THE ROLE OF NON-GOVERNMENTAL ORGANIZATIONS IN ADDRESSING EDUCATION NEEDS OF STREET CHILDREN: A CASE STUDY OF SINGIDA MUNICIPALITY

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SOCIAL WORK DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK THE OPEN UNIVERSITY OF TANZANIA

2023

CERTIFICATION

The undersigned certifies that has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation entitled, "***The Role of Non-Governmental Organizations (NGOs) in Addressing Education Needs of Street Children: A Case Study of Singida Municipality***". In partial fulfilment of the requirements for the degree of Master of Social Work (MSW) of the Open University of Tanzania.

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(Supervisor)

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Date

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DECLARATION

I, **Dora Abdallah Simon,** declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfilment of the requirement for the Degree of Master of Social Work (MSW) of The Open University of Tanzania.

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Signature

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Date

DEDICATION

To the almighty God, my parents, husband, siblings and children, you are the driving force behind my many successes, this one inclusive.

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First and foremost, special thanks are due to the Almighty God who specifically gave me strength, health, patience and knowledge to successfully accomplish this work. Secondly, I would like to express my profound gratitude and special thanks to my supervisor Dr. Johnas Buhori who guided me throughout the research period. Also, I appreciate his support and understanding during writing this dissertation and was able to help me willingly until its completion. His patience and courage are unprecedented and are very peculiar. The comments and criticism from my supervisor were helpful to the successful completion of this study.

Thirdly, I thank my family especially my husband for his support financially and also morally which altogether made this work possible. He has been a very close advisor who gave me enough courage in doing this challenging work, as well as my children for tolerating my absence, when the pressure to accomplish this work meant sacrificing our quality time together.

Lastly, I am thankful to all respondents' particularly Street Children, social welfare officers and NGOs workers, who were able to respond my questions. They facilitated much on the data collection process.

ABSTRACT

This study aimed to find out the role of Non-Governmental Organizations (NGOs) in addressing education needs to street children in Singida Municipality. Conceptual framework employed in this study showed independent variables and dependent variables. Sampling procedures used are stratified random sampling and purposive sampling. Both quantitative and qualitative approaches were employed and data was collected through questionnaires and in-depth interviews and through observation. A sample size of 98 respondents informed this study. Quantitative data obtained was descriptively analyzed and presented as frequencies and percentages on tables and figures while content analysis was employed for qualitative data. It was revealed that majority of street children were provided with education needs like uniforms compared to few left. The challenges NGOs faced when addressing education needs are lack of funds, absence of strategic planning, poor governance and networking, poor or disorganized networking and limited capital. It was further revealed most of street children served by NGOs went back to school and still supervised by NGOs in collaboration with government. It was recommended that the government should increase attention towards street children by granting soft loans to poor rural families so that they may be able to establish small businesses that will enable them sustain life including education right to all children and review ineffective laws and policies to suite the current situation. NGOs should play their role accordingly by raising their voice on children's rights including education right in the community and fighting to implement strategies to turn back all street children to school and vocational training centres.

Keywords: *Non-Governmental Organizations, street children, Singida Municipality*

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LIST OF ABBREVIATIONS

CBOs   Community Based Organizations

CCIs   Charitable Children Institutions

CMF   Conceptual Methodological Framework

MEMKWA   Mpango wa Elimu ya Msingi kwa Waliyoikosa

NGOs   Non-Government Organizations

OOSC   Out- of- School Children

SAPS   Structure Adjustment Program

UDHR   Universal Declaration of Human Rights

UNHCR   United Nations High Commissioner for Refugees

UNICEF   United Nations Children's Fund

CHAPTER ONE

GENERAL INTRODUCATION

1.1   Introduction

This chapter is an introductory one. It provides information regarding the background of the problem. It also presents the statement of the problem, objectives of the study, research questions and the significance of the study.

1.2   Background of the Study

Tracing the origin and history of street children, Ismail (2020) noted that it is connected with industrial revolution era in most of the European countries. It is one of the social demerits which need immediate action for future prosperity of any nation (Schwab & Davis, 2018). Further, it is worth noting that the problem of street children is a worldwide phenomenon which is experienced with all countries regardless of the level of socio-economic and technological development. In agreement of this ascension (Stodulka, 2015) noted that children are still visible in streets of urban industrial areas of many European countries. Many of these children are involving themselves in drug use and gangs (Howell & Griffiths, 2018).

In addition, street children phenomenon is a global challenge. Laura Del Col, cited in (McKenzie,2019), states that there were over 30,000 children, who were staying and working in the streets of London, as way back as 1848.   The street children phenomenon is characteristic of both developed and developing countries. On the same understanding, Hassen and Manus, (2018) posit that although street children

issues are a worldwide phenomenon, they tend to be highly pronounced in developing nations, due to lack of adequate social infrastructure and socio-economic programs. The developmental needs of children are therefore difficult to meet in developing countries. This is further noted that the global street child population range between 100- 150 million and the numbers are increasing both full time and part time street children. The numbers fluctuate, according to changes in the social-economic and cultural-political contexts and patterns of urbanization (Ndlove & Tigere, 2022).

Moreover, it is mentioned that the lifestyle of these children is dynamic for the simple reason that they constantly change locations or move from one area to another. However, they commonly live in public spaces like markets, parks, buses, or train stations to name a few. Most of these spots have no access to the basics: food, water, and clothing. Consequently, it is difficult to ascertain the exact population. There are many factors that contribute to the increase of street children offers this likely explanation for the inability to adequately quantify street children. They explain that these children tend to move from one location to another. They practise this behaviour for the simple reason they do not want to be caught. Sofiya and Galata (2019) further add that because the life of street children is often secluded, it is almost impossible to ascertain an accurate number for those who dwell on the streets. Jacob and Teresa (2018) offer a similar perspective and add that this is probably because very little is known about them. Also, support this position and further claim that the phenomenon of street children is very common in many cities of Nepal. He states that this issue is further exacerbated since the population often fluctuates.

However, indicates that about 100,000 and 125,000 children reside on the streets and railway stations of some cities of India.

While it is not easy to quantify them, hold the firm view that this is a global phenomenon and perhaps millions of children inhabit the streets. Adding on, Mokoena (2021) also believes that this is a growing social problem. They further claim most of the street children in developing countries total about 650 million. The aforementioned demonstrates that it is neither easy to establish a proper definition of street children nor quantify them. It also highlights that street children form the most vulnerable groups in any society. They regularly encounter tremendous hardships and difficulties on the streets. They are marginalized, deprived, and ostracized. They are often treated with scant courtesy and are shunned and ignored by a majority of members of the wider society (Julien, 2022).

Furthermore, this article aims to investigate the role and effectiveness of Non-Governmental Organizations (NGOs) in the daily lives of the Afghan and Pathan children and youth working on the streets. In this ethnographic research, 30 girls and boys, aged 12 to 16, were involved in the data generation. Three NGOs were selected in Rawalpindi and Islamabad. In this research, children and youth discussed that one of the NGOs is meeting the needs of education and other two NGOs are putting their efforts but to a limited extent. This investigation also revealed that none of the studied NGOs have focused on the work-based learning and skills development, however contributing to a very limited scope. The studied group has valued the NGOs' consideration of respect and dignity aspects in their

operations. It is concluded that NGOs need to plan comprehensively to play an effective role to improve the daily lives of their target groups such as children and youth working on the streets (McKenzie, 2019). NGOS for Children work with passion so that every child gets what she truly deserves, a solid start in life, quality education and protection from harm. NGO Children's campaigns have reduced infant mortality, chronic malnutrition and child trafficking, and increased access to primary and secondary education (Prakash et al.,2022).

While the universal right to education has a solid basis in international law and is a key component of the United Nation's 2030 Agenda, centred on leaving no one behind. The goal to get all children, adolescents and youth into education by 2030 has seen rising global enrolment rates reach 82% in 2017, the figure being as high as 91% for primary school aged children. Despite this commendable progress, street children are at risk of being left behind. The numerous societal, practical and health barriers street children face means they are among the millions of the world's hardest-to-reach children who are unable to attend mainstream schools and face high drop-out rates from formal education programme (Clack, 2019).

When data on enrolment rates are gathered, street children not enrolled in school are often not included – as most of the data is gathered through household surveys. This means they are neither part of the 91% of children in primary school, nor part of the 9% of children not in primary school – they remain invisible altogether. Allowing street children to be left behind from efforts improving access to education will only perpetuate their cycle of poverty and the countless human rights violations they face

on the streets every day Providing them with access to education can not only provide safe spaces and security whilst they are on the streets, but also opportunities to move away from the streets and go on to lead happy and healthy adult lives. It is time to act to ensure street children no longer remain invisible, and are able to benefit from the efforts towards inclusive and quality education for all. Ensuring they are included in data collection on access to education and progress towards SDG 4 is key in achieving this, as is sharing existing evidence and information on street children's barriers to education, and best practices in overcoming these barriers. This post highlights some of the key barriers and best practices as collected from the global CSC Network, (Clack, 2019).

In Latin America, street children face a unique set of problems. Following six decades of rapid and largely unplanned urban development, 80% of the population now live in towns or cities – 111 million of them are informal and they lived in unregulated settlements referred to as slums. Inequality and violence are just some of the problems that this kind of rapid urbanisation brings. Central and Latin American cities rank among the most dangerous in the world. Extremely high incidences of crime, endemic drug trafficking and the rise of gang culture mean that for children living and working in streets, every day is a game of life and death (Barrett, 2022).

In most of the developing countries, street children have some socio-economic roots as urban phenomena, for example in India about 80% of street children are boys with age between 8-10 years (Nasir & Khalid, 2015). These children sometimes migrate with their parents but the environment of survival force them to engage in income

generating activities on streets. The parents or guardian sometimes are too old to control the family, hence failing to provide the necessary needs to their children, something that pushes the children to streets, hence increasing the number of children who live on streets (Bartlett et al., 2016).

While in Ethiopia's recent report by the Ministry of Labour and Social Affairs, the number of homeless people in Addis Ababa was around 24,000 in 2018; approximately 10,500 street children and 13,500 homeless adults. Similar evidence showed that in Ethiopia, over four million children are anticipated to live under particularly difficult circumstances they are at high risk of sexual and physical exploitation. Evidence showed that 15.6% of the street children are practicing risky sexual activity, and 61.6% of the street children face health problems but most of them lack education. Nonetheless, despite the growing burden of health problems among Ethiopia's street children, there is no policy emphasis on the country's health system (Abate et al, 2022).

