The Effectiveness of Social Welfare Programs in Achieving Social Security for Homelessness in Friendly Schools

Esam M. Talat Abdul Gelil,
Associate Professor at Social Planning Department,
Faculty of Social Work, Assiut University, Egypt

Abstract

The current paper aims to determine the ability of social welfare programs to achieve social security for homeless children in friendly schools. The study depends on the method of orthodontic study. The study was based on the comprehensive survey of children in the school and they were (50) children, males (n=33) and females(n=17) who were 17 years old. The study findings revealed that children benefit from services provided to them in solving their problems that help them achieve the social stability of the child, through achieving social harmony and helping them to achieve psychological stability for the child, by enhancing his sense of self-acceptance, tolerance and trust, and achieving material stability for the child. It can be observed that the results of this study assure the validity of the first hypothesis that indicates it was revealed that there is a statistically significant positive relationship between providing social care programs and achieving social stability for homeless children in friendly schools, paying more attention to the needs and problems of homeless children so that they take the largest share of future studies. The researcher proposes the following recommendations: Educating community members about the rights of this group so that they can access the services they need. Future studies are needed to establish mechanisms to implement social welfare programs in a way that ensures the access of displaced children to them, thus achieving social stability and security.

Keywords: Effectiveness, social welfare programs, social security, homelessness. friendly schools

Introduction

In 2019, the Central Agency for Mobilization and Statistics (CAMS) has noted the prevalence of homeless children in the Egyptian society with a proportion of 2 million children versus 150 million worldwide (Central

Agency for Mobilization and Statistics 2019), and this great numbers reflect the aggregative prevalence of this phenomenon, either locally or internationally.Undoubtedly, Social work plays a vital part in childhood. It is not astonishing that Egyptian society faces several problems such as street children (children spending most of their time in the streets or in the external environment) who leave their families and live in the streets for a long time, or who are permanently separated from their families for a variety of factors, either environmental comprising "family disintegration, poverty, bad companions and physical abuse" or personal such as "freedom and love of adventure" (Kevin, 1999).

Social work has paid attention to the homeless children, as their protection has become an urgent necessity for many reasons: first; to compensate them for what they suffer from bad social, environmental and psychological conditions, seconed; to work for enabling them with a noble and normal life , and third; to help them obtain their rights. It is imperative that there is an application of child protection policies in the society in which these children live, which helps to protect them, their proper development and their psychological and social adaptation in line with the development goals of child care and protection (Ezzedine, 2016).

The phenomenon of hpmelessness is considered a negative consequence of social changes imposed upon societies recently. Among the resulting negative effects is the increase in homelessness, delinquency and crime among children (Taylor, 2006). Similarly, harsh circumstances children undergo make them miss chances of education, health care, safe shelter, knowledge, and skills required to get through their lives, which ultimately leads them to be badly used (Al-Zawawi, 2004).

Consequently, a new form of institutions known " Friendly Schools" has flourished and appeared with the purpose of taking care of homeless children, protecting them against difficult conditions they go through, and qualifying them to engage in society. In addition, they aim to help homeless children regain confidence and self-assurance, and provide them with basic learning skills through a specifically designed methodology targeting at modifying behaviors previously acquired on the street. Similarly, they seek to provide them with positive values towards their families and society, and proper experience and skills in professional settings. More, these schools avail a range of health, social, educational, recreational and psychological services, and address field problems homeless children may experience. Thus, they provide integrated welfare services, which makes them so much desired by children and necessitates paying attention to and developing them (Muhammad, 2005).

Due to the rapid challenges confronting modern human societies recently, with political, social, economic and cultural dimensions, social

security associated issues play a vital role in formatting a society's vision on safeguarding and guaranteeing safety of the state at one hand, and citizens' lives on the other (Altman, 2015).

