

Exploring the Challenges and Issues of Learning Faced by Street School Children in Lyari

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Abstract: The study unearths the challenges and issues of learning faced by street school children in Lyari. The specific objectives of the study include challenges faced by street school children in Lyari. The researcher has adopted a qualitative research paradigm. With that, the phenomenology research approach is undertaken. The research study is framed within a learning challenge faced by street school children. All street school children of the Mistagh Foundation (non-profit organization) at Lyari Karachi were the targeted population of this study. Information has been collected through semi-structured interviews. It was developed as per the requirements of the study. The researcher collected data through semi-structured interviews with available respondents. The purposive sampling technique was used to reach out to the desired respondents. The findings derived from the themes of the study revealed that most street children face many issues in learning and getting an education. The study also found that large numbers of parents of street children were not supportive of getting an education. A study revealed that street children are not getting effective education, and teachers are not trained. From the harsh realities of life on the streets to the systemic barriers ingrained in society, their journey toward learning is fraught with difficulties such as unstable environment, financial constraints, social stigma and discrimination, lack of access (legal identity) (educational resources), transformation and mobility issues, and lack of safe learning space. Despite that fact, Government and NGOs should create plans to improve street schools and ensure quality education access.

Keywords: Learning, Teaching, Street School Children, Street School Teacher



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Introduction

Lyari is a neighborhood in Karachi, Pakistan, known for its vibrant culture but also for its poverty and assault on many children in Lyari. They do not have access to formal education. However, Education is the basic right of all children. Instruction progresses budgetary progression and, in this way, people end up well-off and play their specific parts in the common national enhancement (Zaki, 1989). They often attend street schools, which are run by local NGOs or volunteers. Street schools are an unofficial and alternative way to receive an education. This kind of education can be given by non-profit organizations, volunteers, and community activists. Within a similar vein, education could be an instrument for teaching ethical values within the resident (Tufail, 2018). These children may come from low-income families, marginalized communities. In many cases, street school children are unable to attend regular school due to poverty, social and economic constraints, or safety concerns. These kids have the chance to acquire crucial aptitudes

and education at road schools, and a few offers professional training as well. The concept of street school is not new, and it occurs in many countries around the world. However, they are especially common in developing nations, where violence and poverty are major barriers to education. A sound education system is principal for each nation of the world (Naseem, 1990).

Street children have been growing in Pakistan for the last two decades. Nowadays, Pakistan is confronted with numerous issues such as destitution, frailty, sectarianism, and psychological warfare. Lyari is a low-income area in Karachi, Pakistan, with a significant population of street school children who face various challenges in their learning process, such as not having access to essential resources. Lyari's street school students frequently lack access to essentials like textbooks, stationery, and a conducive study atmosphere. Street school children confronted socio-economic challenges such as destitution, unemployment, and limited access to education. Other than that, there are stuffed classrooms, untrained educators, and fewer opportunities. This entire awful circumstance has brought approximately in a loss of trust and a low standard of educational framework (Louis, 1987). A cultural barrier can also hinder the learning process of street school children in Lyari. Some families in the area prioritize their children's domestic responsibilities over their education. Additionally, some cultural norms can prevent girls from attending school, further limiting their educational opportunities. Lyari is a volatile area, and street school children often face violence and insecurity, which can have a significant impact on their learning outcomes. Children who witness violence may experience damage that can impact their educational execution and their capacity to concentrate and engage in learning.

Street schools in Lyari often lack qualified teachers because of financial problems; low funds can affect the learning outcomes. The foundation of the street school system is the teacher. The teachers at Pakistani schools are shocking. It's surprising how poorly trained the teachers are in Pakistani schools. According to UNESCO research, the quality of the teachers and the education provided in schools is of low quality. Overall, street children in Lyari face numerous challenges that hinder their learning process.