In addition to that, social exclusion of street children is a worldwide phenomenon as children working, living, and surviving on the street are marginalized members of society. Globally, UNICEF estimated 100 million children growing up on the urban streets. However, the magnitude of the problem varies around the world It is more serious in developing nations where a lack of adequate social infrastructure and socio-economic programs threatens the developmental needs of these unfortunate children (Hassen & Mañus, 2018). A complex web of factors gravely heightens the risk of streetism on children. Poverty, HIV/AIDS, broken homes, single-parent

families, and crisis from natural disasters to ethno religious war appears to be a major factor causing the phenomena (Fantahum, 2022).

Extreme poverty and rapid urbanisation have led large populations of children to migrate to the streets of Tanzania's cities. In Dar es Salam alone, it is estimated that between 3,000-5,000 children live on the streets. Many families send their children to work to support the family rather than sending them to school. Only 19% of births in Tanzania are registered, meaning that the majority of street-connected children lack access to social security and public services such as education, making it even harder to support this hidden population. See below for more information on our project in Tanzania (McKenzie, 2019). In Singida region 14% of children are living on the street and begging, overall, the finding from sampled street beggars (60.8) had no formal education due to lack of assistance from families, economic difficult, cycle poverty, peer pressure, lack of financial support and time to attend school (Shahid, 2021).

The Government of Tanzania developed various efforts as response to reduce street children in the community. The Law of the Child Act of 2009 defines a child as a person below the age of eighteen years. For the purpose of this study, street children are those children who spend most time on the street because of lack of permanent abound. There are those who live in their homes but spend most time in the street at day time while others as aforesaid reside in the street and spend most of their time there. Such children include those who have no parents, have been expelled from home, or those who are with acute poverty at home and thus have decided to desert

their homes for survival. Despite the fact that street children are of the age which needs care of parents and the community at large, they have always found themselves in a worse situation with no help. There is no doubt that what a child can best enjoy as inheritance from his parents is education. Even the Holy Bible does recognize the importance of education and that is why the same is biblically regarded as life. The Holy Bible says ''take fast hold instruction (education); let her not go: keep her; for she is thy life'' (Sendodo, 2019).

In the same heart, there has been a lot of effort being done in international, regional and municipal legal instruments to make sure that education is enjoyed by all children and they are given special attention under the auspices of their best interests. For instance, the UDHR under its Article 26, the CRC under its Article 28, the African Charter on the Rights and Welfare of the Child of 1990, the Constitution under Article11, The Education Act, The Law of the Child Act and many others do provide for the right of education. For example, January 2016 the Government of Tanzania under President John Magufuli introduced free primary and secondary education in education policy of 2015 with the aim of ensuring that all children go to school, regardless of their family background. However, despite of all these attempts the issue of street children being denied their right of education is still a problem. Being in a special group living under difficult life, street children need education so that they can liberate themselves from their current social setting. Further, this is a problem which needs special attention and immediate measures to make sure that the same does not exist; but the problem has been and still is increasingly being realized in many places even in Singida Municipality.

1.3 Statement of the Problem

Street Children are like other children who live in homes with their families. They deserve all the necessary rights to make them grow well so as to be a useful resource for the nation (Ismail, 2020). Singida region have total number of 577 street children where by Iramba District 12, Mkalama District 17, Ikungi District 40, Itigi Council 30 and Manyoni are 92 as well as Singida Municipality has 368, these children live in extreme poverty and they lack all necessities (Singida region, 2022). Despite the existence of free primary and secondary education introduced in 2016 as shown in Education Policy, 2015 provided children living on the street access to public primary and secondary school (McKenzie, 2019). It was expected to see the number of children living on streets decreasing as many would be in schools. However, lack of uniforms and inability to cope with daily activities makes these children to drop out of schools, hence street children increase in number (Ismail, 2020).

Due to high number of street children in Singida Municipality led some NGOs like Amani Centre for Street Children and SAFINA for street children in Singida Municipality to come with ideas of serving lives of street children through given them education needs like uniforms and other education needs for technical skills or formal education, even though due to challenges facing NGOs like insufficient funds, the problem of street children still exist (Singida Municipality, 2022) those data forced a researcher to choose the area as a case study. From this point of view, it is important that this problem of street children to be considered as a national problem which needs serious attention, measures and steps from different stake holders in

order to combat its increase for the safety and prosperity of our Nation as education is development.

1.4   Research Objectives

Research objective is guided into two objectives; the general and specific objectives.

1.4.1 General Objective

The general objective of the research was to find out the role of NGOs in addressing education needs of street children.

1.4.2 Specific Research Objectives

i)   To examine education services provided by NGOs to street children.

ii)   To determine the challenges facing NGOs when providing education needs to street children.

iii) To describe extent to which education support from NGOs enable street children going back to school.

1.5   Research Questions

i)   What are the education services provided by NGOs to street children?

ii)   What are the challenges facing NGOs in providing education needs to street children?

iii) To which extent education support from NGOs enable street children going back to school?

1.6   Significance of the Study

The study will be significant to the planners, Ministry of Health, Ministry of Community Development, Gender, Children and Special Groups, the government, to policy makers, researchers and practitioners, the role of NGOs in addressing education needs to street children will provide knowledge to planners, hence will be in the position to establish a plan for reducing street children through turning them back to school and providing to them all education needs. Ministry of Health, Ministry of Community Development, Gender, Children and special Group will utilize these study findings to take responsibilities to support street children in terms of education and all other children rights like protection. Government, through these study findings will improve the provision of services to street children and act to combat the problem. In addition to that the government and other organizations will benefit from the study findings in updating their data regarding street children basing on education.

1.7   Scope of the Study

This study was conducted in Singida Municipality; street children served by NGOs considered. Moreover, some residents of Singida Municipality were the focus of this study and were related on major study themes.

1.8   Delimitation

Some efforts were applied to convince the respondents by assuring them that all data was for academic use only, and not otherwise.

About finance it was very fortunate that the researcher has a very understanding husband who bore with her in this hard time and thus he decided to carry some the family responsibilities as means to help the researcher so that she used the little money he had for the research. The time was divided for all matters, for family, work and also time for conducting this research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter presents conceptualization of the concepts, theoretical literature review, theoretical framework, empirical literature review, conceptual framework, and the research gap.

2.2 Conceptualization of the Concepts

2.2.1 Street Children

Street children are poor or homeless children who live on the streets of a city, town, or village. Homeless youth are often called street kids or street child; the definition of street children is contested, but many practitioners and policymakers use UNICEF's concept of boys and girls, aged under 18 years, for whom "the street" (including unoccupied dwellings and wasteland) has become home and/or their source of livelihood, and who are inadequately protected or supervised. Street girls are sometimes called gamines, a term that is also used for Colombian street children of either sex (UNICEF, 2022). Therefore, in the context of this study Street Children refers to those children living on the street full time or party time due to different circumstances from their families.

2.2.2 Non-Governmental Organizations

A non-governmental organization (NGO) is a non-profit group that functions independently of any government. NGOs, sometimes called civil societies, are

organized on community, national and international levels to serve a social or political goal such as humanitarian causes or the environment (Jean, 2021). A non-government organization (NGO) is an organization that generally is formed independent from government. They are typically non-profits, and many of them are active in humanitarianism or the social sciences; they can also include clubs and associations that provide services to their members and others. Surveys indicate that NGOs have a high degree of public trust, which can make them a useful proxy for the concerns of society and stakeholders (Jean, 2021). In the context of this study Non-Governmental Organization (NGO) is any volunteer organisation serving social or political goal, which means they do not focus on profit.

2.3   Theoretical Framework

2.3.1 Attachment Theory

The attachment theory (AT) was developed by the collaboration work of John Bowlby and Mary Ainsworth. It specifically states that a child must form an emotional and physical attachment to another person so that to create a sense of stability and security to take risks. This creates growth and development of personality (Stubbs, 2018). The theory has been originally coined by Bowlby in the reality of childhood development, in which the childhood development is really depending on the existence of a string relationship with adult or primary care giver such as parents. This is the source for emotional development of a child which is originally provided by parents as primary care giver (Merchant, 2018). The child must grow under the supervision of parents or guardian. The children supervised by

parents feel a sense of love, happiness, care and a sense of dignity. This is basically important to insist provision of care than to leave children alone (Rameshni, 2017).

The attachment figure is primarily the responsible adult who does not have to be the child's parent. The care giver must be a responsible adult who is sensitive and responsive to social interactions with children. The role of the parents grows over time to meet the particular needs of the attached child. The role is directly connected to the attachment in the continuity basis and provides constant support during the formative years. The role continues as the child develops, even when he needs interactions with external world (Ismail, 2020). The child under the close supervision of adult increases the sense of being responsible adult in the near future. However, this is quite different to street children because they are not in the position of enjoying the attached life, because they early lacked important attributes and rights for proper guidance or attachment during their time of growing (Cassidy & Shaver 2018).

Parents and guardians tend to play important role in the child development. The children need to be developed morally, physically and psychologically. The development is well supported by the existence of adults who could provide material support to the growth of children. The growth must be well controlled as children tend to learn in the basis of development. The relative denial of close supervision or support from either parents or guardians tends to create street children (Stubbs, 2018). The street children are forced to engage in the economic activities so as to earn money to sustain life, such as through begging and carrying passengers'

luggage. The children become away from schools. This increases the denial of constitutional rights indicated in the constitution of Tanzania Article 11.2 (Everyone has right to education and will be free to fetch education in any case due to his/her maximum ability). This right is very difficult to be attained when the child is not under the supervision of adults (Asante at el., 2014).

2.3.2 The Relevance of Attachment Theory to This Study

The theory is relevant to this study because it recognizes the existence of care giver for child growth and development. It mentioned parents or guardians are responsible to supply material needs for children to ensure adequate development. Therefore, NGOs act as parent or guardians of the street children by providing them education needs such as school uniforms, learning and writing materials and counselling**.**

This theory is relevant to this study as NGOs take responsibilities of parents/guardian. However, due to some challenges experienced by NGOs when they support education needs to street children such as insufficient funds, lack of transparency and others, lead some children back to the streets as children need timely attachment and supervision. When NGOs face some challenges, morality of working workers drop down hence loose attachment to children. That is why the problem does not get eliminated besides the services provided by NGOs every day in our society, including education needs like school contributions, uniforms and education materials like exercise books, school bags and pens.

