

Provide a Model for Identifying Indicators of Education Development (Tuition and Content Services, Health-Individual Education, etc.) in Working Children

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Abstract

Purpose: The purpose of this study was to provide a model for the development of children's education.

Methodology: The research method was mixed (qualitative-quantitative). The statistical population in this study was all experts in the field of educational management and curriculum planning and training of working children. After the 11th interview, theoretical saturation took place. Validity was obtained through 4 experts and by two colleagues and reliability of the Copa formula (0.632). In order to conduct this research, in addition to documentary study, the content analysis technique with MAXQDA12 software was used to identify the dimensions, components and indicators of the development of working children education, and in the quantitative data analysis section, the structural equation technique was used.

Findings: As a result of qualitative analysis, 3 dimensions, 8 components and 43 indicators were identified. The dimensions of health-individual education, socio-cultural education and education of knowledge and academic and professional skills were identified as the main dimensions of the development of education of working children. Finally, all indicators were approved using structural equation technique and education of knowledge and academic skills. And vocational education with a coefficient of 0.858, health-individual education with a coefficient of 0.701 and socio-cultural education with a coefficient of 0.605 showed the most impact and importance in the model, respectively. The validity of the model was measured by 5 dimensions (philosophy and purpose with an average of 4.8, theoretical foundations with an average of 4.9, executive principles with an average of 4.70, evaluation system with an average of 4.8 and executive mechanism with an average of 4.8) that all dimensions were approved.

Conclusion: Finally, a model with 5 dimensions (philosophy and purpose with an average of 4.8, theoretical foundations with an average of 4.9, executive principles with an average of 4.7, evaluation system with an average of 4.81 and executive mechanism with an average of 4.80) was designed and validated.

Keywords: Development of Education, Working Children, Personal Health Education

Introduction

The development of education for working children is one of the basic and serious needs in various sectors of education in the country and can provide the grounds for overcoming this situation of recession and lack of trust and confidence and confusion among this segment of society. In the field of education (including education-related education and other types of education related to the needs of working children), different education can solve many problems. If the fields for the development of children's education are provided, it can provide the basis for the quantitative and qualitative development of education, as well as help the development of human sectors and human relations in this sector. Experts in the humanities, management and curriculum planners in the field of exceptional children have concluded that the country's success (especially in developing countries) in various fields in recent decades depends on an intangible factor called mobile education (no location And specific time) and therefore so far many models and theories for the type of education and how to teach by researchers have been presented (Tariq, et al., 2019). The educational institution plays the most important task in creating norms in the society due to the creation of norms and values and their internalization. The importance of education is so great that without investment in it, sustainable economic, social and cultural development will not be achieved (Turley et al., 2017). Taro (1996) believes that the greatest social invention of human beings is public education at the school level because it is the basis. Continuous improvement improves living standards and wealth (Kisirkoi & Mse, 2016).

The educational principles of the school do not apply to children of school age, but education and a bright future await them. These children mean working children. They are a group of street children who spend most of their time on the streets without parental supervision and spend almost all of their time earning money (Kim, et al., 2020). In many cases, these children work most of the day and sleep on the street at night. Forced labor for children and their employment while their bodies and minds are developing will cause serious harm and the effects will be on them forever (Sabrkesh, et al., 2013). This phenomenon is one of the pervasive problems around the world, especially in developing countries. According to the International Labor Organization's annual report, 218 million children aged 5 to 17 are employed worldwide, of which approximately 73 million are in high-risk occupations. Approximately half of the 72.2 million working children in Africa; 62.1 million people in Asia Pacific; 10.7 million people in the United States; 1.2 million people are found in Arab countries and 5.5 million in Europe and Central Asia (Azzam, et al., 2021).

By examining different definitions in the theoretical foundations related to working children or street children, and according to criteria such as motivation, how children are on the street, their status, performance and behaviors on the street, parenting methods and finally how to relate to family, we can Provided a comprehensive definition of a working or street child (Tabarsi, et al., 2017). Working children are part of vulnerable urban children and children in difficult situations who spend long hours of the day temporarily or permanently for an indefinite period outside of social institutions, routine support such as family, school, motivated to work and live on the streets. And they have less contact with these social and supportive institutions than other children, or they are kept in centers other than these traditional institutions, in the absence of which special centers are exposed to being left on the street and the negative effects of street life, violence, Exploitation, delinquency and social deviations (Vindas, et al., 2019). How is it suitable for the development of education of working (street) children? In this field, research has been done that is not similar to the title, but in the field of identifying the social and cultural components of children.

