

**ASSESSMENT OF THE EFFECTIVENESS OF INCLUSIVE EDUCATION
IMPLEMENTED FOR STREET CHILDREN IN TANZANIA: A CASE OF
PRIMARY SCHOOL AGED CHILDREN IN DODOMA CITY COUNCIL**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF SOCIAL WORK**

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CERTIFICATION

The undersigned certifies that he has read and here by recommends for acceptance by the Open University of Tanzania a dissertation titled “*The Assessment of the Effectiveness of inclusive education implemented for street children in Tanzania: a case of primary school aged children in Dodoma city council. A Case of Primary School Aged Children in Dodoma City Council*”, in partial fulfilment of the requirements for the Degree of Master of Social Work at the Open University of Tanzania (OUT).

.....

Dr. Johnas Buhori

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.....

Date

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DECLARATION

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ABSTRACT

The study assessed the effectiveness of inclusive education implementation level among primary school-aged children living on the street, investigated the role of social workers in enhancing the effectiveness of inclusive education implementations among primary school-aged children living on the street, and examined the challenges facing inclusive education implementation among primary school aged children living on the street. The Socio-Cultural Theory of Proximal Development was used. A pragmatic research philosophy and cross-sectional design involving a sample of 68 respondents were employed. They utilized both probability sampling techniques in selecting participants. Quantitative and qualitative approaches were used. The primary data collection tools were the questionnaire, interview guide, and FGD. Quantitative data was analysed by using percent, mean, and standard deviation. Qualitative data was analysed using themes through quotations from respondents' explanations. Findings revealed that inclusive education programs for street children were implemented according to the policy provided in the study area; there are challenges facing the implementation of inclusive education programs for street children in the study area, and social workers played a significant role in effectiveness inclusive education programs for street children. The study recommends collaboration between government and private sectors in the provision of training related to street children, especially in terms of identification and counselling, and the provision of enough funds by the government to facilitate proper implementation of the existing projects in the study.

Keywords: *Inclusive education, street children, primary school aged children, social workers, Dodoma city council.*

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
ACKNOWLEDGEMENT.....	v
ABSTRACT	vi
LIST OF TABLES	xii
FIGURE	xiii
LIST OF ABBREVIATIONS	xiv
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Overview	1
1.2 Background to the Study	1
1.3 Statement of the Problem	7
1.4 Objectives of the Study	8
1.4.1 Main Objective	8
1.4.2 Specific Objectives.....	9
1.5 Research Questions	9
1.6 Significance of the Study	9
CHAPTER TWO	12
LITERATURE REVIEW.....	12
2.1 Overview	12
2.2 Definitions of Key Terms.....	12
2.2.1 Street Children.....	12

2.2.2	Inclusive Education	13
2.3	Theoretical Framework	13
2.3.1	The Socio-cultural Theory-Zone of Proximal Development (ZPD)	14
2.3.2	Relevance of the Theory to the Study as per Specific Objective	16
2.4	Empirical Literature Review	17
2.4.1	The Level of Effectiveness Implementation of Inclusive Education Among Primary School-Aged Children Living on the Street	17
2.4.2	The Role of Social Workers in Effectiveness in Inclusive Education Programmes Implemented for Street Children.....	23
2.4.3	Challenges for Implemented of Inclusive Education Programmes for Street Children	28
2.5	Research Gap.....	33
2.6	Conceptual Framework	34
CHAPTER THREE		35
RESEARCH METHODOLOGY		35
3.1	Overview	35
3.2	Research Philosophy	35
3.2.1	Research Design	36
3.2.2	Research Approach	37
3.3	Study Area.....	37
3.4	Population of the Study	38
3.5	Sampling Procedures	38
3.5.1	Probability Sampling.....	39
3.5.2	Non-probability Sampling.....	39

3.6	Sample Size	39
3.7	Selection Criteria.....	40
3.7.1	Study Variables and their Measurement	41
3.8	Secondary Data Source	42
3.9	Primary Data Source	42
3.9.1	Data Collection Tools.....	42
3.10	Validity and Reliability	44
3.10.1	Validity.....	44
3.10.2	Reliability	45
3.11	Qualitative Data Rigor or Trustworthiness	45
3.11.1	Dependability	46
3.11.2	Confirmability	46
3.11.3	Transferability	47
3.12	Data Analysis and Presentation.....	47
3.12.1	Data Analysis on the Implementation Level of Inclusive Education.....	48
3.12.2	Data Analysis on the Role of Social Workers in Implementation of Inclusive Education	49
3.12.3	Data Analysis on the Challenges Facing Implementation of Inclusive Education.....	50
3.13	Ethical Consideration	51
3.13.1	Research Clearance	51
3.13.2	Voluntary Participation	51
3.13.3	Assent	52
3.13.4	Confidentiality.....	52

3.13.5 Anonymity.....	53
3.13.6 Principle of No Harm	53
CHAPTER FOUR.....	55
FINDINGS AND DISCUSSION	55
4.1 Overview	55
4.2 Respondent's Demography	55
4.3 Reliability Test for the Variables Aggregated.....	57
4.4 The level of effectiveness implementation of inclusive education among primary school-aged children living on the street	57
4.5 Role of Social Workers in Effectiveness Implementing Inclusive Education Programmes for Street Children	61
4.6 Challenges for Inclusive Education Implemented Programmes for Street Children	64
CHAPTER FIVE.....	69
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	69
5.1 Introduction	69
5.2 Summary of the Findings	69
5.2.1 The Level of Effectiveness Implementation of Inclusive Education among Primary School-Aged Children Living On the Street	70
5.2.2 Social Workers Role in Effectiveness Implementing Inclusive Education Programmes for Street Children.....	70
5.2.3 Challenges for Inclusive Education Implemented Programmes for Street Children	71
5.3 Conclusion.....	71

5.4	Recommendations to the Government and Stakeholders.....	72
5.5	Recommendation for Further Study	73
REFERENCES.....		74
APPENDICES		84

LIST OF TABLES

Table 3.1: Distributions of the study respondents and key informants	41
Table 3.2: Variables and their Measurement.....	41
Table 4.1: Respondent's demography	57
Table 4.2: Reliability Test for the variables aggregated.....	57
Table 4.3: Responses to strengths of inclusive education implemented programmes.....	61
Table 4.5: Responses to social workers' role and strength of inclusive education programmes.....	64
Table 4.4: Responses to challenges for inclusive education implemented programmes.....	67

FIGURE

Figure 2.1: Conceptual Framework.....	34
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LIST OF ABBREVIATIONS

EFA	Education for All
EPT	Education and Training policy
EU	European Union
FYDP	Five-Year Development Plan
NGOs	Non-governmental Organizations
OECD	Organization for Economic Cooperation and Development
PEDP	Primary Education Development Program
UNDP	United Nations Development Programme
UNICEF	United Nation International Children Education Fund
URT	United Republic of Tanzania
USA	United States of America

CHAPTER ONE

INTRODUCTION

1.1 Overview

The study aims to assess the effectiveness of inclusive education implemented for street children for street children in Dodoma City Council. This chapter presents the introductory part of the study, the background of the study, and a statement of the problem. Other areas include the study objectives, study questions, and the significance of the study.

1.2 Background to the Study

In both developed and developing worlds, street children are a serious issue that needs joint efforts to encounter (Hasrianti et al., 2022). Different countries all over the world have been facing this challenge of street children for a considerable number of years, but still, the most challenging problem is prevailing even nowadays (Endris & Sitota, 2021). Street children are those individuals who entirely depend on street life for survival (Julien, 2022; Mohapanele, 2022). Street children can also include children who are well connected with public spaces such as train stations, bus stations, parks, marketplaces, and streets and whose daily lives depend on streets for survival (Atwar & Engkus, 2020). Street children are believed to be primary school-aged children who are required to attend primary school education. Global attention has been directed to inclusive education as the issue that needs priority. The Universal Declaration of Schooling for All supports this. Those with disabilities and the aged ones roaming in the street were given priority to accommodate all of them

(Hasrianti et al., 2022). The fact is that their circumstances make it difficult to be reached quickly to get education services (Hasan & Chaitee, 2022).

Globally, it is estimated that there are 120 million children who are out of the formal education system. Those who live on the streets total 50 million. The driving forces for them to be in the street involved the death of their parents through HIV/AIDS (United Nations International Children Education Fund) (UNICEF, 2021). To support children who are out of school, the provision of inclusive education is essential (United Nations Development Programme, 2021). Failure to access inclusive education made them sacrifice their lives and abandon their right to education because they spent most of their time working to support themselves or their families (Cahyani et al., 2021).

According to the statistics, street children who are primary school age have been a problem all over the world with varieties of levels across the regions (Cynthia & Vlamings, 2019). For instance, in the United States of America (USA), 2.5 million children are not included in inclusive education each year. Along the same lines, in the European Union (EU), the homelessness problem is reported to be prevailing and significant (Develtere, 2022; OECD, 2021). Their homelessness resulted in most school-aged children not being involved in inclusive education; instead, they are living and working in the streets for survival. For example, in India, about 35% of street children of school age do not attend school. They are dwelling in the streets for a living (Rai & Shekhar, 2023).

In Africa, apart from the introduction of inclusive education for all children, the problem of street children is prevalent and has remained a big challenge for the government to address (Mokoena, 2021). According to a UNICEF report, out of global street children, Africa has 30 million. Most dwell in cities and urban areas without families (UNICEF, 2022). In Ghana, a report noted that school-aged street children have increased by 20%. This group of street children is not enrolled in the school system (Teye, 2023).

The prevalence of the ever-increasing number of street children in several urban areas of Africa was caused by poverty (Edmonds et al., 2022). Unfortunately, most of them in Africa are school dropouts and no longer in an education environment (UNICEF, 2022). For instance, in Nigeria, a high rate of 24% was reported for school-aged street children who were out of school due to dropout (Okoeguale et al., 2020). Apart from the increase of a substantial population of children as a challenge, inadequate resources such as teachers, teaching, and learning materials make it hard to implement inclusive education effectively (Mwende et al., 2022).