Social security is a social responsibility incumbent upon all society members. It is one of the most significant social responsibilities by which society members are deeply affected, either positively or negatively, in terms of security, education, culture, policy and economy. Hence, lack of social security would be a good reason for undergoing fear, social instability, corruption, puritanical thinking, dictatorship and tyranny (Paskalia, 2007). Noticeably, homeless children may feel a kind of qualitative segregation, making them suffer social instability, and accordingly, lack social security.

Social welfare programs aims to attain a better standard of living for homeless children, and this helps in performing fundamental functions of social activities namely production, distribution, consumption, development and social control. Thus, these programs are no longer a gift provided by governments to individuals, rather, they have become obligatory right for all citizens (Hajaj, 2020).

Literature review

Unquestionably, the phenomenon of homeless children is considered one of the most serious problems of modern social life as it affects a large segment of children who are, presumably, prepared to be future men. Yet, they are vulnerable to delinquency and being contained by gangs, which turns them into time-bombs like, jeopardizing social security (Fahmy , 1999). Accordingly, the Egyptian constitution asserted the importance of childhood in article (80) , in which every child who has not reached the age of eighteen is considered a child, and every child has the right to have a name and identification documents; free compulsory vaccination; health and family or alternative care; basic nutrition and shelter Safe; religious education, and emotional and cognitive development. The state guarantees the rights of children with disabilities, their rehabilitation and integration into society, and it is committed to the care and protection of children from all forms of violence, abuse, abuse and sexual and commercial exploitation (Constitution of the Arab Republic of Egypt, 2014) tackled why children rush to streets. He assumed there are environmental factors such as "family disintegration, poverty, bad companions and physical abuse", and personal motives, including "freedom and love of adventure." Adopting a similar scope, Qandil (1999) stated that family low economic status, housing situation, number of family members, conflicts and family disintegration, and children's negative attitudes towards others are all factors contributing to the introduction of street children.

The study of Kenawi's (2001) revealed that there is a statistically significant correlation between the problem of street children and some social, economic psychological variables: a child's "family, education, health, practical status, personality development, psychological and social adjustment, addiction, and sexual practice.

Elewa (2006) indicated that it is the role of organizations to design the necessary programs and projects to care for street children. Moreover, he emphasized the value of collaboration between organizations functioning in the area of street children welfare and the Ministry of Education, through establishing special schools accommodating these children.

Ramadan (2007) discussed the programs and activities that housing institutions should provide to fulfill professional goals targeting at increasing their efficiency and effectiveness. Further, he identified a number of cultural programs helping children participate in social life with m= 2.83, recreational programs instilling positive values and attitudes with m= 2.81, and counselling programs for the institution staff with m= 2.74.

El-Sayed (2008) pointed out that all needs of street children are moderately met, which indicates they seek more satisfaction. Nevertheless, he noted some barriers hindering full satisfaction of such needs. Given this, he came up with a set of proposals aiming to overcome these obstacles and, then, develop planning indicators to promote satisfaction level.

Kathlee (1996) highlighted the correlation between interconnected efforts undertaken by organizations and the comprehensiveness of providing welfare services to street children. Another study is that of Adrienne's (1999) who investigated concepts and perceptions of street children about the most influential individuals of their lives, and studied the influence range of psychological and educational counseling on handling street children. More, he explained that such individuals could negatively affect the lives of street children, as this can be linked to experiences of physical abuse, and social and emotional deprivation.

Chu-Yu (2001) stressed the need to study stress homeless children are likely to undergo and try to come up with a set of strategies addressing it. He concluded that most coping strategies used to get over stress were 80% effective, and that stress adjustment was the most used and effective technique while aggressive activities were not beneficial for children.

Luis P. (2002) pursued the most important causes of the homeless children phenomenon and inferred that improper economic conditions children experience are major motives beyond the prevalence of this phenomenon, which in turn implies depriving them from the pleasures of natural childhood. Besides, he assumed that processing this phenomenon requires a concerted set of governmental and political efforts.