Arshi, et al (2020) in a study entitled "Evaluating the effectiveness of the organization plan for street children in Iran" examined various aspects of the plan to organize working children. The phenomenon of street children is one of the social ills of modern and industrial societies. In Iran, the Welfare Organization has been in charge of organizing street children since 2005. This study examines the effectiveness of this plan in achieving its goals. According to the findings of this study, it can be said that the plan to organize street children, although it has been successful in achieving some goals, the empowerment of children and

families has not been done at an acceptable level and more specialized planning is needed to achieve its goals; Therefore, according to the evaluation of the plan, there is a need to make changes in the goals, definitions, performance and specialized services. It is suggested that measurable quantitative and qualitative indicators be defined for the purposes of the street children organizing plan and that social work intervention approaches be adjusted based on new perspectives.

Gholami and Gholami (2020) in a study entitled "Government Crime; A New Approach in the Analysis of Social Injuries (Case Study: Street Children in Tehran)" analyzed the presence of working children and social harms in this group. Despite the adverse effects of social harms, these harms are usually considered as social rather than legal-criminal issues. The common perception of these harms has led to the greatest focus on why they are and the neglect of the rulers' responsibility for their creation and continuation. The phenomenon of street children is one of the most important social ills in Iranian society, which, although it has been studied from various aspects, considering the responsibility for the government and government officials is one of the neglected issues in this area. In recent decades, following the adoption of the so-called state crime approach, governments (as criminals) have also been held criminally liable for social harms. The findings of the present study, obtained by examining the common theories of government crime and field studies of 100 street children in Tehran, show that poverty, family problems, high cost of living (especially in the metropolis of Tehran) and children's need for entertainment and freedom, The most important reasons for the emergence and continuation of the phenomenon of street children. The results of this study show that along with the existing reasons for the phenomenon of street children, neglect and inattention of various institutions and authorities at various levels of decision-making is one of the most important reasons for the creation and continuation of this ominous phenomenon in Iranian society. Although Iran's penal code for responding to perpetrators of government crimes is very inadequate, given the existing regulations, minimal responses can be made to these individuals regarding their responsibility to street children.

Alam et al. (2021) study the health effects of working children in Bangladesh in a study entitled "Health Impacts and Economic Costs on Street Children Working as Garbage Collectors in Dhaka". This study examines the health effects and access of children to health services engaged in waste collection in Dhaka, the capital of Bangladesh. The results show that 94% of these children suffered from many health problems such as fever and fatigue caused by fatigue, dizziness and vomiting. As a result, a significant portion of their daily income is spent on medical treatment. This study shows that the waste collection system must integrate modern technological, health and environmental resources so that: First, they do not harm waste collectors. And secondly, rehabilitate street children and give them better access to acceptable basic facilities. This is the priority of city officials.

Rivas (2021) examined the problems and suffering of street children in a study entitled "Indigenous Street Children in Ecuador: Controversial Narratives of Mental Health and Disability." This chapter examines the psychosocial conditions that affect indigenous peoples and, as we approach the gender and racial dynamics that define discourse and material conditions for indigenous peoples in Ecuador, interrogates indigenous structures and mental illness. . The realities of these societies are examined using a small case mark that highlights the dialectic of power and resistance, which, in the context of unanswered institutional action, focuses more on those affected by violence, trauma, abuse, substance abuse and dropout. Experience, affect. This examination uses disability study frameworks to reason about the variables being studied and to attempt to provide specific and objective operational steps to address the complexities of their lives by government and mental health professionals.

Methodology

This study was a mixed study (quantitative and qualitative). In the qualitative stage, using semi-structured interviews, the basic components were identified through content analysis. Participants in the study were experts in the fields of educational management, curriculum and educational planning, and the education of exceptional children who had written articles, books, or authored works in the field of children. Inclusion criteria were experts with at least three years of experience working at the university in the field of

educating working children, specialists with at least a doctorate in educational management and curriculum planning, and teaching exceptional children. The sampling method was also purposeful. In terms of thanks and mitigation in this sampling method, cases are selected non-randomly and completely purposefully (Tashakkori & Teddlie, 2003) in which 11 experts participated in the qualitative part of this study. The process of qualitative content analysis was used to determine the most important determinants of the development of working children's education. Data collection method for quantitative data collection was a researcher-made questionnaire based on data obtained from the qualitative section and text analysis, the validity and reliability of which was confirmed. This questionnaire was designed to assess the current situation with 5 questions of the Likert scale from very high to very low. The statistical population in this section was the trainers of Tehran Welfare Organization (street children) who due to the high volume of the organization and the researcher Corona pandemic failed to achieve the exact number of population and considered the statistical population unknown and the sample size equal to Cochran's formula and Morgan table. 384 people were considered. The sample method was the stepwise method for obtaining welfare institutions and the simple random method was used to distribute the questionnaire.

