I. PREFACE

Our Point of View

The world of street children is a world inside our world. They exist with us, but usually the public judges them as an excluded community who have their own values and their own way of life.

So, when we enter their world, whose point of view we should use as a guideline? Our point of view, which does not include them, or their point of view? The ‘we’ mentioned here includes everybody: citizens, army officers, social workers and NGOs who are involved with street children’s programmes.

This question has become important because the treatment of street children has until now been quite unfair. They are considered as a disturbance to the public order and they usually accept unfriendly treatment from the community.

Unfortunately, the institutions which work on street children’s programmes often base on their indicators of success on the number of children returned to their families or otherwise removed from the street. But the method of removal often involves catching them and transferring them to another street somewhere else....

If we reverse that indicator of success, we can see that the most successful development programme in Indonesia was the street children programme. Because every year we have succeeded in increasing the number of street children.....rather than decreasing them.....

Then there are people who have tended to think that the most important goal of street children programmes was to ‘treat them like humans’, usually -socializing’ the street children with social and religious values. Because street children’s own values were not considered human, but wild and evil.

Communicating with Street Children

Why won’t we throw away all these statistics and judgements about street children? If we want to work with them we have to think like them: communicate with their language.

*Communication*. For street children’s assistants, this means squatting, making some conversation and sharing a cigarette (if you have one...). It includes joining in various verbal abuse and street children slang and jokes.....

Who are street children’s assistants? The street children’s assistants are a ‘spear point’ of institutions who work on street children’s programmes. They become ‘friends’ of the street children and show how to build a group.
In fact, street children are a group, but they consist of independent and individual people.... Street children can steal from their friend’s pocket while they are sleeping.....

The street children never run looking for a shelter when it is raining. That means the assistants must do the same, staying out in the rain and getting wet. When the children meet at night, the assistants must accompany them in playing guitars through the night. No wonder, according to the research, many street children assistants get sick, whereas the street children, they already have endurance......

**Street Children Media?**

This report aims to share an experience of developing media with and for street children. Street children’s media provide a communication channel among street children themselves. *Just like air.* But if we want, we can look for other channels. For example; drawings, poetry, songs, riddles.

Media by and for street children? *Why bother? No one is interested!* *Reading? C’mon, you don’t have any work to do? Better to play guitar and earn some money!*

Because this is media for street children, it must be created by the street children themselves. *Street children can create media by themselves? ‘Are you kidding? Will it earn us any backs?’ Toni, you are getting so bloody stuck up, writing articles for your newsletter.*

When it’s done, it will be read-consumed-by street children. Then some street children’s friend will probably tear it to shreds. Luckily, it’s only a copy. His friends will ask him, ‘Are you crazy?... where do you think you get off, writing poetry...’

If that happens, then you’re gambling with your life. ‘Andi has trashed my creation!’ Toni will call his friend, asking for support. ‘Tomorrow, we must teach Andi a lesson!’ (‘We’, because Toni wouldn’t dare to fight alone).

‘Cool! It’s fun to do something creative like this’ said the street children invited by an assistant for this activity. ‘For what?’ asks their friend. ‘Singing and begging is better.’ But, the songs are okay. The poetry’s hot. The story’s pretty weird. ‘Hey, I was with Bogel when he got arrested by That could make a bitch’in article, no?*

**Mini Workshop for Developing Street Children’s Media**

The need to develop a model of learning activities for street children living in Bandung was the impetus for a project on developing street children’s media. This project hopefully demonstrated a model of interactive media development from, by and for children themselves. The aims were to:

- Obtain an understanding about how media development for street children can be done in a participatory way
• Obtain some potential models of media development discovered from street children’s daily activities and ‘world’
• Facilitate participants in the project to develop their creativity to solve literacy problems

From these aims, the outputs expected were:
• Models of media for street children’s literacy programme
• Programme participants would obtain knowledge about a process of participatory media development
• The street children at the institutions would take part in a media development process

Timeframe:
The process took place during a series of 8 meetings from February until April 1999, at various locations in the city of Bandung.

Participants:
The participants in these activities were: 8 street children (consisting of 1 girl and 4 boys from Ar Rufi, 1 girl and 2 boys from Yayasan Anak Merdeka/ YAM, another street children’s organization in Bandung) and 6 street children assistants (consisting of: 3 men from Ar Rufi and two men plus 1 woman from Anak Merdeka Foundation). The facilitator of the process was Ria Djohani from SDM Bandung, with the full support of the street children assistants from Ar Rufi and YAM.