Albert (2002) indicated that what is considered to be a troublesome situation is that the education of homeless children constantly go through a range of challenges, including lack of social awareness of their problems and the inability to plan suitable educational programs for them. Consequently, Albert's study proposed that social workers can play leading roles in planning models addressing the children's problems.

Henry (2002) noted that street children require a set of educational, health, economic, and social basic needs. What is more, he indicated that a type of coordination between the public and private sectors must be applied and concerted efforts must be exerted to provide required needs through which street children hope to change their lives and open doors for a bright future in the light of a decent social life. Likewise, Moussa (2004) monitored the most important needs required by street children, including the need to get into relationships with others, the need for social appreciation, the need to participate in social life, and the need for social security.

Weinreb (2007) devised an integrated-primary-care model through which homeless children can be protected. In addition, he pointed out that practice, practical training, and research applications contribute greatly to providing all services for homeless children.

Gathenua (2003) emphasized the need to provide opportunities to educate homeless children at specialized schools, which facilitates their recognition of their basic rights and contributes to improving their standard of living and increasing opportunities for mutual respect between them and their surroundings.

Likewise, Rodriguez (2004), in accordance with Gathenua's study, assumed that providing informal education opportunities for street children, as a necessary alternative to traditional schools, would provide them with academic subjects aiming at improving their standard of living and developing their potentials and energies, which in turn would supply them with appropriate employment opportunities.

Theoretical Framework:
Social welfare programs that contribute to attaining social security for homeless children:

Caring for and protecting homeless children are duties incumbent upon every individual, specifically as a result of the many hazards to which these children are exposed (e.g., physical abuse, maltreatment, neglect ... etc.) (Parton , 1997). Generally, integrated social welfare programs refer to all aspects of development essential for children's welfare, including daily care, educational care, health care, recreational care, public security in addition to services that meet all needs. Furthermore, they are also means to accomplish

balance, social stability and, accordingly, social security a homeless child seeks (Philip ,2002).

Phyllis (2006) defined "social welfare programs as a set of activities that enable society members to achieve a high standard of living, enhance social performance, and develop capabilities to meet their different needs by solving problems they undergo. In the context of this study, social welfare programs can also be defined as" A set of programs that are supposed to satisfy social, psychological and material needs, which can fulfill social security for homeless children. "(P: 134).

Given this, it is strongly supposed that one of the most important types of welfare must be provided for homeless children is psychological care services that play a pivotal role for their part. This could be attributed to the psychological counseling these services embrace to help address difficulties surrounding them, and so that street children become able to adjust to themselves and society, which leads to a maximum degree of satisfaction and happiness (Gopary,2005). In addition, the services contribute to satisfying a set of significant needs, which provides mental health for homeless children. Among the most important needs are:
A- The need to feel safe and secure.
B- The need for belonging.
C- The need for self-assertion (Attia, 2001).

Hence, it is evident that homeless children are in a bad need of such psychological services so as that they can solve problems, cope with society, make good use of their potentials, and change their views of themselves to regain self-confidence (Ramadan,1997). In addition, a wide range of social work programs came into scene aiming to provide a homeless child with the social skills required for life in society. They are also meant to boost homeless children to deal properly with others so that they can claim their rights and carry out their duties through doing activities in different groups. The services also help street children acquire new behaviors and positive attitudes that have to be present in their personalities (Halawa,1999).

Undoubtedly, educational services play an important role in the education of homeless children, which assists in rooting out deviation factors. In addition, education helps develop principles, ideal moral values and acquaintance with various rights and duties in society. Proportionally, this can be reflected on a child's personality in terms of either social adjustment inside or outside an institution, or familiarity with social problems and thorough methods handling them without resorting to deviant behavior or a criminal approach (Abdel-Khaleq, 2002).

Presenting the types of social welfare programs for homeless children, John (2017) defined the concept of social security as a life activity indicating

a state of sensation or need for a set of guarantees that provide security and safety for people throughout their present and future lives (100). According to the study in hand, social security can be defined as helping street children at friendly schools experience social stability through providing a range of social, economic and psychological programs that supply them with development techniques, establish principles of equal opportunities, and promote their capabilities and social performance.