Statement of the Problem

The street children in Lyari faced many challenges and issues in the learning process. Such as learning is not effective outdated material and lack of funding, which affects the quality of teachers. Street school students do not meet the present day because of outdated material which used at school and lack of teachers. Along with these educator module does not beat the benchmark of the present day (Louis, 1987). Lyari is known for its high crime rates, and street school children may be exposed to violence and other form of exploitation. This creates an unsaved learning environment and lead to trauma or anxiety among student already who are already suffering many things, not getting their basic needs. Street school children in Lyari don't receive the same level of support from their families as children attending formal schools. Pakistan's educational system is not immune to internal and external influences. Political obstruction has detained the system from a separately, whereas inner bureaucratic controls harrow it (Mazhar, 2011). Technology has become an integral part of education, but street school children in Lyari may not have access to computers internet other digital devices that can enhance their learning experience. By and large, the challenges and issues confronted by street school children in Lyari are complex and require a multifaceted approach to address.

Scope of the Study

This study can be significant. Here are some potential benefits. Firstly it will contribute to national efforts to implement the policies that effectively address the problem of street children in Lyari. Secondly, by raising awareness of the issue of street children, the study's findings will strengthen the community's commitment to children's upbringing. Thirdly, it will help the stakeholders and policy makers to resolve this issue by getting awareness from this paper and the community will be strong because diverse backgrounds can connect and also it promotes inclusive education. This study can improve the vocational learning that is very necessary for those who could not join the formal learning that the stakeholders will work for skill learning gives benefits to society and also children can be involve in productive work rather than bad activities. This research includes a sum of information as now accessible of the street children and aims to make a difference to illuminate the issue.



Research Objective

- ▶ To examine the issues of learning faced by street school children.
- ▶ To examine the challenges in learning faced by street school children.

Literature Review

Street school children in Lyari confront special challenges and issues that ruin their educational opportunities and overall advancement. Commonly, street children have the same issues with their standard of living (Rafi et al., 2012, p. 19). Financial Challenges and poverty are the main issues for street children. Street school children regularly come from financially distraught foundations, missing get to essential assets and services. Living in packed and unhygienic situations adversely impacts their wellbeing, well-being and capacity to concentrate on instruction. Numerous street school children in Lyari are unable to select or routinely go to conventional schools due to different reasons, such as financial imperatives, family circumstances, and social marginalization. More particularly, Hossain (2016) spells out the three most common issues, specifically lodging, nourishment, and the need for occupations. Most road children got to take destructive employment in trade for nourishment and shield (Hai, 2014, p. 51). The nonappearance of adjacent schools, the need for prepared instructions, and insufficient learning materials hinder their get to quality education. The part of supervision is to investigate shortcomings or issues of instructors and to provide a fair treatment within the framework of exchanges to farther ranges or indeed end from administrations (Illahi, 1986). Street school children regularly confront social shame and discrimination, which hampers their self-esteem and inspiration to lock in in learning. street school children are regularly involved in traumatic occasions, including vagrancy, mishandling, and disregard, which affect their mental well-being and capacity to concentrate on learning. These children would require more sensitivity and love than others". Kumalasari and Wijayanti (2013, p. 156) confronted street school children in Lyari, including financial components, lack of resources, lack of safe learning space, and social limitations, mental well-being, and the non-attendance of strong approaches. Understanding these challenges is vital for creating successful techniques and interventions to move forward the educational opportunities and by and large well-being of street school children in Lyari. Advance inquiry about and collaborative endeavors are required to address these issues and make a comprehensive and steady educational environment for these street children

The Background of Street Children

The concept of street children alludes to children who spend a significant amount of time living and working on the roads, frequently without any grown-up supervision or care. Street children need a steady and secure domestic environment. They may live on the boulevards, in deserted buildings, or in temporary covers. Street children regularly don't have steady grown-up caregivers or responsible gatekeepers to supply them with direction, security, and back. Numerous street children engage in different forms of financial activities, such as asking, road vending, scavenging, or casual labor, in arrange to survive and contribute to their possess business. Education can be characterized as an act or process of creating and making someone morally, physically or reasonably, forming and controlling the benchmarks and characters in organize to engage them for getting fit for commerce through proficient instruction (Dybicz, 2005). street children confront noteworthy obstructions in getting to formal instruction. They may have constrained or not get to schools, drop out of school at an early age, or confront challenges in going to school frequently. street children are frequently stigmatized and face discrimination due to their living conditions and seen social status. This may lead to avoidance from standard society and restricted get to social administrations. Street children are exceedingly defenseless to different shapes of abuse, counting physical and sexual mishandle, child labor, human trafficking, and association in illegal exercises.

