

## The Effective Learning Programs for Street Children's Education in Chow Kit, Kuala Lumpur

Nadhira Akmal Ismil Binti Harun<sup>1</sup>, Mohd Hafiz Bin Mohammad Zin<sup>2</sup>

<sup>1</sup>Faculty of Architecture, Planning and Surveying/ Centre of Studies for Architecture, University Teknologi MARA Puncak Alam, Selangor

<sup>2</sup>Faculty of Architecture, Planning and Surveying/ Centre of Studies for Architecture, University Teknologi MARA Puncak Alam, Selangor

Corresponding Author: hafizzin@uitm.edu.my

---

### **Abstract**

Street children have become a serious and distressingly common social problem in numerous countries. Current policies seeking to address these conditions rely on welfare and subsidized housing, which are only short-term solutions to these problems. In fact, numerous street children's therapies have undergone official evaluation, but there is still a need for a comprehensive, systematic review of the research on intervention effectiveness. Some of the street children are often unable to enroll in formal education due to a lack of legal identification, permanent address or guardian, whilst others who have spent years on the streets are not permitted back in with younger students and struggle to catch up with those their own age. Many government agencies and non-governmental organizations try to address the issue by implementing many alternative programs to support the needs of street children, such as educational and self-support programs, as well as the construction of many children centers throughout urban areas, the problem remains unaddressed. Considering this, this study proposed an effective learning program needed in regards with street children's special needs that could provide alternative learning programs in a suitable living environment so that they can live independently and self-support themselves as individuals, including spiritual, educational, economic, and environmental support.

**Keywords:** Street Children; Characteristic; Learning Programs; Education; Special Needs

---

Date of Submission: 01-11-2023

Date of acceptance: 11-11-2023

---

### **I. INTRODUCTION**

In Kuala Lumpur, Chow Kit has been known as 'home' for most street children in urban development since 2009. Current policies addressing these conditions relied on welfare and subsidized housing, which are only short-term solutions to these problems. Many government agencies and non-governmental organizations attempt to address the issue by implementing various programs to meet the needs of street children, such as educational and self-sufficiency programs, as well as the construction of numerous children's centers throughout urban areas, but the problem remains unresolved. Furthermore, while numerous therapies for street children have been officially evaluated, there is still a need for a comprehensive, systematic review of the research on intervention effectiveness. There are two childcare centers in Chow Kit, demonstrating that education among street children has a high potential for improvement in the future. Hence, the study proposed an effective learning program for street children that could provide suitable living environment so that they can live independently and manage to sustain themselves individually, including spiritual and religious support, educational, socio-economic, and environmental support. The objectives of the study are:

- To identify the profile of street children and to understand their daily life patterns and special needs.
- To identify the factors of street children phenomenon in the Chow Kit area.
- To identify and to provide an alternative learning program

The primary focus of this dissertation is on the individual characteristics, and behavioral movement of street children, as well as how semi-instructed interviews and unobtrusive observations resulted in a better understanding of accommodating street children with a new learning scheme. Literature reviews were compiled and summarized before observing the daily activities and events of the street children. According to the study, other education quality of street children will be discouraged, and non-governmental organization (NGO) involvement in facilitating their initiatives will gain confidence.

## II. LITEATURE REVIEW

### 2.1 Children Streetism Across the Region

The 'street children' term is used in various countries with varying policies, income levels, economic and social systems, and cultural norms. In developed countries, there is a trend to refrain from using the term and instead refer to "runaways" or homeless kids. The difference relies on the economies and politics, with the children under the age of 16 not expected to findwork or be homeless in developed countries due to regulatory checks, welfare, and authorities' systems, but this also means that separated children become engaged in informal or criminal activities and economies to sustain life, further mistreating them [1]. Poverty is once again the primary factor for homeless children in the world. The daily experience of rural poverty is most likely one of the reasons street children are drawn to live in the city via social media, notably series or movies. Even though poverty is the main factor thatforces children to work in most countries, the leading causes of children's separation from their families are intra-family conflict, abuse, and violence. Some misuse is associated with families,as illustrated by media reports of street children suffocating to death after being forcedly reconciled with a family member. The variable observed in the case studies from different countries were selected based on the criminal types and life patterns that need to be considered in identifying main factors caused children streetism. The variables are listed in Table 1.