Method:
The method which used was the PRA/REFLECT method. The facilitator developed the learning process and arranged the games without using any reading materials.

Preparation for Training:
• Group consisted of 8-10 people
• Eight meetings (twice a week)
• Each meeting took 3-4 hours
• One assistant accompanied with two children
• Each assistant also took turns as a facilitator
• Participants received compensation for transportation and snack
• An atmosphere of ‘play’ was created
• Always started a meeting with games (song, etc.)
• Always started a meeting by reviewing the results of the last meeting and finished by agreeing on an agenda for the next meeting
II. PROCESS

First Meeting: Discussion About Aims and Agenda

1. Introduction:
   All participants introduced themselves, this activity was combined with an introduction game.

2. Discussion about the aims of the meeting:
   Training is a type of working together. It’s not to ‘give’ something to participants, but to ‘discover’ something together. Even so, this doesn’t mean that the intention of the meeting should not be formulated in advance.

Second Meeting: Identified participants, their activities and problems

1. Grouping
   Participants were organized into small groups.

2. Mapping
   Groups were asked to make a map of places where they do their daily activities (begging, singing for coins, looking for leftovers from a meal, collecting trash, trading on the streets, etc.).

Street children making a ‘map’ of the locations they usually hang out and do their activities.
Ahmad explaining about the locations where street children usually sleep, look for food, sing or beg for coins, pick pockets, etc.

3. Discussion and Presentation

Each group appointed a representative to make a presentation, followed by spontaneous discussion. The main topic of discussion was about the factors that inhibit/obstruct their daily activities.
Third Meeting: Identified problems and looking for ways out

1. Grouping
   Participants were organized into small groups.

2. Prioritizing main problems
   Children were asked to write 10 top priority problems on cards by different colors, then rank them and consider solutions.

3. Discussion and Presentation
   Each group appointed a representative to make a presentation and explain the group’s opinions about how to solve their problems.

Fourth Meeting: Extended concepts by writing articles or drawing

1. Individual Assignment
   Children had to choose the one problem card that was the biggest problem for each of them. They each developed articles or drawings to express what they thought about that one.

2. Performance
   The facilitator asked each participant to present their creation: reading poetry or a letter, singing a song, telling a story, role playing etc., according to their own creation.
Street children can concentrate longer when learning happens in a free and relaxed atmosphere.

Coach Harry helping Iwan to write about his experience of being rounded up and dumped in another place by security.
Pian creating a song about a street children who often sniffs glue. Coach Imam helps him to make rhythm.

Through a role play, Nanag practicing a way of communicating his activities at the street children’s organization to his friends in the streets.
Supriatin presenting a poem about his personal experience as a garbage collector of being suspected of stealing and beaten by community members.

Ipul, at left, showing his drawing about street children being caught in the street by the National Discipline Movement, a government organization which is the biggest threat for street children and road traders.
Fifth Meeting: Determined and designed media

1. Discussion about Media

There are many good and useful media. Examples given were newspaper, leaflet, comic, poster, etc. How could all the creations best be communicated?

2. Media selection and design

The facilitator showed some examples of media and encouraged the participants to try creating a newspaper, because friends from Yayasan Anak Merdeka already had some experiences with this. Participants formed small groups and each group had an assignment to create a draft newspaper and fill it with their own creations.

3. Group presentations

Each group showed their draft newspaper and explained about their selections of articles, poems, drawings and songs.

Draft newspaper developed by street children
4. Naming the newspaper

The facilitator invited the participants to determine the name of the newspaper that they would create together. From three alternatives, finally, they agreed on a suggestion that came from one participant (Ipul) to name the newspaper ‘BEJA’ (a short form, in the Indonesian language, for ‘news from the street’).

5. Arranged schedule

A deadline and scheduling for finishing the media was determined.

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**Ipul making a draft newspaper to show to other friends.**

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**Sixth Meeting: Article and materials selected**

1. Arranged editorial team

In order to develop the newspaper that would be distributed to the public or other street children, the facilitator invited the participants to determine the composition of the editorial team, consisting of the chief editor, reporters and illustrators. The street children selected the team among themselves. But, unfortunately, the selection process created some jealousy in the group. In particular, those who weren’t appointed as chief editor felt jealous of the person who obtained this responsibility.
2. Made group criteria for selections

The chief editor led his team to select creations to be published in the first edition of the newspaper. Before selecting materials to be published, some criteria were developed. They agreed that the theme of the first edition would be society’s attitudes towards street children and street children’s attitudes towards society.

