provide a comparative study between Lebanon and Egypt to analyse the similarities and differences and how both countries can benefit from each other to improve the case in each country.

4- Research Scope Limitation

This research scope is limited to the subject of street children who are not getting educated in Lebanon (Beirut) and Egypt (Cairo) through interviewing Child Rights' experts, Child Protection officers, and representatives from different NGOs working on the subject in both countries post Arab Spring.

5- Definitions and Terminology

This research is built upon certain terms that must be defined such as Street Children, Children at Risk, the Right to Education, and promotion. These concepts' definitions differ from the Lebanese context to the Egyptian context. In Lebanon, the term is recognized as

“street children” while in the Egyptian context, the term is recognized as Children at Risk by different stakeholders who work with street children such as NGOs and the government. In this research, the term “street children” will be used knowing that it is the internationally recognized term used when discussing children who live and/or work on the streets. This term is widely used in research, policy, and advocacy efforts concerning the welfare and rights of these vulnerable children by UNICEF, UN, and other international organisations. It is important to mention that there is no single, universally accepted definition of “street children”.

The term “**Street Children**”, used by the Commission on Human Rights in 1994, was developed in the 1980s and is defined by UNICEF as the following.

*“Any girl or boy [...] for whom the street (in the broadest sense of the word, including unoccupied dwellings, wasteland, etc.) has become his or her habitual abode and/or source of livelihood, and who is inadequately protected, supervised or directed by responsible adults.”*¹⁷

UNICEF has provided the above working definition that is widely used in research, policy, and advocacy efforts. In addition, it divided “street children” into three categories¹⁸ which are:

Street Living Children are defined as *“Children under 18 years’ old who primarily reside on the streets are considered street children. They have typically severed ties with their families and live independently. A significant number of these children leave home due to experiences of physical or emotional abuse, often at a young age.”*

Street Working Children are defined as *“Children engaged in street work to support either themselves or their families, without necessarily residing on the streets themselves, are defined as such. They typically have homes to return to and don't typically sleep outdoors.”*

Street Family Children are defined as *“Children who reside with their families on the streets come from a wide range of age groups.”*¹⁹

The term “**Children at Risk**” is defined as *“children who are raised in poverty or in single-parent homes or are subject to such circumstances as parental drug abuse, homelessness, or child abuse.”*²⁰

¹⁷ OHCHR. United Nations . (2012, January 11). https://www.ohchr.org/sites/default/files/Documents/HRBodies/HRCouncil/RegularSession/Session19/A-HRC-19-35_en.pdf

¹⁸ Street children. Fight Slavery Now! (2014, January 17). <https://fightslaverynow.org/why-fight-there-are-27-million-reasons/street-children/#:~:text=WHO%20ARE%20STREET%20CHILDREN%3F,Working%2C%20and%20Street%2DFamily.>

¹⁹ Ibid

²⁰ LII . (n.d.). Definition: Children at risk from 16 USC § 6231(c)(4) | LII / Legal Information Institute. Legal Information Institute.

According to a 2005 study titled "Children beyond Boundaries of Protection"²¹ conducted by the National Centre for Childhood and Motherhood (NCCM), UNICEF, and Social Planning, Analysis and Administration Consults (SPAAC), four distinct categories of children at risk were identified in Egypt by doing a sample of 191 children. First, Children who engage in street work but return to sleep with their families, comprising 19.9% of the total sample. Second, Children who both work and sleep with their families on the streets, accounting for 2.2% of the sample. Third, Children who work alongside their families on the streets but sleep in their own homes, making up 8.9% of the sample. Lastly, Children who work independently on the streets and sleep there, representing the majority of the sample at 67.5%.

According to the Child Law in Egypt,²² Children are considered as **Children at Risk** when their safety, morals, health, or even their lives are in jeopardy, when the environment in which they are raised lacks adequate promotion or support, and when guardians fail to fulfil their responsibilities toward the child, whether due to neglect or abuse. In addition, if a child's educational prospects are jeopardised and he/she is exposed to deviant behaviours such as drugs, alcoholism, violence, or involvement in prostitution, he/she is at risk.

Right to Education is a fundamental human right which is reflected in article 26 of the Universal Declaration of Human Rights²³ as follows:

“Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. (...)

(...) Parents have a prior right to choose the kind of education that shall be given to their children.”

The NGOs' main aim is to promote and protect human rights, so it is important to define the term **promotion**. Promotion refers to the active advocacy, support, and facilitation of initiatives, policies, or interventions aimed at improving the well-being, rights, and dignity of individuals or communities affected by crises, disasters, conflicts, or other emergencies.

To sum up, defining those key concepts makes it easier to address the main objective of the research. However, it is important to mention that not having a universal definition for street

https://www.law.cornell.edu/definitions/uscode.php?width=840&height=800&iframe=true&def_id=16-USC-884244859-1960392016&term_occur=2&term_src=title%3A16%3Achapter%3A81A%3Asection%3A6232

²¹ ElMenshawry, R. (2015, January 2). The role of non-governmental organizations in addressing ... AUC .

<https://fount.aucegypt.edu/cgi/viewcontent.cgi?article=1196&context=etds>

²² Ali, M. (n.d.). Street children report. https://www.unodc.org/pdf/youthnet/egypt_street_children_report.pdf

²³ United Nations Department of Public Information. (1948). OHCHR | Universal Declaration of Human Rights - English. United Nations . <https://www.ohchr.org/en/human-rights/universal-declaration/translations/english>

children forms an obstacle for NGOs and IGOs when tackling the right to education for street children.

6- Literature Review

NGOs have long been instrumental in addressing the complex needs of street children worldwide. The literature on NGO interventions with street children highlights various strategies and programs aimed at improving their welfare and integrating them into society. Common themes include education, health care, psychosocial support, vocational training, and advocacy for the rights of street children.

The global significance of ensuring the right to education for street children, particularly in the Arab world and countries grappling with this issue, has ignited debates and discussions surrounding safeguarding this fundamental right in nations like Egypt, Lebanon, Tunisia, Syria, and others. Against the backdrop of challenging conditions in the Middle East, the urgency to address this matter has become increasingly evident.

Numerous research studies have delved into the methods, mechanisms, practices, and policies employed by governments, as well as international and local organizations, to uphold the right to education for street children. These studies aim to review, summarise, and analyse previous research endeavours, both domestically and internationally, in the form of literary reviews. The overarching objective is to identify appropriate methodologies and recommendations for mitigating and reducing this phenomenon.

However, the policies and initiatives undertaken by certain organizations in Lebanon and Egypt, though in place, vary in their effectiveness in safeguarding the right to education for street children and remain inadequate. Given the variance in studies and the diverse approaches to addressing this issue. Specifically, the review will concentrate on two key themes: assessing the current status of the right to education for street children and evaluating the roles played by local and international organizations in promoting this right in Lebanon and Egypt. The ultimate aim is to ascertain the most effective methodologies and practical solutions to enhance the effectiveness of organizational interventions in safeguarding the right to education for street children.

1- Educational need for street children and the situation in Lebanon and Egypt

A study²⁴ explained the educational situation of street children in Lebanon, and it confirmed that it is a major social issue in Lebanon over the past decade due to the huge increase in the number of refugees. However, there is no robust statistical data on street children at the national level. This is what makes the educational reality complex for this category, as government ministries and non-governmental organizations have responded to varying degrees to meet the needs of these children, but the general picture is one of fragmented efforts with a weak level of coordination between sectors. By using a legal methodology to analyse the role of organizations in promoting the right to education for street children, it is not sufficient and effective to eliminate this issue, and the solution may be an integrated approach to the problem that takes into account the unique Lebanese context.

A report²⁵ issued by the United Nations, which focused on the governorates of Cairo and Alexandria, confirmed that quickly assessing the educational status of street children is an important factor in revealing the causes of the phenomenon, and the reasons are that the economy and income in Egypt are low, which forces children to work instead of getting educated. In addition to family problems that lead children to withdraw from school and head to the street. By addressing these reasons, programs and the role of organizations can be effective in achieving a result.

While there is a study²⁶ adopted the method of interviews with children on the street in correctional institutions and in low-income families, to describe the pressures that took them out of homes and schools, and the mistreatment and exploitation they were exposed to at the hands of the police and correctional institutions. And this proves that the programs organized by organizations must be within a legal framework.

Another study²⁷ showed that the environmental factor and the place where children are located are a major factor in not providing the right to education for street children, and that it varies from one region to another in Lebanon. However, alleviating this problem requires programs and initiatives to be carried out within the legal framework. This article is written in Arabic as well.

²⁴ Al-Hroub, A. (2023, March 2). Addressing the educational needs of street children in Lebanon: A Hotchpotch of policy and Practice. Journal of Refugee Studies. https://www.academia.edu/en/44794921/Addressing_the_educational_needs_of_street_children_in_Lebanon_A_hotchpotch_of_policy_and_practice

²⁵ Ali, M. (n.d.). Street children report. https://www.unodc.org/pdf/youthnet/egypt_street_children_report.pdf

²⁶ France-Presse, A. (2022, October 5). Struggle to help Egypt's street children into a Better Life. Theirworld. <https://theirworld.org/news/struggle-to-help-egypt-street-children/>

²⁷ Consultation and Research Institute. (2015, February). Children living and working on the streets in Lebanon. https://www.ilo.org/wcmsp5/groups/public/---arabstates/---ro-beirut/documents/publication/wcms_344799.pdf

Lastly, it was found in a study²⁸ that the relationship between the protection of children at risk and sustainable development is the main factors that contribute to the failure or success of organizational systems to promote children at risk or endanger their rights, and this includes the right to education. Thus, the main limitations of the current institutional arrangements for the protection and promotion system for children at risk in Egypt are not effective as required, but working on it within real and practical initiatives may alleviate the phenomenon.

2- Policy and Programs of the organization in Lebanon and Egypt:

Studies have shown that the right to education for street children is an important issue for local and international organisations. There are attempts to intervene by developing policies or some methods and mechanisms to protect this right for street children in particular in Lebanon and Egypt.

A study²⁹ discussed the educational needs of street children from a social perspective and by presenting it as a policy paper to reach solutions and recommendations. However, the paper praised that the Lebanese situation is unique in which most of the street children in Lebanon are non-Lebanese citizens, mainly refugees. They literally live on the street and even return to their families at the end of the day. Many government ministries and NGOs have participated in a variety of intervention programs, but there is still a lack of common vision and practical coordination between these agencies, and the recommendations proposed to mitigate this phenomenon must be coordinated between national entities, the needs of stateless populations must be addressed, and a framework must be developed. However, this seems to be the main dilemma in providing effective intervention programs to enhance the right to education for street children in Lebanon in light of the complex political and economic situation.

Another study³⁰ that explained this issue from a different perspective, which is exploring the effects of programs and projects implemented by major local non-governmental organizations, international non-governmental organizations, and United Nations

²⁸ El Dien , A., El Husseiny, I., & Amin, K. (2020, May 23). Effectiveness of the child-at-risk protection system in Egypt: A fiscal and Institutional Perspective. Review of Economics and Political Science.

<https://www.emerald.com/insight/content/doi/10.1108/REPS-02-2020-0023/full/html>

²⁹ Saab, C., AlHroub, A., & Vlaardingerbroek, B. (2019, October). DEVELOPING A POLICY TO MEET THE EDUCATIONAL NEEDS OF STREET CHILDREN IN LEBANON. AUB.

https://www.aub.edu.lb/ifi/Documents/publications/policy_briefs/2019-2020/20191008_developing_policy_educational_needs_street_children_lebanon.pdf

³⁰ Mawad , J. L. (2023). Reflections on the initiatives of NGOs, INGOs, and UN organizations in eradicating poverty in Lebanon through the case study of RMF . Arab Economic and Business Journal .

<https://journals.usek.edu.lb/cgi/viewcontent.cgi?article=1015&context=aebj>

organizations in the country in an attempt to study their ability to change the lives of beneficiaries and reduce poverty in the country, and this is what was proven; poverty is a fundamental dilemma that force children to work instead of education. The study proved that organizations are implementing programs to eradicate poverty and provide better living conditions, especially in the current situation in Lebanon, and thus improve the educational situation of street children. The paper concludes that such interventions are important and can change the living conditions of beneficiaries temporarily, but to reduce poverty, sustainable interventions are needed to achieve long-term goals.

A study³¹ confirmed that addressing the educational needs of street children in Egypt especially, since Egypt is considered one of the Arab countries highly suffering from this phenomenon, is what restricts the right to education and puts human rights organizations in great trouble in order to work on policies and programs that guarantee this right in cooperation with international and governmental institutions. The study showed that the difficult situation in Egypt and the development of this issue lead to the lack of real statistical data for street children, which hinders the work of institutions. This has been proven by a study³² that explained the success of programs, policies and activities developed by non-governmental institutions is represented by the presence of real data about children and their educational needs.

There is also a study³³ that addressed the educational situation of street children in Lebanon from a legal perspective. Through reviewing and analysing legal documents and exploring the programs and initiatives followed by ministries and organizations, it was revealed that there is a huge number of street children who do not have their right to education. There is a failure to determine the size of children and the proposals to be implemented on the ground through practice.

A report³⁴ studied the phenomenon of working children on the streets and the role of the organisations in Egypt in the light of the International Agreements on Child Labor. This article didn't focus specifically on the children's right to education but rather it focused on the

³¹ Al Dien , M. (2009, July). Education for street children in Egypt: The role of hope ... https://www.researchgate.net/publication/228651490_Education_for_Street_Children_in_Egypt_The_Role_of_Hope_Village_Society

³² ElMenshawy, R. (2015, January 2). The role of non-governmental organizations in addressing ... AUC . <https://fount.aucegypt.edu/cgi/viewcontent.cgi?article=1196&context=etds>

³³ Saab, S. (2019). The educational status of street children in Lebanon : policy and practice. AUB. <https://scholarworks.aub.edu.lb/handle/10938/21662>

³⁴ دور منظمات المجتمع المدني في مكافحة عمالة الاطفال بمصر في ضوء الاتفاقيات الدولية لعمالة الاطفال . المغاوري (2018, October). https://maml.journals.ekb.eg/article_146857_80ccbd54ab8c26395d0ed99e430ab779.pdf

organisations, what they do and how they work, and their role in fighting and limiting the working children in Egypt.

Another study³⁵ addressed the issue of working children by introducing a national plan for combating this phenomenon. This study as well didn't focus on the right to education of the children nor on the role of the program's organisations in such matters but rather focused on the current situation of the children in Egypt and the challenges faced.

Studies also showed, through the literature review, that there is a convergence in the educational reality of street children and the role of organisations and institutions, with slight differences between Egypt and Lebanon. There is a gap in the literature review when it comes to the themes of the articles; there are very rare articles that tackled all themes together. However, there is also a gap in the comparison between those two countries, Egypt and Lebanon, that suffer from the same exact phenomenon.

Despite extensive research on NGO interventions with street children, there is a notable gap in comprehensive evaluations of these interventions' effectiveness and sustainability. Few studies offer rigorous, long-term impact assessments or comparative analyses of different approaches. Additionally, there is limited research on the perspectives of the street children themselves regarding the services they receive and their unmet needs.

This paper aims to fill these gaps by conducting a detailed evaluation of NGO interventions with street children, focusing on both qualitative insights based on four NGOs (two from Lebanon and two from Egypt). It will assess the effectiveness of various programs, identify best practices, and provide recommendations for improving the sustainability and scalability of interventions. By incorporating the voices of street children, this research will offer a more nuanced understanding of their needs and how they perceive the support provided, ultimately contributing to more effective and child-centred intervention strategies. Furthermore, this paper will compare the situations in Lebanon and Egypt, offering a comparative analysis that has been largely missing in the current literature.