**Table 1: Case Studies Selection Classified based on Typologies**

No.	Country	Criminal Type	Life Pattern
1	Kazakhstan, Kyrgyzstan, Tajikistan	Parental ineptitude, domestic violence, family separation, abuse,illegal drugs and child labor	Children were forced work and beg on the streets to support family.
2	Uzbekistan	Abused by adults and peers, family separation, illegal drugs, abuse and robbery	Frequently involved in criminal activities such as robbery and pick pockets.
3	India and Indonesia	Family separation, abuse,violence and illegal drugs and child labor	Children were forced to live on the streets because of the inability of their parents to work.  Living on the streets with friends or uninhabited with no family connection.  Children were forced to work and beg on the streets to support family.
4	Afghanistan	Human trafficking, sexual exploitation andchild labor	Children were forced to work and beg on the streets to support family.  Dangerous working environment (near slavery)
5	Pakistan	Parental violence, familyseparation and child labor	Children were forced to work and beg on the streetsto support family.  Children are bonded labor and trafficked
	Cambodia, Thailand and Vietnam	Sex tourism, transgender,human trafficking, illegal drugs, abuse and child labor	Constantly moving for various reasons, including income opportunities and serious criminal trafficking networks, frequently linked to the commercial sex trade.
7	Kuala Lumpur, Malaysia	Family separation, illegaldrugs, abuse, child labor and robbery	Children were forced to work and beg on the streetsto sustain life.
8	Sabah, Malaysia	Family separation, illegaldrugs, abuse, child labor and robbery	Children work to earn money to sustain life by collecting recyclables items.

### 2.2 Street Children's Education in India and Thailand

The 1974 National Policy for Children emphasizes providing equal advancement opportunities for all children during their early life. The policy emphasizes programs to care for, educate, and train orphans and needy children. However, according to research conducted by academicsworldwide, vulnerable children in India are in poor health and often suffer from various chronicdiseases and malnutrition. Unfortunately, they are barred from participating in all healthcare programs but appear at government hospitals in times of dire need. In addition, water is frequently a source of contention for street children [2]. Due to the country's extreme poverty and inadequate government assistance, children frequently provide for the needs of the familyin India. Thus, even though child labor is a long-standing constitutional fundamental right, there have been rising cases of working street children. Moreover, even though the street kids attended official school, the non-government organization complemented their education with in-house tutoring and assistance with homework. However, once the kids were out of school and away from the interventonists, they tended to forget the information they

had been getting. The kids would frequently return to the centers and demand new materials, saying they had misplaced a book, some stationery, or even their school bag out of carelessness. A call center is a facility near the residence of street children where they can drop in for a few hours to spend time with a caregiver, use specific facilities, and participate in extended learning, recreation activities, and structural programs such as dance, drama, music, and group activity. They can access a few amenities such as showers, lockers, and meals. Still, these facilities also help to encourage their self-development by providing non-formal education, vocational skills, instruction on addiction, child rights, and hygiene [3]. Mae Sai, Chiang Rai Province, is close to the border. This school serves street children, abandoned children, and drug addict children. On-site volunteer teachers teach younger students the fundamentals of academics. In addition, some of the buildings were used by volunteer teachers to educate younger students. Some school-age children have been assigned to one of seven local government schools. Local school officials restrict the number of undocumented students and charge them higher fees. As a result, they were bullied and discriminated against by students and teachers.