Objectives:

The main objective of the current paper is to identifyi the capacity of social welfare programs to attain social security for homeless children at friendly schools. A number of minor question were deprived from thois main question as follows.

1. Identifying the capacity of social welfare programs to attain social stability for homeless children at friendly schools.
2. Identifying the capacity of social welfare programs to attain psychological stability for homeless children at friendly schools.
3. Identifying the capacity of social welfare programs to attain financial stability for homeless children at friendly schools.

Hypotheses:

The study hypotheses are outlined in the following main assumption:

There is a statistically significant positive correlation between the capacity of social welfare programs and attaining social security for homeless children at friendly schools. This main hypothesis involves three sub-assumptions as follows:

1. There is a statistically significant positive correlation between the capacity of social welfare programs and attaining social stability for homeless children at friendly schools.
2. There is a statistically significant positive correlation between the capacity of social welfare programs and attaining psychological stability for homeless children at friendly schools.
3. There is a statistically significant positive correlation between the capacity of social welfare programs and attaining financial stability for homeless children in friendly schools.

Methodology:

Type of study: This study used the evaluation study method to identify the effectiveness of social welfare programs to attain social security for homeless children at friendly schools.

Methodology used: The study was based on the the comprehensive social survey of all the homeless children at friendly schools, which amounted to

(50) children. (33 males and 17 females) between the ages of 7 and 17 years old, Research data was collected in 2019.

The geographical area of the study: The field of study was identified in the homeless children at friendly schools in the field of caring for the homeless children, . This organizations are located in the Assuite Governorate and are characterized by the following: This is schools that include various activities and programs for the poor, whether social, economic, and educational or health. They also have programs in developing the homeless children.

Data collection procedure and ethical considerations:
Measures:

A questionnaire, prepared by the researcher, entitled "the effectiveness of social welfare programs in achieving social security for homelessness in friendly schools, was applied

Stages of setting the questionnaire :

Comprehensive survey method was used and applied on a sample of the homeless children at friendly schools. Further, objectives were clarified, and data reliability was confirmed. Approval of application was granted upon addressing the Assiut Friendly School in Assiut Governorate by the Department of Social Work Settings. Data collection has taken 15 days to be done.

The author designed a questionnaire consisting of 45 items which were related to social welfare programs provided for homeless children and attaining social security. It included three dimensions: social, psychological and financial stability, with 15 phrases for each. Each of these dimensions was also categorized into a three-point scale of response (yes, to some extent and no).

The reliability of the questionnaire was calculated via using Reliability Factor (Cronbach's alpha) applied on a sub-sample of 10 homeless children of the total study population. Findings came out as shown in table 1 (below).:

Table 1: Statistical Validity, Reliability findings using the Cronbach's alpha coefficient as applied to the homeless children questionnaire (n=10)

Num	Variables	Degree	Test
1	Total reliability of the homeless children questionnaire	0,84	Cronbach's alpha factor
2	Total validity of the homeless children questionnaire	0.917	Intrinsic validity coefficient

Based on the previous table, it was evident that total reliability coefficients of the homeless children questionnaire indicated a high degree of reliability. Hence, the findings could be counted on and the tool came to a final satisfactory format.

The statistical validity coefficient of the homeless children questionnaire amounted to 0.917, which can be looked upon as a high and acceptable value meeting the study purposes.

Ethical considerations:

Before starting the process of data collection, an ethical license was obtained from the Friendly School authorizing the application of the questionnaire to enrolled homeless children. In addition, oral permission was taken from the sample items (homeless children at the Friendly School).

Data analysis:

The data was recorded and analyzed utilizing the Statistical Packages for Social Sciences (SPSS V. 17.0) software, in which the following statistical methods were adopted:

Reliability coefficient (Cronbach's alpha): calculating estimated reliability values of the study tool.