The average interview time was 84 minutes. After conducting the interviews, in order to analyze the data, the method of content analysis was used simultaneously with data collection. Thus, after the interviews, the text of the tapes was first transcribed. A copy of the extracted codes was then sent to the interviewee and verified. In order to get acquainted with the data and drawn, the data was read several times. Thus, the initial codes were identified and the same initial codes were placed next to each other in a class and the first classes were formed. These classes merged to form themes. There was also a long and deep conflict of data to ensure the accuracy of the data collected. In addition, two other researchers, in addition to the lead researchers, participated in the data analysis. The researcher read the manuscripts to confirm the coding and classes. To increase verification, you refer to the participants again. Having maximum variety in sampling and long visits were other ways to increase the validity of the data. From the very first interview, codes and subcategories were formed, and then the data continued to decrease in all units of analysis (codes) until the theme. The interviews continued until the theoretical saturation of the data. Qualitative content analysis was performed with MAXQDA12 software. Smart pls3 software was used for structural equations and SPSS25 software was used to determine the model validity. In this study, obtaining informed consent, preserving identity information and observing fidelity in implementing the content of interviews were considered as ethical considerations.

Findings

Question 1: What are the dimensions, components and indicators of the development of working children's education? To answer this question, 11 interviews were conducted with experts in educational management, curriculum and educational planning, and the education of exceptional children with semi-structured questions. Finally, in this process, 205 initial codes were extracted. With multiple revisions and integration of codes based on similarity and in several stages, finally 43 indicators were extracted for 8 components and 3 dimensions for the development of working children education (according to Table 1).

Table1. Dimensions, components and indicators of development of education of working children

Dimensions	Components	Indicators	Interviewer code
Individual health education	Physical health	Provide medical services (first aid) to working children and their families	I10, I6, I5, I1, I7
		Training in the use of sanitary ware (masks, alcohol, etc.)	I9, I5, I4, I2, I11
		Training in sports activities and physical training	I3, I4, I11, I5
		Personal health education	I10, I8, I3
	Mental health	Familiarize children with a variety of diseases	I6, I8, I10, I3, I4

		Creating a counseling space in the workplace of working children	I10, I8, I11, I13, I14	
		Mental pathology of working children	I13, I11, I15, I14, I16	
Socio-cultural education	Cultural-communication characteristics (collective)	Paying attention to cultural areas in educating working children, such as visiting museums and historical sites, etc.	I12, I16, I110, I19	
		Familiarize children with verbal and non-verbal skills	I111, I19, I110, I14, I15	
		Introduce working children to how to interact with non-classmates	I111, I17, I110, I13, I18	
		Teaching working children to interact with other peers (working children)	I110, I16, I12, I15, I19	
		Familiarizing children with the environment (culture of children's work area)	I15, I111, I14, I13	
		Teach respect for the rights of others as citizens	I18, I17, I111, I115	
		Familiarity with citizenship rights and duties (related to children)	I17, I13, I19, I110, I111	
		Ethical education	Familiarity of children with social justice	I11, I19, I113
			Teaching moral values such as honesty, integrity, etc.	I13, I17, I13
			Educating children with the concept of piety	I111, I13, I114, I12, I19
			Educate children to respect religious traditions and beliefs	I110, I13, I18, I12
			Teach confidence and self-esteem	I17, I15, I11, I17
			Training work conscience and social discipline	I111, I18, I14, I19
			Teaching commitment and adherence to ethical principles	I14, I12, I16
			Familiarity of working children with human dignity	I14, I12, I18, I15, I19
Teaching knowledge and academic and professional skills	Vocational training	Teaching selective skills based on interests by students (working children) while studying	I18, I12, I19, I11	
		Teaching music and art skills	I111, I11, I13, I18, I16	
		Training experience and skills in current work activities	I16, I19, I13, I121	
		Teaching creativity and innovation	I12, I11, I110, I17	
		Training in various skill fields (in different professions)	I15, I18, I17, I16, I14	
		Teaching technical skills to children	I15, I16, I14, I113	
		Training in a specific industry such as mechanical, electrical, home appliances, etc.	I11, I12, I111, I17, I110	
		educational facilities	Creating an attractive educational space to attract children	I12, I16, I110, I19
			Creating educational spaces in children's workplaces	I111, I19, I110, I14, I15
			Training in new technologies (such as	I111, I17, I110, I13,

	working with laptops and computers ...)	I8
	Provide free technology services to children	I8, I3, I5, I4, I2
	Teaching working children to use student insurance services	I4, I3, I2, I8, I6
	Provide amenities	I3, I9, I5, I4, I2
Tutoring and content services	Provide textbooks for free	I5, I8, I7, I6, I4
	Provide free textbooks	I11, I9, I3, I4, I5
	Content training with the help of motivational stimuli (nutrition)	I6, I5, I2
	Provide educational content focused on working children	I8, I3, I5, I4, I2
	Provide educational content focusing on the concerns and sufferings of working children	I4, I3, I5, I9, I6
Selected teachers	Employing teachers who are proficient in teaching methods related to educating working children	I10, I6, I5, I1, I7
	Employing teachers on a charitable basis during non-educational hours	I3, I11, I5
	Educate teachers to get acquainted with the spirits and needs of working children	I10, I9, I1, I6, I11

According to the above table, it can be concluded that from 11 interviews, 3 main dimensions of health-individual education with 2 components (physical health, mental health) and 7 indicators, socio-cultural education with 2 components (cultural characteristics) - Communication (collective), moral education) with 15 indicators and education of knowledge and academic and professional skills with 4 components (vocational education, educational facilities, tutoring and content services, selected teachers) with 21 indicators for the variable of children's education development The work was identified.