³⁵ منظمة العمل الدولية . (2018). الخطة الوطنية لمكافحة أسوأ أشكال عمل الاطفال في مصر ودعم الاسرة. https://www.ilo.org/wcmsp5/groups/public/---africa/---ro-abidjan/---sro-cairo/documents/publication/wcms_630064.pdf

7- Research Methodology

The research employs a qualitative methodology to investigate social, economic, and political phenomena, particularly focusing on the effectiveness of the programs deployed by the NGOs in safeguarding the right to education for street children in Lebanon and Egypt. This choice aligns with the interpretive and naturalistic nature of the qualitative approach, aiming to provide a comprehensive understanding of the subject matter.

The study adopts a descriptive and analytical approach with a comparison study to examine and interpret the reality surrounding the issue. The research, in the limited governmental efforts in both Lebanon and Egypt, shed light on the effectiveness of the NGOs programs concerning street children with a special focus on right to education. Data collection involved semi-structured interviews with key informants, and analysis based on different principles, summarising findings with resulting recommendations.

To tackle the research problem, interviews were conducted with experts and organizations in the related field. The selection of interviewees was based on their knowledge and diverse perspectives, encompassing child rights experts, civil society activists, organisational representatives, and legal experts.

The analysis of interviews employed a human rights approach to triangulate the study and identify thematic patterns, aiming to yield meaningful results and address the challenges associated with promoting human rights in areas affected by armed conflict.

The NGOs interviewed during the process of the research were “The Hope Village Society”, “Stabl Antar Dreams Foundation”, “Mouvement Social” and “Caritas Lebanon”.

Hope Village Society: It is an Egyptian non-profit organization established in Cairo in 1988. This organization was chosen for interview because it is dedicated to supporting young street mothers and street children in Egypt. Hope Village Society focuses on caring for children facing difficult circumstances, including orphans who have been abandoned and those lacking family care, particularly street children.³⁶ The organization's goal is to ensure that every child can experience a safe and nurturing childhood, free from poverty, violence, and exploitation. Their mission is to offer vulnerable children social and economic support, helping them to build a brighter future. The interview was conducted in Egypt in March 2024 and the duration was one hour; the consent was taken orally.

³⁶ Family For Every Child. (n.d.). “The Hope Village Society”. <https://familyforeverychild.org/alliance-members/hope-village-society/>

Stabl Antar Dreams Foundation: it is a non-profit organization dedicated to improving the quality of life for residents in Cairo's most affected areas such as Stabl Antar, Izba Khairallah and Zahraa Old Egypt by focusing on education and health. It was chosen for interview because it works to educate street children in the rural areas of Cairo. In addition, it enhances students' health and nutrition awareness through engaging and interactive methods. The interview was conducted in Egypt in March 2024, the duration was 1 hour; the consent was taken orally.

Mouvement Social: It is an organisation established in 1960 in Lebanon working as citizens' platform that fosters collective learning, increasing people's opportunities to engage, connect, and collaboratively transform their realities in pursuit of greater justice. It was chosen for interview because it has been committed to achieving genuine social change, shifting from a model of "charity" to one of informed, grassroots, and sustainable development and educational work.³⁷ Alongside this, they place a strong emphasis on supporting socially disadvantaged children, youth, women, and their families, empowering them through socio-economic education and tailored empowerment programs that adapt to their evolving needs. The interview was conducted in Lebanon in May 2024; the duration was 1 hour; the consent was taken orally.

Caritas Lebanon: it is a Catholic non-profit organization founded in 1976, serves as the official aid organization of the Catholic Church in Lebanon. The organization provides a wide range of social welfare services and humanitarian assistance.³⁸ It was chosen for Interview because it focuses on economic development, livelihoods, healthcare, education, social care, support for foreign refugees, emergency and crisis response, and environmental stewardship. These efforts are carried out in collaboration with the Council of Catholic Patriarchs and Bishops, as well as dioceses and priests. The interview was conducted in May 2024; the duration was one hour; the consent was taken orally.

8- Research Structure

The Research consists, beside to the introduction and conclusion, two chapters as follows:

1. Chapter One:

The chapter illustrates the general framework of the research which consists of: the research problem (statement & questions), the research objectives, the

³⁷ MS. (2022). *Annual Report 2022*. Mouvement Social . <https://mouvementsocial.org/content/uploads/files/9989-Annual%20report%202022-English%20version.pdf>

³⁸ Caritas Lebanon. (2023, January 1). Annual report 2021. https://caritas.org.lb/wp-content/uploads/2023/01/Annual-Report-2021_English_fn.pdf

research importance \ significance, the research scope limitations, the research definition of terms, literature review, the research methodology, the research structure. In addition to discussing the political, social and economic contexts of the two countries.

2. Chapter Two: An Overview of Street Children’s Right to Education in Lebanon and Egypt: Policies and Programs Implemented by NGOs

This Chapter tackles the situation of street children in both Lebanon and Egypt, including the governmental efforts, the facts on the ground and the reasons behind which children resort to the streets. It also provides the different policies and programs implemented by the NGOs working on children being on the streets and their right to education in Lebanon and Egypt. Lastly, a comparison will be done between the two countries.

3. Chapter Three: The Role of NGOs in Promoting Street Children’s Right to Education in Lebanon and Egypt: Opportunities and Challenges

This Chapter will cover the social and educational role of NGOs in Lebanon and Egypt with examples from specific organisations in both countries such as Caritas and Mouvement Social from Lebanon; The Hope Village Society and Stabl Antar Dreams Foundation from Egypt. In addition to studying the challenges faced by these NGOs in implementing their programs and policies as well as assessing the effectiveness and impact of these organisations. The efforts done by organisations from both countries will be analysed and compared.

4. Findings, Conclusion and recommendations: Cover the main findings, discussion and suggested recommendations.

Chapter II

An Overview of Street Children's Right to Education in Lebanon and Egypt: Policies and Programs Implemented by NGOs

The phenomenon of street children in Lebanon and Egypt is widespread and multifaceted, deeply rooted in socio-economic dynamics. Children resort to the streets for numerous reasons. Those reasons reflect the reality of poverty, social instability and lack of public services. Although educating the new generation is an essential aspect for an enriching future, those children are often deprived of basic rights including their right to education. This situation not only undermines their personal development but also nourishes the cycle of poverty and social marginalisation.

NGOs play an essential role in addressing the problem of street children and their right to education striving to provide educational opportunity and support. This support is in the shape of the programs and policies applied by NGOs in each country. These NGOs work upon specific policies; those policies change from one country to another but at the same time it's all human rights based approach. This approach varies from Lebanon to Egypt due to the difference in the case of having refugees in Lebanon while locals in Egypt. After having an overview of the situation and causes of street children in Egypt and Lebanon, this chapter will tackle the programs and policies applied by NGOs working on street children's right to education highlighting two NGOs from each country. Lastly, a comparison of the causes, factors, programs and policies will take place and will be analysed according to each context.

Section One: The Situation of Street Children

This part will shed light on the situation of street children in Egypt and Lebanon, the causes pushing these children to the streets and their right to education. Street child, as discussed previously, is a girl or boy who makes the street their regular home or means of survival, and who lacks sufficient care, guidance, and/or protection from responsible adults.

A- Lebanon

The history of street children in Lebanon dates back to the civil war in 1975 which have had a devastating impact on the children leading them to the streets. This situation changed over time influenced by political, economic, and other factors. The profile of street children and their number changed a lot. The number increased significantly in the last decade and girls on the streets started to appear. According to a study in 2013, the estimated number of street children in Lebanon is equal to 1510 street children.³⁹

At the 2010 Hague Global Child Labour Conference, Lebanon pledged to eradicate the worst forms of child labour including street children by 2016.⁴⁰ In 2013, the Lebanese government, in collaboration with international organisations like UNICEF, developed a national strategy aimed at protecting children and reducing their vulnerability to becoming street children.⁴¹ This included a national plan of action with a child rights-based approach to tackle the problem of street children. This plan aimed to reinforce access to education and to employment for adults. The plan expired at the end of 2016 but the Lebanese government still had a lot of work to do in order to eliminate street children.⁴² Furthermore, updated long-term national strategies are needed and should be implemented, data collection processes, and special educational and social programs are needed to see results on the ground. As defined by the ILO Convention on the Worst Forms of Child Labour, these include all forms of slavery, child prostitution and pornography, involvement of children in illicit activities such as drug

³⁹ Shiraz, S. (2015, January 26). The plight of Lebanon's working street children. The New Arab.

<https://www.newarab.com/news/plight-lebanons-working-street-children#:~:text=Thousands%20of%20children%2C%20including%20many,in%20desperate%20conditions%20across%20Lebanon.&text=A%20total%20of%201%2C510%20children,worst%20forms%20of%20child%20labour>

⁴⁰ Olivier. (2017, October 4). Street children in Lebanon. Humanium. <https://www.humanium.org/en/street-children-in-lebanon/>

⁴¹ Ibid

⁴² ILO. (2013). National Action Plan to Eliminate the Worst Forms of Child Labour in Lebanon by 2016. ILO . https://www.ilo.org/sites/default/files/wcmsp5/groups/public/@arabstates/@ro-beirut/documents/publication/wcms_229103.pdf

trafficking, and work that is likely to harm the health, safety, or morals of children due to its nature or the conditions under which it is performed. Street children phenomenon is an important part of child labour.⁴³ However, the main objectives of the National Action Plan to Eliminate the Worst Forms of Child Labour in Lebanon included the following when it comes to education⁴⁴:

1. (...) All children of the age of primary education benefit from their right to have free and compulsory education.
2. All children who are withdrawn from the worst forms of child labour are reintegrated into the educational system.
3. Worst forms of child labour in the geographical area of each Development Services Centre are being eliminated.
4. NGOs and local communities become aware of and are effective in eliminating the worst forms of child labour in Lebanon.

A report in 2015 done by UNICEF, ILO, Save the Children, and the Lebanese Ministry of Labour identified around 1510 children in different 18 districts in Lebanon.⁴⁵ The number is much higher today but there is not enough data to know. More than 73% of these children are refugees from the Syrian war.⁴⁶ A huge number of these children don't have identification papers knowing that the Lebanese law dictates that each child must be registered within one month of the date of birth. Thus, many families don't have the ability to register their children especially if these children weren't born in Lebanon. According to the report, the majority of these children wish to attend schools but they don't have easy access to education.

“Today, we, the ministry of social affairs, are working in collaboration with the NGOs and ILO on renewing the study done in 2015 and updating the number of street children. Each NGO will work on the area they are responsible for to know how many street children are there in each area in Lebanon.” (Seema Monzer - Director of Street Children Program - Ministry of Social Affairs)

Street Children is a widespread phenomenon in Lebanon especially Beirut. The majority of those children are refugees including Palestinians and Syrians from medium to high

⁴³ Ibid

⁴⁴ Ibid

⁴⁵ Digital, S. (2015). Children living and working on the streets in Lebanon: Profile and magnitude. Save the Children's Resource Centre.

https://resourcecentre.savethechildren.net/pdf/street_children_report.final_english_version_1.pdf/

⁴⁶ Ibid

risk cases as well as a very minimum percentage being Lebanese.⁴⁷ After the economic crisis in 2019, the street children phenomenon has increased with all its forms.⁴⁸ Street children in Lebanon face a myriad of challenges, exacerbated by the country's ongoing crisis, political instability, and the impact of the Syrian refugees crisis. These children often come from marginalised communities. According to Caritas Lebanon, they target Lebanese and refugee children but the cases of Lebanese compared to the refugees are extremely low.

According to a study done by Lebanese American University (LAU) in 2023, Lebanon hosts 1.5 million Syrian refugees and about 500,000 Palestinian refugees.⁴⁹ From those 500,000 Palestinians, only 40,000 are registered in 65 UNRWA schools operating in Lebanon, while almost half of the school aged Syrian refugees children are out of education.⁵⁰

Access to education for street children in Lebanon is severely limited. The economic crisis and ongoing conflicts are making it nearly impossible for these children to get the education they deserve. Instead, they're being forced into labour to help their families survive, which just perpetuates the cycle of poverty and limits their future opportunities. Many of these children do not attend schools regularly due to financial constraints, the need to work, or lack of proper documentation, especially among the refugee population. Even if they do attend, it is usually informal because it is provided by NGOs.

“Many streets connected children do not receive any formal education. But I can't have the exact number of children not getting educated due to not having the exact number of street children because of the transient nature of this population and the lack of comprehensive data collection in governorates.” (Maya Shatila - Child Protection Senior Officer - Makhzoumi Foundation)

⁴⁷ Halabi, S. (2014, October 7). Policy responses to working street children in Lebanon. Academia.edu. <https://samihalabi.com/wp-content/uploads/2013/12/policy-responses-to-working-street-children-in-lebanon-aog-wps-by-sami-halabi.pdf>

⁴⁸ Sfeir, T. (2022, March 3). “Where are your parents?”: Child exploitation in Lebanon Today. Arab Baptist Theological Seminary (ABTS). <https://abtslebanon.org/2022/03/03/where-are-your-parents-child-exploitation-in-lebanon-today/>

⁴⁹ Mellies, R. (2023, February 27). *Palestinian and Syrian refugees' access to education in Lebanon: A comparative approach*. The LAU School of Arts and Sciences. <https://soas.lau.edu.lb/news/2023/02/palestinian-and-syrian-refugees-access-to-education-in-lebanon-a.php>

⁵⁰ Ibid

In Lebanon, education is compulsory until age 15⁵¹ but not entirely free; state-funded schools require a registration fee, though tuition is waived.⁵² In some cases, parents benefit from their children to help them gain money if their financial situation is unstable so they prefer not to send them to schools. For example, these children may work in a market, helping customers or delivering orders while others resort to begging or selling items on the streets. Both examples are a violation of the convention on the rights of the child as all children should be encouraged to go to school to the highest level possible.⁵³ The legal employment age is 13 as per the Lebanese labour code.⁵⁴ Syrian and Palestinian refugees' children are eligible to enrol in state schools with fees covered by the UNHCR. However, most of the street children lack identification cards, further reducing their chances of accessing education.

“Extreme poverty forces families to prioritise survival over education. For these families, every bit of money count, and unfortunately, that means many kids are being pushed into labour instead of school. The costs associated with education – like fees, stationery, and transportation – are just too high. So, rather than seeing education as an investment in their future, these families see it as a burden.” (Hayat Osseiran – Expert/International Child Protection and Child Labour Consultant)

The reasons for children in Lebanon to resort to streets are wide. Children in Lebanon end up on the streets due to a combination of socio-economic, political, and cultural factors.