In the East and Central Africa region, the flow of street children to urban areas such as big cities is increasing considerably (Ongowo, 2022). Domestic violence, alcoholism, absence of parents, and poor communication between parents and their children were most of the characteristics evidenced by many family members. As a result, most of the children take refuge on the streets to escape violence and abuse within their families (Mwende et al., 2022). In Tanzania, there is an ever-growing number of street children growing up in towns and cities across the country

(Anangisye & Xu, 2022). It is estimated that, as of 2022, there are 218,369 street children in Tanzania living out of households' space and parental influence, out of which 85,699 were males and 132,670 were female. Most street children are school dropouts, and few are illiterate, having not attended school (Chingonikaya & Saleh, 2019).

The education system has evidenced the adoption of inclusive education policy by different African countries. The policy emphasized the proper implementation of inclusive education to serve a large number of children. The implementation of inclusive education faced some challenges, especially in terms of a shortage of teachers, poor infrastructure, and inadequate teaching and learning resources (Mokoena, 2021). According to Ongowo (2022), implementing inclusive education needs to consider policy amendments. Further, he noted that different reforms, including legislation and human and financial resources need to be considered to ensure effective implementation. To achieve proper implementation of inclusive education, adjustment of policies to fit the requirement is crucial.

Generally, the provision of inclusive education considers that everybody, regardless of their varied background, must get an equal chance in education. The emphasis needs to be placed on the provision of inclusive education. This is because inclusive education helps minimize bias by considering the reality that all children have equal rights to be involved in inclusive education (Endris & Sitota, 2021). As inclusive education is believed to be associated with learners with disabilities, the perspective can go beyond disabilities. Also, the involvement of other cadres, such as aged

primary school children, is becoming popular (Mohapanele, 2022). Waziri and Fundi (2019) noted that children of different ethnicities, languages, and races are usually found in inclusive school settings. Moreover, they also revealed that learners with disability and socioeconomic status are available in different social settings. Further, the performance of learners who received their education in inclusive schools was better in terms of academic and social than the learners who were educated in segregated settings (Julien, 2022). Furthermore, primary school street children do best when they are educated in inclusive schools in terms of academic achievement (Hufad & Saripah, 2021).

The stakeholders, including government and social workers, have been playing their role in addressing the issues related to street children in different parts of the region. This involved the facilitation of educational accessibility to street children. Despite efforts exerted to reduce street children, more needs to be done as the major towns are still overflowed with habitats known as street children. The government initiated free education for all programs to enable the accessibility of education to street children. Further, vocational training was established as remedies for street children to acquire life skills. The involvement of NGOs and social workers has been evidenced as the best supporting system for street children to get an education (URT, 2019). They provided life skills-related training and rehabilitation to facilitate children's integration into formal inclusive education.

In Tanzania there are various legal and policy frameworks that address the welfare and development (including education) of all children, particularly street children

and those denied their right to education. According to the National Education and Training Policy (EPT) 2005, education is funded free for all children irrespective of gender, race, creed or religion and is the right of every child to have an inclusive education. With initiatives to integrate street children into the education system, the government has also expressed its determination to reduce poverty in the country and improve the quality of life. Furthermore, NGOs and social workers are playing an important role in life skills training and educational access for these vulnerable groups (Anangisye & Xu, 2022).

In recognition of the country's necessity of investment, particularly in human capital, the emphasis on the vital role of inclusive education in improving the quality of life for Tanzanians and reducing poverty levels was significant (Waziri & Fundi, 2019). Further, the government of Tanzania has prioritized development efforts to deal with ignorance, diseases, and poverty (Chingonikaya & Salehe, 2019). The issue of street children's access to inclusive education needs to be adequately documented in local studies, making the knowledge and understanding of underlying challenges scarce. Most studies have highlighted issues regarding street children intensively but paid little attention to their problems with access to inclusive education. According to the National Education and Training Policy (EPT) of 2005, free education should be for all children without discrimination (Inclusive Futures, 2020). However, street children who are already out of school setting their rights to education have been overlooked by studies, making the problems continue to exist. Inadequate coverage of education issues by local studies makes the problem lack public attention and call for action. That is why the current research is essential in addressing this problem.

1.3 Statement of the Problem

Inclusive education for street children is currently becoming a prioritized issue in the education system, although there needs to be more information in the area concerning aged street children. The inclusive education process has been prioritized in different parts of the world. With this regard, areas such as the accommodation of children, particularly those with disabilities and street children were emphasized (Hasrianti et al., 2022). In Tanzania, different stakeholders have considered access to education for aged street children. These include the government, the private sector, and the public (Chingonikaya & Saleh, 2019). Various initiatives have been developed by the government of the United Republic of Tanzania in terms of supporting school children, especially the aged ones who are roaming the streets to access inclusive education (Mohapanele, 2022). However, all initiatives failed to achieve the intended objectives satisfactorily because most children still exist on the roads countrywide. The government exerted different efforts intending to apply for inclusive education programs. The reintegration of the children to return to school to be in the educational system has helped enable them to return to school through social workers and NGO support (Waziri & Fundi, 2019). The government has considered universal access to quality education as a fundamental right of the children. Therefore, children are required to have access to education (URT, 2019). To implement this, the government of Tanzania considered several measures, including free primary and secondary education for all children.

Despite efforts exerted by the government and other stakeholders to improve access to inclusive education in Tanzania, street children continue to face significant

barriers to obtaining a quality education and developing essential skills. Many studies have been documented on street children and associated prospects and challenges (Anangisye & Xu, 2022; Chingonikaya & Salehe, 2019; Waziri & Fundi, 2019), but the studies still need to adequately document the issues of inclusive education.

However, few empirical studies exist on inclusive education for primary school-aged children, and consequently, the issues of street children have not been well addressed as required. Adequately addressing the issues and increasing understanding of schooling of street children is a key to calling for new policies and strategies that may enroll and support the children's access to education. Therefore, this study intends to assess the effectiveness of inclusive education implemented for street children in Dodoma City Council, Tanzania.

1.4 Objectives of the Study

This section involved both the general and specific objectives of the study. The specific objectives were divided into three parts to suit their measurement regarding implementation, challenges, and the role of social workers.

1.4.1 Main Objective

The general objective of this study was to assess the effectiveness of inclusive education implemented for street children, specifically primary school-aged children, in Dodoma City Council, Tanzania.

1.4.2 Specific Objectives

- i) To assess the level of effectiveness implementation of inclusive education among primary school-aged children living on the street in Dodoma City Council.
- ii) To investigate role social workers' in enhancing inclusive education implementations among primary school-aged children living on the street in Dodoma City Council.
- iii) To examine the challenges facing implementation inclusive education among primary school-aged children living on the street in Dodoma City Council.

1.5 Research Questions

- i) What is the level of effectiveness implementation of inclusive education among primary school-aged children living on the street in Dodoma City Council?
- ii) What is role of social workers' in enhancing inclusive education implementations among primary school-aged children living on the street in Dodoma City Council?
- iii) What are the challenges facing implementation inclusive education among primary school-aged children living on the street in Dodoma City Council?

1.6 Significance of the Study

The findings derived from this study are expected to benefit policymakers, academicians, scholars, and the public at large. To policymakers, findings are expected to help policymakers and legislators determine the root causes for street children being out of formal school, factors that enabled them to be in that condition,

and effective means that can be used to combat the problem. Also, findings are expected to support the necessary amendment of the current policy on issues related to street children. Moreover, findings are expected to enable administrations at different levels to appropriately support inclusive education for aged street children. For academicians and scholars, the findings are expected to contribute to new knowledge that can be applied in literature, especially in the area of street children and inclusive education. This new knowledge can enable scholars and researchers to make appropriate measurements, particularly the impact of inclusive education on street children. Further, this study's findings are expected to benefit the educational system because they can address challenges and necessary measures to support the future of street children.

To community members, the findings of this study are expected to make a clear understanding of the presence of street children in different parts of our country and how to overcome the persisting challenge. Also, findings are expected to draw attention to the public in terms of determining prospects, obstacles, and suitable strategies, which are helpful for awareness creation, especially for aged street children. Furthermore, community members can be in a position to gain important information from this study. This can be done by considering recommendations in this study when implementing inclusive education-related projects in their areas.

Methodologically, this study will showcase an effective approach for conducting research with street children and inclusive education. Using a qualitative and quantitative approach, this study aims to generate knowledge on the variables

affecting the education of street children. Findings regarding the impact of accounting-related information on mitigating the effects of social problems, as well as adjustments made to the design methods and analytical tools used in this study, can act as guidelines for future researchers considering similar social issues.

Theoretical Contribution, the study will enrich theory on inclusive education and social integration, particularly among marginalized groups such as street children. It will inform the debate about how social, economic, and policy-related factors impact access to education for those who are however the most vulnerable to education deprivation. The study will provide further insights into the ways in which education policies interact with the realities of street children by grounding the theoretical underpinnings of the work in an empirical analysis. In addition, the findings of the study will further develop theoretical models of educational equity and child welfare, thus bringing concepts useful for future research and policy efforts related to inclusive education.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

In this chapter, different findings, theories, and concepts related to the study have been reviewed. Subjects similar to current studies are discussed according to the study's objectives. This chapter is divided into different parts, namely key terms definitions, theories reviewed, empirical literature, and the identified gap conceptual framework of the study.

2.2 Definitions of Key Terms

This section defines the essential terms related to this study. These include street children and inclusive education.

2.2.1 Street Children

Street children can be defined as persons whose ages range from childhood to adolescence. They usually dwell in the streets and depend on the streets for survival (Mulekya et al., 2021). Moreover, Irawati et al. (2021) defined street children as those who roam freely in different streets, lacking the required protection and necessary care from their parents or guardians. Street children are a vulnerable group of individuals who are deprived, abandoned, and left without their rights being taken into consideration by the people surrounding them. They also suffer from constant exploitation because of inadequate guidance (Sanjay et al., (2019). According to the context of this study, street children are the ones found in different areas such as

urban streets, stations, bus stands, and other gathering places such as marketplaces. They are often involved in business and begging activities to support their living.