Lastly**,** the theory is relevant to this study because it recognizes the existence of care giver for child growth and development. It mentioned parents or guardians are

responsible to ensure children are enrolled to school and get all school necessities. Therefore, NGOs act as parent or guardians of the street children by making sure street children are back to school or training centres. NGOs should monitor and supervise the continuous assessment as well as attendance of children who are back to school.

2.3.2.1 Strength and weakness of Theory

The strength of the '*Attachment theory'* is that the theory provides empirical support as NGOs act as parents in providing to street children education needs in mental development, while the theory has weakness too as it generalizes development and growth of children. Attachment theory focuses on human bonds, especially integral relationships between children and their caregivers (Hazan & Shaver,2022).

2.4 Empirical Literature Review

Empirical literature resources may provide answers to many of these types of social work questions. In addition, resources containing data regarding *social indicators* may also prove helpful. Social indicators are the "facts and figures" statistics that describe the social, economic, and psychological factors that have an impact on the well-being of a community or other population group (Audrey, 2019).

2.4.1 The Education Services Provided by NGOs To Street Children

Street children and homeless children are living in cities, towns and villages all over the globe, regardless of the economic climate of the country. The United Nations estimates there are up to 150 million street children in the world. No one knows the

exact number because they are often unknown to social care and government organisations. Street children can have complex circumstances and are very vulnerable to exploitation and violence. It is hard to reach them with vital services such as education and healthcare. They miss out on their right to education because they are trying to support themselves or their families, so fewer formal approaches might be needed to try to get them into learning. The right to a quality education is just one of the rights that street children are denied. Yet education is the most effective way to enable street children to reintegrate into society (Better, 2021).

It is estimated that 187,129 children live in residential institutions in Latin America and the Caribbean (Lumos, 2020). This has implications for government legislation and policy making, budgeting reorganisation, justice and child care operator's capacity building and more widely changing social norms. Beyond Institutional Care has been developed to support, among other tools, national governments across Latin America and the Caribbean to accelerate child protection and care system reforms in their countries by putting deinstitutionalisation at the heart of the process. It intends to help governments to build on the reforms that they have already begun and bridge the gap between the intention and reality of Welcome to Beyond Institutional Care reforming national systems in order to strengthen families and ensure that children who lack parental care receive the alternative care that best suits their best interest. Aligned with the principles of the UNCRC and the recommendations of the UN Guidelines, this Roadmap puts a framework for action, real-world examples, tools, resources, and technical advice directly into the hands of government decision makers and policy-makers, giving them the know-how to plan and bring about real

change in their own countries. Beyond Institutional Care was developed to distil practical advice from specialists in the field who have led complex deinstitutionalisation programmes on the ground at sub-national, national and regional levels. It explores regionally and globally relevant experiences and brings learning from both successes and failures, providing opportunity for government authorities to reflect and contextualise the information into the realities of your own national theatre of operation.

Street Child founded in the U.K. in 2008 has helped over 200,000 street-associated children and families by providing educational opportunities and poverty relief. The organization believes that universal basic education is crucial in the elimination of global poverty and recognizes the many obstacles to education facing street children. Street Child creates low-cost, sustainable solutions informed by research in 10 countries across Asia, Africa and the Middle East. Millions of children around the globe have to live and work on the street to survive. This dangerous environment makes them vulnerable to violence, exploitation, hunger and disease. Helping street children should be a global priority. Luckily, organizations providing outreach, advocacy, education and protection for street children have made great strides in the global fight against poverty (Nicollet, 2019).

 In Australia Street Working Children: children who spend most of their time on the streets, fending for themselves, but returning home on a regular basis. 5 and 17 years of age}   Works as street singer, shops porter, garbage} pickers, food vendors, parking instructors, bus drivers or driver's assistants and other dangerous works,

government in collaboration with NGOs establishment of community education centres throughout Indonesia, Family economic empowerment, children empowerment through arts and sport. Establish community education centres supported by ILO, Ministry of National Education, Ministry of Social establish free schools ranging from Basic to Senior High School. Develop teaching methods, build capacity and increase professionalism for educators, deploying volunteers in post disaster: school tents, support school supplies and equipments. Outreach activities have reached 1072 street children in East and North Jakarta area. 1072 street children, 660 of them have received services on formal and non-formal education referral and vocational training, 161 children have life skill and entrepreneurship training and 11 children involved in Business Learning Group activities (Pelitalimu, 2020).

In the context of South Africa, I Care is a small non-profit organization based in Durban, South Africa that provides support, rehabilitation and education for street children. The main goals at I Care are to help children learn crucial life skills like honesty, good work ethic and a collaborative attitude. These skills will help them get off the streets and live successful lives. The organization has been helping street children since 2002, directing donations to rehabilitation and skills programs. Rather than giving directly to children, it is urged the public to direct funds to its programs, which include safe-houses, free meals and skills training for kids living on the streets (Nicollet, 2019).

Many different non-governmental organizations (NGOs) support education in Africa; some NGOs such as Save the Children and OXFAM are large multinationals which cover the continent, employ hundreds of people and have annual budgets of tens of millions of British Pound Sterling (£) (Save the Children UK, 2013; OXFAM,2013**).** Others consist of a small number of volunteers helping to raising a few hundred pounds for a school in a particular village. NGOs also work under different titles such as association, charity, council, foundation, society or trust; generally, however they share the common feature of being non-profit organizations. For most of the larger organization's education is only one part of their work along with other areas such as health, water and sanitation and child protection. Smaller NGOs are more likely to specialize in one area such as education, but even then, they can be set up for different purposes and to meet different needs within education. Some, for example, may focus on pre-school or nursery education, some may provide small grants for university students and others may support the development of local languages (Brophy, 2020).

Street children in Kisumu County have immensely increased in numbers in their quest for 'greener pastures' putting their lives at risk due to a spike of Covid-19 cases in the region. To curb this situation, the Children Services Department partnering with charitable institutions have come up with the idea of helping these kids out of the streets and finding them a better place to live in. Speaking to Kenya News Agency, the County Children's Officer, Joash Okumu said that they have come up with several strategies to make sure that kids no longer call the streets 'home'."We have identified various measures that will help save the situation of these kids which

include but not limited to fostering children, guardianship, kinship, independent child support system, house headed child support system among many others," Okumu said. These Charitable Children Institutions (CCIs) will enrol the kids into various children's homes where they will be taken care of, provided with basic needs and even seen through education. Furthermore, they will have the privilege to meet with the social workers and counsellors who will guide them appropriately through their stay (Ouma, 2018).

In Tanzania street children is the devastating social phenomenon almost beyond the community capacity and ability to handle its increasing (Ismail, 2020). As the number of street children grows, the number of unskilled people also increases, something that create jobless people and increasing crime to the society. Children living on streets are a loss to the community because these children cannot contribute their potentiality to the entire community (Ismail, 2020). As well, Singida Amani provides temporary shelter to up to 24 children, but primarily focuses on reunification. Most of the street children in Singida come from neighbouring villages and part of them have probably not spent a lot of time on the streets. If they can find a safe home for the child he/she will be brought back home and enrolled in school. If after six months they cannot find a permanent solution for the children they will be referred to Amani in Moshi, where they can receive long-term care and attend in-house school (James, 2018).

Despite the introduction of free education program, the children who are in school age are out of school creating low access to education development. Although

primary education is free there is a requirement for uniforms, meals, books and different obligatory contributions. Children affected by poverty record high absenteeism from school. They have trouble in concentrating in their studies, suffering and worry because of peers' existence. Teachers who do not know about the pupil's home circumstances punish them for lack of interest and sleeping in classes and for not completing homework (Ismail, 2020).

2.4.2 Challenges Facing NGOs When Providing Education Needs to Street Children

According to Smith (2021), the goal of NGOs can vary widely depending upon the specific focus, objective and mission of the organization. From improving human rights in a geographic area to providing education about environmental issues to supporting the arts, the goal or objective of an NGO can cover just about any topic related to improving a region, country or the state of the world in some way. What all NGOs share is the desire to further their vision and mission, whatever it might be, individuals and groups who form NGOs tend to have a passion for their beliefs. They are usually coming from a place of altruism and care for the human race and for the future of our world. To that end, the goal of NGOs is to improve the human experience by lending their efforts to a specific and specialized cause. From broad context to local area NGOs have the same challenges as follows: -

Absence of Strategic Planning, many NGOs suffer from the lack of a cohesive, strategic plan that would facilitate success in their activities and mission. This

renders them unable to effectively raise and capitalize on financial support (Smith, 2021).

Poor Governance and Networking, a lack of effective governance is all too common in NGOs. Many have a deficit of understanding as to why they must have a Board and how to set one up. A founder may be too focused on running the NGO for their own purposes; however, governance is foundational to transparency. The more NGOs communicate with one another, with International Non-Governmental Organizations (INGOs) and with the community at large, the more effective all of them can be. However, many NGOs perceive INGOs as hindering or even threatening to their goals and missions. Many NGOs do not maximize the use of current technologies that could facilitate better communication and networking. More effective use of technology can assist NGOs in staying abreast of important regional, national and global concerns (Smith, 2021).

Shortage of cash, many NGOs finds it difficult to garner sufficient and continuous funding for their work. Gaining access to appropriate donors is a major component of this challenge. They may have limited resource mobilization skills locally, so instead they wait for international donors to approach them. Current donors may shift priorities and withdraw funding. The NGO might suffer from a general lack of project, organizational and financial sustainability (Prasad, 2021).

Poor or disorganized networking is another major challenge, as it can cause duplicated efforts, time inefficiencies, conflicting strategies and an inability to learn from experience. The more NGOs communicate with one another, with International

Non-Governmental Organizations (INGOs) and with the community at large, the more effective all of them can be. Poor or disorganized networking is another major challenge, as it can cause duplicated efforts, time inefficiencies, conflicting strategies and an inability to learn from experience. The more NGOs communicate with one another, with International Non-Governmental Organizations (INGOs) and with the community at large, the more effective all of them can be. However, many NGOs perceive INGOs as hindering or even threatening to their goals and missions. Many NGOs do not maximize the use of current technologies that could facilitate better communication and networking. More effective use of technology can assist NGOs in staying abreast of important regional, national and global concerns. Moreover, NGOs often lack the technical and organizational capacity to implement and fulfil their mission, and few are willing or able to invest in training for capacity building. Weak capacity affects fundraising ability, governance, leadership and technical areas (Smith, 2021).