Answer to the second and third questions: What is the contribution of each factor in the development of education of working children? And what is the appropriate model for the development of working children? To answer these questions, 384 questionnaires were distributed in the main sample and the results were displayed by structural equation method.

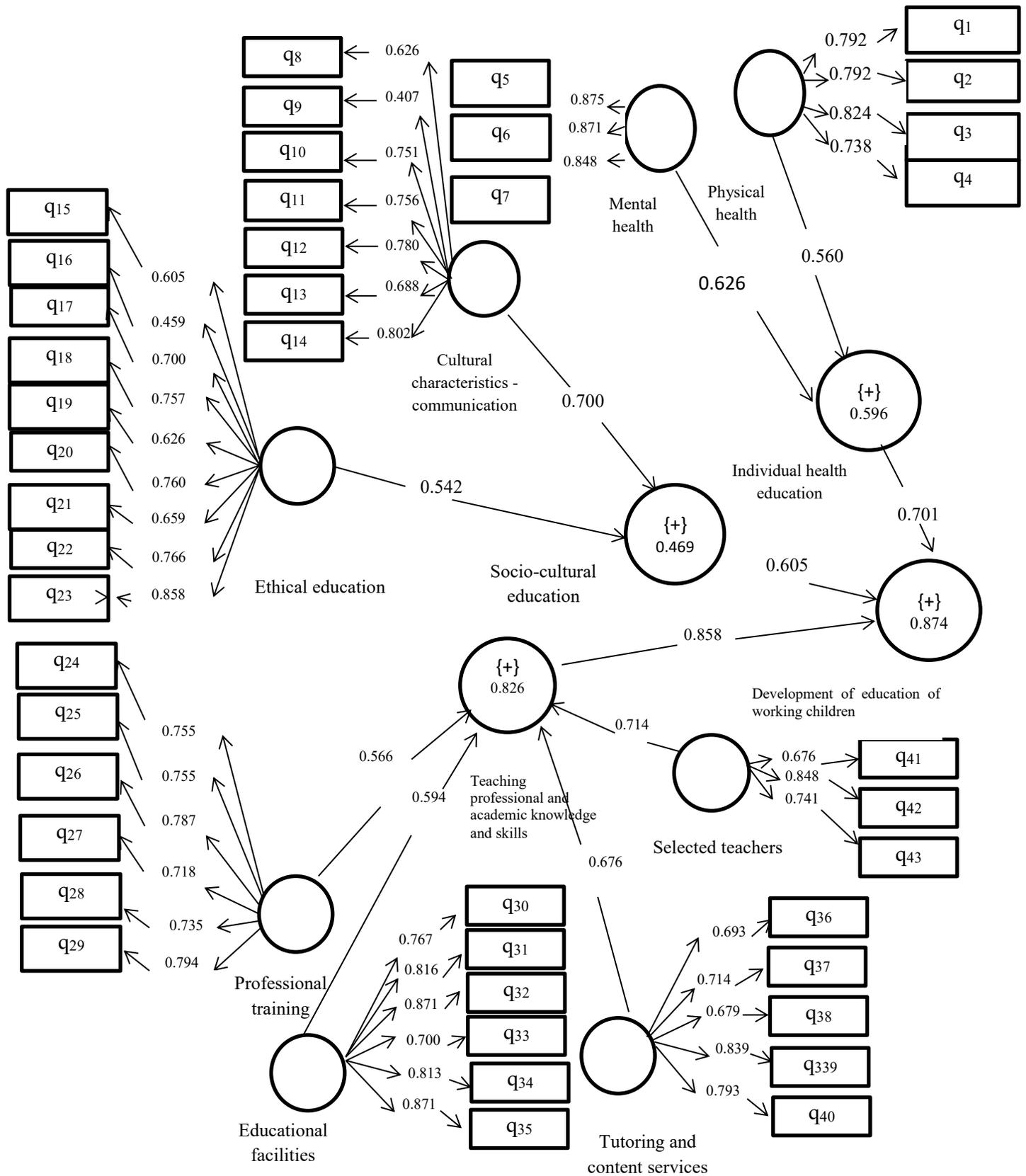


Figure1. Structural Equation Section Model (Coefficients)

Figure 1 shows the coefficients obtained from the structural equation technique. As it is known, all coefficients above 0.3 were obtained. As a result, all dimensions, components and indicators to determine the development of child labor education were approved and the share of each factor was determined.