Inadequate social back frameworks, including insufficient get to instruction, healthcare, and child welfare services, contribute to the powerlessness of children and their families. Tending to the challenges confronted by street children requires a comprehensive approach , including different partners, including governments, NGOs, communities, and people. Advancing collaboration among governments, NGOs, respected society organizations, and universal offices to share assets, abilities, and best practices intending to the issue.



The Global Overview of Street School Children

Street school children are a subset of street children who are particularly locked in casual or elective forms of education while living and working on the lanes. The closeness of street children in major cities of the world has risen over the level where it was seen as a completely phenomenal occasion to an alarming extent around the world issue (Aneci Rosa et al., 1992). They confront unmistakable challenges and issues related to instruction, frequently missing get to formal tutoring. Here could be a worldwide diagram of the wonder of street school children. the precise number of street school children around the world is challenging to decide due to the temporal nature of their lives and the covered-up nature of road communities. In any case, it is assessed that there are millions of children all-inclusive who lock in in street instruction or casual learning due to their circumstances.

Around the world, the issue of children wandering the road interminably is increasing and exasperating (Le Roux, 1996). The predominance of street school children shifts over locales, affected by socio-economic components, urbanization, and political circumstances. Higher numbers are regularly found in creating nations, urban centers and zones influenced by strife or extraordinary destitution. Street school children frequently confront boundaries to getting to formal instruction, such as monetary imperatives, need of required documentation, segregation, or failure to go to school routinely due to their living conditions. street school programs frequently work in resource-constrained situations, missing appropriate classrooms, materials, and qualified instructors. The part of supervision is to investigate shortcomings or deficiencies of instructors and appearing a unforgiving treatment in frame of exchanges to farther ranges or indeed end from administrations (Illahi, 1986) Learning spaces may be casual or portable, making progression and quality of instruction challenging. street Children has been creating reliably inside the ultimate two decades as children are being denied of their right to instruction, the proper to educated them effectively (Muhammad & Zafar, 2006).

Street school children regularly come from marginalized communities and confront socio-economic drawbacks, counting destitution, restricted get to healthcare, and inadequately nourishment. These variables affect their in general improvement and capacity to center on learning. Particularly in Sub-content the street children issue is modestly winning more as compared to other Substance (Bruns et al., 2003). street school children may encounter stigmatization and discrimination due to their living circumstances, which can lead to moo self-esteem, social avoidance, and constrained openings for integration into standard society.

A few governments have actualized arrangements and programs to address the instruction street school children, such as non-formal instruction activities, road outreach programs, and approaches advancing comprehensive instruction. Community-driven activities include locks in nearby communities in supporting street school children's instruction through awareness-raising, mobilizing assets, and cultivating a strong environment for learning. Endeavors by governments, NGOs, communities, and people are fundamental in giving elective educational openings, addressing socio-economic disparities, and advocating for the rights of these street children. Proceeding to inquire about collaboration and inventive approaches are essential to guarantee comprehensive and quality education for street school children around the world.

The Overview of the Problem of Street Children in Lyari

The problem of street children in Lyari is particularly pronounced, and here is an overview of the key aspects that Lyari, a neighborhood in Karachi, Pakistan, faces in relation to street children. The zone is known for its high rates, constrained get to basic services, and tall levels of violence and crime. Lyari faces numerous challenges related to education and other basic services (Islam et al., 2025). Numerous families battle to meet their essential needs, including food, shield, and education. Street children in Lyari confront critical obstructions in getting to formal education. The range endures from a need of well-equipped schools, qualified teacher, and satisfactory educational assets. Besides, budgetary limitations, family circumstances, and social marginalization avoid numerous children from selecting in or frequently going to school According to the World Bank, Pakistan is among the 12 countries inside the world that went through less than 2 percent of their GDP on instruction portion. Lyari has been influenced by tall levels of savagery and pack exercises. street children are defenseless to misuse and inclusion in unlawful activities. The nearness of savagery and wrongdoing within the community postures dangers to their security, making it



challenging for them to center on education and elude the cycle of street life. Endeavors ought to be made to progress get to quality education for street children in Lyari. This incorporates building up elective education programs, versatile schools, and professional preparing centers to cater to their particular needs and give them with fundamental abilities. Community-based organizations and neighborhood partners ought to be included in identifying and supporting street children in Lyari. Locks in with families, making bolster systems, and raising mindfulness around the rights and needs of these children can contribute to their well-being and reintegration into society. Comprehensive recovery programs ought to be built up to supply street children in Lyari with counselling, life skills training, and opportunities for economic jobs. These programs ought to center on their emotional well-being, social integration, and long-term strengthening.