Statistical validity: calculated by means of a variety of methods, including the calculation of the square root of the reliability coefficient, Chi-Square test for one sample, and the Goodness-of-Fit test. The latter aimed to verify that differences in sub-sample proportions, particularly concerning the responses (yes, to some extent, no), conformed to those of the population, which was useful in generalizing the study findings. Thus, interpreting findings in terms of this test can be taken for granted. With respect to Chi-Square correlation coefficient, it was basically meant to test the relevance between two nominal variables, e.g., sex. Other methods of verifying validity were hypothesis testing and Gamma Correlation Coefficient. This latter method is used to obtain correlations when variables have regular values, e.g., age. Finally, frequency columns were used to describe the examinees' responses in graphs.

Findings:
Demographic Information:

Pursuing table 3, the demographic characteristics demonstrate a population of 50 homeless students enrolled at friendly schools. Based on the findings, the numbers of both student males and females are 23 (i.e., 66%) and 17 (i.e., 34%) respectively. Concerning data on sources of knowledge through which street children learned about and joined the institution, the highest percentage was among children whose source related to the family (56%), while the lowest was among those who were referred to the institution by the police department (8%). The highest percentage of enrollment reasons was represented in benefiting from the institution's services (36%), while the lowest was represented in running away from street life (2%).

Table 2: Demographic characteristics of the sample (N = 50)			
Variable		$\bar{x}$	σ
1- Age		15	3
2- Duration spent at the institution		2	0,93
Variable		Frequency	Percentage
3- Gender	Male	33	66%
	Female	17	34%
	Total	50	100%
4- Knowledge source of the institution	A social worker	12	24
	Family	28	56
	Friends	6	12
	Police department	4	8
5- Reasons for enrollment	Benefitting from the institution's services	18	36
	Running away from street life	1	2
	Meeting needs	15	30
	Family problems	16	32
	Financial issues	14	28

Table 3: The relationship between some demographic variables of homeless children and the capacity of social welfare programs to provide them with social security (N = 50)				
Num	Demographic variables	Social welfare programs capacity to meet objectives		
		Coefficient applied	Value and significance	
1	Gender	Chi-Square	50,000	(DF=48)
2	Age	Gamma	0,350**	
3	Duration spent at the institution	Gamma	0,225	

Table 4 demonstrates a statistically significant correlation between some demographic variables of homeless children and the capacity of social welfare programs for children to accomplish social security at a significant level of 0,01.

Table 4: The relationship between the capacity of social welfare programs for street children and attaining social stability (N = 50)		
Num	Program capacity / Social stability	the capacity of social welfare programs to attain social stability
1	Social stability of street children	0,688**

As can be seen from table 5, a statistically significant positive correlation at a significance level of 0.01 is found between the competence of social welfare programs and achieving social stability for homeless children

at friendly schools. This may be attributed to a strong positive correlation between these variables, which meets the study objectives. Given this, the first hypothesis assuming "There is a statistically significant positive correlation between the capacity of social welfare programs and attaining social stability" for the study sample, is verified.

Table 5: The relationship between the capacity of social welfare programs for street children and attaining psychological stability (N = 50)

Num	Program capacity / Psychological stability	the capacity of social welfare programs to attain psychological stability
1	Psychological stability	0,585**

As shown in table 6, it is evident there is a statistically significant positive correlation at a significance level of 0.01 between the competence of social welfare programs and achieving psychological stability for homeless children at friendly schools. This may be attributed to a strong positive correlation between these variables, which meets the study objectives. Given this, the second hypothesis assuming "There is a statistically significant positive correlation between the capacity of social welfare programs and attaining psychological stability" for the study sample, is verified.