2.2.2 Inclusive Education

Inclusive education is the type of education whereby all children qualified to be involved in the learning process are enrolled to access education opportunities for learning (Cahyani et al., 2021). Moreover, inclusive education refers to education usually provided by the authority concerned to the children, where all are given equal chances to attend formal school to learn and develop the required life skills (Maria, 2019). In this study, inclusive education involves an educational system in which all eligible children, such as those in unfavourable environments for their survival, are given priority to attend school and allows them to learn together with other children without bias.

2.3 Theoretical Framework

The current study was based on socio-cultural theory, specifically in the Zone of Proximal Development component, to meet the study's objectives and provide appropriate answers to the research questions. This theory was considered the appropriate one because it was rich in providing a clear understanding of street children, especially those who are out of the formal educational system. Further, the theory explains the importance of involving street children in the formal educational system. This theory guided the study in explaining different phenomena concerning inclusive education for primary school-aged street children.

The theory made the descriptions of research objectives, including the effectiveness of implementation of inclusive education among primary school-aged children living on the street, the challenges facing the implementation of inclusive education among primary school-aged children living on the street, and the role of social workers in enhancing implementations of inclusive education among primary school aged street children.

2.3.1 The Socio-cultural Theory-Zone of Proximal Development (ZPD)

This theory was developed by Vygotsky (1987). The focus was to make descriptions of what children learn and resolve the effective learning challenges. This theory made a significant contribution in terms of understanding the roles of the social and cultural environments, particularly in the development of children's cognitive and school settings (Mitchell & Myles, 2004). The promotion of the mental development of learners in the educational framework was regarded as the significant function of this theory. As pointed out by socio-cultural theory, the interaction during socialization and cultural interaction were regarded as opportunities for social and collaborative learning (Lambert & Clyde, 2000). Zone of Proximal Development (ZPD) is regarded as one of the main components of socio-cultural theory. This part of the theory extended the practical application of the theory in education-related issues. According to Vygotsky, ZPD involves different levels in a child's development, especially when working or learning independently and sometimes when learning under the full support of a professional such as a teacher (Mitchell & Myles, 2004).

The Sociocultural theory of child development from Lev Vygotsky (1987) argues that learning is social in nature and that it can be shaped by peers, teachers and mentors. He contended that intellectual development is not a solitary pursuit, but rather occurs in a social context, one which allows for cognitive development. One of the main assumptions of this theory is that of More Knowledgeable Others (MKO) which follows that others with higher skill levels help learners acquire new skills and knowledge. This underscores the significance of structured guidance in education, which is literally absent in the case of marginalized populations such as the street children. Zone of Proximal Development (ZPD), another fundamental idea in this theory, describes the difference between what a learner can achieve independently and what they can achieve with guidance or assistance. This principle, called gradual release of responsibility (peerreview), suggests that learners learn best when the instruction they receive is scaffolded, and the support they receive is incrementally withdrawn once they get the hang of it. Moreover, language and culture are essential for cognitive development, as it provides the frameworks through which an individual solves problems and thinks. Children from those backgrounds often miss out on being presented with structured learning environments that bolster cognitive abilities (Vygotsky theory of cognitive development, n.d.) and are therefore stuck in a never-ending cycle of limited education access. Thirdly, theory states learning underpins development; this means children's cognitive abilities grow via meaningful educational experiences. This challenges Piaget's perspective that development necessarily has to come before learning. But again, Socio-Cultural does not explicitly discuss vertical structural barriers like poverty, homelessness, and lack of institutional support even though this is an essential part of the learning

environment in our system of oppression. The problems encountered by street children go beyond cognitive development and need wider socio-economic and policy interventions in ensuring educational inclusion (Bhasin, 2022). Thus, although relevant in explaining the way(s) in which learning happens, Vygotsky's theory should be tied to practical frameworks focused on addressing the systemic barriers preventing vulnerable populations from having access to education.

2.3.2 Relevance of the Theory to the Study as per Specific Objective

Based on the context of the current study, this theory is critical in understanding the proper encounter of challenges, particularly street children's education. Further, the theory supports them in the enhancement of their life skills, knowledge, and future prosperity. The relevance of this theory is evident in terms of an appropriate explanation of the effectiveness of inclusive education implemented programs for street children in Dodoma City Council. To understand the adequate performance of the existing educational policy, a clear understanding of the difference in children's cognitive development is implemented to suit street children (Shayer, 2002). The theory explains how children's education environment can be enhanced by incorporating street children into the formal educational system (Chitsamatanga & Rembe, 2020).

Moreover, the relevance of the theory was evident because it formed the ground for analysis of challenges such as school dropout and determination of the strategies in supporting them to get the education necessary for building their future (Fantahun & Taa, 2022). This theory attempts to recognize that all children who are living as

independent, for instance, those living on the street, are unable to get the opportunity to acquire life skills because of low cognitive development (Lambert & Clyde, 2000) as theory explains different challenges faced by street children, as obstacles for them to be involved in the formal system of education. The Dodoma City Council can even do this. The role of social workers was explained in the theory, especially in support of the implementation of inclusive education for street children. The theory supported the understanding of social and cultural issues that are related to the development of education for street children (Mitchell & Myles, 2004). The theory emphasizes the need for children to get professional assistance based on cooperation with social workers to create a better learning environment (Teye, 2023). It helped explain social workers' function in supporting street children in accessing inclusive education in the Dodoma City Council.

2.4 Empirical Literature Review

Different studies have pointed out issues related to inclusive education for street children. These studies have focused on various angles, ranging from the effectiveness of the implementation of inclusive education to the challenges associated with it and the roles of social workers in supporting its implementation. The reviewed literature was based on the objectives of the current study.

2.4.1 The Level of Effectiveness Implementation of Inclusive Education Among Primary School-Aged Children Living on the Street

Hossain (2023) conducted a study on the health and education of street children in Dhaka, Bangladesh. In gathering and analysing data, the study applied mixed

research methodology involving descriptive research design. A study used a sample of 100 respondents involving sampling techniques. The study collected data using an interview guide and documentary review, whereby the data was analyzed using descriptive and thematic means. Results revealed that there was a depression in the quality of life for street children in the study area due to the inability to access formal education and health services. The authors concluded that, while education can be used as a marketplace commodity that subject children to both social exploitation and exclusion, it should also be used as a tool to safeguard the rights of children. Nevertheless, the study lacked an in-depth exploration of street children's specific barriers to accessing inclusive education and the impact of certain socio-economic factors of these barriers. In addition, even though the study recognized education as a critical factor in protecting children's rights, it did not offer specific ideas for policy initiatives or blocks of education that could reduce the gaps.

Maria (2019) researched descriptions of the general situation of children living in the street and the implementation of accessibility of inclusive education in India. In gathering and analysing data, the study applied a review design and mixed methodology to get information from the government system of education. Findings show that social, economic, and political inequalities significantly influence children's access to education in the study area. This led some children to drop out of school and roam in the street. Moreover, the study revealed that access to education targeting street children is the obvious challenge facing the majority of third-world countries, including India. Nevertheless, progress is evidenced in inclusive education implementation programs that involve street children from different major cities.

Rail and Shekhar (2023) examined the status of the implementation of inclusive education for street children in Delhi, India. In gathering and analysing data, the study applied an exploratory research design and quantitative research methodology to get the required information. Simple random sampling was used to get 364 respondents. The questionnaire was used to collect data from respondents in the study area. Inferential, descriptive, and thematic means were applied to analyse data. The results showed that vast social, economic and political disparities greatly restrict children's access to education, resulting in high dropout rates and a growing population of street children. While we have made some strides in inclusive education, many challenges still exist. Yet, the paper was mostly based on a review of secondary sources and lacked an empirical element to judge the real influence of inclusive educational efforts. Furthermore, it failed to offer detailed assessments of how current policies and interventions directly address the needs of street-connected children. The study could have offered a more nuanced understanding to how inclusive education programs can be effectiveness, if it had also included the voices of street children and educators.

Cahyani, Hufad, and Saripah (2021) examined the implementation of an inclusive education program for street children in the Filial School of SMA. In the data collection and analysis process, the study used a descriptive design and a qualitative approach. Observation and in-depth interviews were applied to collect data from respondents. Results showed the education level of street children is low where 45% of them could only receive primary education and the number of children who drop out of schools before completing primary education is high. Although the article

included helpful statistical information, it did not examine the underlying causes of these dropout rates. Moreover, the study did not look into how effective current educational policies and support systems for street children are. While the results quantify the barriers that street children face in education, without a qualitative lens, the researchers were unable to capture individual experiences that would provide a deeper understanding of specific barriers faced by this population

Mohapanele (2022) assessed whether street children benefit from the government's efforts towards inclusive and quality education for all in South Africa. The quantitative research method was adopted to analyse and gather data. Purposive sampling was used to select a sample of 90 children. The study employed semi-structured open-ended interviews to collect data from various sources. Data was analyzed using inferential, descriptive, and thematic means. Certain learning resources were adapted to classes for street children, but the mainstream curriculum persisted. Given these realities, there is an urgent need to address such challenges in order for programs to be truly implemented. Yet, while it may have made reference to policy solutions, it did not discuss scalable strategies for better inclusive education for street children. The study also did not review how the skills supplied by the program or how it would improve the lives of street children in the long run other than literacy and education.

A report by UNICEF (2023) provided that, through the Government's Development Vision 20, Tanzania has implemented various initiatives to ensure the accessibility of inclusive education to street children. The focus was on employment skills, life

skills, and vocational training. Results showed that the majority of street children enrolled at different levels to drop out eventually. While the study was good in pointing out how the government programs have failed to keep street children in school, it did not analyse the structural barriers that need to be addressed in this area. It also failed to consider other education models that might be more appropriate to street children. The study would have been stronger had a deeper analysis elucidating how socio-economic and policy variables affect school withdraw among street children been added.

Setyowati, Aji, and Imron (2022) examined educational empowerment and its impact on female children in Surabaya Street School. A qualitative case study research design was used. A purposive sampling method was applied to get seven respondents. In-depth interviews and observations were used to gather information from respondents. Analysis was done using Miles and Huberman's interactive model. Findings revealed that Srikandi School played a significant role in encountering the challenge of access to education by street children. The study concluded that the development of the potential of street children was facilitated by implementing programs related to inclusive education for them.