### **2.3 The threatening Reality of Vulnerable Children**

The daily routine of street children working on the street and the situation they may encounter subsequently pose more severe issues for them. Poverty is frequently a significant issue, as the children are forced to go to work to support their families to survive. Families located in rural places typically bring their kids to work in cities. However, some may have relocated to cities with their children or lived there briefly before sending them out to work as part of a family survival strategy. Families may have relied on children's labor due to parents' unemployment, chronic conditions, family death, or economic inflation but most of the time, these children are forced to work, and many end up in exploitative and dangerous jobs. The rising problems across the region impact the street children's life, especially their mental health. Preventative interventions, resettlement, and reintegration processes similar for children in various events are necessary. Street children are indeed recognizable in megacities, for which they work jobs that expose them to the public, including domestic and international tourists. Begging, trash recycling, garbage scavenging, shoe-shining, flower or magazine and newspaper sales, prostitution, and far less noticeable petty crime are all examples of work [4]. Previously, street children preferred to work alone, and adults frequently controlled them, adult homeless youth, or gangs, regardless of their parents' knowledge, like many young workers may be forced to earn a certain sum of money

### **2.4 Street Children in Chow Kit as 'Children at risk'**

Street children are special children who have been neglected in the city's urban environment. The street in Chow Kit became their playground where they could express their creativity and interact with the public. Street children in Chow Kit are often exposed to high-risk area and as a result, street children are classified as "children at risk". A risky child is known between infant to 18 years old who is experiencing a social problem that requires the assistance of a community program [5]. According to United Nations International Children's Emergency Fund (UNICEF), street children come from low-income families with a b40 background and live in fractured or single-parent households. According to previous research, these children are in jeopardy because they have been neglected without guidance in an urban area. As a result, a few will begin to consider the limits of their present life and the desire to escape from their regular activities. United Nations International Children's Emergency Fund (UNICEF) defined these vulnerable children are divided into the categories listed below;

- a) Children in their populations who are vulnerable to violence, crime, drug use, sex work, and HIV.
- b) Children who are living or working on the streets.
- c) Children who participate in dangerous behavior such as drug use or unprotected sex.
- d) Children obligated into commercial sex, and always be the victims of human trafficking, particularly girls.
- e) There is no formal documentary evidence or identity verification of birth.
- f) No education access due to poverty and family conditions.

### **2.5 Children Development**

Between the birth stage and adolescence, a child's biological, psychological, and emotional development stages occur. The development of each child is a continuous process, and each child's development is unique. Children's development can be divided into four stages (Refer to Figure 3). Cognitive development is one of the stages of development that refers to the progressive and ongoing growth stages of

memory and imagination, perception, judgement, and reason. Growth and development, sensory sensation, human engagement, and general progress toward cognitive equilibrium are all factors that contribute to cognitive development[6]. Another stage in children's development is the development of gross and fine motor skills that requires both significant muscle movement and fine motor skill movement. The socio- emotional stage is the third stage of a child's development. Teachers, doctors, or childpsychologists commonly assess this stage. The child must first learn to socialize and communicate with others to develop this skill. At this stage of learning, children are encouraged to improve their communication skill. The final stage is known as language skill, during whichthe children will be exposed to oral and written language and evaluated by a teacher or a childpsychologist.

## **2.6 The Impact of Children's Environment on Architectural Spatial and Form Making**

Two main elements are required when designing a suitable learning environment for children which are spatial planning and form making to meet the needs of cognitive, fine, and gross motor development, socioemotional and language development [7].

### **i. Spatial Planning**

Previous researchers mentioned the following guidelines for designing spaces for a child's behavior development. The available space must be increased in order to provide sufficient space for children such as:

Be in a simple, proportioned scale space with a tamed layout.

- a) The environment must be well-designed to encourage child interaction in small groups because children work in smaller groups, specifically those under the age of 14, they are more verbal, initiative, behaviorally reflective, and able to carry out more tasks while remaining focused.
- b) Children who used private spaces within smaller groups to carry out specified activities exhibited more remarkable mental development as measured by standarddevelopment tests.
- c) Additionally, to engage more connections between children and teachers. Exploratory behavior develops when students work together in smaller groups in a safe and comfortable environment, leading to higher levels of social achievement and academic performance [8].

Informal and formal indoor and outdoor pocket space.