Poor working environment: Thirty-three NGO staff (55%) mentioned of few and inadequate working and teaching/learning tools hence make their work difficult. Furthermore, about 18 interviewed children complained of few learning tools which are of poor quality. It was also found out that most of the children slept on the old mattresses and dilapidated bed sheets. The bed sheets and covers that are given to a new entrant child will be used until a new set is obtained from some humanitarians/donors. Similarly, clothes are provided to children once per year and do not have to be necessarily of the right size! Every child is given a pair of trousers and a shirt with a pair of shoes of low quality. A similar process is followed for the

school uniforms. This situation makes rehabilitee children to look different when compared to other children who live in families though of course they are better off than those living in the streets. The ratings of problems that undermine the effectiveness of NGOs in rehabilitation of street children are provided (Niboye, 2013).

Improper Proposal writing, once an NGO passes the first application state, a proposal will be requested. The proposal must be well-written and error-free. Most importantly, it must contain all of the necessary elements to show the donor that the NGO has a strategy and high-quality team members but if some of things does not written clear NGO cannot get support so also is a big challenge as most of them depend on donors (Smith,2021).

Development Approaches, many NGOs favour a "hardware" approach to development through building infrastructure and providing services instead of empowering people and institutions locally. Overall, their development approaches are not as flexible, sustainable and relevant to the community as they could be Therefore, it is difficult to support all street children education needs and reach target hence the problem of street children still exists throughout the world (Prasad, 2021).

2.4.3 The Extent to Which Education Support from NGOs Enable Street Children Going Back to School

The EFA Global Monitoring Report 2006 estimates that about 100 million children of primary school age are not enrolled in primary school, 55 percent of them girls. This significant number of out-of school children is one of the major obstacles to

achieving Education for All (EFA) by 2015. Although many governments in the region have ratified the UN Convention on the Rights of the Child (CRC) and committed themselves to achieving the EFA goal, many children from disadvantaged groups, particularly street children, are often excluded from basic government education programmes. Many of them have no legal status or identity, as they are often mobile and belong to ethnic or refugee communities. Consequently, education and other social services are provided to them largely by charitable organizations, non-governmental organizations (NGOs) and ad hoc government projects. Achieving the EFA goal of providing free and compulsory education to all children, including those dwelling, living, and working on the streets, is an extremely important task. Providing basic quality education to some of the most marginalized children, however, continues to be unrealized and not planned for in the national EFA action goals. Likewise, linking NGO experiences with national EFA plans has proven to be somewhat difficult. Efforts to reach these socially excluded and marginalized out-of-school children must be strengthened, and special emphasis placed on providing them with accessible quality education, either through the formal school system or through alternative non-formal street education programmes. The national EFA action plans need to be reviewed in this context and in cooperation with NGOs and their network to accommodate the needs of street children through flexible, child-friendly and inclusive approaches (UNESCO, 2019).

Education can equip street children to break out of the cycle of poverty and lead happy healthy lives as adults, and in recognising this, Bahay Tuluyan's Independent Living Skills Program supports children in the Philippines to access on-the-job

training and learn entrepreneurial skills to transition into formal employment, as well as sponsoring tertiary education. In order to ensure retention, Child in Need Institute (CINI) provides after-school coaching support to vulnerable children in India's slums as well as specialised education packages to bridge children's learning gaps in ways adapted for their individuality and variations in needs (Clack, 2019).

Moreover, Alizher (2015) noted that UNESCO Bangkok, the Consortium for Street Children and Childhope Asia initiated the "Promotion of Improved Learning Opportunities for Street Children Project" to facilitate knowledge-sharing between organizations and capacity-building of practitioners working with street children. Project activities took place during 2004 and 2005 in four☐ 2 selected countries within the Asia-Pacific region: Indonesia, Nepal, Pakistan and the Philippines. The overall objective of the project was to promote quality basic education for street children within the framework of the National EFA Action Plans in the participating countries. As a result, Resource Pack: Improving Learning Opportunities for Street Children has been developed to assist those working with and for street children to learn from these experiences and to access many useful resources for their work.

In Africa, in Nigeria ensuring educational provision in predominantly rural areas and the impact of insurgency in the northeast present significant challenges. In north-eastern and north-western states, 29 percent and 35 percent of Muslim children, respectively, receive Qur'anic education, which does not include basic skills such as literacy and numeracy. The government considers children attending such schools to be officially out-of-school. In north-eastern Nigeria, 2.8 million children need

education-in-emergencies support in three conflict-affected States (Borno, Yobe, and Adamawa). In these States, at least 802 schools remain closed and 497 classrooms are listed as destroyed, with another 1,392 damaged but repairable. The Education programme advocates for education to be prioritised and targets children who are least likely to receive an education.

In a context of Zimbabwe, allowing street children to be left behind from efforts improving the access to education will only perpetuate their cycle of poverty and the countless human rights violations they face on the streets every day. Providing them with access to education can not only provide safe space and security whilst they are on the streets, but also opportunities to move away from the street and go on to lead happy and healthy adult lives. It is time to act to ensure street children no longer remain invisible, and are able to benefit from the efforts towards inclusive and quality education for all. Ensuring they are included in data collection on access to education and progress towards SDG4 is key in achieving this, as is sharing existing evidence and information on street children's barriers to education, and best practices in overcoming these barriers. This post highlights some of the key barriers and best practices as collected from the global Consortium for Street children Network (McKenzie, 2019). The expected outcome of the programme is that all children access and complete quality education, within a safe learning environment, gaining the skills and knowledge for lifelong learning. This work will be achieved by creating an enabling environment for education, improving the quality of education, increasing demand for education, and humanitarian assistance (McKenzie,2019).

The Government of Tanzania developed various efforts as response to the increase of street children in the community. The Early National Plan of Action which was developed by the Ministry of Health, Community Development, Gender, Elders and Children (MHCDGEC) of 2007-2010 provides services as a result of increasing street children in various urban areas of Tanzania, beyond parents, guardians and community affordability. It was some sort of community participatory approach to the identification process. The outcome was total of 800,000 children were identified to be vulnerable in this context, who are driven to the street to search for basic necessities of life. The Plan International operated in Tanzania since 1991 with the focus of supporting street children who failed to fulfil basic needs of life including education needs, by supporting poor families to access productive livelihood and protection (Ismail, 2020).

Moreover, the OOSC Conceptual and Methodological Framework which provides the guidelines for the Out-of-School study was developed jointly by UNICEF to help countries to undertake focused research on the situations of Out-of-School Children. By the CMF guideline, Out-of-School Children are children of primary or lower secondary school age who are not in primary or secondary school. In Tanzania in 2012 when the Population and Household Census data was collected, these children were of the age between seven and 17 and were not attending primary or secondary schools (Standard I – Form IV), or any other education with formal equivalence. At the time, Zanzibar had already implemented its 2006 education policy, lowering primary entry-age to six, and this report has taken this fact into consideration. Although not classified as out-of-school, children who are of pre-primary school age

(5-6) are considered as not being in school. Children of primary and lower secondary school age (7-17) who are in primary and lower secondary education but are at the risk of dropping out of school are also covered within the context of the Out-of-School Children's study (UNICEF, 2016).

2.5   Research Gap

Although the role of NGOs in addressing education needs to street children is documented, children in the street continue to lack education because of the factors which contribute to the increase in street children are yet unknown. According to the department of Social Welfare of Singida Municipality 35% of children in Singida municipality lack access to education as some dropped out of school and went to the streets to find work and some are not totally enrolled to school; empirical evidence attributes this to institutional characteristics. Although provision of services to street children by NGOs was well documented (Ismail 2020), there is no such study conducted in Singida Municipality. This study was therefore conducted to bridge this knowledge gap in research

2.6   Conceptual Framework

A conceptual framework is used in research to explain the key concepts or variables and the relationships between them that need to be studied. Simply put, conceptual framework is the way ideas are organised to achieve a research project's purpose and explanation is the most common method employed (Afribary, 2021).

Independent Variables   **Dependent Variables**

```
┌─────────────────────────────────┐         ┌─────────────────────────────────┐
│ ROLE OF NGOs                    │ ◄─────► │ EDUCATION NEEDS                 │
│ Identification of Education Needs│         │ Uniforms                        │
│                                 │         │ School contributions            │
│                                 │         │ Learning Materials              │
└─────────────────────────────────┘         └─────────────────────────────────┘
```
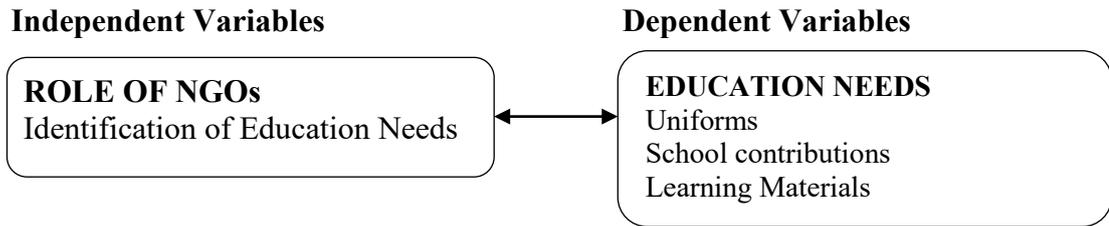
Figure 2.1: Conceptual framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This chapter provides the methodology used in the study. It outlines the research strategies, survey population, area of the study, sampling design and procedure, variable and measurement procedure, methods of data collection, data processing and analysis. It also presents study ethical issues and confidentiality.

3.2   Research Design

The research design refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data (Jeane, 2020). The cross-sectional research design was applied in the current study since it was imperative to obtain data at one point in time. The design could be owing to the nature of the research problem and objectives as it was not necessary to explore impacts overtime, as it was the case with longitudinal studies. Respondents provided all the necessary data on the role of NGOs in addressing the problem of street children at just one point in time thus; there was no need to obtain more data in the future. This design was time and cost friendly therefore, it helped the researcher to mitigate time and cost constraints.