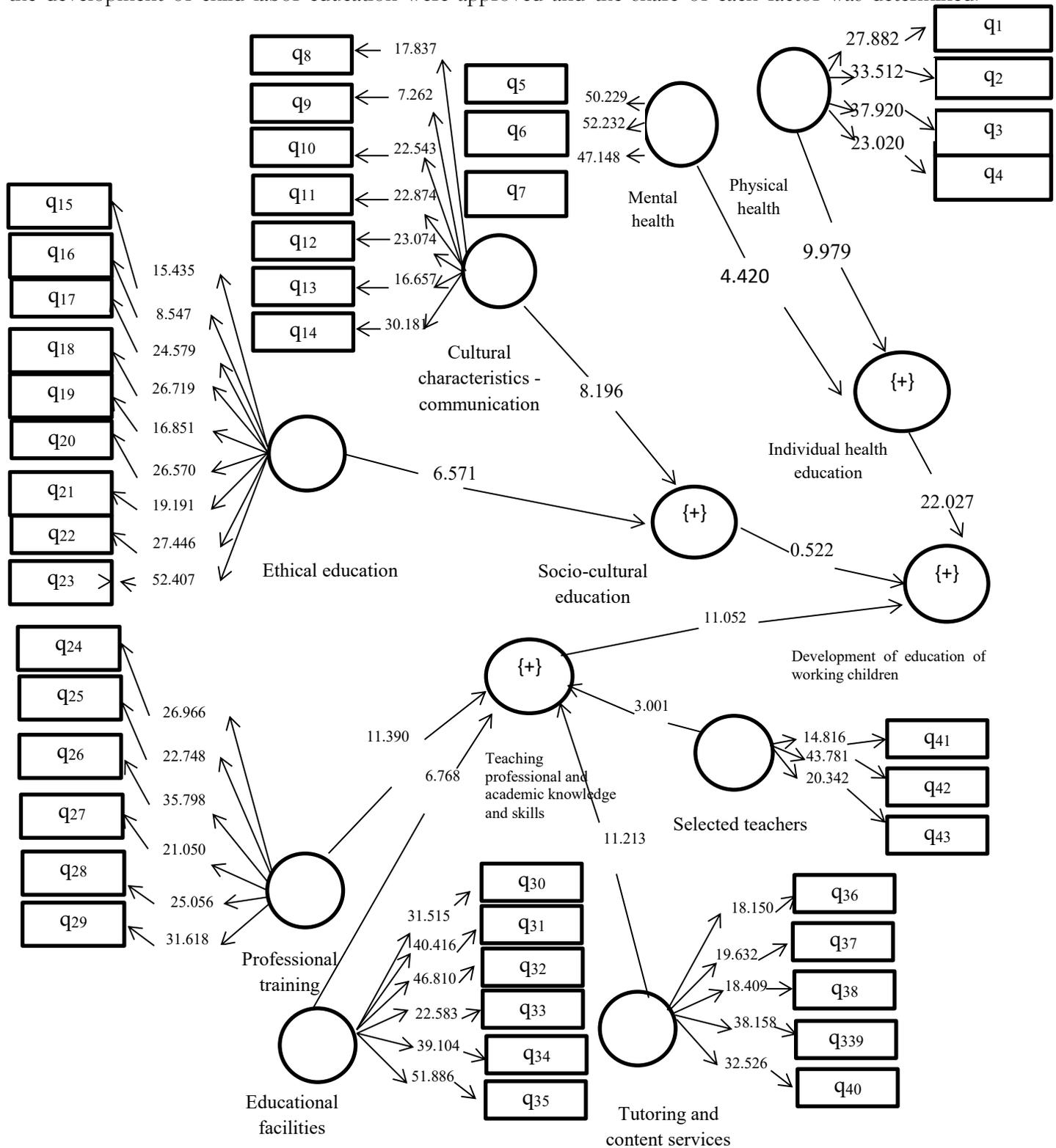


Figure2. t-value statistics of the general research model with bootstrapping technique

Figure 2 shows the statistical coefficients of T obtained from the structural equation technique. As it is known, all coefficients of t-statistic above 1.96 were obtained, which indicates the confirmation of the research hypothesis and the rejection of the null hypothesis. As a result, all dimensions, components and indicators have been approved to determine the development of working children's education.