Collaborative endeavors, including law enforcement agencies, community pioneers, and gracious society organizations, are significant to addressing the issue of violence and crime in Lyari. Making a more secure environment for street children through wrongdoing avoidance methodologies and interventions can ensure their rights and well-being. Promotion endeavors ought to be attempted to raise awareness about the challenges confronted by street children in Lyari and to advocate for approaches that address their needs. The issue of street children in Lyari may be a complex issue impacted by socio-economic challenges, restricted get to formal education, viciousness, and social marginalization. Tending to this issue requires a multi-faceted approach including educational activities, community engagement, restoration programs.

Research Design

In this study qualitative approach and phenomenological method were used to examine the challenges and issues of learning faced by street school children in Lyari. which means that subjective investigation may be a strategy of inquiry that points to understanding the complexities and subtleties of human behavior, encounters, and social marvels. Within the qualitative study, the paradigm has undertaken the phenomenological approach. Phenomenology focuses on a group of people with common lived experiences. The researcher got first-hand knowledge about what respondents experienced (Creswell, 2016). Data was collected by researchers personally visiting academic institutions and the workplace through semi-structured interviews. Data was analyzed by the thematic analysis technique. The ethical considerations were taken well. All the students of the Mistagh Foundation were the population of the study. The sample size was N-6 students. With that, the purposive sampling technique was used for this research. The study sample consisted of 3 male and 3 female students at a street school.

Questions of the tool were verified in terms of relevance, suitable content, and whether they were clear and coherent. Two language experts and one content expert checked the questionnaire, and items were discussed with the supervisor. This instrument is pilot tested with two participants, those not included in the research.

Data Analysis

Table 1

Gender Distribution

Item	No
Male	3
Female	3
Total	6

Table 2

Age Distribution

Item	Age	No
Male	10 to 15	1
Female	10 to 15	1
Male	15 to 20	1
Female	15 to 20	1
Male	15 to 20	1
Female	20 to 25	1

Thematic Analysis

Theme-1: Lack of Accessibility

Street children regularly confront boundaries to getting formal education, including the need of distinguishing documents, documentation, and proof of home. Street children often lack access to formal education due to their transient lifestyles and the absence of proper identification documents, which are required for enrollment. Lyari, a vibrant and culturally rich neighborhood nestled within the heart of Karachi, Pakistan, paints a contrasting picture of life. Amidst its bustling streets and close-knit community, a poignant tale of struggle and resilience unfolds that of street children denied the basic human right to education. Street children often lack access to formal education due to their transient lifestyles and the absence of proper identification documents, which are required for enrollment. The lack of access to education for street children in Lyari casts a shadow on their potential and perpetuates a cycle of disadvantages, demanding urgent attention. Birth certificates, a gateway to formal education, often elude them, leaving them on the margins of society's attention. This absence of official identity bars them from enrolling in schools, relegating them to the peripheries and leaving their potential untapped. Street children have significantly lower enrollment rates in formal schools compared to their peers, leading to limited educational opportunities.

As S2 narrated that,

S2: "I just quit my education because I did not have proper documentation and I was not aware from it, as my parents could not help me in that and I could not continue my studies because of enrollment issues."

One of the researchers' findings highlights that the lack of resources (Education Resources) is the biggest challenge that they faced in learning in street school. Physical resources, such books, libraries, and classrooms, are significant for the effective operation of the instructional prepare. In all of the nation's instructive teach, there are depressingly few perusing materials, libraries, and libraries. In expansion, there are swarmed classrooms, inadequate educates, and ineffectively outfitted research facilities. Since of all that's awful, there's cynicism and a subpar instructive framework (Louis, 1987)

And also, we don't have access for skill-based program,

As S6 Narrated that:

S6: "Vocational skills are extremely important since they offer better employment prospects and more secure financial security. One respondent expounded on this by saying: Fair progressing to school won't illuminate my troubles. Moreover, I have to be gain cash for my family. Rather than as, it was instructing us how to examine and compose, I accept that schools should teach us how to do a variety of other things. This is the reason I quit attending school."