1- Family Environment and Economic Instability

The Family situation plays a significant role in pushing children into the streets. Many of these children come from families where the parents themselves didn't receive a proper education. These parents often lack the skills and knowledge to secure stable, well-paying jobs, so they pass down the same struggles and coping mechanisms to their children. It's a cycle that's hard to break because the parents can only teach their kids the skills and values they

⁵¹ Soussan , N. (2020, February 20). *The right to education: The case of Lebanon* - ... Lebanese Coalition for Education . https://www.ohchr.org/sites/default/files/Documents/Issues/Education/CulturalDimension/Civil-society/29-Lebanese_Coalition.doc

⁵² El Asmar, M. (2013). *On the issue of street children in Lebanon - lau mepi*. Lebanese American University. <https://mepitl.lau.edu.lb/images/FinalVersionCapstoneMargeritta.pdf>

⁵³ General Assembly resolution 44/25. (1989). *The United Nations Convention on the rights of the ...* - UNICEF. UNICEF. <https://www.unicef.org/media/60981/file/convention-rights-child-text-child-friendly-version.pdf>

⁵⁴ *Emergency Crisis and Covid-19 Response Social Safety Net Project*. Labor Management Procedures. (2021, July 27). <http://www.pcm.gov.lb/Library/Files/Labor%20Management%20Procedures.pdf>

know, which are often limited to survival in impoverished conditions. The cycle of parental education and the lack of education of the new generation is continuous.

“The reason may not start with the child, it even started with the parents. The parents see that it is easier for children to pity the people on the streets rather than the parents themselves. People may give children money for living. The parents know this fact and they use their children.” (Raneem Kushury – Psychosocial Sector Officer (PSS) – Caritas Lebanon)

The economic situation of the family also plays an important role in this mind-set. The primary driver of this mind-set is the severe economic instability, leading the families to send children to work for additional income.⁵⁵ When the rental prices, the food and primary goods prices increased, these children were forced to go to the streets especially when the family is large and they all live together. The parents were forced to push their children to the streets.

“With increasing poverty and economic instability, caregivers struggle to meet even the basic needs of their children. Recent assessments by organisations like Basma w Zaytouna clearly show that child labour is often the first strategy families turn to in order to cope with financial hardships.” (Zakia Kahhoul - Regional Protection Technical Manager/ Mental Health Professional)

At the same time, if the children are suffering from violence, breakdown or loss of parents, they find it easier to resort to the streets rather than bearing with such a situation. Children who experience physical, emotional, or sexual abuse, as well as neglect, may run away from home to escape the harmful environment.

2- Lack of awareness

The vulnerable children in Lebanon lack awareness when it comes to education and the risks found on the streets. One of the major risks is the perpetuation of the poverty cycle. These children, because they lack education and skills, are stuck in low-paying, manual labour jobs. This doesn't just affect them in the short term; it has long-term consequences for their entire families. Without the opportunity to gain an education, they're unable to break free from the cycle of poverty. Their children, and likely their children's children, will face the same struggles, trapped in the same low-income, unstable situations. The children and their parents

⁵⁵ Ibid

aren't aware of this huge risk which will continuously affect the upcoming generations.⁵⁶ They don't only lack awareness; they also see themselves dependent on others.

“In most cases, the families of the street children see themselves dependent on others and that NGOs have responsibilities to protect them so they expose themselves and their children to risk or harm so they get protection from organisations. They know the criteria of how to benefit from financial assistance or resettlement, so they change their situation upon this criterion to gain financial assistance.” (Jamil Sraj - Educational Coordinator - Caritas)

Moreover, children believe that going to the streets gives them more money than getting educated because they aren't aware about the importance of education. They only look at the short-term, not the long-term results of the issue. A huge number of children who are provided assistance and educational programs don't abide and stay on the streets because they can't afford leaving the streets for couple of hours.

3- Refugee Status

Refugee children, particularly from Syria, face heightened vulnerabilities due to the lack of legal status, access to services and social integration.⁵⁷ Additionally, there's a significant gap in the legal and social systems when it comes to refugees. There are either insufficient laws to protect these children or a lack of enforcement of existing laws.⁵⁸ Without strong legal frameworks and effective implementation, families receive little to no support, and children remain vulnerable to exploitation and abuse. The only support they receive is from NGOs if they were encountered by them. The place where refugees live is very populated and the children influence each other. For example, when a child goes to the street and gains money and comes back home mentioning this in front of the neighbours, the neighbours will also send their children to the streets to gain money just like the other child. They go in groups with each other to the streets; it is known as a type of work for refugees in Beirut and Mount Lebanon.

“The children who don't have legal papers and were not registered in the government, for financial reasons had an additional reason to resort to the streets. These children are

⁵⁶ Khawaja, B. (2023, March 28). “*growing up without an education.*” Human Rights Watch. <https://www.hrw.org/report/2016/07/19/growing-without-education/barriers-education-syrian-refugee-children-lebanon>

⁵⁷ Abla , Z., & Al Masri, M. (2014, April). *Situation Analysis of the Youth in Lebanon Affected by the Syrian Crisis* . UNFPA . <https://lebanon.unfpa.org/sites/default/files/pub-pdf/Situation-Analysis-of-the-Youth-in-Lebanon-Affected-by-the-Syrian-Crisis.pdf>

⁵⁸ Ibid

vulnerable and aren't able to enter schools which played an important role in pushing them to the streets.” (Charlotte Tanios - Protection Sector Coordinator - Mouvement Social)

4- Political Instability and Wars

Lebanon has experienced and is still experiencing political instability and conflict, which disrupts families and communities including refugees. The Syrian refugees in the light of the conflicts happening in Lebanon between the Syrians and the Lebanese population aren't being able to move freely in Lebanon.⁵⁹ This instability can lead to displacement, loss of livelihoods, and the breakdown of social support systems, pushing children to the streets.⁶⁰ In the case of Lebanon, the Palestinian and Syrian refugees, who form the majority of the street children, ended up in such a situation due to the wars in their own countries. In addition, many areas are controlled by dominant political parties that restrict access to services. These parties might only allow support for people who don't align with them, making it hard for NGOs to reach everyone who needs help equally. This political interference severely limits the effectiveness and reach of the NGOs' efforts ending children on the streets because they can't access the services.

“One of the main causes of street children in Lebanon is the Syrian War. The war led a lot of families to flee their country and come to Lebanon to find themselves on the streets. In addition, the curriculum in Lebanon is different from the curriculum in Syria, so the children found it easier to go to the streets than getting educated.” (Seema Monzer - Director of Street Children Program - MOSA)

Each child's situation is unique and often multiple factors contribute to their decision to leave home and live on the streets. It can't be denied that the country's situation also plays an important role in the number of children living and working on the streets. Addressing these issues requires a holistic approach that includes support services for both children and families.

⁵⁹ El Chamaa , M., & Haidamous , S. (2020, June 20). *Israel-hezbollah conflict displaces Syrian refugees in Lebanon - The Washington Post*. Washington Post. <https://www.washingtonpost.com/world/2024/06/19/syrian-refugees-lebanon-israel-hezbollah/>

⁶⁰ Ibid

B- Egypt

The history of street children in Egypt over the past thirty years has seen changes, influenced by political, social and economic circumstances that have affected this phenomenon in one way or another. Cairo, in particular, saw a significant increase in its urban poor, including many children who ended up living and working on the streets. In the 1990s, Egypt adopted structural adjustment programs recommended by international financial institutions.⁶¹ While these reforms aimed to stabilise the economy, they often resulted in cuts to social services, increasing the vulnerability of the poor and leading to more children on the streets.⁶² In 1999, the General Egyptian Association for Child Protection estimated that the number of street children is about 2 million.⁶³ The different numbers available by different bodies in the country shows that the number of street children is unpredictable and can vary from one body to another.

For a long time, in the early 2000, the perception was that street children were predominantly male; they used to be referred to as “sons of the streets” not street children.

“Through the work of the Hope Village Society Association, we conducted some research on the streets and discovered that there were girls among the boys. Those girls were disguised as boys to access services provided by centres, as they couldn’t find places that helped girls.” (Dr Abla Elbadry - Secretary General – Hope Village Society)

Particularly, the young girls were very young and had been sexually abused, leading to pregnancies. From that time, the Egyptian state began to act on this phenomenon, officially recognizing its existence and working on a National Strategy for Protection, Rehabilitation and Reuniting of Street Children in 2003.⁶⁴ The main objectives of the strategy are the following:

1. *To change prevailing stereotypes about street children and acknowledge them as victims of their circumstances.*
2. *To build a comprehensive database around street children based on a unified and agreed definition of the phenomenon and its characteristics.*

⁶¹ Zaki, C. (2019, October 15). *An overview of structural imbalances in Egypt*. Égypte/Monde arabe. <https://journals.openedition.org/ema/3727?lang=en>

⁶² Ibid

⁶³ The General Egyptian Association for Child Protection (NGO). (1999). Unpublished Report

⁶⁴ Japan International Cooperation Agency (2009). Street Children Support Development Project in Egypt. <https://openjicareport.jica.go.jp/pdf/11922085.pdf>

3. *To provide qualified personnel specialised in dealing with the problems of street children.*
4. *To provide and mobilise national resources to finance protection and rehabilitation programmes for street children.*
5. *To help children get off the street through eliminating the circumstances that led them to the street and enabling them to obtain their social and economic rights, and building their capacity to integrate into the community.*

As part of the observation, it was clear that this strategy was not well implemented. One of the main objectives of the strategy is to form a database on street children according to a unified definition; the number of street children today, in 2024, in Egypt isn't accessible or published. Even the estimations, which is 1 or 2 million as mentioned previously, are very low compared to the real number of street children. When it comes to education, the number of street children in Cairo who are educated is very low compared to the percentage of children who are on the streets and the data isn't known. Although the government is putting some efforts, the NGOs are making a huge effort when it comes to education. At the same time, the circumstances ending children on the streets are poverty and social instability; those circumstances are still available in high levels in the old cities of Cairo.

Street children are exploited for begging, theft, drug trafficking, prostitution and political activities. For example, Egypt experienced the protests in January 2011, street children were forced to participate in violence such as firing guns, causing troubles and distributing brochures for paying them a very minimal amount of money.⁶⁵ These children were among the first on the front lines of violent clashes with the police. As a result, many children were detained by the security forces and abused.⁶⁶

As Egypt's capital, Cairo draws the highest number of street children. Statistics in 2015 indicated that Cairo accounts for 31.6% of the total street children population, followed by Port Said with 16.8%, Suez with 14.3%, and Alexandria with 6.3%.⁶⁷ Based on the records of Hope Village Society, in 2009, estimations showed that the number of street children in Egypt, both

⁶⁵ Liu, Modrek, Sieverding. (2019). The effects of political protests on youth human capital and well-being in Egypt. <https://www.aub.edu.lb/fhs/news/Documents/1-s2.0-S0277953619305970-main.pdf>

⁶⁶ Alim F. (2012, December 12). "Egypt's youngest revolutionaries grapple with a harsh fate". The Generation. <https://the-generation.net/egypts-youngest-revolutionaries-grapple-with-a-harsh-fate/>

⁶⁷ Barakat. (2015). The Role of NGOs to educate poor Egyptian Children. https://www.academia.edu/21504785/The_Role_of_NGOs_to_educate_poor_Egyptian_Children_D2_Essay

males and females, is equal to 93,000.⁶⁸ In 2019, the Egyptian government announced that there are 3 million homeless children in Egypt.⁶⁹ This means that the number of street children is much higher than the announced number of homeless/street children.

In Egypt, the rising number of children living and surviving on the streets is becoming alarming, particularly in Cairo. This issue has garnered increasing attention from international and non-governmental organisations. Street children are a common sight in many urban areas, often seen at busy intersections, outside supermarkets, mosques, banks, and markets.⁷⁰ Typically under the age of 15, these children live in extreme poverty and endure harsh living conditions.

One of the significant harms faced by street children is that they have a really tough time becoming successful adults in the future. They usually don't get the same opportunities as other children to learn and grow. Thus, they struggle with poverty just as their parents. Despite the availability of free Egyptian public education, the adult literacy rate (ages 15 and up) was alarmingly low, at below 69.5% in 2006 which was 65.7% in 2004.⁷¹ In 2024, the literacy rate in Egypt is 75.34% of the adult population aged between 15 years and above.⁷² These rates are equivalent for all children in Egypt, not particularly street children.⁷³ In general, street children's right to education is not adequately addressed. Unfortunately, the cost of government education, which is kind of free, is high in terms of clothing, food, educational supplies, books, and transportation. Therefore, the right to education is not truly accessible to street children.

“The right to education for street children is available in laws and constitutions, but the implementation is very weak.” (Amira Hamada - Director - Stabl Antar Dreams Foundation)

⁶⁸ Al Dien , M. (2009, July). Education for street children in Egypt: The role of hope ... https://www.researchgate.net/publication/228651490_Education_for_Street_Children_in_Egypt_The_Role_of_Hope_Village_Society

⁶⁹ Nader. (2022). Government, civil society discuss partnership on Egypt's homeless protection program. <https://english.ahram.org.eg/News/470510.aspx>

⁷⁰ Guarcello, Koseleci. (2009). A Profile of Cairo Street Children. https://www.researchgate.net/publication/46450219_A_profile_of_Cairo_street_children

⁷¹ Japan International Cooperation Agency (2009). Street Children Support Development Project in Egypt. <https://openjicareport.jica.go.jp/pdf/11922085.pdf>

⁷² Countrymeters.info. (2024, August 18). *Egypt population*. Countrymeters. [https://countrymeters.info/en/Egypt#:~:text=Literacy%20of%20population,83.24%25%20\(31%2C221%2C362%20persons\)](https://countrymeters.info/en/Egypt#:~:text=Literacy%20of%20population,83.24%25%20(31%2C221%2C362%20persons))

⁷³ There are no studies showing the rates for street children in Egypt specifically

The reasons behind children resorting to streets are interlinked between family problems, poverty, desire for quick earning, lack of awareness about the importance of education and low interest in education.

1- The family

The number one cause for children to resort to the streets is their families, according to experts and NGOs representatives. Domestic violence, abuse, neglect, and the loss of one or both parents can create an environment that feels unsafe and unwelcoming. In such situations, children might believe that life on the streets, despite its dangers and uncertainties, offers more freedom or a reprieve from the trauma they experience at home.⁷⁴ The breakdown of the family unit leaves these children without the emotional and financial support necessary for their development. Moreover, the family's role in discouraging children to go to schools and rather go to the streets to earn money is quite significant in Egypt.

“Poverty is not the sole root cause; the phenomenon is closely related to the social status of families in Egypt. Over the years, it has been noted that not all street children come from poor families but from aggressive and irresponsible families.” (Dr. Abla Elbadry - Secretary General - The Hope Village Society)

2- Poverty

Poverty and lack of financial resources of the families are a reason for children to move to the streets.⁷⁵ In these cases, parents are unable to provide their children with their basic needs such as food, shelter and education. As a result, children resort to the streets to help their families in their financial responsibilities especially when the families are huge and overcrowded. Some children might have been deprived of the opportunity to attend school or have left school and now have nothing to occupy their time other than the streets. These children may be forced to go to the streets to find food, clothes and earn money from begging.

3- Desire for quick earnings

For street children, the allure of quick earning can be a powerful motivator, leading them to forgo long-term goals like education for immediate financial gain. In today's world,

⁷⁴ Eid (2023). The phenomenon of street children in Egypt Causes and treatment. <https://borsiba.org/Street-children.pdf>

⁷⁵ FZE, B. B. (2023, November 6). *Street children in Egypt*. UKEssays. <https://www.ukessays.com/essays/english-language/street-children-phenomena-in-egypt.php>

people are making money quickly due to social media, so some children question why they should study when they can earn quickly from begging which does not require skills, time, or costs. Moreover, some children lack proper upbringing because their parents are busy with their poor financial circumstances and problems; they don't raise or educate the children.