- d) Pocket spaces will help to encourage children to create their own imagination. A zone inside an open area will provide an opportunity for children to take a break, escape, and hide away through their enclosed environment, thereby activating the development of the children's cognitive pockets. This will give a comfortable environment to the children to enjoy and live in their own world.
- e) Resource-rich activity pockets - Approximately three to four activity pockets, each sized for between two to five children plus a caregiver, can sometimes be grouped. For every activity, the pocket is closed but has cross accessibility that an adult can see. Each pocket contains the educational materials, showcases, and play surfaces considered necessary for collective experiences.

### **ii. Form Making**

Following criteria are important to adhere to when designing built-form for children's needs, such as;

- a) Appropriate location and setting that suitable for early childhood development. A child's early education center is best located in their neighborhood or workplace. Accessibility, proximity to busy highways, proximity to hazardous or harmful elements, proximity to nature, nearby community resources, and a good enough size to accommodate the building with various play yards. These are all factors that need to be considered, and a good location could be at the crossroads between neighborhoods.
- b) Material, finishes, and design features of the built form. Efficient ambience, adequate lighting, comfortable indoor thermal heat, non-slippery walking surfaces, soft wall painted in warm tones and soft internal wall will result in a positive outcome for the children [9].

## **2.7 The Impact of Children's Environment on Architectural Spatial and Form Making**

Defensible space is a surrounding in which spatial planning or design allows inhabitants to secure themselves through their surroundings. Good design creates a sense of belonging and promotes the importance of having responsibility towards everything around them. Defensible space is created by four factors;

- i. Territoriality

- ii. Natural surveillance
- iii. Image
- iv. Milieu (surroundings)

Defensible space theory protects the environment itself and aims at physical development which allows a person to enhance control over the area of their homes through shared lifestyles. It is a measure of access control designed for authorized users. Secure space is defined as a structure for the residential environment that portrays social strength through manipulating the environment and incorporating physical attributes of the residential environment into security determinants [10]. Social security can be improved through design, where the site's layout can help to shape and change the safety issue and social interaction. Crime is classified into five types such as legal, social, psychological, biological, and political. For the social category, corruption occurs when the location or environment is poor, and the area planning allows people to commit a crime silently. Environmental crime prevention measures were developed based on several factors, including routine activity, opportunity, rational choice and crime pattern. Existing societal values can be enhanced by the territorial. According to one scholar, defensible space provides functions in the areas for variety of activities where residents are allowed participate, encouraging them to develop territorial attitudes. To be exact, territoriality manipulates the passive physical environment to appear actively guarded and supervised, threatening potential criminals. The ability to analyze the public areas of someone else's dwellings and continuously feel watched within the compound area or the public areas are defined as surveillance under defensible space theory.

### III. METHODOLOGY

This research focusing on the qualitative method strategy which consists of data from literature review, semi-structured interviews, and case studies. First is the secondary data through literature review, which is to give a better understanding of the profile and particular needs of street children's education. Second is the primary data through semi-structured interviews with end users; street children, homeless parents, a teacher from a childcare center and a government organization. Third is the primary data through the case study. These strategies were chosen to analyze better street children's characteristics, behavior, daily routine and unique needs and suggest an alternative learning program that will support and improve street children's education in Malaysia, especially in Chow Kit. Semi-structured interviews are conducted to collect the data of the end users in Chow Kit.

### IV. RESULT AND DISCUSSION

In-depth semi-structured interviews were conducted at two childcare centers; 1) Pusat Aktiviti Kanak-Kanak Chow Kit (PAKKCK) and 2) Buku Jalanan Chow Kit (BJCK). These Childcare Centres are home to most street children in the Chow Kit area. There are approximately 550 registered children, but due to physical and financial limits, only the most eager were provided classes and support. Unfortunately, the remaining children are still on the streets. A couple of semi-structured interviews were conducted with end users from the data collection, which led to the identification of space programs from two case studies in Chow Kit to understand the spaces required and best suited to the learning experience of street children. The gathered data was analyzed in the local context of end users, specific programs, and other space subdivisions required to form a complete program for street children's education in Chow Kit. An in-depth semi-structured interview with street children and teachers at the childcare center explained street children's movements, easily identifiable local landmarks, and access points that they referred to as "hanging out" spaces. These were crucial in comprehending their instincts and regulations in the area, so they knew their location.