Poverty is major issue which is seen in that research finding. Street children regularly come from devastated foundations, making it troublesome for them to manage school expenses, uniform, fees, and other instructive costs

As S1 narrated that:

S1: "When my father was healthy, we lived a wonderful life, and all of my siblings and I attended school. However, since he became ill, we have had to work to provide for the family. And we were unable to continue our coursework and our employment after starting out on the streets"

The circumstances that constrain children to spend their lives on the roads are continuously administered by commitments instead of choices. In addition to being denied their fundamental rights as children, street kids face a variety of dangers and risks that other kids are shielded from (Panter-Brick, 2004,). Poverty is ordinarily what decides the financial make-up of the homes that kids leave behind to work on the streets (Vameghi et al., 2010). Many street children face financial barriers that prevent them from attending school. They may need to work to support their familie.

Theme-2: Learning is not Effective

When enrolled, street children often receive substandard education due to inadequate infrastructure, untrained teachers, and limited learning materials.



As S3 narrated that:

S3: "In street school learning is not effective as we see many difficulties faced ourselves. Classes are not well managed, and we don't have access of technology and others educational material. Teachers are not available in all time in a short period of time they give us class not in daily base. Most of time engage with different activities like program recording and giving interview."

Street children often lack access to proper schools, classrooms, and educational materials. Many public schools may not be welcoming or accommodating for these children, leading to their exclusion from the formal education system. Street children are vulnerable to various safety hazards, including violence, exploitation, and abuse.

As S4 narrated that:

S4: "We study at community centre which is not safe because of outside visit there mostly and disturb our class such as they said we are here for community event such as funeral wedding, and it is not safe such random people visit without any concern".

Distinctive affiliations and governments are working to address these issues and make secure learning circumstances for children living on the street. Street School children faced this issue that classroom is crowded and with all age group of people joined in one class and with one instructor. Street children often come from disadvantaged backgrounds and may have missed out on foundational education. In a crowded classroom, teachers might struggle to provide individual attention and support, making it difficult for street children to catch up or address specific learning needs. Street children may already experience stigmatization due to their circumstances. In an overcrowded classroom, they might face increased isolation and marginalization from peers, exacerbating their feelings of being outsiders.

As S5 narrated that:

S5: "I have experienced trauma and abuse. Overcrowded classrooms may not allow teachers to adequately address the emotional needs of these children, potentially hindering their well-being and ability to learn".

Street children may have unique learning styles and needs. Overcrowded classrooms can limit a teacher's ability to provide inclusive education and make necessary adaptations for individual students. Street children often face health challenges due to their living conditions. In an overcrowded classroom, the risk of spreading illnesses and infections can be higher, affecting the health and attendance of all students.

Theme-3: Mobility and Transportation Issue

Mobility and transportation issue are barrier that street school children faced while trying to access education. Street children often lack a stable and consistent place to live. This precariousness makes it troublesome for them to routinely go to school, as their living circumstance can alter regularly, influencing their capacity to get to instruction. Street children might live in areas that are far from educational institutions, making it challenging for them to commute to school. Lack of transportation options and long distances can prevent them from attending classes regularly.

As S3 narrated the issue.

S3: "We face safety risks while commuting to school, particularly if we have to navigate through unsafe neighborhoods or areas. This can deter them from attending school and expose us to potential harm".

Endeavors to address portability and transportation issues for road children's instruction require a comprehensive approach that incorporates a progressive framework, providing financial support, guaranteeing secure routes, and advertising alternative learning opportunities for those who cannot effortlessly get to formal schools due to transportation challenges.

Theme-4: Lack of Qualified Teachers

The establishment of the school framework is the educator. In Pakistani schools, the caliber of the teachers is horrifying. The quality of instruction and instructors in schools is subpar.



As S4 narrated that:

S4: "The shortage of teachers directly affects the quality of education. I am slow learner I cannot learn easily I faced this challenge but still I do not quit my education because I cannot afford a normal school and this street school gives me hope and safe place where I can come and learn. I know it's not effective as it can be but still, I am satisfied here rather than spending time at the street."