3. Selected articles and materials to be published

Based on the above criteria, items to be published were selected. This caused some problems, because all of them wanted their creations to be published on the front page. For that reason, the facilitator intervened and suggested that the theme should determine the lead topics for each edition. The contents would then include work from each child in the group, while other articles or creations, which could not be included in the first edition, would be saved for the following editions.

4. Constructed draft for the first edition of ‘BEJA’

After the editorial team decided on which creations to be published in the first edition, the team produced a draft of the first edition.

5. Created data bank of articles and materials

Those items which not selected were for the first edition were saved to be considered for the next editions.

Everybody is busy making a draft of the ‘BEJA’ newspaper.
Seventh Meeting: Processing at production house

1. Desk-top publishing

Studio Driya Media Bandung used desk top publishing software to produce the final version of the newspaper based on the draft created by the team. The drawings were scanned. SDM’s crew tried not to make many editorial changes, in order to keep the writing authentic (in the language of the street children).

2. Produced and printed newspaper

After finishing the desk-top publishing process, the team reviewed the final product and then photocopied the newspaper.

Eighth Meeting: Distribution

1. Preparation

The group selected some drop-off locations, target readers, and distribution officers. The team decided to use some street children’s activity centers around Bandung as distribution points.

2. Distribution

Team members dispersed to different locations to distribute the newspaper and agreed to meet again at 1 p.m. to evaluate the process.
Gathering at the mall to ‘show’ their creations and appeal to the community that street children can carry out positive activities.

Pian distributing the ‘BEJA’ newspaper and a leaflet of street children’s stories to his friends at an intersection in Bandung.
3. Evaluation of distribution

The team gathered again and relayed their stories of the distribution process. They described the reactions of friends and other potential readers of the newspaper. One child said that one of his friends tore the newspaper into pieces before reading it and accused him of being a show off, but other friends were happy to get the newspaper. In general, at other locations, the newspaper was positively received.

**Ninth Meeting: Evaluation of the workshop**

1. Evaluation of the workshop

The group evaluated the entire process from the first meeting until the eighth meeting. The street children commented that this project was enjoyable and they were disappointed that it was ending. The Ar-Rufi leader said that for Ar-Rufi, this programme wouldn’t stop here, but would continue.

2. Follow-up planning

The Ar-Rufi leader asked the children to give some feedback. For example, do they want to continue media development activities? They agreed on some future activities to follow up this project: They agreed that there should be some more workshops like this for other street children’s groups, that ‘BEJA’ should be published periodically (monthly) and that they would like to collect street children’s creations and make a wall-newspaper in the street children’s shelter.
III. LESSONS LEARNED

From this process several findings were:

- Street children’s reading and writing abilities must be maintained and improved.

- It is difficult to do formal learning activities with street children because it is not a natural process for them. For street children, learning activities should be ‘recreational’ (a variation from routine) or a forum for getting together.

- Street children cannot concentrate for a long period of time on carrying something out. Their attention is easily distracted. For example, in the middle of a discussion, several children were suddenly busy chasing ants or daydreaming. Furthermore, in the middle of a presentation in a park, a child stopped and waved at an acquaintance who was passing by.

- This does not mean we cannot introduce rules. We need a long-term strategy for educating street children to change their social attitudes and behaviors. It is hoped that with more time spent in learning group activities, street children’s attention span will increase.

- More formal training and learning activities can be developed for street children who have already spent a lot of time in groups. Based on this experience, street children who have spent more than three to five years in activities supported by a coach can more easily adapt to formal training carried out for developing media of the type described in this report. The training is considered formal training because there is an agenda, schedule and curriculum, even though the process itself may be non-formal and relaxed.

- Street children are a very pragmatic community group with a unique way of life. They are independent, and have a craving for money. If invited to an activity, they will only attend if you pay for transportation and food. Moreover, they will ask for some compensation because there is an opportunity cost when the learning activity interferes with their time for begging, singing for coins, or trading on the street.

- Street children’s learning activities cannot stand on their own, but must also be part of a process for accustoming the children to living collectively, based on values of tolerance, honesty, solidarity and politeness. These values should be developed through consensus and not from values imposed by outsiders (organizations). For example,

  - Honesty: Don’t steal things from a friend: recognize that if someone steals something from me, I will feel angry or hurt, and if I steal something from my friend s/he will feel the same
• Politeness: Don’t use foul languages because it makes society dislike and distrust street children.