**Table 2: Questions and responds during the interview session**

Categories	Question	Respond	Focus Area
Street Children	Who do you live with?	Father or friends	Study and participant introduction
	What do you do during the day?	Playing or sleeping	
	Do you have friends? Can you tell me more about your daily routine with your friends?	Playing or exploring the street with their friends (outdoor)	
	Can you tell me about your parents?	Working (unskilled laborers)	Mental health conditions
	How are you feeling?	Okay	
	What is your main concern at the moment?	Playing or exploring the street with their friends (outdoor)	Interactions with the public and NGOs
	Who do you usually contact for an extended help?	Interact with the public	
	What input have you had from the NGO?	Free foods	
	How does the NGO communicate with you?	(They don't seem to understand the question)	
Do you want to go to school?	Yes	Current and	





	Have you tried to enroll at any nearby school?	No	future perceptions
	Tell me about what do you want to learn in school?	Play games, football	
Homeless Parent	For how long you have been staying here? With whom?	Staying with their children probably more than two weeks	Study and participant introduction
	In your own words, can you describe the current situation you're facing now?	<ul style="list-style-type: none"> <li>No opportunity for better jobs</li> <li>Can't afford to pay house rental</li> </ul>	
	What do you do during the day? Can you tell me more about that?	<ul style="list-style-type: none"> <li>Low salary</li> <li>Family split up/separation</li> </ul>	
	Why do you choose to settle down at this spot?	Strategic location – nearby restaurant/public transportation	
	How are you feeling?	Stress and demotivated	Mental health conditions
	Now, what are your main concerns?	A proper place to sleep	
	Who is looking after your healthcare?	Self-sustain or NGO	Current and future perceptions
	How could your current situation be resolved?	<ul style="list-style-type: none"> <li>A stable job with better salary</li> <li>A proper place to sleep</li> </ul>	
	What's your hope for the future? Can you tell me more about that?	To get a better salary;	
	What else would make a difference to you and your children's future?	<ul style="list-style-type: none"> <li>To pay house rental</li> <li>To send their children to school</li> </ul>	
Have you tried to get your children enrolled in any school? How and where?	No		
Children Center (Teacher)	For how long this childcare center has been operating? How many staff available?	Operated more than 10 years Staff: 8	Study and participant introduction
	How many children available now and what are their age group? Can you tell me more about this?	Approximately around 50 children (mixed race); Indonesian, Malay, Indian, Vietnamese, Chinese, Burmese	
	Where usually the children came from? And who send them?	Majority are local Malaysian. NGO as the rescuer	
	What kind of service do you provide for these children? Can you explain more about this?	Basic education; <ul style="list-style-type: none"> <li>Language learning,</li> <li>Computer learning,</li> <li>Problem solving</li> <li>Art activity</li> </ul>	
	For how long the children must stay here? Is it for a lifetime or they must dismiss at certain age? Can you tell me more about this?	Until they manage to get a job to sustain themselves	
	From your observation, do you have any concern regarding their behavior?	Easily demotivated or sensitive towards the environment	Mental health conditions of the students
	What is your biggest challenge while taking care of this children?	<ul style="list-style-type: none"> <li>Depression</li> <li>Demotivation or self confidence</li> </ul>	
	Who do the management usually contact for an extended help?	Public volunteer or NGO	Interactions with the public and NGOs
	What input have you had from the government or NGO?	Basic funding; foods, books and stationery	
	How does the government or NGO approach you?	Tele-conversation or informal visit	
	What does childcare center mean to you?	A home to protect street children well-being	Current and future perceptions
	As a teacher, do you really satisfied with the current space area provided?	Not really satisfied.	
	What else would make a difference to this childcare center? In terms of space area and learning program? Can you tell me more about that?	To inquire more learning program that incorporate life skill enhancement	
What's your hope for the betterment of learning environment	Big open place with different setting for street children Bigger funding, bigger space area and more learning program that incorporate life skill for street children		
Government Organization	What are KPWK contribution in handling street children issue?	National legislation to protect children	Study and participant introduction
	What kind of service provided for street children? Can you explain more about	Financial allocation to; <ul style="list-style-type: none"> <li>13 places of safety (for children in need of care and protection);</li> <li>four places of refuge (for children in need of protection and rehabilitation);</li> <li>nine 'Family System' Children's Homes;</li> <li>151 Child Activity Centers;</li> <li>126 Child Welfare Committees;</li> </ul>	