Table 6: The relationship between the capacity of social welfare programs for street children and attaining financial stability (n = 50)

Num	Program capacity / Financial stability	the capacity of social welfare programs to attain financial stability
1	Financial stability	0,535**

It can be inferred that table 7 demonstrates a statistically significant positive correlation at a significance level of 0.01 between the competence of social welfare programs and achieving financial stability for homeless children at friendly schools. This may be attributed to a strong positive correlation between these variables, which meets the study objectives. Given this, the third hypothesis assuming "There is a statistically significant positive correlation between the capacity of social welfare programs and attaining financial stability" for the study sample, is verified.

Discussion:
The study attempts to determine the relationship between the capacity of social welfare programs and attaining social security for homeless children at friendly schools. In terms of the study findings, the validity of the first assumption, which indicates a statistically significant positive correlation

between providing social welfare programs and fulfilling social stability for homeless children at friendly schools, is confirmed. This comes in line with Moussa's study (2004), which argues there are some social needs, e.g. the need for social appreciation and participation in social life, which homeless children lack as a result of their presence on streets. Similarly, the second assumption asserts the rights of homeless children to experience psychological stability by verifying the validity of the hypothesis indicating a statistically significant positive correlation between providing social welfare programs and achieving psychological stability for homeless children. This conforms with El-Sayed's study (2008), in which he contends the need to meet the psychological needs of homeless children and develop applied indicators endeavoring to achieve this so that children feels a significant satisfaction towards themselves and the society in which they live. The study findings also indicates the validity of the third hypothesis which establishes the presence of a statistically significant positive correlation between providing social welfare programs and attaining financial stability for homeless children. This assumption goes with the studies and perspectives of both El-Sayed (2007) and Elewa (2008), in which they highlight the need to undertake programs and projects for homeless children to satisfy fundamental needs they lack, including financial needs that help them settle in and go on their lives better without relapsing into street life. Thus, the study in hand targets at bridging the gap between homeless children and their inability to get access to social welfare programs, which in turn would fulfill social, psychological and financial stability and, accordingly, social security within their environments. Again, the study stresses that providing such programs for homeless children would inevitably bring them social security.

1. The study proved that children benefit from the services provided to them in solving their problems that help them achieve social stability for the child, through achieving social compatibility with his colleagues and workers and then with the center, and they are the external social environment for him in order to improve the social relations of the child, while supporting him with patterns Positive behavior, and provide him with interpersonal skills

2. The study showed that children benefit from the services provided to them in changing their behavior patterns by working to achieve psychological stability for the child, by strengthening his feeling of self-acceptance, tolerance, self-confidence, acceptance of others, a feeling of belonging to the group and the center, a sense of safety and peace, and a sense of social responsibility And its practice, the realistic confrontation of things and not escaping from them, a sense of complacency, and finally a feeling of emotional stability.

3. Working to achieve the material stability of the child, by emphasizing the availability of financial capabilities and providing all the services and capabilities required to satisfy his needs and the practice of his activities, and to ensure the availability of professional cadres in the center and the equipment and tools needed by the child, while training the child in methods of managing material matters and the possibility of education Some simple craft work inside the center.

Conclusion

In conclusion, The importance and necessity of the role that friendly schools play in achieving social security for children. However, the results of the study confirm the positive impact of social welfare programs for displaced children. Indeed, social welfare programs help them experience a sense of social security. We focus on the importance of improving services for children and creating high-quality services and activities that meet the needs of children.

Study recommendations:

Social welfare programs are mainly meant to function within a social work setting, specifically at friendly school systems. However, these programs functioning may interfere with the process of intervention at all stages. For this reason, the study outcomes involve a variety of feasible academic and practical implications, namely for social workers working at friendly schools. With this in mind, the researchers propose the following recommendations:

- Paying greater attention to the needs and problems of homeless children so that they take up the largest share of future studies.
- Educating society members about the rights of this group so that they can gain access to the services they need.
- Conducting training sessions for social workers operating in childhood settings, especially those working with homeless children, to ensure the development of their skills and experience.
- Future studies are required to establish mechanisms to implement social welfare programs in a manner that ensures homeless children can get access to them, and thereby achieve social stability and security.

Acknowledgments

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