

PRESENTATION OF MOBILE SCHOOL PARTNERSHIP FORMS

What is the Mobile School?

Since 1996, the Mobile School, a Belgian non-profit organisation, has been developing and producing educational materials and teaching methods for street children and youth and offers them to other non-profit organisations working with this target group.

Mobile School target group?

- The Mobile School invests in street children and youth. According to the Mobile school definition, these include: all children and youth for whom the street is the main basic educational environment. Children and youth that spend most of their time on the streets.

Mobile School vision.

The Mobile School takes the position that every growth or improvement process of the street child begins in the streets.

The Mobile School states that the only sustainable way to step into the growth process starts with recognising the child and its environment as central actors in the process. Everything begins with the constructive empowerment process without condemning or judging the child and its environment. Essential in the Mobile School vision is that the street educator plays a merely guiding role and recognises the child as the one that takes decisions and makes choices. He uses a positive and respectful approach in order to make the child realise it has these choices and is capable of making them.

Only when the child makes the conscious decision or choice for change itself, will there be any chance that the change may be sustainable.

In our urge to problem-solve quickly, we easily resume fast rehabilitation strategies and forced reintegration work. Street educators and social workers often make fast decisions for the children without listening to the children's needs.

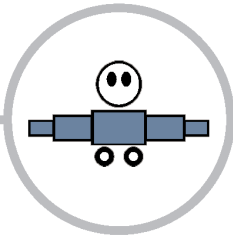
Too often street work turns out to be nothing more than a way to recruit street children for homes and institutions. In reality, however, street children that have been recruited in this way run away and again choose for the streets within days of being confronted with the structures of these institutions.

The Mobile School states that every organisation that works with street children should be present on the streets. The street work of these organisations must be a complete and well-founded programme with its own concrete objectives to achieve on the streets.

The self esteem of the child is at the centre of the Mobile School approach. The child first has to believe in itself to be able to make lasting choices.

Most children are psychologically scarred because of the experiences in their past (poverty, abuse, violence, drugs). Aside from attachment and learning disorders, the self esteem of the child is often severely damaged. All of this has led the children to build up an arsenal of psychological instinctive self defence strategies.





Nevertheless, the Mobile School streetwork focuses on influencing the pure self esteem of the child. With a non-judgmental and constructive approach, the children are offered a chance to reflect on their identity and situation in a positive environment. This way, the children can place themselves in their environment.

The core objective of streetwork for the Mobile School is the growth of self esteem. By realising growth in self esteem, we cause three dynamics to happen.

1. HUMANISING THE STREET LIFE.

One speaks of hundreds of millions of children that have to survive on the streets. To a lot of those children, the street is and will remain their sole and therefore best option. This may not be a reason not to invest in them. With an approach that is not merely focused on getting the children off the streets and into institutions, we can make sure these children benefit from our presence in their life on the streets, and are not excluded all over again.

Raising their self esteem humanises the life on the streets a little. Their social skills are enhanced, which makes it easier for the children to connect to society from their own street reality. Aggression, violence, etc. can decrease because of this. Survival becomes easier and the quality of their life on the streets increases.

2. PREVENTION WORK.

The shoeshiner and newspaper seller spend a lot of their time on the streets. The street therefore becomes an important educational environment for these children. This brings along a lot of risks. The self esteem of these children is stimulated by a non-judgmental and constructive interaction during street work. It keeps them cautious and makes them more aware of the risks and consequences of certain choices. This helps diminish the chances that they sink any deeper into the street culture.

3. PREPARATION FOR SUSTAINABLE REINTEGRATION.

The reintegration process of a street child may not be underestimated. It takes a lot of courage and will power to leave behind your familiar surroundings and choose for an environment you distrust.

Due to the exclusion on the streets, the approach of "taking matters into your own hands" became essential to survive. The reintegration process now asks them to put a substantial part of their fate in the hands of often unknown social workers and educators.

The difficult and hard road to reintegration begins with a conscious, well-considered choice to enter into this battle. A strong self esteem, intrinsic motivation and determination are required to do this.

Reintegration starts with well-founded streetwork, independent of the reintegration objective, but with the focus on self esteem.

What does the Mobile School offer?

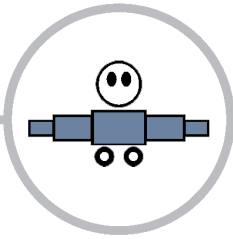
1. MOBILE SCHOOL.

The Mobile School is a big extendable blackboard on wheels that one can pull through the streets. By opening it up via its telescopic system, a meeting place is created on the pavement. The Mobile School is the carrier for the teaching methods and games.

(link Youtube and picture)

2. GAME EDUCATION PANELS WITH METHODOLOGY MANUAL





The mobile school contains 250 educational game panels that can be attached to the blackboards. All materials are developed from a methodology focused on the growth of self esteem of the street child.