“Being on the streets gives children the opportunity to gain money easier with less effort and time. The streets offer various opportunities for quick earnings, such as selling small items, washing car windows, or collecting recyclable materials which children view as easier than getting educated.” (Amira Hamada - Director - Stabl Antar Dreams Foundation)

4- Lack of awareness and interest in Education

Children nowadays are not interested in getting educated even if their parents don't encourage them to do so; they never prioritise education. Those children aren't aware of the importance of education in the long-term.⁷⁶ After going to the streets, dealing with these children is very challenging due to the fact that their lifestyle has changed. Once they're on the streets, it becomes very difficult to reintegrate them into closed facilities such as schools or centres. This is due to the fact that they come and go as they please and engage in whatever activities they desire.

This shows how all the reasons are linked to each other. This cycle of quick earnings reinforces the children's continued presence on the streets, making it difficult for them to break free from the cycle of poverty and achieve a better future. This cycle will not stop on this generation; if this generation is spending time on the streets then the next generation will also spend time on the streets due to the same circumstances and cycle.

⁷⁶ Japan International Cooperation Agency (2009). Street Children Support Development Project in Egypt. <https://openjicareport.jica.go.jp/pdf/11922085.pdf>

Section Two: Current Policies and Programs Implemented by the NGOs

A- Lebanon

1- Applied Policies

In Lebanon, the policies followed by NGOs are shaped by a complex interplay of legal frameworks, socio-political dynamics, and funding mechanisms. NGOs in Beirut operate under the Lebanese Law of Associations of 1909, which requires them to register with the Ministry of Interior and Municipalities but offers relatively liberal conditions compared to other countries in the region.⁷⁷ This legal environment allows for a diverse range of NGOs, from humanitarian aid organisations to advocacy groups focusing on human rights and environmental issues.⁷⁸ NGOs must also comply with policies related to funding transparency and reporting, particularly when receiving international aid, to ensure accountability and maintain donor confidence. These policies collectively guide NGOs in addressing Lebanon's multifaceted social challenges while striving to remain effective and sustainable amidst ongoing economic and political crises.

A- 422 Law for Child Protection: NGOs work upon the 422 law for child protection since 2002. The law officially known as “Law on the Protection of Juveniles in Conflict with Law or at Risk” is a significant piece of legislation which safeguards children and provides a prevention and response framework to eliminate real risk.⁷⁹ They follow a non-judicial mechanism as an NGO because there are only specific NGOs who follow judicial mechanisms. But in cases of real risk such as health or safety, article 25 of the law gives them the right to take the judicial pathway.

“All street children are at real risk but we can’t refer all of them to the judicial pathway because of the lack of capacity.” (Raneem Kushury - PSS Officer - Caritas)

B- National Standards Operating Procedures (NSOPs): NGOs follow the national standards procedures that all NGOs work upon. There are tools and appendixes

⁷⁷ *Lebanon*. ICNL. (2024, June 24). <https://www.icnl.org/resources/civic-freedom-monitor/lebanon>

⁷⁸ *Ibid*

⁷⁹ *Action Document for “Advancing Juvenile and Criminal Justice in Lebanon”*. EU. (2016). https://neighbourhood-enlargement.ec.europa.eu/system/files/2017-04/c_2016_7280_lebanon_aap_2016_part_1_annex_1.pdf

provided nationally followed. NSOPs guide the development of educational programs and training sessions, ensuring they meet national standards and address local needs.⁸⁰

C- Rights of the Children: NGOs work upon the rights of the child such as their right to education, their right to live, right to development, right to protection from violence and abuse, and other rights.

“When a child is a street based child, we inform him/her about the labour law in Lebanon and that the child should not work under 13 years old. We try to spread awareness with all the working children to see what can be done by our NGO.” (Raneem Kushury - PSS Officer - Caritas)

D- Curriculum provided by the Ministry: In Lebanon, NGOs working on education are required to adhere to the national curriculum provided by the Ministry of Education and Higher Education (MEHE).⁸¹ This alignment ensures that educational programs delivered by NGOs maintain a standard of quality and coherence with the country's educational goals and standards.⁸² By following the national curriculum, NGOs contribute to a unified educational framework that promotes consistency in learning outcomes across both public and private sectors. Additionally, adherence to the national curriculum enables NGOs to better collaborate with public schools and other educational institutions, fostering a cohesive and comprehensive educational environment.

Those are some of the policies followed by NGOs in Lebanon. The 422 law for child protection has not been updated or modified since 2002. The situation in the country has changed significantly since 2002; there are issues found in the past that are not found any more today and vice versa. For example, there are new forms of exploitation today due to rise of technology and digital platforms, huge increase in the numbers of street children, and new type of children on the streets. In addition, there are gaps in the implementation of the law due to

⁸⁰ UN. (2021, March 29). *Lebanon: Standard Operating Procedures (SOPS) - protection from sexual exploitation and abuse*. ReliefWeb. <https://reliefweb.int/report/lebanon/lebanon-standard-operating-procedures-sops-protection-sexual-exploitation-and-abuse>

⁸¹ Ashkar, I. (2023, June). National Policy on Inclusive Education for Children with Special Needs in Lebanon. MEHE. https://www.mehe.gov.lb/ar/Pages/Publications/IE_policy_brief_Digital_file.pdf

⁸² Ibid

the lack of resources and facilities for the rehabilitation; as well as the enforcement has been inconsistent due to weak monitoring and follow-up mechanisms. Not updating the law makes the work of the NGOs limited and less effective.

2- Applied Programs

Most NGOs working on educating street children in Lebanon follow the same programs such as the Basic Literacy and Numbers Program (BLN), Community Based BLN Program (BCLN), Early Childhood Education Program (ECE) and Accelerated Learning Program (ALP).

- Basic Literacy and Numeracy (BLN)

BLN program in Lebanon is an educational initiative aimed at providing foundational skills in reading, writing, and mathematics to children and youth who have missed out on formal education or are at risk of dropping out.⁸³ This program is particularly crucial in a context where many children, especially refugees and those from disadvantaged backgrounds, face significant barriers to accessing quality education. All NGOs working on educating street children are providing them with informal education by BLN, each NGO in its own area. This program is for children between 8 and 14 years' old who left schools for 2 years or never entered schools. It is made up of three levels (L1, L2, L3) each level is for 5 months long. During this program, children get to learn the basics of Arabic, English and Math. This program is funded primarily by the NGOs, foreign governments and international organisations.

Caritas Lebanon offers this program for street children who dropped out of schools for more than 2 years. They have three centers in Borj Al barajneh, Borj Hamoud and Sad al Boushriyeh. However, they do a pre-test at the beginning for all students and then they locate them in the relevant level. According to the child's grade after the first level, they decide if the student will start L2 or repeat the L1. In addition, they rely on the first week of the session to see if the children are in the right place or not. In some cases, they feel that the child's educational level is low so they relocate him to L1. In L1, basic information such as letters, numbers, etc are provided while in L2, the program becomes more advanced; in L3, the child starts reading and writing.

“When the child is dropped out of school for more than 2 years, he can't go back to normal school, he should attend the BLN program. The education sector sees where the child lives and where there are BLN programs near him. Children aren't very interested

⁸³ UNHCR. (2023, December). Education Programme - Lebanon. <https://www.unhcr.org/lb/wp-content/uploads/sites/16/2024/04/UNHCR-Lebanon-Education-Fact-sheet-Year-End-2023.pdf>

in this program because they don't get a certificate at the end of the program.” (Raneem Kushury - PSS Officer - Caritas)

Mouvement Social (MS) provides the same program for children in Jnah, Ghbaireh, Sin El Fil and Borj Hamoud. They intervene in these areas and try to form programs according to the children's availability and willingness.

- Community based BLN (BCLN)

BCLN program in Lebanon provides essential reading, writing, and arithmetic skills to out-of-school children, youth, and adults within their local communities by a community based tutor.⁸⁴ This program operates in community centres and the neighbourhood, ensuring easy access and flexible scheduling to accommodate learners' needs. Inclusive and holistic in approach, these programs cater to diverse groups, including refugees and marginalised communities, and offer additional support such as life skills training and psychosocial services. In the light of the challenges such as limited resources and cut of fund, BCLN programs play a crucial role in promoting literacy, empowerment, and social inclusion in Lebanon.

“BCLN is an alternative which is less costly but at the same time the quality differs. BLN is much better but we are doing BCLN now to cut costs. BLN costs so much and needs more effort because we choose a Lebanese qualified and educated person to give the session but in BLN we choose a Syrian basic knowledge person from the community to give the sessions.” (Jamil Sraj - Educational Coordinator - Caritas)

Caritas Lebanon, for example, is working on implementing this program to ensure that more children are getting educated. The teacher/tutor is part of the community and this gives access for more children to get educated from their own community. They do a training for her/him where she/he should know Arabic, maths, science in the Arabic language; provide her/him with a booklet and she/him starts grouping children in her/his community and gives them these sessions. This program is more like schooling in the field.

For Mouvement Social, they are also implementing this program in some areas but are still obliged to follow the curriculum given by the MEHE. This is somehow challenging because the tutor in some cases isn't familiar with the Lebanese curriculum.

⁸⁴ Ibid

- Early Childhood Education (ECE)

ECE is a program given by NGOs for Syrian refugees between 3 and 5 years old; this program is accessible for children who don't have access to formal education. In Lebanon, numerous Syrian children aged 6 and older struggle with learning difficulties due to the absence of pre-school education and the additional challenges of conflict and displacement. To address this issue, an ECE program was introduced in 2018.⁸⁵ This program aims to provide refugee children aged 3-5 years with pre-school education and psychosocial support, preparing them for formal schooling and giving them a strong foundation for their academic journey and future lives.

“This program is given for Syrian refugees between 3 and 5 years’ old who don’t have access to formal education. It takes 3 cycles; each cycle is for 4 or 5 months. After that they start education in schools. The ECE is easier than BLN because you don’t need a pathway or certificate to enter the school.” (Ghina El Roumi - Educational Sector Coordinator - MS)

- Accelerated Learning Programme (ALP)

After the BLN program, the children should follow a program which allows them to access formal education; this program is the ALP. ALP is a 300 hours’ program divided into 9 levels which forms the transition pathway between the non-formal and formal education. It was introduced by MEHE through the Centre for Educational Research and Development (CERD) which offers subjects required by the official Lebanese curriculum, along with life skills and psychosocial support modules.⁸⁶ However, it is designed for boys and girls aged 9 to 17 who have been out of school for over two years and have completed the BLN program, helping them catch up with the Lebanese educational system.⁸⁷ Within the period of the ALP, students will cover core subjects equivalent to one formal grade. NGOs, guided by MEHE, facilitate outreach to out-of-school children. Once they complete the ALP students will be able to enrol in public schools. This ALP program has been stopped since 2020 by MEHE. As a result, children were not able to enter formal education. In addition, the curriculum found is a challenge as well because it is hard for these children.

⁸⁵ Jusoor . (n.d.). Early childhood education. Jusoor. <https://www.jusoor.ngo/our-work/early-childhood-education>

⁸⁶ Ibid

⁸⁷ Ibid

Through the interviews done with Caritas Lebanon and Mouvement Social, it was found that both NGOs work on the same programs in different areas in Beirut with street children's right to education. The problem is that most of the children are not having access to formal education which hinders their courage to get educated. Although the programs and the curriculum are provided by the MEHE, it is making it difficult for those children to obtain formal education.

B- Egypt

1- Applied Policies

In Egypt, NGOs dedicated to the right to education for street children implement comprehensive policies that address the multifaceted needs of this vulnerable group. These policies include the Child Law in Egypt, Law 70 of 2017, social protection, and safeguarding policies. Following these policies is crucial as they not only ensure that street children receive a quality education but also promote their overall well-being, helping them break the cycle of poverty and marginalisation.

A. Law 70 of 2017 (Law of Associations): The law 70 of 2017 is the law regulating the activities of NGOs in Egypt where each NGOs should abide by its articles and regulations.⁸⁸ Before Law 70, Law 84 of 2002 was in place back then. This law restricts and controls the operations of all NGOs working in Egypt. However, it forces all organisations to be registered in the MOSS to take approval from the government. This helps the government to monitor the work of the organisations. It also restricts all foreign funding as the NGO should take governmental approval before applying. In addition, the law provides an overview about the activities allowed to be implemented in Egypt which must align with the state development plan and national security. Moreover, the NGOs must provide an annual detailed activity and financial report for the MOSS and in case of non-compliance, it will be subject to penalties.⁸⁹

B. Child Law: All NGOs working with children on the ground must abide by the child law in Egypt when implementing their projects and activities. Egypt's Child Law, initially promulgated as Law No. 12 of 1996 and amended by Law No. 126 of 2008, aims to

⁸⁸ UNHCR. (2017, May 24). Egypt: Law no. 70 of 2017 law of associations and other foundations working in the field of civil work. Refworld. <https://www.refworld.org/legal/legislation/natlegbod/2017/en/119630>

⁸⁹ Ibid

safeguard the rights and well-being of children within the country.⁹⁰ This comprehensive legal framework encompasses various aspects of child protection, welfare, and development. It stipulates the rights of children to health, education, and a safe environment, free from abuse, exploitation, and neglect. The law mandates compulsory education for children until at least the end of the primary stage and emphasises the importance of providing free medical care and vaccinations. Additionally, it outlines measures for the protection of children in need, including those who are homeless, orphans, or victims of abuse.⁹¹ NGOs working on street children in Egypt follow the provisions of this law to ensure their programs are aligned with the national and child rights priorities. This implies in part four of the law “Child Education” specifically article 53 and 54.⁹²

C. Social Protection Policy: In Egypt, the social protection policy applied by NGOs working with street children to ensure their right to education encompasses a multifaceted approach aimed at addressing both immediate needs and long-term development.⁹³ This policy includes providing access to basic and alternative education tailored to the unique circumstances of street children, ensuring that education is flexible and accessible. By following this policy, NGOs have the responsibility not only to educate the child but also to protect him/her from social risks that he/she may face on the streets. For example, NGOs should tackle the health risks, psychological risks and others; should have a package of services such as health and nutrition support, psychosocial support services, family reintegration programs, and raising awareness. If these services aren't available under a specific NGO, it should refer the child at risk to another NGO. This comprehensive social protection policy ensures that street children not only receive education but also the necessary support to thrive and integrate into society successfully.

⁹⁰ Egypt Child Law 2008. THE NATIONAL COUNCIL FOR CHILDHOOD AND MOTHERHOOD. (2008). <https://www.warnathgroup.com/wp-content/uploads/2015/03/Egypt-Child-Law-2008.pdf>

⁹¹ Ibid

⁹² Ibid

⁹³ Sieverding, M., & Selwaness, I. (2012). *Social Protection in Egypt: A policy overview*. Population Council. https://knowledgecommons.popcouncil.org/cgi/viewcontent.cgi?article=1119&context=departments_sbsr-pgy

D. Safeguarding Policy: In the humanitarian field, safeguarding policy is designed to protect vulnerable individuals from abuse, harm and exploitation. In the field of street children, it is essential to follow the safeguarding policy to know how to do the assessments, monitor the process, and evaluate the results. This policy includes several policies such as Sexual Exploitation and Abuse Policy (SEA), Child Protection Policy, Vulnerable Adult Protection Policy, and other policies.

2- Applied Programs

NGOs in Egypt focusing on the right to education of street children apply the following programs, each NGO in its own way.

- Literacy Program

Literacy Program (برنامج محو الأمية) is a program aimed at teaching children who never entered school how to read and write. It works as an alternative education to traditional schooling. The program prepares the children either to enrol in schools after the end of cycle or only have the ability to read, write and start working.