	From your observation, do you have any concern regarding street children issue in Malaysia?	Issues regarding street children remain unsettled; Keep rising every year	<b>Current perception</b>
	Who do the management usually contact for an extended help?	Cooperation from NGOs and local councils	<b>Interactions with the public and NGOs</b>
	What input have you had from the government/NGO?	Public awareness	
	How does the government/NGO approach you?	Tele-conversation/formal visit	<b>Future perceptions</b>
	What's your hope for the betterment of street children wellbeing?	Widely spread public awareness towards street children	

A comparative study between two childcare centers was carefully analyzed (Refer to Table 3); the findings proved that current learning programs in Chow Kit don't reflect much on street children's psychological environment and still lack learning programs to improve street children's education.

**Table 3:** A Comparative Study between Two Child Centers in Chow Kit

	Pusat Aktiviti Kanak-kanak Chow Kit	Buku Jalanan Chow Kit
<b>Photos</b>	<p>Photo of learning programs;</p> 	<p>Photo of learning programs;</p> 
<b>Space program</b>	<p>Available programs:</p> <ol style="list-style-type: none"> <li>Classroom</li> <li>Kindergarten</li> <li>Computer Lab</li> <li>Infant nursery</li> <li>Office</li> <li>Lounge</li> <li>Toy Library</li> <li>Public activities area</li> </ol>	<p>Available programs:</p> <ol style="list-style-type: none"> <li>Community classes</li> <li>Home-school type classes</li> <li>Children activity center &amp; safe space</li> <li>Community capacity building space</li> </ol>
<b>Descriptions</b>	<ul style="list-style-type: none"> <li>Conventional learning method</li> <li>Various learning program from infant to youth</li> <li>Basic education</li> </ul>	<ul style="list-style-type: none"> <li>Traditional learning method</li> <li>Limited learning program due to insufficient space area provided</li> <li>Basic education</li> </ul>

Most street children fail to identify landmarks or nodes, and sometimes they don't understand questions that most ordinary people do. Communication is one of the most critical issues to deal with. It is believed that, like most children, the modern fabric surrounding them might affect their perception and sense of space, especially for urban street children, because they struggle to blend well with the public. Nevertheless, street children are usually within their circle. Like most children, the modern and technological fabric surrounding them may impact their perception and sense of space, resulting in difficulties in understanding and differentiating the whole situation themselves.

Based on semi-structured interviews with the first homeless father at the targeted location in Chow Kit, Mr David, a local former lorry driver, expressed concern about the future of his son, 8-year-old Jeeva. The

latter was sleeping on the floor surrounded by leftover foods and household appliances. The location was close to the main road and appeared a little disorganized, causing an unpleasant odor. The father explained that he was hoping for a proper place for his son to sleep while providing a better learning environment for him to enjoy learning in a comfortable space. In addition, another semi-structured interview with another homeless father was conducted at the targeted location in Chow Kit. Mr Chong, a local laborer working in the drain cleaning industry, explained that he couldn't afford to rent a home for his family due to the extremely low wage rate, so they ended up living on the street. His 11-year-old son, Ah Tee, played with his friends in the back while the data was collected. The appearance of those children's old shabby outfits and unruly hair suggested that they needed a special groom.