The majority of instructors need lesson planning information, which prevents them from taking care of an assortment of issues that emerge during the teaching and learning process. Instructors thrust students to pack the substance. The work of libraries in instructive settings is obscure to understudies. As a result, less kids are pursuing frequently. This issue is to a great extent the fault of the instructors. They have an obligation to their calling to empower students to perused books. Instructors habitually utilize address approaches, which do allow students a chance to effectively lock in within the instructional handle. To pass the test, they fair take notes on the substance and remember it. As a result, memory of facts and data instead of execution is utilized to assess understudies.

Theme-5: Discrimination

Street children frequently encounter disgrace and segregation, which can influence their get to to instruction. They may be treated as untouchables and denied enrolment in schools, assist compounding their need of secure learning spaces. Street children may confront discrimination and shame from instructors, understudies, and communities, which can debilitate their enrolment and maintenance in schools.

As S6 narrated that:

S6: "I felt isolated in class while other students come from different background, and I cannot connect easily with them and most of teacher helped those students who are vocals and I could not express myself because I felt so different and environment is not inclusive through which I share my experiences because of my age barrier"

Theme-6: Lack of parental support

Lack of parental support is a significant barrier that street children often face when trying to access education. Street children often lack stable and supportive family environments. Numerous of them are isolated from their families or have negligible contact with caregivers, which can result in a need of parental back for their education. UNICEF (2012). Economic Pressures In some cases, street children are forced to work to contribute to their families' income. This economic pressure takes precedence over education, and parents or caregivers may not prioritize or encourage schooling. Parents or caregivers of street children may lack awareness about the importance of education or the available educational opportunities. This lack of understanding can result in limited support for their children's educational pursuits.

As S2 narrated that:

S2: "Our parents are daily wagers, and they could not earn properly, and they don't have any awareness regarding education, so they don't support us; rather than they told us to work for ourselves"

Street children often come from unstable or dysfunctional family backgrounds. The need for a steady and sustaining family environment can contribute to the need for parental support for education.

Results

Q1: What are the issues of learning faced by street school children in Lyari?

Answer: Street children in Lyari, a neighbourhood in Karachi, Pakistan, face a range of issues that affect their learning experiences and outcomes. Some of the key issues confronted by street school children in Lyari, through our research, Poverty and Financial Obstructions: Numerous Street school children come from families living in destitution, which frequently implies they need get access to fundamental necessities such as food, clothing, and protection. The battle for survival can take priority over instruction, leading to unpredictable participation and tall dropout rates. Limited access to educational resources, Street school children regularly need get to basic educational assets such as course readings, school supplies, and technology. The nonappearance of these assets can block their capacity to lock in effectively in learning and keep up with their peers. Street children may need qualified and prepared teachers who



get it the special needs of these children. The quality of teachers may be compromised due to the challenging conditions in which these schools work, driving to crevices in information and aptitudes. Street children regularly confront social shame and discrimination from their peers and the community. This could lead to sentiments of separation, and low self-esteem, and a hesitance to take part in educational activities. Street school children need the parental support in many cases they don't get parental support because of it they cannot continue their studies.

Endeavours to address these issues require a comprehensive and multi-faceted approach tallying government organizations, non-governmental organizations, community, and teachers. Providing access to quality education and safe learning environment to street school children.

Q2: What are the challenges in learning faced by street school children in Lyari?

Answer: Street school children face many challenges that impact their educational experiences and learning outcomes. Some of the challenges we got from our research which we conducted with street school children in Lyari. Lack of Safe Learning Environment, Street school children in Lyari often lack a safe and secure environment in which to learn. In crowded Classrooms, most of the street school's children are affected by crowded classroom. They cannot share their feelings, and all students are not same in studies they cannot learn easily and also teacher ratios can limit individualized attention and hinder the children's ability to participate actively in classroom activities and discussions Learning is not effective: Crowded classrooms, coupled with limited resources, can result in ineffective learning environments. Mobility and Transformation issue Street school children often experience the transformation issue which affect them to reach at institute. Their families may move frequently due to economic instability or other factors disturbed them to reach at institute. Because few streets school are available and easily, they are not accessible. Endeavours ought to centre on making secure learning environments, reducing classroom overcrowding, adopting innovative teaching methods, and providing support to ensure that street school children have the opportunity to access quality education and move forward their life results.

Q3: How learning can be made effective in street school children?