Hope Village Society offers a literacy program for children who have dropped out of school, in collaboration with the National Authority for Literacy and Adult Education and Rotary International.⁹⁴ This program uses the Concentrated Language Encounter Technique (CLE), a method for functional literacy. The association was the first to introduce this technique in Egypt and has shared it with many educational professionals in the country.⁹⁵

Stabl Antar Dreams Foundation offers the literacy program in two shapes; the Children Literacy Program and the Adult Literacy Program. The Children Literacy Program applies two activities such as listening sessions and literacy sessions. The literacy sessions are sessions where the child gets lessons on how to read and write, they teach him/her the basics. While the listening sessions are sessions designed for children up to 6 years' old who are not formally affiliated with the school, the listening programs give them some knowledge about numbers, letters, and engagement lessons. However, the adult literacy program is focused on adults who dropped out of schools and missed the

⁹⁴ HVS. (2024). برنامج محو الأمية. Hope Village Society . <https://hopevillage1988.com/%d8%a8%d8%b1%d9%86%d8%a7%d9%85%d8%ac-%d9%85%d8%ad%d9%88-%d8%a7%d9%84%d8%a3%d9%85%d9%8a%d8%a9/>

⁹⁵ Ibid

opportunity of education. This program timing is flexible due to the working hours of the students usually in the evening.

- Educational Program

The educational programs are aimed at enrolling children in their various educational stages based on their age, abilities and psychological readiness. Under this program, street children who dropped out of school in the last two years are able to get back on track by these programs before entering formal education once again.

Hope Village Society, for example, continuously monitors the children's progress to achieve the best outcomes. Social specialists visit regularly to assess the children's attendance and adaptation to school, as well as their academic and behavioural performance, in collaboration with the school's social specialist.⁹⁶ Additionally, the association provides private tutors for children struggling with certain subjects and supervises the children while they complete their schoolwork at the association.

Stabl Antar Dreams Foundation built its own community education school in 2006 as a cooperation protocol with the ministry of education. The Ministry of Education provides them with the curriculum and exams while the association provides the teachers. Through this school, they offer educational programs with a quality of education for street children from the same area and same environment.

- Vocational and Craft Training Program

The vocational and craft training program aims to equip children with skills, crafts, and professions that are carefully chosen to meet market demands, ensuring they can secure a decent living independently and confidently, in line with Egyptian law. Most street children prefer to take vocational training rather than educating because they can earn money easily after it especially if they are adult.

Stabl Antar Dreams Foundation provides vocational training for children as a craft under the school supervision, and through this vocational training, they earn money. The vocational training program costs the foundation a very little amount of money because the trainers are from the community so they are able to give the students income.

⁹⁶ HVS. (2024). برنامج التعليم. Hope Village Society .
<https://hopevillage1988.com/%d8%a8%d8%b1%d9%86%d8%a7%d9%85%d8%ac-%d8%a7%d9%84%d8%aa%d8%b9%d9%84%d9%8a%d9%85/>

While Hope Village Society's vocational training is available for boys and girls who have dropped out of school, alongside their participation in the association's literacy classes if they are unable to attend primary school. This program also benefits those enrolled in various educational stages during their summer vacations. The association has various training workshops and specialised trainers who teach children these crafts, helping them create high-quality products.⁹⁷ This training enables them to compete with others in the market if they choose to pursue these crafts as a livelihood. Additionally, mastering these crafts can provide job opportunities in factories or companies. The training also serves an educational purpose, as it helps children acquire various skills, experiences, and knowledge, including artistic and creative aspects.

The programs and policies implemented by NGOs in Lebanon and Egypt are being an essential part in the process of addressing the right to education for street children. At the same time, each country and each program has its own strengths and weaknesses in such circumstances. However, the effectiveness of these programs is directly affected by the challenges encountered during the implementation.

⁹⁷ HVS. (2024). برنامج التدريب المهني للبنات والبنين. Hope Village Society .
<https://hopevillage1988.com/%d8%a8%d8%b1%d9%86%d8%a7%d9%85%d8%ac-%d8%a7%d9%84%d8%aa%d8%af%d8%b1%d9%8a%d8%a8-%d8%a7%d9%84%d9%85%d9%87%d9%86%d9%8a-%d9%84%d9%84%d8%a8%d9%86%d8%a7%d8%aa-%d9%88%d8%a7%d9%84%d8%a8%d9%86%d9%8a%d9%86/>

Section Three: Comparison between Lebanon and Egypt

In this section, a comparative analysis will be done on the different yet similar cases of the right to education of street children in Egypt and Lebanon. The different factors of the situation of these vulnerable segments will be studied as well as the different approach of the programs done in the two nations. By comparing these approaches and analysing them, some effective strategies, potential collaboration and knowledge exchange may be identified concerning the phenomenon found in both countries.

First, studying the historical context and current situation are significantly important. The issue of street children in Lebanon began to gain attention in the 1970s and started to spread wider in the country as the crisis raised to become a trend with the influx of the Syrian refugees in the country. While in Egypt, the phenomenon gained attention in the 1990s, at that time, it started to increase in the light of the economic reforms which ended urban people vulnerable leading them to the streets. The reason between the Lebanon and Egypt may sound the same (economic problems) but the difference relies in the type of people going to the streets. In Lebanon, the majority of street children are refugees while in Egypt, the majority are locals. This show that there is a different mind-set among the people in both countries. The fact is that it is rarely accepted for a Lebanese parent to send his son/daughter to the streets to gain money while Syrians view it as a normal issue. When it comes to Egypt, Egyptian parents are accepting such phenomenon as well and are coping with it. This shows that the problem in Lebanon is externally rooted such as war and displacement while the problem in Egypt is internally rooted such as economic, social and familial difficulties.

Second, the government intervention can help increase or decrease the spread of street children phenomenon. While Egyptian government showed some efforts, both governments have many strategies paused, efforts missed and facts denied. Having national strategies with weak implementations would never solve the problem; the problem should be solved from the root cause. The Lebanese government's efforts have focused on aligning national laws with international conventions on child rights and labour. However, enforcement remains a challenge. On the other hand, the legal framework for child protection exists in Egypt but is poorly implemented. Street children often lack protection due to insufficient enforcement and inadequate support systems. In addition, both countries data and numbers aren't accurate if found. Not knowing the exact number of street children living and working on the streets is very dangerous, what if these children aren't getting educated? NGOs in both countries are trying to be actively involved in providing services and support, but their effectiveness is

limited by the lack of comprehensive data and weak national strategies. However, the differences in the state structure in the two countries play an important role in this matter. For example, the Lebanon's consociational system, with its weak central authority and decentralized power among sectarian groups, lead to fragmented coordination of efforts to support street children. Different religious communities have their own different approaches and resources, which can result in uneven services and protection for street children across different areas. In contrast, Egypt's centralized state structure allows for more uniform implementation of policies and programs. However, this centralization also means that efforts to support street children are subject to the priorities and control of the central government. If the government prioritizes other issues, street children's rights usually receive less attention and fewer resources. On the other hand, the fragmented and sectarian-influenced legal system in Lebanon often results in weak enforcement of laws related to children's rights. The lack of a strong central authority means that even when laws exist to protect street children, they are not uniformly applied or enforced across the country. Egypt has a relatively strong legal framework, but enforcement can be inconsistent, especially when it comes to marginalized populations like street children. While laws exist to protect children's rights, their implementation is uneven, and street children may be criminalized rather than supported.

Third, the access to education of these children in both countries must be tackled. While Lebanon's education access is limited due to economic problems and lack of identification papers, education in Egypt is not totally free. However, Education provided by NGOs for street children in Lebanon is in most cases non-formal while education provided by NGOs in Egypt is to some extent formal and they can benefit from it in the future. When both, the Lebanese and Egyptian, constitutions state that primary education must be free, it is not the case on the ground. These education services may seem to be free, but the minimum fees are still unbearable for families who are suffering from poverty.

When it comes to the policies, Lebanon NGOs operates under the Lebanese Law of Associations of 1909, which provides a relatively liberal framework, allowing for a diverse range of NGO activities. The law requires registration with the Ministry of Interior and Municipalities, facilitating NGO operations in various fields, including human rights and education. While in Egypt, NGOs operate under the law of association of 2017; this law strictly regulates NGO activities, requiring registration with the Ministry of Social Solidarity (MOSS) and governmental approval for foreign funding. The law restricts NGO operations, ensuring alignment with state development plans and national security concerns. In addition, both countries' NGOs operate under the child law each according to its government to safeguard

and protect the rights of children. But in Lebanon, this law wasn't updated since 2002 while in Egypt it was lastly amended in 2008.

Furthermore, NGOs in Lebanon have several programs such as BLN, BCLN, ECE and ALP while Egypt has other programs such as literacy programs, educational programs and vocational programs. Similar to Lebanon's BLN, the literacy program teaches children basic reading and writing skills, preparing them for either further education or entry into the workforce. The program is offered in collaboration with national authorities and international organizations. The BLN and ECE programs are also offered in collaboration with the MEHE as they teach the curriculum provided by MEHE but having the ALP paused, children aren't able to transit to the formal education while the educational programs in Egypt which focus on reintegrating children into formal education. Unlike Lebanon, Egypt's NGOs place significant emphasis on vocational training, equipping children with marketable skills and crafts. This program is particularly popular among street children who prefer immediate income-generating opportunities.

The primary challenge in Lebanon is the lack of formal recognition for non-formal education programs like BLN and ALP, which hinders children's transition to formal education. The outdated Child Protection Law also limits the effectiveness of NGO interventions. While NGOs in Lebanon provide essential educational services, the absence of formal pathways and the economic and political instability in the country limit their impact on long-term educational outcomes. On the other hand, the restrictive legal environment under Law 70 of 2017 poses significant challenges for NGOs, particularly regarding funding and operational freedom. Additionally, the focus on vocational training, while beneficial, may sideline the importance of formal education. Despite these challenges, Egypt's NGOs are effective in providing holistic support, combining education with vocational training and social protection services. This approach addresses both the immediate and long-term needs of street children, facilitating their integration into society.

Both Lebanon and Egypt's NGOs face challenges while addressing the right to education of street children. Having Lebanon's situation heavily impacted by the refugees and economic crisis, Egypt's situation is heavily rooted by longstanding poverty and family dysfunction in the poorer areas. Although both countries suffer from weak implementation of legal frameworks and limitation of data, the intervention of NGOs remain essential in such critical circumstances even if such interventions are limited in some areas. Addressing these

challenges requires a comprehensive and coordinated approach that considers the unique circumstances of each country while leveraging both government and NGO efforts effectively.

In the next chapter, the role of NGOs in Egypt and Lebanon when it comes to street children right to education will be discussed as well as the challenges they face while implementing their programs. In addition, an assessment will be done to study the impact and effectiveness of NGOs in both countries.

Chapter III

The Role of NGOs in Promoting Street Children's Right to Education in Lebanon and Egypt: Opportunities and Challenges

The NGOs play an important role when it comes to the phenomenon of street children in Lebanon and Egypt. In both countries, they stand as a vital actor in addressing the right to education for street children. In the case of street children, those actors play a social and educational role knowing that having only one of these roles is not enough. From funding and data limitations to systemic barriers, those NGOs face a number of challenges while applying their programs and activities. These challenges differ from country to another; the difference in challenges between Lebanon and Egypt will be compared and analysed. This context sets the stage for a deeper exploration of the specific challenges faced by NGOs in promoting street children's right to education in Lebanon and Egypt.

The question remains whether these NGOs are making a difference in the different situations of both countries or not. The answer of this question can be answered by addressing the social and educational role of those NGOs as well as the programs and policies implemented on the ground.

For Egypt, interviews were made with two organizations which are Stabl Antar Dreams Foundation and the Hope Village Society to understand the situation deeper and how they are working. While in Lebanon, interviews were made with another two organizations which are Caritas Lebanon and Mouvement Social to know more about their work and efforts.

This chapter will address the role, policies, programs and effectiveness of NGOs from Lebanon and Egypt. Lastly, an analytical comparison will be made to compare the case of Lebanon to the case of Egypt.

Section One: Lebanon Organizations

A- The Role of the NGOs

All NGOs working for the right of education of street children in Lebanon are playing both social and educational roles. This point is important knowing that street children face social problems which end them on the streets. Addressing only the educational aspect isn't enough for the cases of street children especially when those children are refugees; which is the case of Lebanon. Having a package of roles in this field is essential for solving the root problem behind this phenomenon. Most NGOs in Lebanon have both roles played significantly due to the fact that non-profit organizations' main aim is to have a positive impact on the society through social change before the educational change.

1- Social Role

In Lebanon, a crucial social role is done by NGOs working with street children in ensuring their right to education. By addressing the barriers preventing street children from education, the organizations act as a bridge between those marginalized children and their education. To form a pathway to education, NGOs provide support services such as outreach programs to identify and engage those children. Some of these programs deliver psychological support and life skills training to pull the children out of the trauma they experienced and to address the educational gaps they suffer from.⁹⁸ In addition, NGOs are forced to collaborate with other bodies such as MEHE to create inclusive educational policies and programs by advocating for their rights.⁹⁹ These efforts not only engage street children in educational systems but also protect them from the risks they may encounter and promote their mental health, well-being and social inclusion. Thus, they ensure these children have opportunities to build their own brighter future.

Mouvement Social, for example, intervenes in different sectors from education, livelihood and protection; they target children under 18 years old.¹⁰⁰ In addition, they provide

⁹⁸ Mawad, J., & Makki, M. (2023). Reflections on the initiatives of NGOs, INGOs, and UN organizations in eradicating poverty in Lebanon through the case study of RMF . Arab Economic and Business Journal . <https://journals.usek.edu.lb/cgi/viewcontent.cgi?article=1032&context=aebj>

⁹⁹ UNICEF, & MEHE. (2023, June). *National Policy on Inclusive Education for Children with Special Needs in Lebanon*. MEHE . <https://www.mehe.gov.lb/ar/Pages/Publications/IE%20policy%20brief%20Digital%20file.pdf>

¹⁰⁰ MS. (2022). *Annual Report 2022*. Mouvement Social . <https://mouvementsocial.org/content/uploads/files/9989-Annual%20report%202022-English%20version.pdf>

a package of services to these children such as education, psychological, health and protection. Mouvement Social is involved in the worst forms of child labor including street children. The social role provided by the NGOs is shown through the case management sector. Caritas Lebanon, on the other hand, through their case management department, receives cases from refugees, they assess these cases and relocate each child according to his/her situation. For example, they can identify whether the case is a low, medium, or high risk case. Mainly, 75% of the cases of children are working children on the streets facing high risks such as exploitation, sexual harassment and others.¹⁰¹ They refer these cases to the Psychosocial Support sector (PSS) and as a result they do group based interventions. In addition, they link children together and give them sessions on how to protect themselves; they teach them the basics and who to ask help from.¹⁰²

2- Educational Role

As NGOs working on the right to education for street children, the educational role is achievable in one way or another. Through the programs and activities, the NGOs provide an educational role for children who are out of schools even if this education isn't formal. Caritas receives referrals from other NGOs such as Makhzoumi when it comes to the educational role. There are a number of NGOs in Lebanon addressing street children but not all play an educational role.