3.3   Research Philosophy

Research philosophy consists of four main types of researches, these types cover wide range of researches, "1) Pragmatism, 2) Positivism, 3) Realism, and 4)

Interpretive) Research Methodology (Rorty,2019). The first research philosophy type is Pragmatism which is the main factor in the research phase for the ontology and epistemology types, also it is important in determining research question for the epistemology, ontology and axiology research types, Whilst positivist and interpretive approaches are mutually exclusive so in this study the researcher used pragmatism as according to Rorty (2019), pragmatism is an approach that suggests that there are in fact many different ways of interpreting the world and conducting research to investigate reality and that combination of different approaches may provide a broader understanding of the phenomena being investigated. Pragmatism involves research designs that incorporate operational decisions based on 'what works best' in finding answers for the questions under investigation and this enables pragmatic researchers to conduct research in innovative and dynamic ways to find solutions to research problems. The researcher decided to use pragmatism in this study because this type of philosophy uses both qualitative and quantitative methods in data collection and presentation.

3.4   Research Approach

Both quantitative and qualitative research methods used in this study whereby, quantitative data obtained was descriptively analyzed and presented as frequencies and percentages on tables and figures while content analysis was employed for qualitative. Mixed approach provides more comprehensive evidence for studying a research problem and presents strengths that offset the weaknesses of both qualitative and quantitative research (Edson, 2015).

3.5 Sampling Design and Procedures

3.5.1 Sample Size

According to (URT, 2017), National Bureau of Statistics 2012 indicates that Singida Municipality has a total population of 150,379 people. But according to Singida Municipal, (2022), there are 386 children served by NGOs. The sample size for the study was calculated using a formula recommended by (Kadam and Bhalerao 2010) as illustrated below.

$$n = \left(\frac{N}{1+N(e)^2} \right) /2$$

Whereas:

      n =   size of the sample (portion number of households).

      N =   targeted population of children served by NGOs in Singida municipality.

      e =   is probability of error (0.05).

Therefore:

$$n = \left(\frac{386}{1+386\,(0.05)^2} \right) /2$$

$$n = \left(\frac{386}{1+386\,(0.0025)} \right) /2$$

$$n = \left(\frac{386}{1+0.965} \right) /2$$

$$n = \left(\frac{386}{1.965} \right) /2$$

$$n = 196/2$$

$$n = 98$$

3.5.2 Sampling Procedures

Sampling procedures involved stratified random sampling technique and purposive sampling technique. Stratified random sampling is a method of sampling that involves the division of a population into smaller subgroups known as strata. In stratified random sampling, or stratification, the strata are formed based on members' shared attributes or characteristics, such as income or educational attainment (Heyes, 2022). Stratified random sampling technique used only to street children as respondent in this study. The researcher found the street children supported on their education needs by Amani and SAFINA centres in Singida Municipality. The purposive sampling was used to select key informants such as social welfare officers, and NGOs staffs as they are eligible to provide depth information and was selected purposely.

Table 3.1: Sample distribution

Categories of population	Target population	Percentage (%)
Street children served by Amani Centre for street children and SAFINA NETWORK Homes	86	86
Social Welfare Officers (Singida Municipal)	4	5
Staffs from Amani Center for street children and SAFINA Network Homes	8	9
Total	**98**	**100**

Sources: Research Data, 2022

3.6   Target Population

A population contains any arrangement of people or items that possess at least common characteristics (Coolican, 2017). In this manner the population can be large or small depending on the size of people or items in which the researcher intended to make inference. The study population were street children whereby Amani Centre for Street children serve 85 children and SAFINA Street Children Network Home serve 61 children. The two centres are the ones serving only street children, but Table 3.2 show the total number of all children served by different NGOs in Singida Municipality.

Table 3.2: NGOs supporting children in Singida Municipality

Name of NGOs	TOTAL		
	M	**F**	**TOTAL**
SAFINA Street Children Network Home	45	16	61
Amani for Street children Home	67	18	85
Malaika wa Matumaini	27	29	56
Upendo Home	23	16	39
Dhinureyn Orphanage Center	0	30	30
Faraja Centre	59	56	115
TOTAL	**221**	**165**	**386**

Source: Singida Municipal Administrative Office (2022)

3.7   Study Area

This study was conducted in Singida Municipality based on children served by Amani and Safina Network for children's Homes. These two were selected because they are the ones serving only street children, even though in Singida Municipality there are six NGOs supporting children.

Singida Region is located below the equator between latitudes 3052' and 7034'. Longitudinally the region is situated between 330 27' and 350 26' east of Greenwich. To the north, it shares borders with Shinyanga region and Simiyu Region, Arusha, Manyara are on the east and borders Dodoma region. To the south it shares borders with Iringa and Mbeya while on the west there is Tabora region, while Singida Municipality is one of the six districts of the Singida Region of Tanzania. It is bordered to the south and west by the Ikungi District and to the north and east by the Singida Rural District. Its administrative seat is the town of Singida (Singida Municipal Administrative Office, 2022).

Figure 3.1: Singida Municipal (Study area)

3.8   Methods of Data Collection

For the purpose of this study there are two types of data used namely, primary and secondary data.

3.8.1   Primary Data

Primary data that informed the current was collected using questionnaires and interviews. Questionnaires were used to collect data from street children served by NGOs while interviews were used to obtain data from key informants (NGOs staffs and social welfare officers). Questionnaires were used to collect primary quantitative data that can be easily measured using a statistical test that determines the relationship between variables, as was intended in the current study. Interviews were however conducted to obtain qualitative data, that supportive detailed information (qualitative data) that either concurs or differs with quantitative data, in an effort to make inferences about study findings. These are additional data the researcher collected for the first time to answer the research questions.

3.8.1.1 Questionnaires

There were pre-set questions which the respondent was required to answer at his or her convenience. These questionnaires were intended to be answered by all respondents who were selected. The purpose was to save respondents time and also due to insufficient financial resource for the research.

3.8.1.2 Interview

The researcher conducted face-to-face interviews with key informants to obtain sufficient information about education needs to street children. The researcher

employed semi-structured interviews using a prepared list of questions that key informants were required to answer. Semi-structured interviews were used because they are flexible and vital in gathering in-depth information by using open-ended questions. Indeed, the use of semi- structured interviews helped the researcher to obtain pertinent and in-depth information, maintaining a good rapport and momentum with the respondents.

3.8.1.3 Observation

Bhasin (2020) refers to observation as the circumstances of describing and recording the behaviour of subject observed. Observation method enabled the researcher to see materials provided by organizations to children without any error to both Amani Center for Street Children and Safina Network as I was invited during distribution of learning materials to these two NGOs. I observed distribution of materials include uniforms, exercise books and bags.

3.8.2 Secondary Data

Secondary data are cheap to find, inexpensive, easily accessible, save time and efforts. Disadvantages of this type of data are related to the credibility of the source of this information and the small degree that may not fit into the research objectives, the data might be outdated, also there is no control over the quality of data and it is not easy to know how authentic the measures were applied. In this study the secondary data was used to get information from various sources like: Books, Magazines, websites, already published reports, journals and publications, and research papers.The researcher collected information from the internet, various

dissertation reports, books and project office reports. The researcher was also able to provide literature evidence to justify the need to conduct the current study.

3.9 Data Processing and Analysis

Data analysis is the process of cleaning, changing, and processing raw data and extracting actionable, relevant information that helps businesses make informed decisions. The procedure helps reduce the risks inherent in decision-making by providing useful insights and statistics, often presented in charts, images, tables, and graphs (Kelley,2021). The researcher collected, sorted edited and organized data from the questionnaires. The study generated both qualitative and quantitative data. Quantitative data was presented in tables and explanation presented in prose. Quantitative data obtained was descriptively analyzed and presented as frequencies and percentages on tables, charts and figures while, qualitative data from interview was analyzed using content analysis.

3.10 Ethical Issues

The researcher adhered to all stipulated research ethical conduct. The Open University reviewed the proposal to ensure that the study met recommended ethical standards, thus data was only collected upon approval. On approval, researcher secured a research clearance letter as shown in appendix and a data collection permit letter as indicated in appendix, Permission for data collection was also sought from Singida Reginal Secretary and Singida municipal. With these letters it was easy for the researcher to introduce herself hence acquiring the required cooperation during the study. All referred literature is appropriated cited to avoid plagiarism.

3.10.1 Confidentiality

There was an agreement of confidentiality between the researcher and the project staff, social workers, and children. This is because sometimes the study had to maintain the confidentiality of information where the head of the Centre did not prefer it to go to the public. Confidentiality of information was observed by avoiding subjects to write their names on the questionnaire and privacy issue during the interview and even after the study.

3.10.2 Informed Consent

The researcher observed informed consent and voluntary participation. The researcher provided sufficient information to the respondents concerning the purpose of the study. The utilization of how the data was collected and what level of participation were required from respondents. On another important aspect, the researcher assured all participants that they had no obligation to participate in the study, that is, participation was voluntary.

CHAPTER FOUR

PRESENTATION OF FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents an analysis of data and study findings on the role of Non-Governmental Organizations (NGOs) in addressing education needs of street children in Singida municipality. Data was accrued through questionnaires, in-depth interviews and documentary review in line with study objectives.

4.2 Socio-Demographic Characteristics of Respondents

Socio-demographics refer to a combination of social and demographic factors that define people in a specific group or population. In other words, when we talk about socio-demographics, we mean different social and demographic features help us know what members of a group have in common (Palo, 2021).