UNICEF (2021) assessed the implementation of education for children out of school. In this study, secondary data was used from different sources of government educational institutions. Findings revealed that 258 million children face obstacles to getting formal education in different countries. Poverty contributed significantly as the primary barrier for low-income families to afford education expenses for their

children. The study noted that the engagement of most of the children in child labor acted as an obstacle for them to attend school. No effort has been exerted by the authorities concerned to involve children in the formal education system. The suggestion made by the study to the government was to take the initiative targeting the integration of children into the formal system of education by considering the economic status of low-income families.

Chitsamatanga and Rembe (2020) conducted a study on the implementation of children's rights to inclusive education for street children in South Africa twenty years after democracy, reflecting on achievements and problems encountered. Primary and secondary data were used in the study. The study also applied both quantitative and qualitative approaches. Findings revealed that the majority of street children were out of school as the country struggled to attain the goal of integrating all children into education. The set goals concerning inclusive education for all children were not achieved due to poor implementations of various government programs. The study concluded that the inclusive education programs managed to improve the education system of street children.

Pratap and Singh (2021) conducted a comparative study to examine the educational status of children in Botswana and India. A descriptive research design was used for this study, and data was analyzed using a t-test. Findings revealed the similarities of challenges encountered in developing countries. India's bigger population revealed that most children are out of school compared to Botswana, where they are manageable. Results noted that educational systems in both countries have yet to

play their part as required to support the provision of primary education to street children.

Uthayakumar and Vlamings (2019) assessed the implementation of street children's rights to education. According to the authors, the universal right to education is considered an international agenda that was established globally. The primary agenda required accessibility of quality education for all children. However, most street children still need to be enrolled in school. Instead, they find themselves roaming in the streets. Findings showed that both countries had similar challenges in their ability to provide primary education to street children, however India had a larger number of out of school children as a function of its larger population. While the study highlighted policy gaps, it does not assess specific interventions to bridge those gaps. Moreover, it did not explore how culture affects the level of education accessible to the street children in both nations. More actionable insights to inform possible implementations could be derived by digging deeper into policy frameworks in both countries.

2.4.2 The Role of Social Workers in Effectiveness in Inclusive Education

Programmes Implemented for Street Children

Mutia (2019) assessed the role of social workers in developing information needs among street children in Indonesia. A descriptive design involving a quantitative approach was used in the study. A sample of 15 children and 17 social workers were employed as respondents. The questionnaire was the primary data collection tool, and data analysis was done by running frequencies and percentages. Results showed

that social workers played an important role in the provision of education and access to information for street children. However, the study neither investigated how social workers affect the implementation of inclusive education programmes nor the difficulties they encountered to ensure the effective integration of street children into the formal education system. In addition, the small sample size of the study limits the potential for generalising its findings. The current study attempts to bridge this gap by focusing on the wider role that social workers play in the provision of services to children living in the street in promoting inclusive education, rather than just an information provision aspect, but also highlighting issues of advocacy, policy implementation and barriers to intervention.

Sihite (2020) conducted a study on the role of social services providers in street children's support in Medan City, Indonesia. This study's literature review involves different legal and other documents related to social issues. The study showed that social services play an indispensable role in the promotion of mental, social and physical development of street children and that social workers make sure that children exercise their basic rights of education and protect them from violence. Though offering rich understanding of the social services available to street children, the study provides little empirical data to substantiate accusations. Moreover, it does not make special reference to inclusive education, concentrating rather on well-being in general. This study aims to address this research gap, documenting how social workers engage in supporting street children for inclusive education programs and what barriers do they face.

IFRC (2022) carried out a study on the activities of Red Cross and Red Crescent National Society projects aimed at supporting street children. In this study, case studies were employed all over the world. The sample of 18 projects was used to generate the required information by the Red Cross and Red Crescent National Societies. It also said that social workers spend time interacting with children and communicating their needs to stakeholders. While this study demonstrates the role of social workers in gathering and communicating information, it does not address the place of social workers in inclusive education concerning street children and helping them integrate academically. Moreover, it does not discuss how social workers can help close that trust gap for students to experience more successful educational experiences. This study extends such suggestions by exploring how workers support inclusive education for children on the street, including both policy offerings and practice-based interventions that both practitioners and policymakers can draw upon to reform policies in line with the rights agenda.

Teye (2023) examined the roles and effects of social workers, organizations, governments, and service users in addressing social problems and implementing interventions for street children in Ghana. In this study, the previous studies about the subject matter were reviewed. Furthermore, judgment was involved in social work perspectives, and social media was used as a source of information. Findings revealed the presence of negative conception for street children regarding the status of the country. It further noted that the severe violation of street children's rights affected their self-esteem and self-confidence over different matters.

Buyoya and Buhori (2023) explored the role played by social workers in the prevention of child sexual violence in Tanga City Council-Tanzania. In this study, the qualitative research approach was employed, involving a sample of 18 social workers as respondents. Data was collected using an interview guide. Findings revealed that the role of social workers was evidenced in terms of protecting children from all sorts of sexual violence and abuse. Social workers developed and implemented different programs through the campaigns. They were involved in the provision of services to the identified victims of abuse in terms of medical services and legal support.

Bewunetu, Getnet, Kibur, and Samuel (2023) conducted a study on the social-ecological view of the factors affecting the effectiveness of reintegration interventions targeting street children. In this study, a systematic literature review from various studies was applied. Results show that community, family, individual child, and street sub-culture were the main driving factors that facilitated the effectiveness of reintegration and interventions. The process of reintegration was affected differently by factors and behaviors. Moreover, the study noted that social workers offered online safety education to fulfil their role.

Amadi and Karani (2021) examined the role of social workers in the mitigation of child sexual violence in Kisii County, Kenya. In this study, a descriptive survey design involving mixed methodology was employed. A sample of 100 pupils, 100 parents, and ten key informants was used. The study used a questionnaire and interview guide to collect the required information. Both quantitative and qualitative

approaches were used in the study. Results revealed that in the mitigation of child sexual abuse, various stakeholders, including social workers, played significant roles as part of their duties. They played a significant role in providing rehabilitation and counselling to the victims. However, the current study focused on the roles of social workers in supporting street children's education.

Sonio and Fabella (2023) carried out a study on the experiences of social workers in handling child sexual abuse cases in the Philippines. In this study, a mixed methodology was adopted. Documentary review, questionnaire, and interview guide were used to collect information from respondents. Findings show that social workers have played their role in ensuring the safety and protection of children against sexual abuse environment. Further, the study noted that social workers play significant roles in intervening with victimized children. This study attempts to highlight child abuse-related issues. However, the current study focused on how social workers support street children's access to inclusive education.

Julien (2023) examined the importance of listening to minority groups, especially children. The study summarised and analysed different publications related to children. Findings revealed that to understand children's lives and challenges properly, it is imperative to listen to their opinions. To exert efforts that can bring the challenges into focus, creating an environment for listening to children roaming the streets is essential for both professionals and policymakers. Further, everyone needs to understand the voices of children in order to understand their challenges and how to bring positive changes.

Naterer and Gartner (2020) analyzed the roles of social workers and the process of integration of street children in Ukraine and Zambia. The focus of the study was to understand the associated implications of the re-socialization and reintegration of children out of their homes. This study has provided factors that lead children to the street and reinforcing social re-integration efforts are necessary for proper integration, the research indicated. But operational costs and the act of street children being scattered hinder the success of social workers, the study stated. Although this study sheds light on challenges to reintegration, it does not directly engage with how social workers ensure that reintegration follows formal education. Consequently, the current study aims to address this gap in the literature by examining the role of social workers in the promotion of inclusive education and addressing barriers to the academic success of street children.

2.4.3 Challenges for Implemented of Inclusive Education Programmes for Street Children

Taib (2022) assessed the mental disorders and trauma experiences of street-working boys compared with schoolboys in Iraq. This study applied an experimental research design involving quantitative research methodology and psychiatric diagnoses. The sample of 100 street children and 40 regular children was used. The structured diagnosis interview and trauma questionnaire were used to collect data from respondents. Descriptive statistics involving the chi-square and Fisher's extents were used for data analysis. Results show that Street children, who are frequently poor or have little parent education or high rates of mental disorders, were found to be particularly at risk, the study revealed. While theatrical elements were important and

the findings shed light on the psychological dimensions of the problems of street children, the study did not probe into the educational realities of street children, that is, how the mental health problem relates to children's participation in school or non-formal education. This discrepancy implies that the need to do better to understand the mental health and educational barriers, together, may help provide effective interventions to help street children.

Hasan and Chaitee (2022) examined the inner reasons for dropping out of street children from non-formal primary education programs. In this study, a case study research design involving a qualitative research approach in data management was applied. The snowball and purposive sampling methods were used to select the sample of 12 children. The study employed open-ended questionnaires and semi-structured interviews to collect data from respondents. Thematic means of data analysis were used for the analysis of qualitative data. The study also highlighted ineffective relationships and coordination with the program officials and the children. Although this analysis addressed dropout rates, it did not include a more in-depth exploration of the structural issues like socio-economic difficulties and systemic gaps in the educational programmes that hinder street children from getting an education. The reason that this gap is significant is because it is not only the inner motivations of these children that need to be further looked into, but also the external system that is failing to adequately provide them with enough support. The current research focuses on systemic aspects in educational programs that lead to the high dropout rates of street children and explores solutions that cater to the psychological as well as educational needs of the street children.

Fantahun and Taa (2022) examined social exclusion's root causes and consequences on street children in Gondar City, Northwest Ethiopia. A case study research design was employed in this study. Qualitative research methodology was used with 20 children and four key informants. Purposive sampling was used to obtain the required number of respondents. The focus group discussion and interview guide collected information from various sources. Data was analyzed using thematic means. Findings show that insufficient basic needs, lack of positive social relationships, health problems, and psychological challenges affected the lives of street children in the study area.