• Solidarity: Don’t harass other smaller children: realize that I don’t like it when I’m harassed by bigger children, so I should not treat them that way.

• Tolerance and mutual help: Help each other: if there is a street children who is sick, take him to the organization or hospital that works with the organization.

At times, when involved in street children’s programmes, street children will usually start to adopt certain values without being aware that they are developing a common consensus. This will create a sense of mutual assistance, support, trust, etc.

The support process for these children must be intensive. A supporter/coach is needed for every two or three children (for those who are relatively new to the programme, that is, those who have only been involved for one or two years). To broaden this process, a strategy must be developed to transfer learning between children, from children who have been involved in the programme for a long time to those who are relatively new.
Example of the media (Newspaper) developed by street children
CERITA IWAN
DI PANGANDARAN

DI Bandung 1997.
Saya ditangkap GDN di Supratan.
Waktu itu saya lagi ngomel GDN itu mongjak saya ke mobil. Waktu itu saya tidak tahu kabar itu GDN.
Saya dijatuh ke Pangandaran ke mobil GDN gratis makan disanggeng. Kasih disana saya disuruh bekerja cuci-cuci juga bekerja urutan buat bikin rumah.
Karena penampungan tidak culap yang dikirim dari Bandung ke Pangandaran cerita banyak. Tidak blik blik banyak karena itu terburuk ada 100 orang. Xi pengemis dan jalan rokok dan penghinaan dan orang ga gembel.
Waktu itu saya tidak betah karena saya dipukuli karena saya tidak mau bekerja. Saya ada rencana untuk kabur dari situ dan tidak berani karena saya takut ada setan dan hantu samar. Berapa kejadian yang misteri sebelum kabur dari situ.
Akhirnya saya ditolong PM dari bandung. Waktu disuruh pusing keberadaan saya lagi salah karena cerita banyak dipukul GDN Pangandaran.
Waktu itu saya lagi menemani buah besar saya dan Dwi kemar lagi di Jakarta. Akhi, 19 bulan, gerogot dipukul nyerok
Pengalaman Ngelem


Lagu

Minum

EGEG
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E

Masalah Ngepel (Nipam)


B-Sus, edisi Upcoba - Maret 1999

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Masalah di Jalanan

Saya hidup dijahan tanpa ulang karna saya biasa kesak keretaw, Karena saya tiada hari aman, tiada hari hidup. Saya kulai panjang waktu maghrib, waktu maghrib saya wakam blooms tepat jam 10.00 malam. Tidur saya diembang tempat dan saya biasa ngeliat banyak cewek dan saya punya kecandu. Kalo lagi saya sering kemari di sekitar sir Muraul. Saya sering saya kezeng-tinggeng sudah akhinya saya lupa cari uang, Habis itu saya terus uang jam 02.00 siang. Saya ditangkap GDN dan akhinya, putus-re, saya ditangkap GDN saya terus menghibur uang dan akhinya saya biasa kejar netca robahan. Hanya syarinya saja yang diperlukan.

Pengemis

Pada suatu hari saya pernah dipakar pengemis sama eneng dan setelah itu saya tidak mau karena itu dilarang orang tui saya. Daripada pengemis karena itu ciri uangnya tidak halal lebih baik ciri uang yang halal karena mengemis itu pahit yang (tidak) baik bagi saya saya bilang sama saya. Dan waktu siang saya melihat pengemis itu membawa irak-anaknya yang mengemis itu untuk dijual kanan diwanter bersama biaya. itu karena kalau anaknya kelaparan gmana. Mungkin juga anaknya kelaparan. Dan setelah itu saya melihat pengemis itu merasa kashan padanya karena melihat pengemis itu merasa kasihan sekali.

Ahmad Nur Bakri, 10 tahun

Bo-Ju, edisi Ujoh - Maret 1999

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KARYAKU

Kepada Remaja Kebal di Indonesia

Wahai remaja yang kesulitan dalam hidup, saya ingin memberi inspirasi agar anda tidak jatuh hati terhadap kehidupan yang sulit. Saya tahu, hidup di masyarakat memang sulit, tetapi jangan pernah menyerah. Ada banyak hal yang bisa anda lakukan untuk hidup lebih baik.