Table 4.1: Socio-Demographic Characteristics of Respondents

Characteristics	Category	Frequency (N=92)	Percentages (%)
Age distribution	0-10 years	8	8.2
	11-17 years	72	73.5
	18-24 years	6	6.1
	25 and above years	12	12.2
Gender distribution	Male	82	83.7
	Female	16	16.3
Marital status	Single	2	16.7
	Married	9	75.0
	Separated	0	0.0
	Widow/widower	1	8.3
Education level	Not attended school	5	5.1
	Primary	66	67.4
	Secondary	12	12.2
	College	4	4.1
	University	11	11.2

Source: Researcher, (2022)

As presented on Table 4.2, where 8.2% of respondents were 0-10 years, 73.5% were 11-17 years, and 6.1% were 18-24 years while 12.2% were 25 and above years of age. These findings indicate that majority of street children are from 11-17 years old as are the age facing challenges in life at home. Data presented on Table 4.2 reveals that 83.7% of respondents were male while 16, 3% were female. This implies that both sexes were involved in the study thus, there was no gender bias hence information collected was valid. Although the data indicates that most of the street children are male, in this study few male government and NGOs workers were included. Data further reveals that 75.0% of respondents were married, 8.3% were widowed/widowers, and 16.7% were single no one separated, but this information is based only on government and NGOs workers. In reference to education level, 67.4% of respondents had attained primary school education and others are still studying in this level, 12.2% had attained secondary school education, 4.1% had college education, and 11.2% had university level of education as well as 5.1% were not attending school any more but are currently supported by NGOs through giving them counselling for the purpose of behaviour modification.

4.3   The Education Services Provided by NGOs to Street Children

Table 4.2: Education services provided by NGOs to street children

Categories	Frequency	Percent
Yes	86	100
No	0	0
Total	**86**	**100.0**

Source: Researcher, (2022)

Findings in Table 4.2 presents whether the education services provided by NGOs to street children. All respondents 100% of street children agreed that is true they were

provided with education services and no one suggested otherwise. These findings imply that all served children provided with education services, similar to what Pelitalimu (2020) noted.

4.3.1 The Street Children Place of Living Before Were Served by NGOs

Table 4.3: Distribution of street children by the place of living before served by NGOs

Category	Frequency	Percent
Bus stand	21	24.4
Shop veranda	30	34.9
Market place	15	17.4
No permanent place	20	23.3
Total	**86**	**100.0**

Source: Researcher, (2022)

Findings in Table 4.3 present street children by place of living before were served by NGOs. Majority 34.9% of street children made settlement at shop verandas compared to 24.4% who reported lived at bus stand while 23.3% had no permanent places and a small proportion 17.4% reported lived at market places. These findings imply that majority of street children lived at shop verandas, which means street children before were served by NGOs appeared to live anywhere on the streets, contrary different from what Ismail (2020) noted that majority 45.8% of street children make their settlement at the bus stand, compared to 25% reported to live at shop verandas.

4.4 Education Support from NGOs to Street Children

Table 4.4: Distribution of education support from NGOs to street children

Categories	Frequency	percent
School fees	8	8.2
Uniforms	89	90.8
Other school contributions	85	86.7
Learning materials like text books	77	78.6

Source: Researcher, (2022)

Findings in Table 4.4 indicate that about 90.8% of respondents (89) suggested support of uniforms to street children, compared to 86.7% (85) who reported support of other contributions like food, and about 78.2% (77) suggested on the learning material support and 8.2% (8) respondents reported school fees support. These findings imply that most of street children were supported on uniforms, similarly to Pelitalimu (2020) idea even though he adds one more support which based on empowering parents /guardian in order to support themselves their children.

4.5 Appropriate Time to Education Support

Table 4.5: Appropriate time to education support

Categories	Frequency	percent
Yes	51	59.3
No	35	40.7
Total	**86**	**100.0**

Source: Researcher, (2022)

Findings in Table 4.5 present on whether the support to street children at appropriate time according to school time table. More than half 59.3% of street children agreed to receive some education support on time according to school time table, compared to 40.7% who suggested otherwise. These findings imply that street children

sometimes receive education support at inappropriate time, contrary similar to idea of UNICEF, (2018), as noted that supporting the government to ensure that every child in Tanzania has access to quality basic education and within a time.

4.6   Adequate Services Provided by NGOs

Table 4.6: Distribution of adequate services to street children by NGOs

Categories	Frequency	percent
Yes	63	73.3
No	23	26.7
Total	**86**	**100.0**

Source: Researcher, (2022)

Findings in Table 4.6 present on whether adequate services are provided by NGOs. More than half 73.3% of street children agreed to receive adequate services from NGOs compared to 26.7% who suggested otherwise. These findings imply that majority street children receive appropriate services, similar to what Gooding, (2017) indicate in his survey that, most NGOs provided adequate services to children most vulnerable children including street children.

On understanding Prasad, (2020) Non-Governmental Organizations (NGOs) play an important role in rehabilitating street children in the city of Bihar. NGOs use a variety of methods for locating and rescuing street children for rehabilitation. In order to get to know the kid, interviewing is conducted, children are taken to drop-in centres, and medical screenings are conducted to determine the children's health state. Finally, counselling is provided in order to help the children modify their streetwise behaviour. Aside from this, the NGOs also use a variety of other methods

to help rehabilitate the street children they rescue, including family tracing and reunion, outreach initiatives, welfare meetings, and day programs. Children who have been rehabilitated get both official and informal education, including vocational training and talent development programs, in addition to the usual social assistance. Donor organisations, commercial corporations, people, and the government all contribute generously to the NGOs that provide these services. The NGO's attempts to fulfil its objective are hampered by a variety of issues. Some of the difficulties include a shortage of cash. Poor working conditions, limited funding from the government, and a lack of faith in the caretakers by the rehabilitees all contributed to a lack of support from the community and a lack of trust in their caretakers. The authors of this study argue that although street children, like other children, may play an important role in bringing about societal change, they are also at risk of the issues that come along with it. For this reason, it is important to look into how to keep youngsters safe from these societal problems and how to use their boundless energy for good in the world around them.

4.7   The Street Children Were at School Before They Went to Street

Table 4.7: The street children been to school before went to street

Categories	Frequency	percent
Yes	71	82.6
No	15	17.4
Total	**86**	**100.0**

Source: Researcher, (2022)

Findings in Table 4.7 presents whether the street children were at school before they went to street. More than half 82.6% of street children agreed to be at school before

they went to street, compared to 17.4% who suggested otherwise. These findings imply that most of street children dropped out of school and went to street, similar to what Ledner (2016) noted.

4.8 The Time Street Children Sent Back to School After Served by NGOs

Table 4.8: Distribution of time street children sent back to school after served by NGOs

Categories	Frequency	percent
2020	21	24.4
2021	39	45.5
2022	26	30.2
Total	**86**	**100.0**

Source: Researcher, (2022)

Findings in Table 4.8 present the time street children were sent back to school after being served by NGOs. More street children, about 45.5% were sent back to school in 2021, while 30.2% of street children were sent back to school in 2022, and a few of them who are only 24.4% sent back to school after were served by NGOs in 2020. These findings imply that majority street children were served and sent back to school in 2021, different from McKenzie (2019) as found most of the street children served and sent back to school in 2018.

4.9 The Enjoyment to Street Children When Sent Back to School by NGOs

Table 4.9: Enjoyment to street children when sent back to school by NGOs

Categories	Frequency	Percent
Yes	39	81.3
No	9	18.7
Total	**48**	**100.0**

Source: Researcher, (2022)
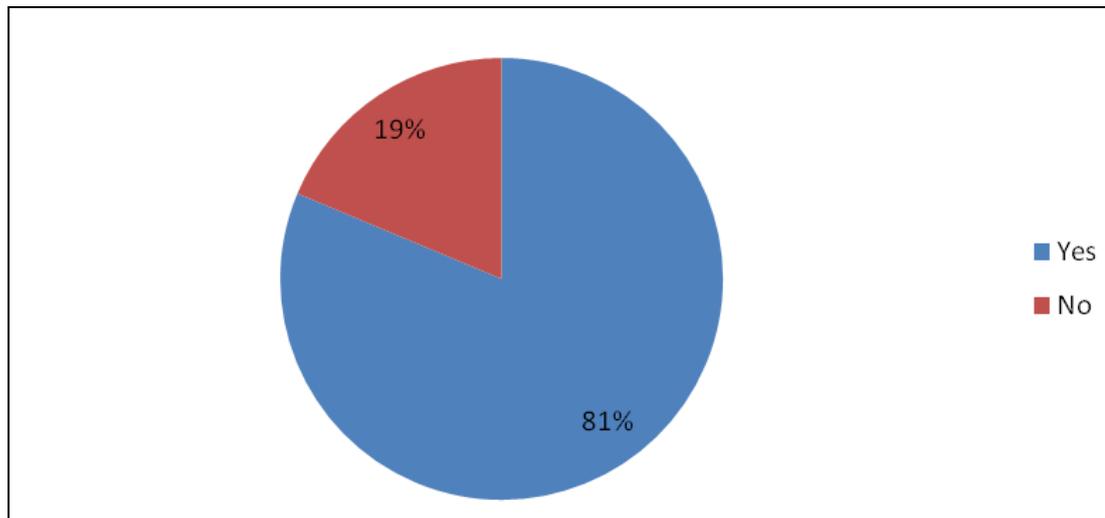
Figure 4.1: Marks of enjoyment to street children when sent back to school by NGOs

Source: Researcher, (2022)

Findings in Table 4.9 demonstrate if street children enjoy after being back to school or not. More than half 81.3% of street children agreed to enjoy after being sent back to school by NGOs compared to 18.7% of disagree.

> *"Actually, Amani Centre for street children sent back to school 21 street children." (Amani Centre workers)*
> *"Also, Safina Network Centre for street children served 27 street children sent back to school."* (Safina Network workers).

These findings imply that majority street children enjoy being sent back school after were served by Non-Governmental Organizations. Also, Clark (2019) support this by saying that NGOs makes street children enjoys the right of education as tried to make sure no one left behind.