Based on the semi-structured interview through tele conversation, one of the female teachers expressed her desire for her current learning center to expand, possibly with a larger space and more added facilities for a better learning environment. However, during data collection, it was discovered that the space layout is relatively small, and the number of students is limited due to insufficient space. According to her detailed explanation, some street children cannot enroll at the center due to a lack of available space. As a result, there are still a number of street children on the streets. This study also defines street children as "children at risk." They require a thorough investigation and analysis of their behavior and special needs to provide them with an appropriate learning program. The findings indicate that the available learning programs at the child center in Chow Kit have a high potential for a new education approach with a better environment, particularly for street children. As a result, it is a promising opportunity for the long-term establishment of street children's education in Chow Kit. With public attention from various parties, this location will sign the government's progress in ensuring that young people are free of serious social issues. According to primary data, findings proved seven most significant factors cause children's streetism, such;

- a) Lack of attention from the parents
- b) Parents' financial problem
- c) Lack of funding from stakeholders
- d) Lack of public awareness towards the street children education
- e) They don't have much option left
- f) Lack of opportunity and access
- g) Lack of public awareness

## V. CONCLUSION

In conclusion, it is critical to acknowledge that Kuala Lumpur, has experienced some adverse effects of urbanization in its efforts to prosper economically. The issue of Chow Kit's Street Children must be brought to the public's attention; only then will their current situation be changed. The proposed establishment of a Street Children Learning Center (SCLC) in the city center demonstrates the government's progress toward ensuring that young people are free of serious social issues. This will ensure the welfare of future generations of urban children. It is expected to be a beacon of hope for a community that has been overlooked in its pursuit of better living conditions. Besides, every stakeholder in each country has an important role to play. It is more important than ever to begin acting in those capacities to stop the spread of criminal tendencies and other social vices in our society caused by street children. Because of its vast scope, this topic requires ongoing evaluation, analysis, and discussion. Perhaps an opportunity will rise in the future to critically propose new dimensions of solutions to the problems confronting street children. Unfortunately, according to the result of this research, despite a global paradigm shift away from eradicating the problem of street children and toward directly supporting them in their environment, Malaysia remains far behind in this endeavor. It should be noted that there is a possibility that intervention could serve as a breeding ground for the misconception of a halfway home. The goal is to re-educate street children through cognitive and experiential experiences that include life skills, fundamental knowledge, and eastern principles and practices. This is done to get to the root of the problem. This will promote a new approach to coherent space programming in trade schools and educational institutions. Malaysia can put in place a better strategy.

## REFERENCES

- [1] Le Roux, J. (1996). The worldwide phenomenon of street children: conceptual analysis. *Adolescence*, 31(124), 965-972.
- [2] Dutta, N. (2018). Street children in India: A study on their access to health and education. *International Journal of Child, Youth and Family Studies*, 9(1), 69-82.
- [3] Loughhead, S., & Rakodi, C. (2002). Reducing urban poverty in India—lessons from projects supported by DFID. *Rakodi, Carole with Tony Lloyd-Jones (eds) Urban Livelihoods: A People-centred Approach to Reducing Poverty*, London: Earthscan, 225-36.
- [4] Aptekar, L. (1994). Street children in the developing world: A review of their condition. *Cross-Cultural Research*, 28(3), 195-224.



- [5] Marino, R. V., Bomze, K., Scholl, T. O., & Anhalt, H. (1989). Nursing bottle caries: characteristics of children at risk. *Clinical pediatrics*, 28(3), 129-131.
- [6] Harter, S., & Buddin, B. J. (1987). Children's understanding of the simultaneity of two emotions: A five-stage developmental acquisition sequence. *Developmental psychology*, 23(3), 388.
- [7] Moore, G. T. (2002). Designed environments for young children: Empirical findings and implications for planning and design. *Children and young people's environments*, 53-63.
- [8] Anbari, M., & Soltanzadeh, H. (2015). Child-oriented architecture from the perspective of environmental psychology. *European Online Journal of Natural and Social Sciences: Proceedings*, 4(3 (s)), pp-137.
- [9] Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2017). *Programming and planning in early childhood settings*. Cengage AU.
- [10] Reynald, D. M., & Elffers, H. (2009). The future of Newman's Defensible Space Theory: Linking Defensible Space and the routine activities of place. *European Journal of Criminology*, 6(1), 25-46.