Many street children don't attend schools regularly due to financial constraints, the need to work, or lack of proper documentation, especially among the refugee population. Education is linked to the case management sector in which they refer the children's cases to the education sector to be included in the education services.¹⁰³ Therefore, an assessment is done to know how many years the child has been out of school. If it was less than 2 years, NGOs orient the family to the nearest official school in their region to continue their education from the point they stopped. While, if it was more than 2 years, they inform him/her about the BLN program available the nearest to him/her to attend and be included. To educate the highest number of children, NGOs ask the child about other children in the family who are not getting educated as well.

¹⁰¹ Caritas Lebanon. (2023, January 1). *Annual report 2021*. https://caritas.org.lb/wp-content/uploads/2023/01/Annual-Report-2021_English_fn.pdf

¹⁰² Ibid

¹⁰³ Caritas Lebanon. (2023, March 31). *Education*. <https://caritas.org.lb/education/>

Furthermore, NGOs are expected to collaborate with schools, teachers, and government bodies to advocate for inclusive educational policies and practices, ensuring that street children are not left behind. The collaboration between the NGOs and the government bodies in Lebanon is critical, having both sides missing efforts. As part of the quantitative study, interviews were done not only with NGOs but also with government bodies working with street children. It was found that both sides suffer from lack of collaboration from the other part.

“NGOs don’t usually collaborate with us as MOSA, they don’t inform us about their work and the results of their projects. They are forced to follow the curriculum given by the MEHE and the programs provided by the ministry but at the same time we are not informed about their projects and activities.” (Seema Monzer - Director of the National Project to Combat Beggary and Street Children - MOSA)

B- Challenges Faced by NGOs in Lebanon

1. Funding Challenges

Most of the organizations in Lebanon struggle with funds when it comes to programs educating street children. The organizations are not funded by the government, they only seek funds from international funds such as the EU and other countries.¹⁰⁴ In the light of the war in the South of Lebanon and Gaza, many international funds were cut. For example, they struggle to get children to the programs because they are not offering transportation anymore after the cut of budget.

“We are not funded by the government but in the light of the situation in Gaza and south Lebanon, there are a lot of cuts of funds in Lebanon. So we are trying to lower our costs.” (Raneem Kushury - PSS Officer - Caritas)

Even when NGOs manage to offer educational services and support for families, they can't fully meet all the needs of these families, due to the funds.¹⁰⁵ The support might cover education for a while, but it doesn't provide a comprehensive package that allows families to

¹⁰⁴ Jamali, D. (2003). *NGOs in development: opportunities and challenges*. LMD. <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=4f6b33a40adc37b6df57888476c237b5fe446382>

¹⁰⁵ Samad , Z., & Moschini, B. (2016, October). *HUMANITARIAN ASSISTANCE IN LEBANON OVERVIEW, CHALLENGES AND RECOMMENDATIONS* . Support Lebanon. <http://data.infopro.com.lb/file/Humanitarian%20Assistance%20Lebanon%20Overview%20Challenges%20and%20Recommendations%202016%20Lebanon%20Support.pdf>

live with dignity without relying on child labor.¹⁰⁶ The systemic poverty still forces kids back into work to help their families survive.

Funding is a major hurdle. There's a huge cut of funding, especially in the protection sector, which is crucial for dealing with these cases effectively. Right now, many NGOs are only able to put a Band-Aid on a very large wound. They provide some immediate help, but without addressing the deeper issues, the situation doesn't improve significantly.

2. Governmental Challenges

In Lebanon, the government may form a challenge or an obstacle for the NGO's work.¹⁰⁷ There are no clear strategies and resources provided by the government. In 2011, when the Syrian crisis started, the MEHE provided educational shifts for refugees. It started the BLN program which is a three-cycle program for one and a half years; when the child finishes this program, he/she gets a non-formal educational certificate. After the BLN program, the child starts the ALP program which is a transition pathway between the non-formal and formal education for 300 hours. Since 2020, the ALP has been paused.¹⁰⁸ The government is making it difficult to continue the process of providing street children education.

“The children aren't motivated to get educated by the BLN program because they know it is non-formal education and that they will not get any certificate later on. Stopping the ALP program makes it difficult for children to get the formal education they need for the future.” (Ghina El Roumi - Education Project Coordinator - Movement Social)

In addition, the curriculum provided by MEHE in Lebanon poses significant challenges for NGOs working with street children.¹⁰⁹ The curriculum is complex for children who have experienced inconsistent or disrupted education, making reintegration into mainstream schools difficult. For example, language barriers add another layer of difficulty, as the curriculum includes Arabic, French, and English, languages in which many street children, especially refugees, may not be proficient. The lack of flexibility in the national curriculum further

¹⁰⁶ Ibid

¹⁰⁷ Abou Assi, K. (2019, December). The Third Wheel in Public Policy: An overview of ngos in ... <https://media-ghi.ghi.aub.edu.lb/wp-content/uploads/2019/12/The-Third-Wheel-in-Public-Policy-An-Overview-of-NGOs-in-Lebanon.pdf>

¹⁰⁸ HRW. (2021, December 12). *Lebanon: Syrian refugee children blocked from school*. Human Rights Watch. <https://www.hrw.org/news/2021/12/03/lebanon-syrian-refugee-children-blocked-school>

¹⁰⁹ LAU, CLS , LAES, & Open Society Foundation. (2021, February 5). *Rethinking the curriculum in Lebanon & the arab world*. Lebanese Studies . <https://lebanesestudies.com/wp-content/uploads/2023/11/Curriculum-Report-English-Final.pdf>

complicates matters, as it does not accommodate the irregular schedules and unique needs of street children.¹¹⁰

“The curriculum found is a challenge as well because it is hard on these children. Two months ago, a workshop was made by the ministry for all NGOs working in this field to make it clear how to adopt this curriculum but it is still hard. We are supposed to follow this curriculum put by MEHE with no modification for street children.” (Charlotte Tanios - Protection Sector Coordinator - Movement Social)

There is a lack of coordination and collaboration between government bodies and NGOs, leading to fragmented efforts and duplication of work rather than a cohesive strategy to address the educational needs of street children. Government-run schools are also unprepared to accommodate street children, either due to rigid enrollment policies, lack of teacher training, or stigma and discrimination against these vulnerable children.

3. Environmental Challenges

Another challenge faced by NGOs is that they struggle to put all children together. Children work differently according to the area they work in.¹¹¹ For example, in Gemmayze, children are never seen during the day, they go to work during the night. While in other areas such as Cola and Borj Hammoud, street children work during the day. This is not only the problem; the problem is also that they change their working area and timing frequently. This is why it is hard to find a time and date which is workable for all children.

“In Bourj Hammoud, we cover a huge area and most of the refugees, street children, in Beirut come from Borj Hammoud but we struggle to group them in a specific time, date and place.” (Jamil Sraj - Educational Coordinator - Caritas)

Another environmental challenge is that street children use different data to identify themselves. They do so to get more assistance from the NGOs they work with.

“Children provide us with different names, age numbers, area they come from and nationalities every time we meet them, this makes it harder to know the number of street

¹¹⁰ Ibid

¹¹¹ STC, FIA , & AUB. (2019, May). *DETERMINING THE CAUSES OF CHILD ROAD DEATHS AND INJURIES IN LEBANON*. Save the Children .

https://lebanon.savethechildren.net/sites/lebanon.savethechildren.net/files/library/STC_Road%20Safety%20Report-%20Aug.pdf

children who are getting educated and even those who are on the streets.” (Maya Shatila - Child Protection Senior Officer - Makhzoumi Foundation)

There's also the challenge of involvement and acceptance from the children and their families. Many of these children know that their current situation is unsustainable, but they believe that they have no choice. When they seek help, they often find that the available services are already stretched too thin, or they're told there's no space for them. Sometimes their area of residence isn't covered by the services offered, which adds another layer of difficulty.

Section Two: Egypt Organizations

A- The Role of the NGOs

NGOs are one of the main actors in addressing the challenges faced by street children. They play a significant role in providing essential services, advocating for children's rights, and developing innovative solutions to support and protect this vulnerable group. They fulfil multiple roles in the field, including educational and social roles, each equally important and indispensable to the other. Through their dedicated efforts, NGOs contribute to creating a safer, more inclusive environment for street children, helping to pave the way for a better future.

1- Social Role

Although the number one role played by the NGOs is educational, they also play an indirect important social role when it comes to street children. These organizations work to create inclusive environments where street children feel valued and supported. They offer counselling and psychosocial support to help children overcome trauma and build self-esteem, which are essential for their reintegration into society and educational systems.

For example, Hope Village Society played an important role in recognizing girls as part of street children when all other actors were working only with boys.¹¹² They worked on a strategy in 2003 with the government which focused on improving family conditions and raising social awareness about the phenomenon of street children in Egypt.¹¹³ As a result, Egyptian society didn't view these children as a scourge or marginalized group anymore. They made it clear that these children are a product of society and everyone in Egypt should take responsibility for their presence on the streets. In 1988, the Hope Village Society was the first organization to address the issue of street children in Egypt, sparked discussions to improve the situation, and conducted initial research on street children.¹¹⁴ Through this research, they directed the cases of children to centers that provide various services such as medical check-ups, treatments, hygiene, clean clothes, hot meals, entertainment, and psychological support. Lastly and most importantly, the Hope Village Society works on reuniting children with their families if it is possible. If it was not possible, the association seeks legal permission from the police to keep the child under their care.

¹¹² Al Dien , M. (2009, July). Education for street children in Egypt: The role of hope ...
https://www.researchgate.net/publication/228651490_Education_for_Street_Children_in_Egypt_The_Role_of_Hope_Village_Society

¹¹³ Ibid

¹¹⁴ Elbadry, A. (2015, May 19). *Hope Village Society (HVS) - euro-mediterranean women's foundation*. Euromedwomen.foundation. <https://www.euromedwomen.foundation/pg/en/profile/ablaelbadry>

the Hope Village Society worked on a strategy in 2003 focused on education.¹¹⁸ Through their street research, they found cases and referred them to educating services besides other services. Hope Village Society is a trailblazer in delivering education to street children and possesses the most extensive experience with this demographic.¹¹⁹

On the other hand, Stabl Antar Dreams Foundation plays an important role in educating street children. They provide financial support to families who aren't able to educate their children; they assist them with expenses, clothes, tools and more.¹²⁰ Through this support, money is no longer a barrier for children and families regarding education. Second, Stabl Antar Dreams Foundation raises awareness campaigns for women who raise children to create awareness about the importance of educating their children.¹²¹ As a result, they will not accept their children dropping out of schools. Third, they provide vocational training for children such as a craft under the school's supervision. In addition, they opened a community education school in 2006 to offer education to the street community. In these schools, the children don't feel different because all children have the same conditions and they live in the same area. The diversity found in public and private schools in Egypt is not present in community schools, making these schools a more comfortable environment for street children to adapt to.

“There was a girl in public school who transferred to our school because she was bullied in the public school. Our school always supported her, and she is now in commerce college and also works with us in the school.” (Amira Hamada - Executive Director - Stabl Antar Foundation)

B- Challenges Faced by NGOs in Egypt

1. Funding Challenges

The first challenge faced by NGOs in Egypt when implementing their projects is the lack of financial sustainability and funding's. Local NGOs don't have access to international

¹¹⁸ Al Dien , M. (2009, July). Education for street children in Egypt: The role of hope village society.

<https://journals.library.ualberta.ca/jcie/index.php/JCIE/article/view/6474/5427>

¹¹⁹ Ibid

¹²⁰ Khalifeh, D. (2024, February 12). اسطيل-عنتر - بوابة الأهرام.

<https://gate.ahram.org.eg/daily/News/204763/1155/931887/%D8%AD%D8%AF%D9%8A%D8%AB-%D8%A7%D9%84%D8%B5%D9%88%D8%B1/%D8%A3%D8%AD%D9%84%D8%A7%D9%85-%C2%AB%D8%A7%D8%B3%D8%B7%D8%A8%D9%84-%D8%B9%D9%86%D8%AA%D8%B1%C2%BB.aspx>

¹²¹ Ibid

funding and channels as international NGOs do.¹²² This was confirmed by several NGOs in Egypt.

“The biggest challenge is always money. Any training, project or program requires a lot of money, so this is our problem. If we had financial capability, we could expand and attract more children.” (Amira Hamada - Executive Director – Stabl Antar Dream Foundation)

These NGOs must operate within the limited budgets they have. The activities and programs in Egypt are influenced by the financial capability of the NGO. However, the government doesn't provide any financial support to the organizations.¹²³ Consequently, these NGOs are compelled to seek funding from other sources such as personal funding.

“Institutions are not allowed to receive funds from abroad without the approval of the Ministry of Social Solidarity. In most cases, we don't get the approval because the field work should be governmental.” (Nivine Obeid - Chairperson of the Board of Trustees - New Woman Foundation)

Limited funding means low salaries of staff working for the NGOs, limited programs and training, limited number of street children getting educated and assisted, limited effectiveness and progress, inadequate technical assistance and operational deficiencies within the NGOs. All these are main components for the organization to work effectively, if the fund is limited, everything is limited.

2. Legal Challenges

In Egypt, there is no freedom for field research work. Egypt criminalizes the idea of field work without the security approval, and even if it was approved, it is not personal or organizational but official research.¹²⁴ The procedural arrangements for regulatory laws is a challenge faced by NGOs in Egypt. Any initiative, activity or collaboration to be done must be approved by the authorities. This procedure and license must be in place and the problem is

¹²² G. McGann, J. (2019, May 8). *Pushback against ngos in Egypt*. ICNL. <https://www.icnl.org/resources/research/ijnl/pushback-against-ngos-in-egypt>

¹²³ Ibid

¹²⁴ Shahin, Y. (2019, December 26). *Unsolved dilemmas: Issues of internal governance in Egypt's human rights ngos*. Arab Reform Initiative. <https://www.arab-reform.net/publication/unsolved-dilemmas-issues-of-internal-governance-in-egypts-human-rights-ngos/>

that it takes a lot of time. Even when conducting specific studies, the security questions every detail. There is limited freedom to exchange information and data, analyze, and use it.

In addition,

“There are laws to safeguard rights but these laws sometimes become an obstacle because they make a lot of our work difficult as an NGO although the main aim is to protect the rights.” (Amira Hamadeh - Director - Stabl Antar Dreams Foundation)

3. Environmental Challenges

One of the challenges faced by NGOs in Egypt is transportation; not all street children can access their programs knowing that Cairo is territorially large.¹²⁵ There are children who don't have the ability to attend the activities due to transportation; not all NGOs provide transportation.

“The area we work in is not open to all children, so we face difficulties because the children, trainees and trainers have difficulties accessing the area. Although the road has improved, this is still one of the challenges we face. If we want to conduct training outside our area, it will take a lot of time and effort.” (Amira Hamadeh - Director - Stabl Antar Dreams Foundation)

Another environmental challenge is the mindset of the families and lack of acceptance from the surrounding community for the presence of street children within the educational institutions.¹²⁶ This results in several behaviors from the society such as bullying towards street children. In most cases, the family resists taking back their children from the programs because they believe it's not their place. Even when it comes to the children, NGOs face challenges in convincing them about the value of education when they have been earning independently on the streets.