Kapange, Msomba, and Ruheza (2022) examined the social factors for street children's absconding rehabilitation and education center in Iringa, Tanzania. The study adopted a case study design, which involved qualitative research. Purposive and snowball sampling were used to select 31 respondents. Documentary review and interview checklist were applied to collect information from various sources. Analysis was done using thematic means. Results show that insufficient basic needs, lack of positive social relations, as well as health and psychological problems had devastating effects on the lives of children on the street. In addition, even though the study was crucial in mapping out the socio-economic vulnerabilities facing street children, it was also not analysed in how these vulnerabilities can curtail them access rehabilitation and educational programs.

Arabbadvi, Khoshnood, Foroughameri, and Mazallahi (2023) conducted a study on how nutritional education affects the attitudes and behaviors of street children in

Kerman. In this study, the experimental intervention research design was used. A quantitative research approach in terms of gathering and analyzing data was employed. Convenience and simple random sampling techniques were used to select the sample of 70 street children. A structured questionnaire was used to collect required information from respondents. Descriptive, chi-square test paired, and independent samples t-tests were used to analyze data. The study noted that the nutrition training program provided to street children contributed significantly to the noticed changes.

Shitindi, Zhang, and Nyello (2023) examined the challenges and coping strategies developed for street Children in Dodoma and Dar es Salaam Tanzanian. A case study research design was adopted, and a qualitative approach was used to gather and analyze data. The study employed documentary review, observation, and interview guides to collect qualitative data, and analysis was done using content analysis. Findings revealed that street children in both cities were the result of push and pull factors such as household violence, poverty, insufficient family support, single parenting, and low education. Also, the study noted that pretty activities and begging were the significant sources of income for street children in the cities.

Gayapersad, Embleton, and Braitstein (2020) carried out a study to explore the social stigmatization, discrimination, and overall situations of street children in the Republic of Kenya. Findings revealed the absence of impacts of public opinions on public perception of street children. Moreover, the study noted that the opinion of the public concerning street children was negative. They are blamed for irresponsibility,

delinquency, and involvement in criminal-related issues. This resulted in more isolation because of increased discrimination and stigmatization. The study concluded that a lack of support for education is one factor that deprives children of a better life and forces them to live on the streets.

Dankyi and Huang (2022) investigated mental health needs and associated risks for street children in Golden Triangle cities in Ghana. The study found different challenges facing street children in Ghana that negatively impacted their lives. Access to quality education, health care services, and other basic needs were not considered as the basic requirements for street children. Further, the study revealed that the lack of primary education as the right for street children was a result of failure to attend school. The study's recommendation was based on the involvement of a new approach that will convince street children to stay in centers. The proposed approaches were the development of talents, comprehensive vocational training, and education on financial issues.

Mwende, Shivachi, and Siboor (2022) assessed the experience of rehabilitating and reintegrating street children in Kenya. The study was conducted in Tran-Nzoia involving street children under care centers. Findings revealed that standard care within the centers convinced street children to stay there rather than return home. This was a result of challenges experienced when they were at home, which led them to go in the street. The study noted that the physical abuses they faced at household forced them to reject their homes. The study concluded that the development of

educational programs and other requirements could improve the provision of education to street children.

2.5 Research Gap

The surveyed literature highlighted different views in relation to street children and inclusive education all over the world, especially in developing countries. Apart from the concentration of studies in the subjects, most were based on street children and general education or in combination with other related educational issues. The review highlights issues related to the effectiveness of implementing inclusive education for street children, the level of implementation, the status of street children's education, and the achievement of implications. Several studies highlighted the issues of implementation of inclusive education (Hossain, 2023; Maria, 2019; Rai & Shekhar, 2023; Mohapanele, 2022; UNICEF, 2023; Setyowati et al., 2022; UNICEF, 2021; Chitsamatanga & Rembe, 2020; Pratap & Singh, 2021; Uthayakumar & Vlamings, 2019; Chitsamatanga & Rembe, 2020). The surveyed studies also provide various challenges encountered while implementing inclusive education for street children. Several studies highlighted the challenges, including (Taib, 2022 Hasan & Chaitee, 2022) (Fantahun & Taa, 2022 Kapange et al., 2022 Arabbadvi et al., 2023 Shitindi et al. 2023; Gayapersad et al., 2020; Dankyi & Huang, 2022; Mwende et al., 2022). Moreover, the surveyed literature provides various studies on the roles of social workers in supporting the implementation of inclusive education for street children including (Mutia, 2019; Sihite, 2020; IFRC, 2022; Teye, 2023; Buyoya & Buhori, 2023; Bewunetu et al., 2023; Julien, 2023; Naterer & Gartner, 2020).

Despite coverage highlighted by reviewed literature on issues related to inclusive education accessibility to street children, the results obtained in the studies are mainly from foreign countries. Regarding the differences in policy setting, environmental differences in the education system, and the current nature and geography of street children in Tanzania compared to other countries, a gap still needs to be filled. To fill the existing gap, the current study aimed to assess the effectiveness of inclusive education implemented for street children in the case of primary school-aged children in Dodoma city council.

2.6 Conceptual Framework

In this study, conceptual framework illustrates relationship between independent and dependent variables. In terms of independent variables, effectiveness of inclusive education implemented, roles of social workers in inclusive education and challenges facing inclusive education were the variables involved. Dependent variables include the rate of inclusive education implementation among aged primary street children as shown in Figure 2.1.

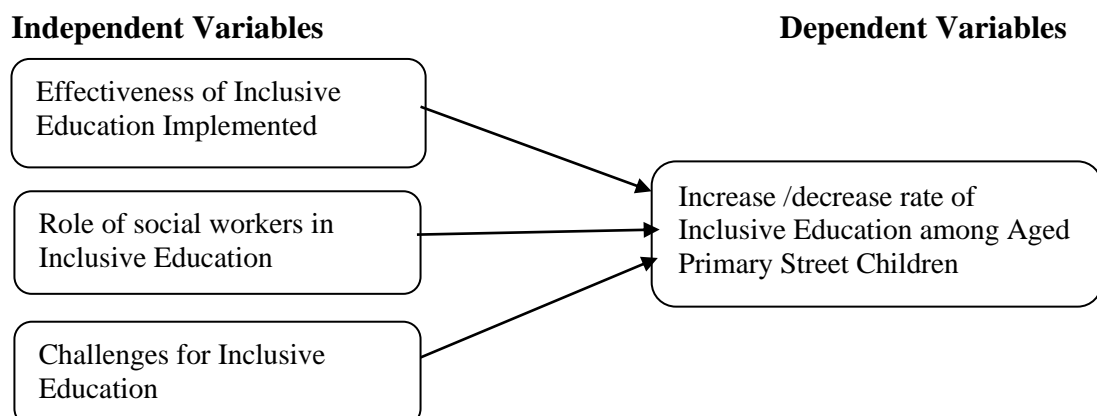


Figure 2.1: Conceptual Framework

Source: Developed from Literature (2024)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter highlights the methodology part of the study, which presents methods and procedures used by the study to draw conclusions. The chapter involved the following sections: area of the study, research philosophy, research approach, research design, population of the study, sampling procedures, sample size, sources, and types of data. Other parts included were data collection instruments, data analysis, validity, reliability, and ethical considerations.

3.2 Research Philosophy

Research philosophy is the investigation of phenomena on the basis of belief and nature (Sanya, 2021). To meet research objectives appropriately, the application of philosophy was necessary in this study because philosophical ideas act as the best guide (Delve & Limpaecher, 2022). The common three types of paradigms include pragmatism, interpretism and positivism. Every paradigm depends on nature and type of the research (Wahab et al., 2023). The explanations of research philosophies as used in different studies can be done in the following ways. Interpretivism philosophy is the one where the investigation of subject is analysed on the basis of beliefs. Positivism philosophy involves quantification and measurement which is reasonable and derived from neutral phenomenon (Sanya, 2021).

Pragmatic philosophy deals with the provision of combined methods where interpretation of phenomena is considered (Blaikie & Priest, 2019). In this study,

pragmatic research philosophy was employed. This philosophy was appropriate because it helped to guide problem investigation process by applying mixed methods (Delve & Limpaecher, 2022). The choice of pragmatism to guide this study was supported by its ability to reach result by answering questions provided. This philosophy was appropriate to undertake necessary procedures in addressing problems related to inclusive education for street children. The philosophy was used to guide the study in assessing street children's education implementation.

3.2.1 Research Design

Research design refers to strategies utilized by the study to gather and analyse the data for the purpose of generating results which are applicable in answering research questions (Van, 2019). Basically, the process of data collection, analysis, and results generations depend on the overall plan provided by research design. Research design involves different types such as descriptive design where the focus of the study was to obtain the detailed accurate information on subject studied (De Carlo, 2023). Moreover, explorative design is the one where the focus of the study is based on the investigation of phenomenon that is studied more widely (Ladislav & Creaner, 2022). Explanatory design is the one where the investigation of the study is based on causes and effects of the studied phenomenon (Kothari, 2019). Furthermore, cross-sectional design is the one in which data can be obtained within a single point of time across the selected sample of the study (Van, 2019). In this study, cross-sectional research design was employed. This was because the design facilitated the study in understanding. The design enabled the study to understanding the current issues better every time. The simultaneous data collection was enabled by this design

(Wahab et al., 2023). The exploration of critical issues and their implications were allowed by this research design.

3.2.2 Research Approach

Saunders et al. (2019) defined research approach as procedures applied by the study in collection, analysis, and interpretation of the results obtained. Research approaches are divided into two types. The first type was inductive approach, used in development of a new theory, and the deductive, which was applied in testing of the existing theory (Boyle & Schmierbach, 2019). The nature of this study allowed the application of both approaches. Basically, the application of a mixed approach is necessary because it enhances the study to increase the scope of the data and enables a deep understanding of the phenomenon under study using both empirical and theoretical data (Coates, 2021). Using a mixed-methods approach for this study is justified by its capacity to offer an overall comprehension of the complexities related to inclusive education for street children. Using qualitative insights to build new theories is an inductive approach, while creating a basis for existing theories through quantitative data is a deductive approach. The combination of both quantitative and qualitative methodologies enables this research to capture a wider spectrum of perspectives and experiences, ultimately leading to more in-depth findings.