4.10 The Future Expectations of Street Children
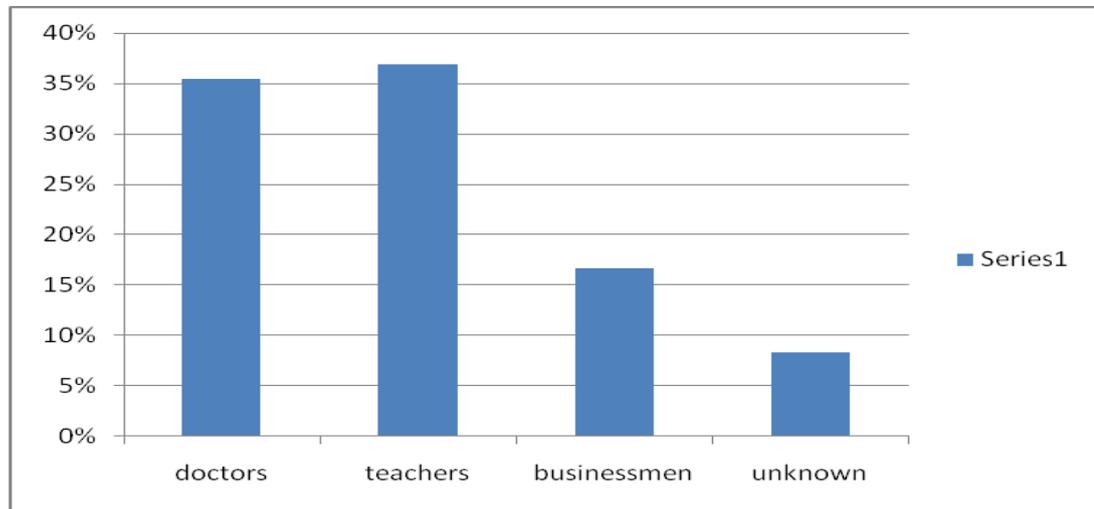
Figure 4.2: Future expectations of street children
Source: Researcher (2022)

Findings in Figure 4.10 present the future plan of street children after being sent back to school. More numbers of street children about 19 (39.6%) want to be teachers, 17(35.4%) want to be doctors, while 8 (16.7%) of street children want to become businessmen and few of them who are only 4 (8.3%) don't know their future plan. These findings imply that majority of the street children (respondents) want to be teachers, different from Anangisye (2020) noted that these school-age street children still nurse educational dreams and understand the link between education and employment.

Therefore, there is a need to develop alternative inclusive models for street children which is clear and governments must work collaboratively with NGOs in supporting education needs to street children in order the initiatives to be successful and sustainable (Clark,2019). This relate to researcher theory.

4.11 Street Children Served by NGOs and Government

Findings in Table 4.11 present the street children served by NGOs and Government through social welfare unit. Amani Centre for street children served 85 street children, Safina Centre for street children served 61 street children while Government served 161 street children out of other categories of most vulnerable children. These findings imply that government served more street children, compared to Twaha (2013) report stated that government failed to save street children.

> *"Actually, government showed more data of street children as they are the ones who proved and allowed NGOs to serve these children. Also, all NGOs reports are submitted to their office that why the government office which make their data to be greater than NGOs data."*
> (Social Welfare Officers).

Table 4.10: Street children served by NGOs and Government

S/N	Name of agency	Number of street children served
1	Government (Social welfare Unit)	161
2	Amani Centre for street children	85
3	Safina Network Centre	61

Source: Researcher (2022)

4.12 The Place Street Children Served Are Living

Currently 90 street children are living at the children's homes, 70 street children served are living at their homes or with their families, and 01 of the served children no one knows where is he is living. This finding is evidence that most of street children served by NGOs in collaboration with Government were reunified with their families and lived at their family homes. Ismail (2020) supported the researcher's argument.

4.13 All Served Children by NGOs Are Provided with Education Needs

Table 4.11: All served children by NGOs are provided with education needs

Categories	Frequency	Percent
Yes	0	0.0
No	98	100.0
Total	**98**	**100.0**

Source: Researcher (2022)

Findings in Table 4.13 present the reality on whether all street children served by NGOs are provided with education needs. All respondents, 100% disagreed. These findings imply that other street children when served by NGOs are provided other education needs by their parents/relatives and not all of them supported by only NGOs, similarly to the (Baffoe and Bonney, 2021) as suggested too that not all served children provided education needs because every individual is unique and have different needs.

4.13.1 Challenges Faced by NGOs in Providing Education Needs

Table 4.12: Challenges faced by NGOs in providing education needs

Categories	Frequency	percent
Insufficient funds	8	66.6
Ineffective governance	9	75.0
Disorganized networking	10	83.3

Source: Researcher (2022)

Findings in Table 4.12 present the statement that disorganized network is a challenge NGOs are facing. About 83.3% agreed compared to 16.7% who disagreed with that statement. These findings imply that most of the street children do not get support on their education needs due to this challenge.

Findings in Table 4.12 also present the statement that ineffective governance is a challenge NGOs faced. 75% agreed compared to 25% who disagreed with that statement. These findings imply that ineffective governance is also a challenge experienced by NGOs hence failed to provide education needs to all street children they served.

Findings in Table 4.13.1 present the statement that insufficient funds is a challenge NGOs faced. About 66.6% agreed compared to 33.4% who disagreed with that statement. These findings imply that most of the street children do not get support on their education needs due to this challenge. In addition to this Smith (2021) noted that NGOs challenges which make not to support all children are insufficient fund, absence of strategic planning, poor governance and networking, limited capital and development approaches.

4.13.2 NGOs and Government Plan to Tackle NGOs Challenges

Findings in show that 10 respondents out of 12 indicated that good policy for NGOs will help to solve all experienced challenges. Also 9 out of 12 respondents suggested that close supportive supervision in collaboration between NGOs and government will help to tackle all challenges faced by NGOs, and on this the researcher observed if practised will be a better plan as here is where the gap is found, which is quite different from what Smith (2021) suggested as a solution to the above challenges as are grant funding, capacity building, and income generation.

4.14 Street Children Going Back to School After Being Served by NGOs
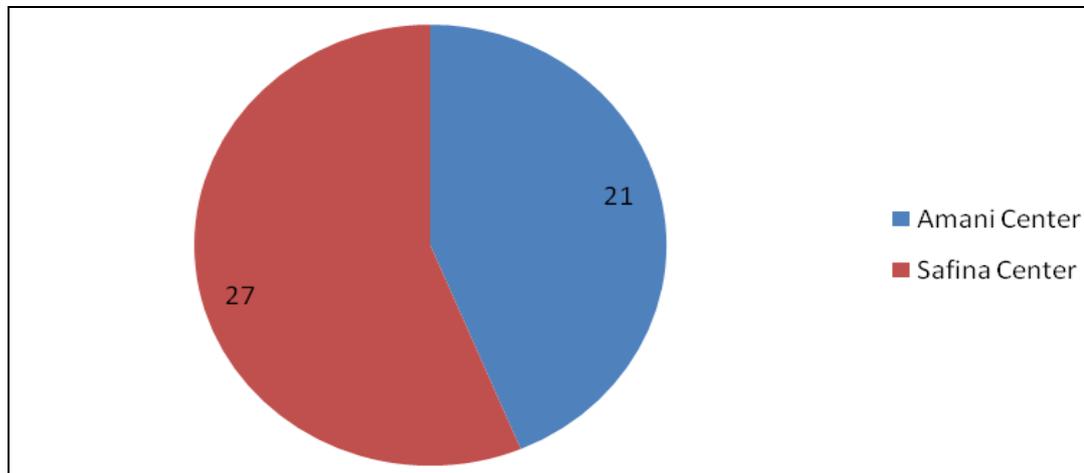
Figure 4.3: Street children going back to school after being served by NGOs
Source: Researcher (2022)

Findings in Figure 4.3 present the street children sent back to school by Amani Centre were 21 and Safina Network Centre for street children sent back to school 27 street children after   were served within this year. These findings imply that some of the street children were served by NGOs but they did not go back to school, this is not far to what Clark (2019) noted.

4.14.1 Techniques NGOs Used to Enrol Back Street Children

Findings show that all 12 respondents who were government social workers and NGOs workers used technique of counselling the street children on the importance of education, while 10 out of 12 respondents suggested the technique of requesting the education officer the chance to enrol back to school such children especially MEMKWA, while Ismail (2020) suggest techniques of food support to poor families and provision of counselling Clark (2019) suggested forcing strategy to send back school street children.

4.14.2 Monitoring is Done in Collaboration with Government and NGOs On Street Children Served and Sent Back to School

Table 4.13: Monitoring is done in collaboration with Government and NGOs on street children sent back to

Categories	Frequency	Percent
Yes	10	83.3
No	2	16.7
Total	**12**	**100.0**

Source: Researcher (2022)

Findings in Table 4.13 was obtained from social welfare officers (04) and NGOs'staffs (08). The findings present the reality if monitoring of street children served and sent back to school is done in collaboration with government and NGOs. More respondents about 10 (83.3%) agreed with statement and only 2 (16.7%) of them disagreed. These findings imply that monitoring of street children served and sent back to school done in collaboration between government and Non-Governmental Organizations. According to Twaha (2013) not enough is being done to address the problem and that indeed the problem of street children remains an ignored tragedy.

4.14.3 Future Plan to Make Sure All Served Street Children Are Back to School
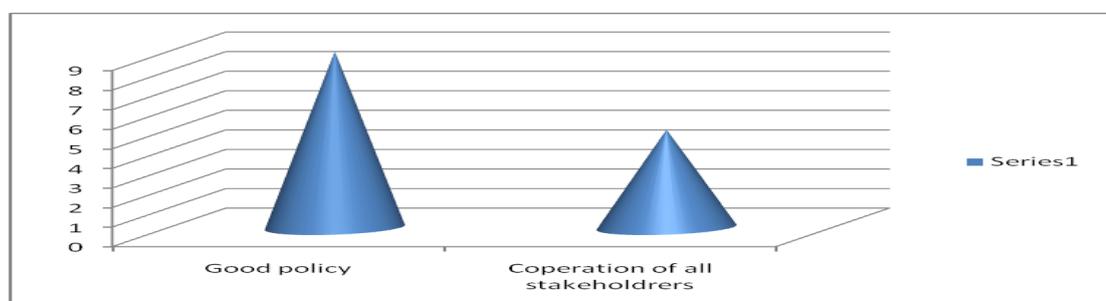
Figure 4.4: Future plan to make sure all served street children are back to school

Source: Researcher, (2022)

Findings in Figure 4.4 present the future plan to make sure all served street children are back to school. More respondents about 9 respondents suggest the government to enact good education policy with no restriction on truancy of three months for pupils to be discontinued from school, while 5 suggest having good cooperation between stake holders. These findings imply that there is a need of re-amendment of education policy which reduced some of the restrictions in order also for street children served to be back to school. According to Edson (2018) noted to have good cooperation between street children stake holders.

The implications of this extract is that the government has not yet adequately funded the programmes that address the problem of street children and that is justified by low budget as stated by the Municipal Director. This is a sign of lack of political will by the government which resulted into lack of priority setting, because if the government does not support her children to get rid of the embarrassing and terrible situation, then what kind of a nation's future are we expecting if there are no NGOs (Ismail,2020).