“Not all children readily accept education, as some have been on the streets for a long time and are accustomed to earning money through begging or other means. However, the association emphasises the importance of education, especially through literacy programs, as it opens doors for future opportunities.” (Dr. Abla Elbadry - Secretary General - The Hope Village Society)

¹²⁵ Baradei, L. (2021, December). *The role of Egyptian non-governmental organizations in integrating the differently abled / developments in administration*. Research Gate .
https://www.researchgate.net/publication/357074305_The_Role_of_Egyptian_Non-Governmental_Organizations_in_Integrating_the_Differently_Abled

¹²⁶ Ibid

Some children reject the educational system and prefer vocational training to enjoy more freedom. NGOs face challenges in encouraging children to get educated while encouraging, at the same time, vocational training. In addition, when the children are old, this hinders their enrollment in compulsory schools according to the laws which stipulate the age for primary school entry up to 9 years old, and those older than this age are not accepted anymore; their only alternative route is vocational training. NGOs try to enroll them in literacy programs which most old children reject and prefer vocational training.

Section Three: Assessment of Effectiveness and Impact in Egypt and Lebanon

A- Table of Scoring

This section evaluates the impact and effectiveness of NGOs in Lebanon and Egypt, focusing on specific criteria. While Monitoring & Evaluation (M&E) criteria vary among NGOs depending on the project or program, certain consistent criteria such as goals, efficiency, and interventions remain fundamental. To assess their work, I developed criteria tailored to the education and street children's sectors, drawing from qualitative data. This assessment reflects the perspectives of the NGOs themselves, as it is based on their self-evaluations and the analysis of their responses.

The assessment will consider the following:

1. Area of Intervention: The specific sectors and regions where the NGO operates.
2. Data Knowledge: The knowledge of the organization about the number of street children in their region who are not educated.
3. Number of Children Educated: The proportion of children being educated by the NGO relative to the population.
4. Type of Education Provided: Whether the education is formal or non-formal.
5. Collaboration: The extent of the NGOs collaboration with other partners and the government.
6. Monitoring and Evaluating: Measuring their effectiveness by monitoring and evaluating their programs and activities.
7. Resource and Fund Efficiency: How effectively the NGO utilizes allocated resources and funds
8. Quality of Education: The standard and effectiveness of the educational programs offered.
9. Goal Achievement: Whether the NGO meets its stated objectives.
10. Role of the NGO: The specific functions and contributions of the NGO in the educational landscape.

Each criterion will be assessed on a scale of 1 providing a detailed evaluation of the NGO's performance according to their own answers in the interviews. The total score for each NGO will be calculated by summing the scores across all ten criteria, resulting in a maximum possible score of 10 multiplied by 10. The NGOs to be assessed are Caritas Lebanon and Mouvement Social from Lebanon and Hope Village Society and Stabl Antar Dreams Foundation from Egypt. This approach ensures a comprehensive and nuanced assessment of the NGOs effectiveness. The score will be given to each NGO based on the qualitative data taken from the transcript of interviews which was shifted to quantitative data to measure the impact of NGOs according to the above index.

Criteria	Egypt		Lebanon	
	Hope Village Society Score	Stabl Antar Dreams Foundation Score	Mouvement Social Score	Caritas Lebanon Score
Area of Intervention	1	1	1	1
Data	0	0	0	0
Nb of children educated	1	1	0.5	0.5
Type of Education	1	1	0	0
Collaboration	0.5	1	0.5	0.5
MEAL	0	1	1	1
Fund	1	0	1	1
Quality of Education	0.5	0.5	0.5	0.5
Goal Achieved	1	0.5	0.5	0.5
Role	1	1	1	1
Total Score x10	70	70	60	60

B- Analysis and Comparison

	Egypt		Lebanon	
Criteria	Hope Village Society Score	Stabl Antar Dreams Foundation Score	Caritas Score	Mouvement Social Score
Area of Intervention	All organizations took the full grade (1) because each organization is covering a specific area in Beirut and Cairo. They also cover other areas but my research is limited to Beirut and Cairo.			
Data	All organizations took a grade of (0) because all organizations have no knowledge about the data of street children and their education in the region. Although the government should provide the data and its missing, the organizations still have a responsibility in knowing the number in the area they cover.			
Nb of children educated	Both organizations in Egypt took a full grade (1) because they have been educating a huge number of street children in their regions. The number for the Hope Village Society is equal to 50,000 street child in the past 37 years while Stabl Antar Dreams Foundation is equal to 2,180 street children in the last 13 years in only one region. This number is pure for street children.		Both organizations in Lebanon took half grade (0.5) because the number they provided is the total number of children they are educating, not specifically street children living and working on the streets. Mouvement Social has educated about 150-200 child per cycle while Caritas Lebanon has educated 1000 children per cycle.	

Criteria	Egypt		Lebanon	
	Hope Village Society Score	Stabl Antar Dreams Foundation Score	Caritas Score	Mouvement Social Score
Type of Education	Both organizations in Egypt took a full grade (1) because they provide both education, formal and non-formal for their children. This factor is important for the children to be able to continue their studies in the future and have a certificate.		Both organizations in Lebanon took a grade (0) because they only provide non-formal education knowing that having non-formal education doesn't give them a certificate and they can't benefit from it in the future. This discourages the children to study in most cases	
Collaboration	Hope Village Society took a half grade because they only collaborate with the government and no other NGOs; this may lead to overlapping work.	Stabl Antar Dreams Foundation took a full grade (1) because they collaborate with the government and other NGOs making their work more efficient.	Both organizations in Lebanon took half grade (0.5) because they only collaborate with other NGOs and not the government which is not enough. Collaborating with the government is important as well. Today, NGOs cannot solve the problem on their own because it has become widespread nationally and the solution should be a larger-scale solution.	
MEAL	Hope Village Society took a grade of (0) because they don't have a	All other organizations took a full grade (1) because they formulated a monitoring and evaluating mechanism. It is important to have a feedback mechanism to know if the beneficiaries are satisfied with the programs provided or not.		

	Egypt		Lebanon	
Criteria	Hope Village Society Score	Stabl Antar Dreams Foundation Score	Caritas Score	Mouvement Social Score
	Monitoring and Evaluating Mechanism. Not having a feedback mechanism doesn't make the work so efficient			
Fund	Hope Village Society took a full grade (1) because they receive funds and allocate them to their projects. Receiving foreign funds means that the organization has a good structure and successful programs	Stabl Antar Dreams Foundation took a grade of (0) because they don't receive funds from foreign donors which makes it doubtful.	Both organizations in Lebanon took a full grade (1) because they receive funds and allocate them to their projects. Receiving foreign funds means that the organization has a good structure and successful programs	

	Egypt		Lebanon	
Criteria	Hope Village Society Score	Stabl Antar Dreams Foundation Score	Caritas Score	Mouvement Social Score
Quality of Education	All organizations took half grade (0.5) because according to them, the quality of education they provide isn't the best			
Goal Achieved	Hope Village Society took a full grade (1) because according to the secretary general, they already achieved their goal	All other organizations took half grade (0.5) because they believe that they didn't achieve their goal yet. This doesn't mean that they are not successful but it also plays a role in the impact they are giving.		
Role	All organizations received a full grade (1) because they play both educational and social roles with street children in the areas they are covering.			

In the ongoing effort to secure the right to education for street children, organizations in both Lebanon and Egypt have been working under challenging circumstances. The impact assessment results reveal a score of 70/100 for Egypt and 60/100 for Lebanon, indicating that organizations in Egypt have been slightly more successful in their efforts. This analysis will delve into the underlying factors contributing to these outcomes.

The socio-political environment in Egypt and Lebanon plays a critical role in shaping the effectiveness of organizations working with street children. The Egyptian government has

taken several steps to support NGOs, including policy reforms aimed at improving child welfare. Despite some bureaucratic hurdles, the overall environment has allowed organizations to function more effectively. Additionally, public awareness campaigns and collaborations with international bodies have further strengthened the impact of these initiatives. In contrast, Lebanon has been grappling with severe political and economic instability, exacerbated by the refugee crisis. The fragmented government and frequent changes in policies have created an unpredictable environment for NGOs. The problem between the lack of collaboration between the government and NGOs is multifaceted in which the government is suffering from the lack of cooperation from the NGOs and at the same time, NGOs are suffering from lack of help from the government.

Second, the type of education provided by NGOs in Egypt is formal education which means at the end of the cycle, students will receive a certificate. This encourages students to continue their studies and plan for a better future far from the streets. The collaboration between the NGOs and the government plays a crucial role in this point in which the government is helping the organizations in providing formal education and making it feasible. While in Lebanon, NGOs are providing non-formal education, which is also important for erasing literacy, but the students are not interested in such programs because they will not benefit from it in their future and wouldn't give them better opportunities. This is not only the fault of the NGO because MEHE stopped the ALP program which is the pathway between the non-formal and formal education.

Third, the number of street children educated in Egypt is higher than the number of street children educated in Lebanon. Although the number is similar, the number provided by the NGOs in Egypt which is 230 children and 1351 child per cycle for Stabl Antar Dreams Foundation and Hope Village Society respectively is only including street children. Whereas the number provided by the NGOs in Lebanon which is 200 child and 1000 child per cycle for Mouvement Social and Caritas Lebanon respectively is the number of the whole children educated, whether street children or not. In Egypt, it is easy to find NGOs' main aim and focus is street children but in Lebanon it is not the case. In Lebanon, the NGOs are focusing on children in general and they receive cases of street children that they include in their programs and activities because they are also vulnerable.

Although the score of Egypt is higher, there are factors that Lebanon is succeeding in. First, the availability of funding and resources is another crucial factor that has influenced the performance of organizations in both countries. This factor is in the favor of Lebanon in which Lebanon has had better access to both domestic and international funding. This financial

backing has enabled organizations to implement more comprehensive programs, including vocational training, formal education, and psychosocial support for street children. But lately, Lebanon is suffering from a huge cut of funds in the light of the situation in Gaza and South Lebanon. Many organizations have had to scale back their activities, focusing only on the most critical services. The lack of resources has also limited the ability to attract and retain qualified staff, further hindering their impact. While in Egypt, it is much harder to get foreign funds, NGOs need previous approval from the government if accepted. Although they are unable to receive funds properly, they are still able to implement different programs and activities for street children which gives them an added value. Second, in Lebanon, NGOs formulated a feedback and monitoring mechanism which gives them a plus one. Having such a mechanism is so important for improving and expanding in the future.

The assessment reveals that organizations working in Egypt have been more successful in ensuring street children's right to education, scoring 70/100 compared to 60/100 in Lebanon. This slight advantage can be attributed to Egypt's relatively stable socio-political environment, better collaboration with the government and follow-up although no data provided as well, the type of education they provide, and the focus they put specifically on street children. In contrast, although Lebanon gains more foreign funds, there are no organizations focusing specifically on street children. In addition, they suffer from a lack of collaboration with the government and they provide only non-formal education. Providing non-formal education is without doubt better than providing nothing but at the same time, children are not interested in non-formal education.

Findings and Conclusion

This research sheds light on the efforts of NGOs in Lebanon and Egypt to promote the right to education for street children, revealing both significant achievements and ongoing challenges. In both countries, NGOs have made commendable strides, but their impact is often overshadowed by the challenging environments in which they operate.

In Lebanon, the economic crisis, political instability, and the Syrian refugee influx have strained resources and increased the number of street children. NGOs face an uphill battle in securing funds and providing comprehensive services, as their efforts are often dispersed across multiple projects, with no specific focus on street children. The absence of reliable data further exacerbates these difficulties, making it hard to track the educational impact on street children. Although Lebanese NGOs are particularly strong in monitoring and evaluation (through the MEAL sector), their influence remains limited by the surrounding economic and political pressures.

On the other hand, NGOs in Egypt benefit from more structured support and collaboration with government entities, resulting in a slightly greater overall impact. These NGOs tend to focus specifically on street children, leading to more targeted interventions. Government support in Egypt allows for better coordination, although legal constraints, social stigma, and bureaucracy still limit their ability to scale up interventions effectively. Nevertheless, Egyptian NGOs show greater success in aligning their programs with national educational frameworks, providing tailored services to street children, and maintaining a clear understanding of the numbers and needs of their target population.

A key finding is the difference in the composition of street children's populations between the two countries. In Lebanon, a significant portion of street children are refugees, while in Egypt, they are predominantly locals. Understanding these distinctions between the type of children on the streets in the two countries is important for developing targeted interventions. In Lebanon, efforts might focus on providing legal support, psychological aid, and integration programs for refugee families. In Egypt, the focus could be on strengthening economic opportunities, family support services, and educational access to prevent children from ending up on the streets in the first place.

Another critical factor is the collaboration between NGOs and governments, which remains essential for achieving sustainable results. In Egypt, this collaboration is more robust but still insufficient to fully address the needs of street children. In Lebanon, the lack of governmental support and unstable political climate make it harder for NGOs to deliver impactful services. Nonetheless, both countries require stronger, more transparent cooperation between NGOs and governments to ensure better educational access and protection for street children.

In conclusion, despite the obstacles, NGOs in both Lebanon and Egypt continue to fight for the educational rights of street children. While Egypt shows a more substantial impact due to better government collaboration and targeted focus, Lebanon's NGOs excel in securing international funds and maintaining high standards of monitoring and evaluation. The situation calls for increased efforts, especially in government involvement, data collection, and program scalability, to truly address the educational needs of street children.

To enhance their work, adopting the four transformative steps outlined by the Consortium for Street Children can provide a clear path for both countries:

1. **Commit to Equality:** Ensure Street children's rights are reflected in national laws and policies.
2. **Protect Every Child:** Safeguard Street children from violence and guarantee access to justice.
3. **Provide Access to Services:** Guarantee access to essential services like education and healthcare.
4. **Create New Solutions:** Develop specialized services to meet the unique needs of street children.

Through these steps, and with continued international support, Lebanon and Egypt can overcome the challenges and offer street children the education they deserve.

Recommendations

Lebanon and Egypt

- A coordination platform must be made between all service providers. This platform should include all services given by NGOs and government for street children in both countries to have data available and to know what has been done in the field. This will limit the duplication of work in the same areas.
- A cooperation workshop for sharing of expertise between Lebanon and Egypt may improve the situation in both countries. Sharing knowledge and experience between the two countries will help fill the gaps knowing that each country's NGOs are successful in their own way and they can benefit each other.
- Increase governmental support and collaborations is a must due to the fact that this phenomenon is a large scale one and can't be solved without a national-level approach. Both actors have the responsibility to put effort on this topic to have national strategy followed by the government and the NGOs.
- Increase social awareness about the importance of educating street children among the population. This can be done by organizing workshops, TV shows, social media campaigns, and conferences.
- The future of education for street children will need to focus on making the curriculum relevant to today's technological and economic realities. NGOs should prepare by integrating tech-based education early on, advocating for curriculum reforms, and providing support for entrepreneurship. This holistic approach can help ensure that street children are not just given basic education but are also equipped with the skills needed for a successful future.
- Future research should consider longitudinal studies that track the long-term impact of NGO interventions on street children's education. Expanding the scope to include other countries in the region could provide a more comprehensive understanding of the factors that enhance or inhibit NGO effectiveness. Comparative studies that include different types of NGOs, both local and international, could also shed light on best practices that can be adopted across various contexts.
- NGOs should broaden their focus to include projects in rural areas where large numbers of street children are concentrated, to maximize the reach and impact of their educational efforts. Additionally, donors should prioritize these rural areas, which are

usually neglected, when reviewing project proposals related to educating street children, ensuring that funding is directed where it is most needed.

Lebanon

- NGOs in Lebanon should partner with the MEHE to establish a new program or revive the ALP, creating a clear pathway for street children to transition into formal education. This collaboration would encourage more children to enrol in educational programs provided by NGOs. Additionally, NGOs and MEHE should work together on united strategy to develop a specialized curriculum tailored to the needs of street refugees' children who are unable to follow the standard curriculum.
- More NGOs should prioritize the needs of street children and their right to education as a core focus and objective. This would help increase the number of children receiving education and allow for a clearer understanding of how many street children are currently being educated and how many are not. The focus should not be limited to education alone; it must also encompass psychosocial and financial support to ensure that all the needs of street children are addressed, ultimately preventing them from returning to the streets.