3.3 Study Area

The study was conducted at Dodoma City Council, Tanzania. Dodoma city is the capital and government city housing government ministries. The city is one of the fastest-growing cities, with numerous infrastructure projects and rapid urbanization.

In recent years, the city experienced higher migration of people from other regions, making it more populated and expensive. The presence of street children was due to increased poverty, domestic violence, and neglect (Chingonikaya & Saleh, 2019).

The rapid urbanization, higher rate of migration, lack of employment, and higher cost of living resulted in the increased rate of poverty in the city (URT, 2023). Dodoma is known for beggars and street children found in bus and railway stations, busy streets, and markets. The city has 840 orphans and vulnerable children housed at several NGO childcare centres (Regional Commissioners Office, 2021). The choice of the city to be the study area was due to its records of street children within and those who migrated to other cities in Tanzania.

3.4 Population of the Study

The study's population is the total object, and it is conducted to answer the questions on the subject studied (Kothari, 2019). The study involved 93 participants, of whom 68 were comprised of all ward's educational inspectors and social workers as the primary respondents. Other government officials from the city councils, the Ministry of Education, and NGO representatives comprised 17 participants. Lastly, the key informants were eight street children of primary schools in Dodoma city council.

3.5 Sampling Procedures

Sampling procedures refer to the method of selecting an appropriate sample size from the target population (Delve and Limpaecher, 2022). To obtain the study's

sample size, both probability and non-probability sampling were used in selecting respondents and participants.

3.5.1 Probability Sampling

Probability sampling is a sampling technique in which subjects are selected randomly based on a game of chance (Saunders et al., 2019). This study used simple random sampling (SRS) to select respondents. They used a lottery method to randomly select its participants, with each eligible person having an equal chance to be invited. Probability sampling in the current study contributed to generalizability of the findings and minimized selection bias.

3.5.2 Non-probability Sampling

Non-probability sampling is a method where study subjects are selected based on the researcher's judgment of their relevancy (Wahab et al., 2023). In the current study, purposive sampling was utilized to identify key informants with special knowledge pertaining to the topic under consideration. The screening process favoured people who had experience with, authority over, or knew things about the subject of the investigation. This decision was made so that the study would collect meaningful insights from informed participants who could address the research problem appropriately.

3.6 Sample Size

The sample size is the fraction of the target population selected to represent the population of which a conclusion of inference is made (Boyle & Schmierbach, 2019). The study used a sample size selected from the study population based on a

proposed formula. As Israel (1992) suggested, this formula was used to determine the sample size for this study.

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

Where:

n = the sample size

N = the estimated number of education stakeholders

e = 0.05 is the 95 confidence level of precision

Therefore;

$$n = \frac{82}{1 + 82(0.05^2)}$$

$$n = 68$$

The sample size of 68, determined using a specific formula, was chosen as the targeted respondents for the questionnaire in this study. This formula was selected based on the scarcity of funds and the shortage of time, ensuring that the selected sample was appropriate to provide the required information.

3.7 Selection Criteria

Simple random sampling was used to select Wards' education inspectors, social workers, and street children in the study area. This lowered bias and increased the chances for all study subjects to participate. Purposive sampling was employed to obtain various participants, including the Ministry of Education and Vocational Training (MoEVT), the Ministry of Community Development Gender and Children Social Affairs (MCDWAC), head teachers, officers of Non-Governmental Organizations (NGOs), and street children, as indicated in Table 3.1.

Table 3.1: Distributions of the study respondents and key informants

	Respondents/participants	Category	Frequency	(%)	Sampling
1	Ward inspectors and social workers	Respondents	68	74	Simple random
	Key informants				
2	MoEVT officers	Participants	3	3	Purposive
3	Community Development stakeholders		2	2	Purposive
4	City council education officers	Participants	4	4	Purposive
5	NGOs concerned with street children	Participants	4	4	Purposive
6	Head teachers	Participants	4	4	Purposive
7	Selected Street Children	Participants	8	9	Simple random
	Total	Participants	93	100	

3.7.1 Study Variables and their Measurement

Table 3.2: Variables and their measurement

Variables/Objectives	Indicators	Measurement scale
Level of implementation of inclusive education	<ul style="list-style-type: none"> The extent of implementation in terms of accessibility, integration, learning resources, strategies and learning environment. 	Ordinal Scale of 1 to 5 where 5 the highest 1 the lowest <ul style="list-style-type: none"> Frequency Percent Mean Standard deviation Thematic technique
Roles of social workers in implementation of inclusive	<ul style="list-style-type: none"> The extent of role played by social workers in terms of ensuring availability of basic needs, supporting government, information provision, encouraging them to love education and addressing their challenges. 	Ordinal Scale of 1 to 5 where 5 the highest 1 the lowest <ul style="list-style-type: none"> Frequency Percent Mean Standard deviation Thematic technique
Challenges for implementation of inclusive education	<ul style="list-style-type: none"> The extent of identified challenges in terms of inadequate funding, shortage of teachers and learning resources, stigmatization and punishment, reluctance and carelessness by the government and poverty. 	Ordinal Scale of 1 to 5 where 5 the highest 1 the lowest <ul style="list-style-type: none"> Frequency Percent Mean Standard deviation Thematic technique

3.8 Secondary Data Source

According to De Carlo (2023), secondary data is the one that has already been used by someone else and made available for access to another person. Saunders et al. (2019) refer to secondary data as the data obtained from different sources with readymade data used for different purposes but relevant to the current study. The study used secondary sources of data to obtain quantitative data from various sources, including the National Bureau of Statistics, government ministries, journals, and newspapers. Secondary data was collected by reviewing various published and unpublished data, including data from journals, records, and reports from the city council.

3.9 Primary Data Source

Kothari (2019) defines the primary source of data as a source that provides data collected directly from respondents. The study used primary data sources to obtain quantitative and qualitative data from the study area. In this regard, the data source for this study was the Dodoma City Council. The data was obtained directly from respondents through a questionnaire, interview guide, and focus group discussion. This study's primary sources were appropriate because they enabled the researcher to obtain first-hand data from the study area through the respondents and participants.

3.9.1 Data Collection Tools

Three tools were used to collect data in this study: an interview guide, a questionnaire and focus group discussion (FGDs). The quantitative responses from the questionnaire captured a broader range of participants but were complemented

with interviews and FGDs to enable richer discourse and a nuanced understanding of group dynamics across various levels of participation. The study was conducted according to ethical considerations given that informed consent was obtained and the systematic usage of these tools ensured the validity and reliability of the obtained data.

3.9.1.1 Interview

In-depth Interviews were employed to obtain qualitative data from respondents. The tool was used to obtain data from various participants, including Municipal Education Officers, City Council Officers, MoEVT officers, MCDWAC officers, and NGO officers. The interview sessions were employed to gather data from key informants. The discussion session took 20 to 25 minutes. The tool was used to meet objectives 1 and 3. The Interview was deemed appropriate since it enabled the researcher to gather plenty of insight data with minimum time. It helped to facilitate direct interactions between the researcher and the participants to enable learning from facial expressions, which led to a broad understanding of the situation (Anandarajan et al., 2019).

3.9.1.2 Questionnaire

A structured and close-ended questionnaire was used to collect data from the study area. A set of questions were designed on sheets of paper for respondents to fill in their answers. The questionnaire was organized into questions on respondents' demographic information and questions directly related to the study objectives. The questionnaire obtained data from ward educational inspectors and social workers. It

involved a 5-point Likert scale, each representing a certain level where 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree. Data collection was done through a questionnaire administered to respondents by the researcher. The questionnaire was appropriate for data collection because it was convenient to answer questions with less effort, saving time and cost during the data collection exercise (Hense, 2023).

3.9.1.3 Focus Group Discussions (FGDs)

The study employed the FGD tool to gather qualitative data from participants. In this, 8 participants were engaged in group discussions under the moderation of the researcher. This data collection method was employed to collect data from street children. FGDs session lasted for 30 minutes, with discussions focused on specific and similar questions for all group members. This tool addressed the second research objective, which focused on the challenges facing implementing inclusive education. The data collected was used to understand the challenges and how they occur. FGDs were important because they enabled the researcher to understand the challenges facing implementing inclusive education (Ladislav & Creaner, 2022).

3.10 Validity and Reliability

The study tested both the validity and reliability of the data collection instruments.

3.10.1 Validity

Kothari (2019) defines *validity* as a measure that accurately reflects what it intends to measure. The researcher checked the validity of data collection instruments before employing them in data collection. To ensure that data collection instruments are

valid, the research conducted a pilot test using 10 percent of the instrument and sampled respondents and participants. The researcher shared with the supervisor to review the tools and make necessary adjustments to questions. Also, the study employed triangulation using several research data collection methods to resolve the validity problem. Before conducting the data collection process, the researcher ensured that the tools used in gathering data measured what they were supposed to measure.

3.10.2 Reliability

Hense (2023) defines reliability as the required quality where the applied tool makes it possible to obtain the same result each time it is used in different measurements of the same phenomenon. The researcher checked the reliability of data collection instruments prior to using them in data collection. To ensure the reliability of data collection tools, the researcher consulted the supervisor and another expert from OUT to check the consistency of items to prove the relevance. The researcher consulted experts to review the instruments and provided comments appropriately to improve the tool. The study ensured that the tools were reliable and provided consistent results in similar situations and settings. During data analysis, reliability was tested by employing Cronbach's Coefficient based on reliability threshold value. The data collection tool was considered reliable if the reliability test generated a value greater than 0.7 (Saunders et al., 2019).

3.11 Qualitative Data Rigor or Trustworthiness

Trustworthiness is the degree to which the results accurately reflect the reality of

phenomena studied from the study area and experienced by participants (Salzano et al., 2023). To ensure trustworthiness, the researcher ensured that the study results possess credibility, Dependability, confirmability, and transferability relative to data collected from the study area. Credibility refers to ensuring that the study results are credible and believable by individuals who participated (Rawhani, 2023). The results must be judged to find out if they produce what exactly is provided by the participants. The researcher ensured that the results of the study were credible.