The material is divided in several themes, for example:

- Literacy and numeracy
- Health education
- Learning by playing
- Social and communication skills
- Children's rights
- Drug prevention
- AIDS prevention

3. TRAINING AND EDUCATION FOR STREET EDUCATORS

At the onset of the collaboration, the Mobile School sends a team of trainers on location to orientate the street educators into the Mobile School vision. They organise several training workshops for the street educators during three or four weeks. Important educational themes in the psycho-educational training module are, for example:

- Growth of self esteem
- Counselling skills
- Didactic competences
- Creative competences
- Creative therapy
- Technical competences
- Evaluation strategy
- Teamwork

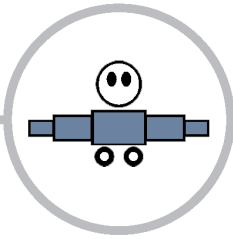
The Mobile School works from an overall approach. The several parts are intertwined with each other and have to be used coherently and as a whole.

When the mobile school invests in a partnership, this only happens with the entire coherent package. The parts cannot be obtained separately.

Cooperation criteria?

- **SUSTAINABLE ORGANISATIONAL STRUCTURE:**
A cooperation is only possible with a legally recognised organisation with a sustainable financial structure.
- **TARGET GROUP:**
One of the main objectives of the organisation has to be the improvement of the life of street children and youth.
- **STREETWORK:**
The organisation has an active streetwork programme or intends to start one.
- **ACHIEVEMENTS:**
The organisation is prepared, from the start of the collaboration, to realise at least 15 hours of streetwork per week with the Mobile School, on the streets.
- **PERSONNEL AND LOGISTICS:**
The organisation can prove that it has a fixed team of at least two fulltime paid street educators, and support staff to join the street educators on the streets.
The organisation puts a large room at the disposal of the Mobile School for storage of the materials, preparation and evaluation of the work. In cities where the groups of street children





cannot be reached by foot, the organisation has a vehicle to bring the Mobile School to their environment on the streets.

- **EVALUATIONS:**
The organisation can hand over evaluations of all its activities. It commits itself to evaluate the streetwork clearly and conscientiously from the moment the collaboration with the Mobile School starts.

Partnership form?

The Mobile School has the right to choose its partners independently and according to its own criteria.

In case of partnership, the Mobile School invests in:

- The production of a Mobile School.
- The development and production of a package of educational materials.
- The transportation of the materials from Belgium to the nearest international airport.
- Transportation, board and lodging of the Mobile School trainers during their stay on location.

The Mobile School investments are ALWAYS limited to these investments.

The partner is at all times responsible for the financing of the day-to-day functioning and follow-up (logistics, labour costs, ...) of the street work programme with the Mobile School.

In case of cooperation, the Mobile school and the game education materials are offered as a gratuitous loan. The materials remain property of Mobile School vzw in all circumstances, but are put at the disposal of the partner as a free loan.

The loan contract describes a number of basic conditions the partner organisation has to meet in order to keep the materials. In attachment, you will find a copy of the loan contract. Which can be amended by the coordinator of the implementation mission to fit the specific circumstances of the local situation

Application procedure.

In attachment, you will find an application form. To start the procedure, you have to send a thoroughly filled in application form with all requested attachments to info@mobileschool.org.

The Mobile School will start a selection procedure based on this file. You will be contacted by the Mobile School office to clarify any eventual further steps necessary for the procedure.

The Mobile School selection committee will take a decision based on the selection procedure.

If this turns out positive, a commitment statement (as in attachment) is sent. This has to be signed and stamped by the legal representative of the organisation. The signed and stamped document is sent by mail to:

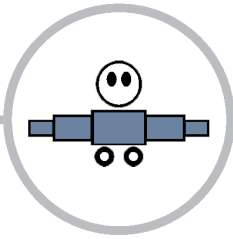
Mobile School vzw
Parkstraat 180
3000 Leuven
Belgium

The Mobile School will take no further steps until this document has arrived.

The implementation procedure starts as soon as these formalities have been fulfilled.

Implementation procedure.





The Mobile School begins with the adaptation and production of the materials.
The implementation period is established in consultation with both partners.
The entire implementation period is planned in detail.

The partner organisation investigates the most (financially) beneficial way to declare the materials at customs and reports about this to the Mobile School office.

The Mobile School sends the materials to the nearest international airport that can receive the cargo.

The partner organisation is responsible for transportation from the airport to the organisation.

The partner organisation guarantees that all street educators and coordinators involved are available for the full length of the training period. The partner organisation also takes care of the logistical organisation of the trainings (rooms and materials, ...).

The Mobile school trainers arrive and start the training.

The loan contract is signed in the course of the implementation period.

The Mobile School and educational materials remain on location with the partner organisation for the duration of the loan agreement. From then on, they are responsible for the good use of the materials.

The Mobile School follows up the Mobile School programmes' operation according to the criteria agreed upon in the loan contract.



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