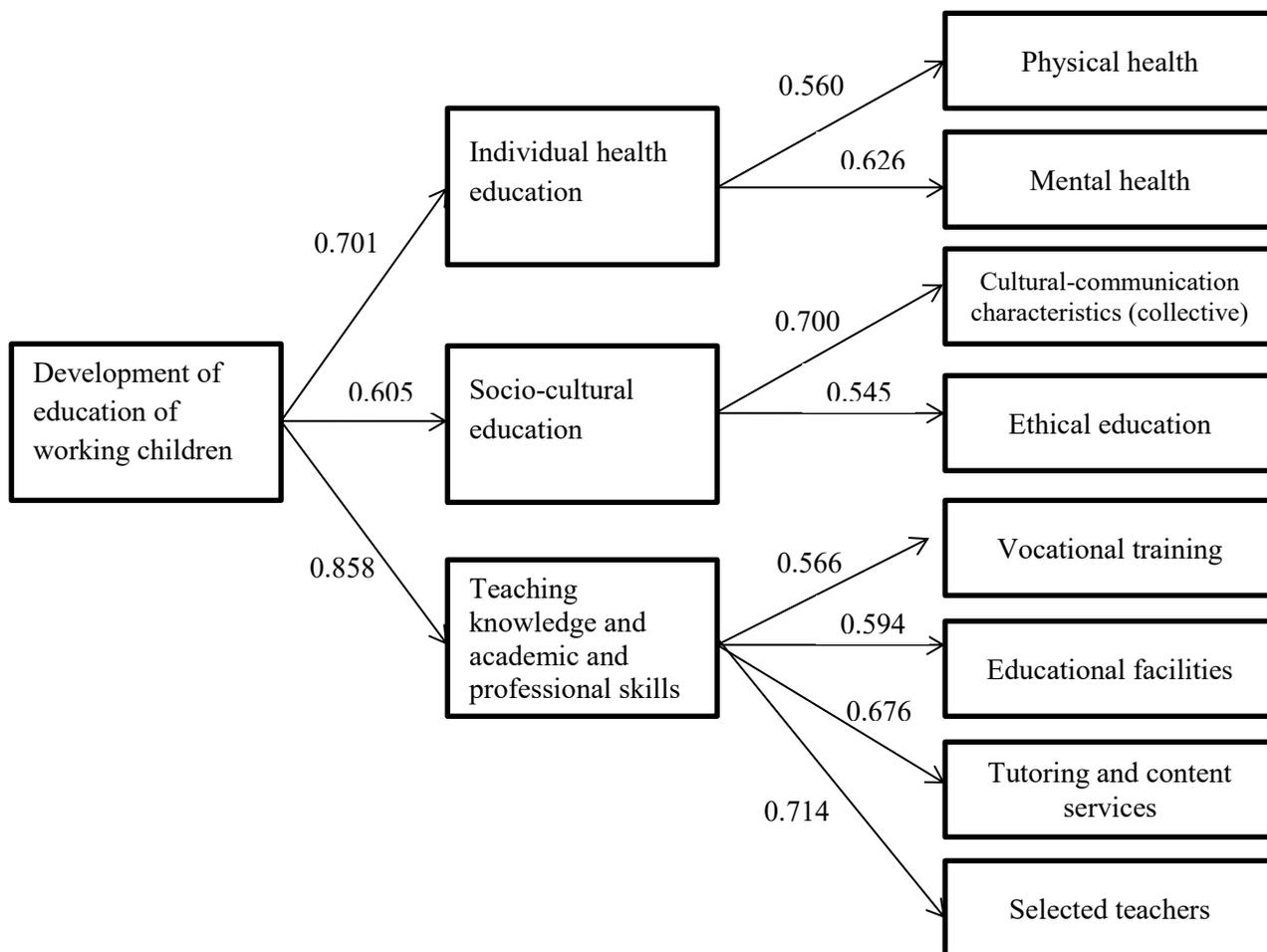


Figure3. The final model of the dimensions and components of the development of working children's education. The results of Figures 1 and 3 show the contribution of each factor on the development of education of working children.

Table2. The contribution of each factor to the development of working children's education

dimension	Coefficient	Share each dimension	ranking	Components	Coefficient	Share each dimension	ranking
Individual health education	0.701	% 70	2	Physical health	0.560	%56	7
				Mental health	0.626	%63	4
Socio-cultural education	0.601	%60	3	Cultural-communication characteristics (collective)	0.700	%70	2
				Ethical education	0.545	%55	8
Teaching	0.858	%86	1	professional	0.566	%57	6

knowledge and academic and professional skills	training			
	educational facilities	0.594	%59	5
	Tutoring and content services	0.676	%68	3
	Selected teachers	0.714	%71	1