3.11.1 Dependability

Dependability refers to whether the results can be replicable or repeated and give similar results (Eryilmaz, 2022). To ensure the Dependability, the researcher incorporated any changes that occurred while conducting the study (Enworo, 2023). The results included new ideas that emerged during the Interviews and FGDs. The involvement of comprehensive research log maintenance, documentation of all methodological decisions, and data collection process was considered to ensure dependability. This detailed record allows for audit trails and facilitates replication of the study by other researchers.

3.11.2 Confirmability

Confirmability refers to ensuring that the study results are not contaminated and affected in any way, hence no biases (Rose & Johnson, 2020). To ensure confirmability, the researcher ensured that the results were from the exact data from participants. In this study, confirmability was ensured by applying reflexivity. This was done on critical reflection, specifically regarding bias and preconceptions.

Further, Participants were free to provide the required data. All processes applied in the research were meticulously documented, allowing for a clear audit trail. The trial involved coding, questionnaire design, Interview recording, and the process of data analysis to allow the assessment of the external viewer's decision to align with the obtained findings.

3.11.3 Transferability

Transferability is the degree at which the study's outcome results can be generalized or transferred to other subjects (Salzano et al., 2023). The researcher ensured that the results generated by this study conform to transferability by describing the context of the subject studied. This was done by providing detailed information and broad explanations for readers to evaluate the findings.

3.12 Data Analysis and Presentation

Descriptive statistics was applied to describe the categories generated from the data, particularly Likert scale statements (Saunders et al., 2019). Data analysis was conducted based on three specific objectives, focusing on the dimensions of the effectiveness of implementation level, challenges facing implementation, and the role of social workers in implementing inclusive education for street children. For interpretation of standard deviation, values indicated one and above were considered as high variation. The value below 1 implied less variation. Additionally, the mean value below 3 indicated disagreements, and the mean score above three implied respondents' agreement with the statements provided (Hense, 2023). Descriptive statistics used as the basis for interpreting the data in this study, especially with

respect to interpreting responses on the Likert scale. An analysis of the practitioner's perception examined the priorities of implementation, opportunities, and barriers to inclusion for street connected children, and the function of social workers within this format. A standard deviation of one or more indicated significant variability, while a standard deviation of less than one indicated consistency in the responses. Also, scored mean less than 3 indicated disagreement, and scored mean above 3 indicated agreement to the stated statements.

3.12.1 Data Analysis on the Implementation Level of Inclusive Education

The first specific objectives focused on assessing the effectiveness of the implementation level of inclusive education among primary school-aged children living on the street. Since the study employed mixed methodology, this objective's data analysis was based on quantitative and qualitative data (Saunders et al., 2019). Quantitative data analysis was conducted using descriptive statistics, and qualitative data was analyzed using the thematic method.

In quantitative data analysis, the constructs of the variable regarding the level of effectiveness of implementation of inclusive education were organized into mean and standard deviation. This showed the level at which each construct contributes to the dimensions of the implementation level of inclusive education. The measurement level was based on a 5-point Likert scale, where 1 indicated the lowest value, and 5 indicated the highest value. The results were presented using tables displaying frequency, percentage, mean, and standard deviation.

Data analysis was conducted qualitatively by employing thematic analysis, in which data was gathered from informants through in-depth interviews. The data was analyzed based on the qualitative method of theme-content analysis. The data generated through interviews was organized and analyzed in terms of theme-content analysis. The information produced was presented using quotations from participants' words of mouth during interviews. This analysis technique enabled the researcher to give participants opportunities to provide their opinions and views about study questions.

3.12.2 Data Analysis on the Role of Social Workers in Implementation of Inclusive Education

The third specific objective focused on investigating the role of social workers in enhancing the implementation of inclusive education among primary school-aged street children. Since the study employed mixed methodology, this objective's data analysis was based on quantitative and qualitative data analysis (Saunders et al., 2019). Quantitative data analysis was conducted using descriptive statistics, and qualitative data was analyzed using thematic techniques.

Based on this objective, data analysis on the role of social workers was conducted based on descriptive statistics analysis where constructs of the variables were organized into mean and standard deviation to show the level at which each construct contributed to the dimensions of the role of social workers in the implementation of inclusive education (Buyoya & Buhori, 2023; Julien, 2023). The level of measurements was based on a 5-point Likert scale where 1 indicated the lowest

value, and 5 indicated the highest value. The results were presented using tables displaying frequency, percentage, mean, and standard deviation.

In qualitative analysis, data gathered from informants through in-depth interviews was analyzed using thematic analysis. The data generated through the interviews was organized and analyzed using thematic methods. The information produced was presented using quotations from the participants' words of mouth during the Interviews. This analysis technique enabled the researcher to provide participants with opportunities to give their opinions and views about the role of social workers in implementing inclusive education.

3.12.3 Data Analysis on the Challenges Facing Implementation of Inclusive Education

The second specific objective focused on examining the challenges facing the implementation of inclusive education among primary school-aged children living on the street. Since the study employed mixed methodology, this objective's data analysis was based on quantitative and qualitative data analysis (Saunders et al., 2019). Quantitative data analysis was conducted using descriptive statistics, and qualitative data was analyzed using the thematic method. In this objective, quantitative data analysis was conducted based on descriptive statistics analysis where constructs of the variables were organized into mean and standard deviation to show the level at which each construct contributes to the dimensions of the challenges facing the implementation of inclusive education (Hossain, 2023; Rai & Shekhar, 2023). The level of measurements was based on a 5-point Likert scale

where 1 indicated the lowest value, and 5 indicated the highest value. The results were presented using tables displaying frequency, percentage, mean, and standard deviation.

In qualitative data analysis, data gathered from informants through focus group discussion was analyzed by using a thematic technique. The data generated was organized and analyzed using theme-content analysis. The information was presented using quotations from the participants' words of mouth during FGD. This analysis technique enabled the researcher to provide participants with opportunities to give their opinions and views about challenges facing the implementation of inclusive education (Fantahun &Taa, 2022; Shitindi et al., 2023).

3.13 Ethical Consideration

According to Bhandari (2022), research ethics must be considered to maintain respondents' integrity, dignity, and human rights. It also increases the credibility of the results generated and readers' trust in the study outcomes. Research ethics involve informed consent, Assent, confidentiality, anonymity, and no harm to participants.

3.13.1 Research Clearance

The data collection and procedures rely on the Open University of Tanzania research ethical guidelines. The researcher sought a clearance letter from the university administration, which is used as permission for data collection.

3.13.2 Voluntary Participation

The engagement of the respondent/participants is done by letting him/her be fully

aware of all the procedures of data collection and associated risks (Trochim, 2023). The participants and respondents always consent to participate if they feel their participation cannot put them into risky situations. The researcher allowed participants and respondents to be aware of the nature of the study and assured them of no adverse consequences. During data collection, the research considered the consent of participants and respondents before engaging them.

The researcher explained the purpose of the study and why it is important to bring expected changes. The researcher started engaging them after realizing they were willing to participate in the study. After that, all respondents and participants who participated in the study were engaged at their consent and convenience.

3.13.3 Assent

Assent refers to the approval of the researcher's request to conduct the study in each area based on an agreement between the researcher and the authority in the study area (Resnik, 2020). The researcher sought consent from the government of Dodoma City Council to conduct the study. Before the data collection process, the researcher visited the study area to introduce himself and asked permission to collect data from the study area. The researcher observed all rules, guidelines, and restrictions provided by the authority. After data collection, the researcher thanked the City Council through a letter.

3.13.4 Confidentiality

Confidentiality refers to the researchers' knowledge of the study subjects, but they decided to exclude all information that discloses their identity (Trochim, 2023). The

researcher ensured the privacy of the subjects by protecting their personal information. The researcher informed respondents and participants of the purpose of the study and assured them that they would not disclose the information they provided or their identities. The researcher considered the confidentiality of the data obtained from the study area. The research observed all the participants' situations during data collection.

3.13.5 Anonymity

Anonymity means that the researcher is not aware of who his or her respondents/ participants are. In this regard, the researcher collected relevant data related to the study without taking personal data such as name (Bhandari, 2023). The researcher gathered data based on the position of individual participants rather than names or any other personal data. The data collection exercise observed anonymity. After data collection, the researcher ensured that the data collected was solemnly used for academic purposes only.

3.13.6 Principle of No Harm

Principle of no Harm: In considering research ethics, the researcher considered all possible harm to the respondents and participants due to their participation in the study. All sources of anxiety, shame, or legal risks because of providing certain data were considered to ensure that the participants were not harmed in any way (Bhandari, 2022). The researcher also considered the privacy and identity of all participants and respondents in the study. Their identities were disclosed and used in no way. Moreover, the researcher expressed his sincere thanks to the City Council in

a letter for allowing him to collect data in the area and shared the study's results with the Dodoma City Council.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Overview

The presentation in this chapter concerned analysis and discussion of the findings regarding assessing the effectiveness of inclusive education implemented for street children in Tanzania: a case of primary school aged children in dodoma city council. A case of primary school-aged children in Dodoma City Council. The chapter begins with respondent's demographic information, such as their age, sex, education level, their occupation, and years of working experience. In this chapter, a presentation of the findings regarding the study's specific objectives was made. Interpretations of the findings were supported by appropriate literature.

4.2 Respondent's Demography

Results in Table 4.1 show that most of the respondents were within the age of 31-50, representing 83% of respondents in the study area. Moreover, findings indicated that only 7% of respondents were within the age of 51-60. Therefore, the respondents who participated in this study could be categorized as the group of the young generation. These are groups of people who possess potential knowledge in terms of street children-related issues. Their knowledge is especially applicable in decision-making concerning implementing street children-related projects (Hasrianti et al., 2022). Data in Table 4.1 shows that 68% of respondents were males and 32% represented females. The suggestion is that males were dominant over females regarding employment opportunities offered in different sectors, particularly in

developing countries (Mokoena, 2021). Findings in Table 4.1 indicate that 60% were graduates, 35% possessed diploma education, and 5% held master's degrees. The level of education is appropriate to contribute to the process of developing inclusive education for street children.