Egypt

- Simplify and streamline the regulatory framework for NGOs in Egypt, making it easier for them to operate, secure funding, conduct field research, and implement their programs. Clear government guidelines and support can significantly enhance the impact of these organizations. Granting NGOs the right to conduct field research would be especially beneficial, allowing them to reach and assess more street children effectively.
- NGOs in Egypt should establish comprehensive monitoring and evaluation frameworks to systematically track the progress and outcomes of their educational programs. These frameworks will enable NGOs to identify which strategies are most effective, gain a deeper understanding of the challenges faced by both the organizations and the children, and make informed, data-driven adjustments to improve their programs. By continuously evaluating their impact, NGOs can ensure that their efforts are as effective and efficient as possible, ultimately leading to better educational outcomes for street children.

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Annexes

Annex A: Interviewees Table

First Name/Last name of the Interviewee	Job Position
Amira Hamada	Stabl Antar Dreams Foundation – Executive Director
Dr. Abla El Badry	The Hope Village Society - Secretary General
Ambassador Nayla Jaber	Chairwomen of the Committee for Combating Illegal Immigration
Nivine Obeid	Chairperson of the Board of Trustees at the New Woman Foundation and Consultant in the Field
Raneem Ali Kushury	Caritas - Child Protection PSS Officer
Jamil Sraj	Caritas - Educational Coordinator
Hayat Osseiran	Expert - International Child Protection and Child Labor Consultant
Seema Monzer	Director of the National Project to Combat Beggary and Street Children
Maya Shatila	Makhzoumi - Child Protection Senior Officer
Ghina El Roumi	Mouvement social - Education Project Coordinator
Charlotte Tanios	Mouvement Social - Protection Sector Coordinator
Zakia Kahhoul	Mental Health Professional Regional Protection Technical Manager - Basmeh w Zaytouna

Annex B: Interview Guide Egypt NGOs

Dear participant,

I am conducting research entitled The Effectiveness of the Organizations' Intervention in Promoting the Right to Education for Street Children: A Comparative Study Between Lebanon and Egypt in partial fulfilment of the requirements for the Master's degree in Human Rights and Democratization. I designed an interview guide to study the effectiveness of the NGOs in Lebanon in implementing their policies and programs to promote the right to education of street children, as well as, to explore the challenges encountering the implementation of these programs. Therefore, I would like to invite you to participate in my research by conducting an interview: The Interview duration is estimated to last for one hour. It will include questions in relation to the aforementioned title.

Your participation in this research is valuable and appreciated because it will be useful to provide me with more insights that enriches this research in depth.

I would like to point out that that the interview will be recorded, but the records will be destroyed once the transcription is done, and it will only be used for this research.

Thank you for your valuable contribution!

عزيمي المشارك،

أنا أجري بحثاً بعنوان "فاعلية تدخلات المنظمات في تعزيز حق التعليم للأطفال المشردين: دراسة مقارنة بين لبنان ومصر" كجزء من متطلبات درجة الماجستير في حقوق الإنسان والديمقراطية. لقد قمت بتصميم دليل مقابلة لدراسة فاعلية المنظمات غير الحكومية في مصر في تنفيذ سياساتها وبرامجها لتعزيز حق التعليم للأطفال المشردين، بالإضافة إلى استكشاف التحديات التي تواجه تنفيذ هذه البرامج. لذلك، أود دعوتك للمشاركة في بحثي من خلال إجراء مقابلة: من المتوقع أن تستغرق مدة المقابلة حوالي ساعة. ستتضمن المقابلة أسئلة تتعلق بالعنوان المذكور أعلاه.

تعتبر مشاركتك في هذا البحث قيمة ومقدرة لأنها ستساعدني في تقديم رؤى أعمق تغني هذا البحث.

أود أن أشير إلى أن المقابلة سيتم تسجيلها، ولكن سيتم تدمير التسجيلات بمجرد الانتهاء من النسخ، وستستخدم فقط لهذا البحث.

شكراً لك على مساهمتك القيمة!

الأسئلة Questions

1. Can you provide an overview of the current situation regarding street-connected children in Egypt first, and second in terms of education?

هل يمكنك تقديم نظرة عامة عن الوضع الحالي للأطفال المتصلين بالشارع في مصر أولاً، وثانياً من حيث التعليم؟

2. Where is your area of intervention? How many street children do you approximately educate per year? And what type of education do you provide?

ما هي منطقة تدخلاتكم؟ كم عدد الأطفال المشردين الذين تقومون بتعليمهم تقريباً سنوياً؟ وما نوع التعليم الذي تقدموه؟

3. Is there any exact estimation of the number of street children in Egypt? Do we know how many children are not getting educated?

هل هناك تقدير دقيق لعدد الأطفال المشردين في مصر؟ هل نعرف كم عدد الأطفال الذين لا يحصلون على التعليم؟

4. Do you collaborate with the Egyptian government or any official body?

هل تتعاون مع الحكومة المصرية أو أي جهة رسمية؟

5. What are the main reasons that push children to the street in Egypt?

ما هي الأسباب الرئيسية التي تدفع الأطفال إلى الشارع في مصر؟

6. What are the main challenges that you face while working with street children in Egypt?

ما هي التحديات الرئيسية التي تواجهها أثناء العمل مع الأطفال المشردين في مصر؟

7. Knowing that your work with street children is a combination of social and educational efforts, what is the role you play?

مع العلم أن عملكم مع الأطفال المشردين هو مزيج من الجهود الاجتماعية والتعليمية، ما هو الدور الذي تقومون به؟

8. What policies does your NGO have in place to help street children in Egypt?

ما هي السياسات التي تتبعها منظماتكم غير الحكومية لمساعدة الأطفال المشردين في مصر؟

9. What are the main programs your NGO carries out to support street children? Please link them to education if any is available.

ما هي البرامج الرئيسية التي تنفذها منظماتكم غير الحكومية لدعم الأطفال المشردين؟ يرجى ربطها بالتعليم إذا كانت متاحة.

10. How do you measure the effectiveness of NGOs when it comes to the work of street-connected children's right to education in Egypt?

كيف تقيمون فعالية المنظمات غير الحكومية عندما يتعلق الأمر بحق الأطفال المتصلين بالشارع في التعليم في مصر؟

11. Do you have any future recommendations for the work of NGOs in this field?

هل لديكم أي توصيات مستقبلية لعمل المنظمات غير الحكومية في هذا المجال؟

Annex C: Interview Guide Lebanon NGO

Dear participant,

I am conducting research entitled The Effectiveness of the Organizations' Intervention in Promoting the Right to Education for Street Children: A Comparative Study Between Lebanon and Egypt in partial fulfilment of the requirements for the Master's degree in Human Rights and Democratization. I designed an interview guide to study the effectiveness of the NGOs in Egypt in implementing their policies and programs to promote the right to education of street children, as well as, to explore the challenges encountering the implementation of these programs. Therefore, I would like to invite you to participate in my research by conducting an interview: The Interview duration is estimated to last for one hour. It will include questions in relation to the aforementioned title.

Your participation in this research is valuable and appreciated because it will be useful to provide me with more insights that enriches this research in depth.

I would like to point out that that the interview will be recorded, but the records will be destroyed once the transcription is done, and it will only be used for this research.

Thank you for your valuable contribution!

عزيزي المشارك،

أنا أجري بحثاً بعنوان "فاعلية تدخلات المنظمات في تعزيز حق التعليم للأطفال المشردين: دراسة مقارنة بين لبنان ومصر" كجزء من متطلبات درجة الماجستير في حقوق الإنسان والديمقراطية. لقد قمت بتصميم دليل مقابلة لدراسة فاعلية المنظمات غير الحكومية في لبنان في تنفيذ سياساتها وبرامجها لتعزيز حق التعليم للأطفال المشردين، بالإضافة إلى استكشاف التحديات التي تواجه تنفيذ هذه البرامج. لذلك، أود دعوتك للمشاركة في بحثي من خلال إجراء مقابلة: من المتوقع أن تستغرق مدة المقابلة حوالي ساعة. ستتضمن المقابلة أسئلة تتعلق بالعنوان المذكور أعلاه.

تعتبر مشاركتك في هذا البحث قيمة ومقدرة لأنها ستساعدني في تقديم رؤى أعمق تغني هذا البحث.

أود أن أشير إلى أن المقابلة سيتم تسجيلها، ولكن سيتم تدمير التسجيلات بمجرد الانتهاء من النسخ، وستستخدم فقط لهذا البحث.

شكراً لك على مساهمتك القيمة!

الأسئلة Questions

1. Can you provide an overview of the current situation regarding street-connected children in Lebanon first, and second in terms of education?

هل يمكنك تقديم نظرة عامة عن الوضع الحالي للأطفال المتصلين بالشارع في لبنان أولاً، وثانياً من حيث التعليم؟

2. Where is your area of intervention? How many street children do you approximately educate per year? And what type of education do you provide?

ما هي منطقة تدخلتكم؟ كم عدد الأطفال المشردين الذين تقومون بتعليمهم تقريباً سنوياً؟ وما نوع التعليم الذي تقدموه؟

3. Is there any exact estimation of the number of street children in Lebanon? Do we know how many children are not getting educated?

هل هناك تقدير دقيق لعدد الأطفال المشردين في لبنان؟ هل نعرف كم عدد الأطفال الذين لا يحصلون على التعليم؟

4. Do you collaborate with the Lebanese government or any official body?

هل تتعاون مع الحكومة اللبنانية أو أي جهة رسمية؟

5. What are the main reasons that push children to the street in Lebanon?

ما هي الأسباب الرئيسية التي تدفع الأطفال إلى الشارع في لبنان؟

6. What are the main challenges that you face while working with street children in Lebanon?

ما هي التحديات الرئيسية التي تواجهها أثناء العمل مع الأطفال المشردين في لبنان؟

7. Knowing that your work with street children is a combination of social and educational efforts, what is the role you play?

مع العلم أن عملكم مع الأطفال المشردين هو مزيج من الجهود الاجتماعية والتعليمية، ما هو الدور الذي تقومون به؟

8. What policies does your NGO have in place to help street children in Lebanon?

ما هي السياسات التي تتبعها منظمكم غير الحكومية لمساعدة الأطفال المشردين في لبنان؟

9. What are the main programs your NGO carries out to support street children? Please link them to education if any is available.

ما هي البرامج الرئيسية التي تنفذها منظمكم غير الحكومية لدعم الأطفال المشردين؟ يرجى ربطها بالتعليم إذا كانت متاحة.

10. How do you measure the effectiveness of NGOs when it comes to the work of street-connected children's right to education in Lebanon?

كيف تقيمون فعالية المنظمات غير الحكومية عندما يتعلق الأمر بحق الأطفال المتصلين بالشارع في التعليم في لبنان؟

11. Do you have any future recommendations for the work of NGOs in this field?

هل لديكم أي توصيات مستقبلية لعمل المنظمات غير الحكومية في هذا المجال؟

Annex D: Interview Guide Experts

Dear participant,

I am conducting research entitled The Effectiveness of the Organizations' Intervention in Promoting the Right to Education for Street Children: A Comparative Study Between Lebanon and Egypt in partial fulfilment of the requirements for the Master's degree in Human Rights and Democratization. I designed an interview guide to study the effectiveness of the NGOs in Lebanon and Egypt in implementing their policies and programs to promote the right to education of street children, as well as, to explore the challenges encountering the implementation of these programs. The purpose of this interview is to assess the effectiveness of NGOs in the field of street children and their right to education. Therefore, I would like to invite you to participate in my research by conducting an interview: The Interview duration is estimated to last for one hour. It will include questions in relation to the aforementioned title. Your participation in this research is valuable and appreciated because it will be useful to provide me with more insights that enriches this research in depth.

I would like to point out that that the interview will be recorded, but the records will be destroyed once the transcription is done, and it will only be used for this research.

Thank you for your valuable contribution!

عزيزي المشارك،

أنا أجري بحثاً بعنوان "فاعلية تدخلات المنظمات في تعزيز حق التعليم للأطفال المشردين: دراسة مقارنة بين لبنان ومصر" كجزء من متطلبات درجة الماجستير في حقوق الإنسان والديمقراطية. لقد قمت بتصميم دليل مقابلة لدراسة فاعلية المنظمات غير الحكومية في لبنان ومصر في تنفيذ سياساتها وبرامجها لتعزيز حق التعليم للأطفال المشردين، بالإضافة إلى استكشاف التحديات التي تواجه تنفيذ هذه البرامج. الهدف من هذه المقابلة هو تقييم فاعلية المنظمات غير الحكومية في مجال الأطفال المشردين وحقوقهم في التعليم. لذلك، أود دعوتك للمشاركة في بحثي من خلال إجراء مقابلة: من المتوقع أن تستغرق مدة المقابلة حوالي ساعة. ستتضمن المقابلة أسئلة تتعلق بالعنوان المذكور أعلاه.

تعتبر مشاركتك في هذا البحث قيمة ومقدرة لأنها ستساعدني في تقديم رؤى أعمق تُغني هذا البحث.

أود أن أشير إلى أن المقابلة سيتم تسجيلها، ولكن سيتم تدمير التسجيلات بمجرد الانتهاء من النسخ، وستستخدم فقط لهذا البحث.

شكراً لك على مساهمتك القيمة!

الأسئلة Questions

1. Can you provide an overview of the situation of street children in Lebanon/Egypt and their right to education?

هل يمكنك تقديم نظرة عامة عن وضع الأطفال المشردين في لبنان/مصر وحقهم في التعليم؟

2. What are the risks faced by these children?

ما هي المخاطر التي يواجهها هؤلاء الأطفال؟

3. In your opinion, what are the main reasons that push children to the streets?

برأيك، ما هي الأسباب الرئيسية التي تدفع الأطفال إلى الشوارع؟

4. What are the main challenges faced by NGOs when working with these children?

ما هي التحديات الرئيسية التي تواجهها المنظمات غير الحكومية عند العمل مع هؤلاء الأطفال؟

5. How effective do you think NGOs have been in addressing the educational needs of street children? How do you evaluate their work in this field? Are they making a difference? Are they effective?

ما مدى فعالية المنظمات غير الحكومية في تلبية احتياجات التعليم للأطفال المشردين؟ كيف تقيم عملها في هذا المجال؟ هل يحدثون فرقاً؟ هل هم فعالون؟

6. What are the common weaknesses or areas where NGOs often fall short?

ما هي نقاط الضعف الشائعة أو المجالات التي تقصر فيها المنظمات غير الحكومية غالباً؟

7. What policy changes would you recommend to enhance the effectiveness of NGOs in this field?

ما هي التغييرات السياسية التي توصي بها لتعزيز فعالية المنظمات غير الحكومية في هذا المجال؟

8. How do you compare the situation in Lebanon to the situation in Egypt?

كيف تقارن الوضع في لبنان بالوضع في مصر؟

9. What future developments do you foresee in the efforts to provide education to street-based children, and how can NGOs prepare for these changes?

ما هي التطورات المستقبلية التي تتوقعها في جهود توفير التعليم للأطفال المشردين، وكيف يمكن للمنظمات غير الحكومية الاستعداد لهذه التغييرات؟