Answer: Some strategies to enhance the learning environment for street school children:

Develop an educational module that's significant for street children instruction and adjusted with the encounters of street school children. Implement dynamic and experiential learning strategies that lock in understudies and make learning more intelligently and inventive.

Use diverse sort of techniques to improve learning such as field trip, sound /visual course, story-based learning, venture strategy and numerous more.

Small course estimate and person consideration given to street children since they came from diverse foundation through which they require more personalized consideration and interaction with instructors.

The findings show that street children students have experienced multiple challenges and issues. They faced many challenges such as ignorance, lack of access for education department, poverty, and discrimination, lack of parental support, crowded classroom, mobility and transformational issue lack of qualified teachers, and lack of safe learning environment. They are excluded from the society and educational institute. They lose their self-esteem, confidence and live tough life. It is important to mention the challenges and issues faced by street children education which people change their mind regarding them and the government should make policy for street children education.

Recommendation

- ▶ Consider setting up mobile education units that can reach street children in different areas. Mobile units are flexible and can adapt to the changing locations of street children.it provide multi approach to those students such as skill-based program and vocational training program.
- ▶ Ensure that teachers and counsellors working with street children are trained in dealing with trauma and are sensitive to the unique needs of these children.



- ▶ Equip Street children with practical life skills and vocational training to help them gain self-sufficiency and transition into stable employment as they grow older.
- ▶ Form partnerships with businesses and industries to provide internship opportunities, apprenticeships, or employment for older street children who have acquired vocational skills.
- ▶ Address the mental health and emotional well-being of street children through counselling and support services.

Conclusion

Most basic comes approximately have been found through subjective examination of the ponder of street children in Lyari. Uncovered this wonder as one of the major social issues. They think about found out that larger part of street children confronting numerous issues in learning and getting education. Think approximately additionally found that sweeping numbers of gatekeepers of street children were not solid for learning and getting education. Consider revealed that sweeping numbers of gatekeepers of road children are uneducated, and they are not mindful for their rights these finding driven to the conclusion that street children are not getting viable instruction and instructors are not prepared. From the cruel substances of life on the lanes to the systemic boundaries imbued in society, their travel toward learning is full of challenges. street school children hook with issues such as Unsteady Environment The transitory nature of street life disturbs any similarity of steadiness in a child's schedule. Visit movements and need of a secure put to think about contribute to conflicting participation and prevent their learning advance Injury and Mental Wellbeing Numerous street children have experienced injury, manhandle, and disregard, which can have significant impacts on their mental and passionate well-being. Adapting with these challenges can make it troublesome for them to lock in in learning and construct trusting connections.

Money related Limitations Constrained get to monetary assets implies street children may need the materials, regalia, and transportation required for school. The fetched of instruction gets to be an impressive boundary for these children and their families. Social Shame and Segregation Road children frequently confront segregation and stigmatization from broader society, which can affect their self-esteem and inspiration to seek after instruction. This societal predisposition assists confines them from standard instructive openings. Need of Legitimate Personality Numerous street children need legitimate documentation, making it challenging to enlist in schools that require official distinguishing proof. This legitimate imperceptibility worsens their prohibition from formal instruction. Insufficient Framework: Indeed, when street children are able to get to instruction, the quality of instruction they get is frequently compromised due to lacking framework, ineffectively prepared instructors, and constrained assets. Child Labor and Abuse: The got to contribute to family salary or survive freely may lead street children to lock in in exploitative work, taking off small time and vitality for learning. need of Child Assurance: street children are helpless to manhandle, viciousness, and misuse. The nonattendance of vigorous child assurance components uncovered them to encourage hurt and disturbs their learning travel. A need of positive part models and coaches can ruin their goals. Tending to these challenges requires a multi-pronged and all-encompassing approach. By giving secure spaces, adaptable and relevant education, dietary back, trauma-informed care, and professional preparing, ready to enable road school children to overcome these impediments and imagine a brighter future. Collaborative endeavors including governments, NGOs, communities, and people are basic to form a comprehensive and sustaining environment where each road child can get to quality instruction, recapture their respect, and break the cycle of destitution. It is as it were through such concerted endeavors that ready to genuinely change the lives of these flexible youthful learners and clear the way for a more evenhanded and compassionate society.



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