Generally, finding come with the results that education services provided by Non-Governmental Organization to street children covered to most of them like uniform, School contributions, and other learning materials. While few of them does not acquire those education service due to some small challenges like Insufficient funds, poor governance and the like faced NGOs. Moreover, most of served street children going back to school and enjoyed education right, as Child Act No.21of 2009 and Education Act Cap 353 r.e 2019, has mentioned the necessary rights that children

deserve including education. The acts recognise the importance of children to education equally to other children who does not experiences any challenges.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations as per study findings.

5.2 Summary

The study aimed to find out the role of Non-Governmental Organizations (NGOs) in addressing educational needs of street children in Singida Municipality. Both quantitative and qualitative approaches were used and data that informed the study was obtained through questionnaires, in-depth interviews, observation and secondary methods used. The study involved a sample size of 98 participants to include; 86 street children, 8 NGOs workers, and 4 Social Welfare Officers. Quantitative data was descriptively analyzed and presented as frequencies and percentages on tables. Qualitative data analysis was done through content analysis and presented on graphs, tables, charts, and as texts.

It was revealed that most of street children served by NGOs provided with education services compared to few of them who supported by their parents as their capable to help his/her children. It was further revealed sometimes NGOs faced challenges which led to support only 85% of the street children's education needs as sometimes they face challenge of insufficient funds. Other challenges include absence of strategic plan; school dropout after being sent back to school; poor governance and

networking, and limited capacity. Moreover, in this study another finding indicated more children served by NGOs went back to school and enjoy education support from NGOs hence plan for their future.

5.3   Conclusions

It was noted that, most of served street children by NGOs provided education support, for instance provided with uniforms, learning materials and school contribution, as they have equal right to quality education as other children lives in family. The NGOs provide education service to 85% due to some few challenges they faced like network disorganized, ineffective governance and insufficient funds. Most of street children served by NGOs sent back to school and enjoy their right of education even though some of them drop out of school again as what Amani Centre and Safina Centre did in Singida Municipality. Education can equip street children to break out of the cycle of poverty and countless violations they face on the street every day.

5.4   Recommendations

Based on the study findings, the following key recommendations are proposed to rectify the situation. The recommendations are directed to different stakeholders as follows.

5.4.1 To NGOs

The NGOs should change paradigm from rehabilitative approaches to developmental approaches. For instance, instead of engaging in activities that are based on provision

of material support, it is high time to focus on training or capacity building, advocacy and community mobilization to effectively utilize resources at their disposal.

5.4.2 To the Government

- Since the problem of street children is a multi-pectoral and cross-cutting issue, then, social workers as trained helping professionals helping marginalized and vulnerable groups including street children are supposed to actively engage themselves in advocacy and lobbying to the respective organs to bring about a positive change.

- In addition, at macro level social workers should actively participate in policy analysis and planning at all administrative levels. Furthermore, social workers are supposed to engage in further researches in order to come up with tangible solutions to the problem from the root.

- The government as a key stakeholder should make sure that ineffective laws and policies are reviewed or amended to suit the current circumstances.

- Deliberate actions should be taken by the government to ensure that there is strict enforcement of laws and policies related to those parents who do not take care of their children, instead they leave them to be taken care by grandparents.

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APPENDICES

Appendix 1: Questionnaire for Street Children

A: Personal Information:

1. Age……………………………………………………………….……
2. Sex
   a) Male
   b) Female
3. What is your education background?..

B: Education services provided by NGOs to street children

1. Have you provided with education services from NGOs?
   a) Yes
   b) No
2. Where were you living before served?? by NGOs?
   ……………………………………………………………………………
3. Did you get the following education support from NGOs? Tick appropriate
   a) School fees
   b) Other school contributions
   c) Uniforms
   d) Learning materials like text books.

C: Challenges facing NGOs when providing education needs to street children

1. Have you received education support from NGOs on time appropriate to school time table?
   a) Yes
   b) No
2. Are the service provided by NGO adequate?
   a) Yes
   b) No
3. If not, what do you think are the reasons?
   ....

D: The extent to which education support from NGOs enable street children going back to school

1. Have you ever been to school before you went to street?

   a) Yes

   b) No

2. When were you sent back to school?

   ....

3. Have you enjoyed being back to school after served by NGO?

   a) Yes

   b) No

4. If yes, what is your expectation in your life?

   ....

   ....

Appendix 2: Questionnaires for the government social welfare officers and NGOs staffs

A: Personal Information:

1. Your age (years)
   a) 18-25
   b) 26-35
   c) 36-50
   d) 51+

2. Sex
   a) Male
   b) Female

3. What is your marital status?
   a) Single
   b) Married
   c) Divorce
   d) Widow /widower

4. What is your education background?...

B: The education services provided by NGOs to street children

1. How many street children are you serving?
   ....

2. Where do these street children you are serving live?
   ....

3. How many street children are provided with education needs?
   ....

4. What are those education needs provided by NGOs? Tick appropriate.
   a) School fees
   b) Other school contributions
   c) Uniforms
   d) Learning materials like text books.

C): The challenges facing NGOs when providing education needs to street children

1. All children served by NGOs are provided education needs

   a) Yes

   b) No

2. If not, all children are provided with education needs, what are the challenges?

   a) …………………………………………………………………..

   b) …………………………………………………………………..

   c) ………………………………….……………………………….

3. What is your plan to tackle all NGOs challenges?

   ……………………………………………………………………………

   ……………………………………………………………………………

D): The extent to which education support from NGOs enable street children going back to school

1. How many street children have gone back to school after served by NGOs?

   ………………………………………………………………………….....

2. What techniques do NGOs use to enroll street children back to school?

   a) …………………………………………………………………………

   b) …………………………………………………………………….....

3. Are those street children served and sent back to school monitored by NGOs in collaboration with the government?

   a) Yes

   b) No

4. What is your plan to make sure all street children are back to school?

   …………………………………………………………………………..……

   ………………………………………………………………………….…….

Thanks for Your Cooperation

Appendix 3: Research Work Plan and Activities

Table: Research Work Plan

SN	Activities	Year 2021 to 2022									
		Dec	Jan	Feb	Mar	April	May	June	July	Aug	Sept
1	Research proposal developed and submitted to the supervisor	x	X	X	x	x	x	x			
2	Data collection								x		
3	Research report writing										
4	Submit 1st and 2nd draft research reports to the supervisor									x	
5	Defend research report									x	
6	Submit final research report										x

Sources: Research findings, 2022

Appendix 4: Research Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
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Tel: 255-22-2668992/2668445
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Our Ref: PG201900711

26th July, 2022

Regional Administrative Secretary,
Singida Region,
P.O Box 5,
SINGIDA

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007.In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms. Dora Simon**, **Reg No: PG201900711**) pursuing **Masters of Social Work**. We here by grant this clearance to conduct a research titled "*The role of Non-governmental organizations (NGOs) in Addressing Education Needs of Street Children*". She will collect her data in your region, from 01st to 25th August 2022.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam.Tel: 022-2-2668820.We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours,
THE OPEN UNIVERSITY OF TANZANIA

Prof. Magreth S.Bushesha
DIRECTOR OF POSTGRADUATE STUDIES.

Appendix 5: Research Clearance Letter from Regional Secretary

THE UNITED REPUBLIC OF TANZANIA

PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

Phone: +255(026) 2502170
Fax: +255(026) 2502078
E-mail: ras@singida.go.tz
Website: http://www.singida.go.tz
In reply please quote:

Singida Regional Commissioner's Office,
Bomani Street,
P.O Box 05,
SINGIDA

**Ref. No.** BA.381/391/01"G"

16th August, 2022

Director,
Municipal Council,
S.L.P. 236,
Singida

RE: **RESSEARCH CLEARENCE FOR Ms. DORA SIMON**

Reference is made to your letter with **Ref. No. PG201900711** dated **26th July, 2022**.

Reference is made to the heading above

2.   Please be informed that **Ms. Dora Simon** is a bonafide student of Open University of Dar es Salaam University of Tanzania who is currently pursuing **Masters of Social Work**. The student is conducting the research titled *"The role of Non – governmental organizations (NGOS) in Addressing Education Needs of Street Children"*.

3.   **Ms. Dora Simon** has been granted permission to collect research data from **01st** to **25th August, 2022**.

4.   Please avail him all necessary to achieve his research objectives.

5.   Thank you for your cooperation.
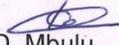
Y. D. Mbulu
For: **Regional Administrative Secretary**

Copy to:
Deputy Vise Chancellor,
P.O.Box 23409,
Dar es Salaam

Appendix 7: Research Data Collection Permit Letter

**JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA MANISPAA YA SINGIDA**

Unapojibu tafadhali taja:

Kumb.Na. HM/SI/K.20/30/VOL.V/152   18 Agosti, 2022

Watendaji wa Kata wote,
Halmashauri ya Manispaa,
SINGIDA.

Yah: **KIBALI CHA KUFANYA UTAFITI**

Tafadhali rejea mada tajwa hapo juu.

Ofisi imepokea barua ya tarehe **16 Agosti, 2022** yenye Kumb. **Na. BA.381/391/01 "G"** kutoka ofisi ya Mkuu wa Mkoa Singida kuhusu kumpatia kibali Bibi. **Dora Simon** kutoka Chuo Kikuu huria cha Tanzania kwa ajili ya kufanya utafiti kuhusu "***The role of Non- governmental organization (NGOS) IN Adrdressing Education Needs of Steet Children"***.

3.   Utafiti huu utafanyika kuanzia tarehe.**01/08/2022 hadi 25/08/2022.**

4.   Kwa barua hii, unaombwa kumpa ushirikiano mtafiti huyu ili aweze kufanikisha malengo yake.

5.   Nashukuru kwa ushirikiano wako.

Y.MKURUGENZI WA MANISPAI
S.L.P. 236
SINGIDA

E.T.Venance
**Kny: MKURUGENZI WA MANISPAA
SINGIDA**

Nakala: Mkurugenzi wa Manispaa
              SINGIDA   -   Kwa taarifa

              Dora Simon   Mtafiti   -   (Zingatia Sheria ya Takwimu ya mwaka 2015)