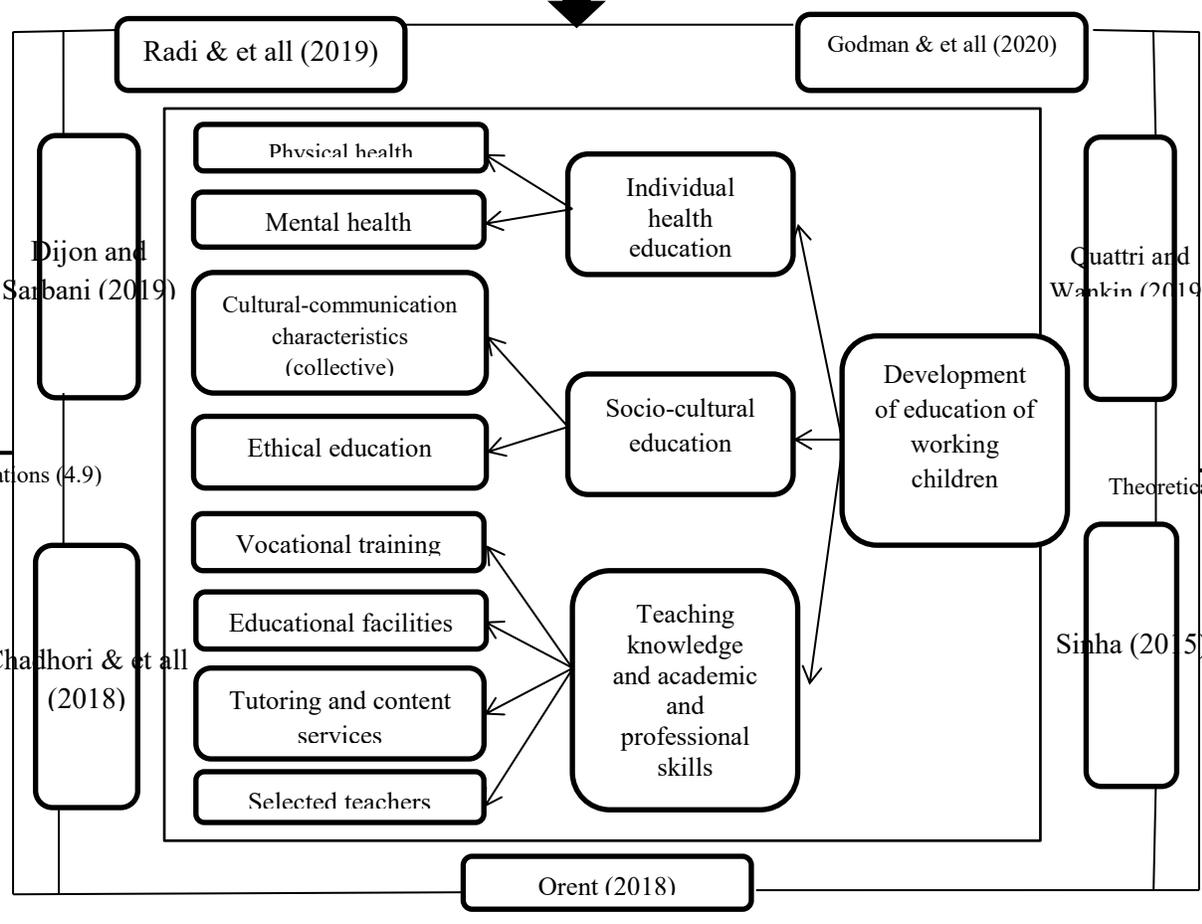
Finally, the results of this section led to the design of the final model. The researcher used the following 5 dimensions to validate the model. A- Philosophy and general goals of the development model of working children education (street), B- Theoretical foundations of the development model of working children (street), C- Steps of implementation of the development model of education of working children (street), D-Evaluation system of the working model of education development of working children (street), I- Executive mechanism of the development model of education of working children (street), Based on these 5 dimensions, a questionnaire was sent to 20 experts (13 people from the interview department and 7 faculty members) to confirm the model, and the results are given in Table 3.

Table3. Validation of the five dimensions of the child development education model

Type of credit	Component	Average	Mean difference	The standard deviation	t	df	Sig
External	Philosophy and goals	4.84	1.84	0.609	13.52	19	0.000
	Theoretical	4.90	1.90	0.757	11.24	19	0.000
	Executive principles	4.70	1.70	0.426	17.89	19	0.000
	Evaluation system	4.81	1.81	0.426	19.05	19	0.000
	Executive mechanism	4.80	1.80	0.884	9.09	19	0.000

The results of Table 3 show the acceptance of all dimensions for model validation because all dimensions have an average above 3 and a t number above 1.96. In the final part, the designed model with five dimensions (philosophy and purpose with an average of 4.8, theoretical foundations with an average of 4.9, executive principles with an average of 4.70, evaluation system with an average of 4.8 and executive mechanism with an average of 4.8) were validated. The final model is drawn as shown in Figure 3.

- Providing a coherent and practical model for the development of working children
- Provide a theoretical background to introduce the concept of educating working children
- Institutionalizing ethical factors in education
- Transferring and expanding the education of working children
- Improving the quality and management services based on the development of education of working children



Model implementation steps (4.7)

- | | |
|--|--|
| <ul style="list-style-type: none"> 1- Forming an implementation committee 2- Identifying and analyzing weaknesses 3- Drawing the optimal situation for the development of education of working children 4- Reviewing and determining strategies for developing the education of working children | <ul style="list-style-type: none"> 1- Forming an implementation committee 2- Identifying and analyzing weaknesses 3- Drawing the optimal situation for the development of education of working children 4- Reviewing and determining strategies for developing the education of working children |
|--|--|

Executive mechanism (4.8)

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> 1- Develop an operational plan 2- Identifying social harms 3- Determining educational priorities 4- Continuous evaluation of educational development | <ul style="list-style-type: none"> 5- Establishment of a specialized organizing center 6- Needs assessment to discover talents 7- Using information technology in education 8- Monitoring the job needs of the families of working children | <ul style="list-style-type: none"> 9- Providing facilities to working children 10- Teaching professional skills to working children 11- Finding a suitable job 12- Psychotherapy trainings |
|---|---|--|

Figure4. Development model of working children education

Discussion

Education experts have concluded that the success of developing countries depends solely on educating the general public, and that the most neglected children are those who work and earn money on the streets, and so far there are many models and theories for recognizing and measuring the development of working children's education by thinkers in the field of educational sciences, but most of these models are not comprehensive and are not able to measure the factors related to this group due to their organizational and general origin. Also, the recognition of these factors in the context of the study population had not been done so far. One of the problems of humanities in most non-Western societies, especially in our country, is the lack of indigenous theories based on the educational system of society. There are several reasons why we do not have access to indigenous theories, one of which is the application of research methods. In our current society, most research is done in a quantitative way that makes sense in the positivist paradigm. We believe that if the research is done qualitatively, which leads to a deep knowledge of phenomena and individuals, it will provide the possibility of creating a theory for researchers and the scientific community of the country.

One of the innovative aspects of this research is the method used in constructing the model, namely the qualitative method and the development of theory, because most of the models that have been developed have moved away from the qualitative approach and have moved towards quantitative approaches. The use of Max QDA software can also be considered as the use of modern technology in the construction of the theory of this research. Since the education of working children as one of the most important issues in the field of educational sciences, different approaches and attitudes have been presented by thinkers in this field in relation to working children, which has led to the emergence of various models and definitions for Education of working children was defined. The methods used to design these models are both quantitative and qualitative methods, which have moved more towards quantitative approaches. In this study, we accept the scientific findings as well as the models designed in the Western field, and while respecting the findings of these researchers only because the origin of these theories is education for working children in the cultural field of those countries and not based on educating children with Iranian and indigenous culture. We have added the parts that are accepted in these theories and other parts that bring these components closer to the native culture.

The methods used to design these models are both quantitative and qualitative methods, which have moved more towards quantitative approaches. In the first stage of this study, semi-structured interviews were used to identify the dimensions, components and indicators of the development of working children (street) education, which finally identified 3 dimensions, 8 components and 43 indicators. In the second part, using the method of structural equations, the effect of each dimension and component and index on the development of education of working children was determined and the results showed that education of educational and professional knowledge and skills with a coefficient of 0.858, health-individual education with a coefficient of 0.701 and Socio-cultural education with a coefficient of 0.605 has the most impact and importance in the model, respectively. Also among the components are selected teachers (0.714), cultural-communication characteristics (collective) (0.700), tutoring and content services (0.676), respectively, mental health (0.626), educational facilities (0.594), vocational education (0.566), physical health (0.560) and moral education (0.545). The results of this research were consistent with the results of Arshi, et al (2020). In his research, he referred to the components of health and also to the component of course content, which in this respect was consistent with the components extracted in this research and only in the importance coefficients. The health dimension had the lowest coefficient, which was therefore inconsistent with the research conducted. Gholami & Gholami (2020) were consistent. In his research, he referred to the economic, cultural and social components, which are therefore in line with the extraction components. In this study, it was consistent and the social dimension coefficient had the highest impact factor, which was equal to 65%, which is therefore inconsistent with the research. Fathi and Faiz Elahi (2018) are also consistent with this research in terms of extracting some components. Such as physical health and the factors of teaching knowledge and academic and professional skills) that the factor of

education had the greatest impact in this study and therefore was consistent with the research. Alam, et al. (2021), Rivas, et al (2021), Mauer, et al (2017), Mainhard, et al (2018) were consistent.

Finally, based on the designed model, which was validated with 5 dimensions (philosophy and purpose with an average of 4.8, theoretical foundations with an average of 4.9, executive principles with an average of 4.7, evaluation system with an average of 4.81 and executive mechanism with an average of 4.80), suggestions were made. -Holding training courses for trainers to be able to self-train and access the information they need. -Teaching different components to students (working children) with new teaching methods. -Revitalize learning centers alongside children's workplaces, such as building condos and educational tents. -Examining each component of working children education in the present study, - Compilation of executive brochures for educators in the field of educating working children according to the methods proposed in this research. -Strengthening the religious and cultural infrastructure of educators and managers of welfare centers. -Establishment of a specialized committee for education of working children, including specialists in educational sciences and human resources. -Establishment of evaluation committees to determine the level of observance of ethical and technical principles in the field of education of working children.

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