These professionals possess the required knowledge to facilitate inclusive education programs (Mwende et al., 2022). Data in Table 4.1 reveals that 13% of respondents had experience of less than four years, 28% worked for 5-8 years, 37% were experienced from 9 to 12 years and 22% experienced their work above 13 years. In this case, their experience enabled them to perform their duties, especially the implementation of policies guiding inclusive education programs within their working areas (Chingonikaya & Saleh, 2019).

The demographic data has implication because indicate the respondents' knowledge, experience and educational background placed their observations and opinions in a position to affect the formation of policies and programs geared towards improving the education of social-aged children in Dodoma. Nevertheless, the information that demographic data offered it implications that the respondents' knowledge, experience and educational background well positions them to the development of policies and programs that will improve education for social-aged children in Dodoma. Since their study focuses on education-specific contextual challenges, they can provide valuable points for how to overcome such challenges to achieve more inclusive and equitable learning.

Table 4.1: Respondent's demography

Age in years	21-30		31-40		41-50		51-60	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
	7	10	29	43	27	40	5	7
Respondents' sex	Male				Female			
	Frequency		%		Frequency			%
	46		68		22			32
Level of education	Diploma		Bachelor		Master		PhD	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
	24	35	41	60	3	5	-	-
Experience in years	Below 4 years		5-8		9-12		Above 13 years	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
	9	13	19	28	25	37	15	22

Source: Filed data (2024)

4.3 Reliability Test for the Variables Aggregated

The study employed Cronbach's alpha to test the variables' internal reliability. The analyzed data revealed that all variables scored values above the set target. The targeted alpha value of 0.7 and above was met, as shown in Table 4.2. Therefore, the current data was appropriate for further analysis.

Table 4.2: Reliability Test for the variables aggregated

Aggregate for variables	Number of items used	Cronbach's Alpha value
Effectiveness of inclusive education implementation	5	0.807
Challenges for inclusive education implementation	5	0.792
Role of social workers in implementation of inclusive education	5	0.830

Source: Filed data (2024)

4.4 The level of effectiveness implementation of inclusive education among primary school-aged children living on the street

Table 4.3 presents a measurement for Level of Effectiveness of inclusive education programs which was set in the study area for street children and used standard

deviation, mean and percentage. Results reveal that inclusive education of all aged street children is only available when policy mandates it (mean = 4.1; standard deviation = 1.0). All stakeholders in the education system (mean = 3.9; std. dev. = 1.3) are playing an active role to reintegrate street children into the education system. The different needs of street children while learning is being address (mean = 4.0; standard deviation = 1.0) and diverse strategies have been employed to cater their learning need (mean = 4.1; standard deviation = 1.1). Also, it is considered that appropriate resources are accessible for learning (mean = 4.2; standard deviation = 1.1).

A mean score of 4.1 which indicates that inclusive education programs for street children are being implemented reflects the general agreement of respondents. Hence, it makes it imperative that such programs are maintained and further improved to increase the enrolment and education standards of the street children, which requires unified action from all concerned individuals and entities.

“Education officer argued that we have faced many challenges, yet we also learnt from our experiences of implementing inclusive education for street kids. In the early years of school, many of these children have difficulty with discipline, self-esteem, and adjusting to structured learning experiences. But with tailored support systems, we have witnessed such a great progress in the way they adapt and learn. Most have made successful transitions into mainstream education and shown that, with appropriate support, they can thrive in an academic and social setting.”

“A Community Development Officer’s Perspective is our approach to typical education needs work together with NGOs non-governmental organizations of the state, social welfare offices, and schools. Street kids need much more than education; they need mental health support, community inclusion and poverty alleviation. Working together we have been able to provide school supplies, food, and mentorship programs.

Source: Key informants’ interview 2024

In focus group discussions with street children, Street children responses show understanding of value of education and importance of holistic support systems. They realize that, while access to education is important, they are also in need of help with discipline, self-esteem and acclimating to structured learning environments. The vast majority of street children appreciate the specialized support received, to help them achieve in. Moreover, they argue that approach must be broad-based, involving mental health provision, community inclusion and tools to combat poverty so that their needs go beyond just education.

Source: (FGD/Dodoma/15/08/2024).

Similar findings were reported by Cahyani et al. (2021), who revealed that during the implementation of inclusive education programs, skills are given to street children targeted to support them in coping with their surrounding environment. They further noted that inclusive education implemented for street children is necessary to support them daily. Findings support the sociocultural theory zone of proximal development. This theory assumes that understanding the difference in cognitive development of children's learning helps understand how the already existing education policy can be implemented to fit children in the streets. The theory forms the basis for explaining how the environment of children's education can be improved by integrating street children into regular educational institutions (Chitsamatanga & Rembe, 2020; Shayer, 2002).

The findings of this objective consistent with several recent studies focusing on inclusive education for marginalized children and their emphasis on availability, stakeholder collaboration and overall suitability of these programs. UNICEF's Technical Guidance (2020) emphasizes the need for quality and inclusive education for children in street situations as a critical component that is reinforced by the findings of this current study where the study findings indicated that street children

in the study area were receiving inclusive education as per the policy. Likewise, Harfiani and Akrim (2020) affirm that inclusive education is achievable for street children while it's also effective, in line with the current study's finding which highlighted that the diverse educational needs of street children are met through various strategies. Additionally, Dan et al. (2020)'s significant progress of inclusive education across Sub-Saharan Africa align with the current research indicating that multiple stakeholders including the government and NGOs are co-acting towards the integration of street children into the education system. These findings support the perspective put forth by Bahrudin (2020) who conducted a study on Jakarta's inclusive education program and noted the implications of accessibility and policy implementation; this current study indicates that accessibility and policy implementation are vital elements to providing the street children inclusive learning environments. The findings of this study further correspond with UNICEF's Transformative Action (2023) framework for inclusive education, which also emphasizes the need for inter-sectoral linkages to effectiveness inclusive education; thus, collaborative approaches to the various implementation stakeholders are essential to continue funded initiatives.

Table 4.3: Responses to effectiveness of inclusive education implemented for street children programmes

Statements: (Effectiveness of inclusive education implemented)	SD	D	N	A	SA	M	Std. Dev.
	%	%	%	%	%		
All aged street children do access inclusive education as required by the policy	4.2	7.2	9.2	41.2	38.2	4.1	1.0
Different efforts are exerted by stakeholders to integrate street children in education system	14.7	4.4	7.4	39.2	34.3	3.9	1.3
All diverse needs of street children during learning process are met	3.4	6.2	10.7	40.2	39.5	4.0	1.0
There are different strategies which are set to support education requirements for street children	5.3	3.6	6.8	44.3	40.0	4.1	1.1
Learning environment for street children is conducive due to availability of necessary resources	1.5	8.8	13.2	23.6	52.9	4.2	1.1
Average	5.8	6.0	9.5	37.7	41.0	4.1	1.1

Source: Field data (2024)

Key: SA stand for strongly agree, A stand for agree, N stand for neutral, D stand for disagree, SD stand for strongly disagree, M stand for mean, Std. Dev, stand for standard deviation.

4.5 Role of Social Workers in Effectiveness Implementing Inclusive Education Programmes for Street Children

This section focused on social role of workers in effectiveness implementing inclusive education programs for street children. As indicated in Table 4.5, the analysis considered standard deviation, mean, and percentage. In general, standard deviation and mean were used to interpret findings. Data revealed that social workers play a significant role in ensuring the availability of basic needs for street children (mean = 3.7) with high variation (standard deviation = 1.2). Social workers are responsible for supporting the government in reaching street children (mean = 3.8) with high variation (standard deviation = 1.0). Social workers act as agents in providing information concerning street children in the study area (mean = 3.7) with high variation (standard deviation = 1.1). Social workers play a significant role in supporting street children to love education (mean = 3.5) with high variation

(standard deviation = 1.2). Social workers can address street children's educational challenges (mean = 3.9) with low variation (standard deviation = 0.9).

Results show that the average means score was 3.7, indicating that the respondents in the study area agreed upon statements. Hence, this suggests that the role of social workers in effectiveness implementing inclusive education programs for street children is crucial. By considering this, social workers need to be supported in improving development programs concerning street children. The quantitative information from survey findings was supported by the qualitative information that revealed the challenges facing implementing inclusive education programs for street children in the study area. For instance, one of the interviewee's social workers narrated that during an interview.

Social worker emphasize that promiscuous collaboration is the key to survive inclusive education for street children until now. More, it highlights the position of the social worker as a middleman, connecting street children, the government, and additional third-parties. As advocates, social workers provide access to material, financial, and moral support so that children living on the streets receive care and education. This shows that a multi-sectoral approach is crucial to the stability of marginalized children and that stakeholders from various sectors must be mobilized.

Moreover, the viewpoint expressed by a education officers in this regard emphasizes the role of social workers in ensuring the integration of street children into the educational system as critical. Education officer argue on the importance of ongoing partnerships between social workers and government agencies to design viable solutions. Social workers do not just provide immediate support, but also work with authorities to push for policy changes to bring inclusive education programs in line with the needs of the street children.

Source: Key informant interview 2024

In focus group discussions with street children, proposed that social workers are seen as key allies who assist in accessing education and important resources. They acknowledge that social workers help by guiding them, keeping them safe from exploitation, and being an

emotional support. However, this positive tone is marred by concerns over the limitations a lack of funding and resources places on the effectiveness of these programs. In conclusion, while street children recognize the role of social workers in opening up potential educational opportunities, they perceive a need for more systemic support mechanisms to make their interventions effective.

Source: Source: (FGD/Dodoma/04/10/2024).

Research have shown that professions like that of social workers play an essential role in assisting vulnerable populations, e.g., street children (Sihite, 2020), and in addressing the conditions and challenges they face in society. Sihite's research makes clear that social workers are responsible for getting these children basic needs and emotional support. Moreover, without a stable and secure environment, street children need interventions that target self-esteem and confidence in order to thrive in school. This is in accordance with the sociocultural theory, especially Vygotsky's zone of proximal development (ZPD), that highlights the function of social interaction and aid in the learning of a child. According to this theory, children have a better learning experience when they are helped by more knowledgeable others - that is, social workers and teachers that help the children reach their potential. It is in the context of street children that the importance of the collaboration between teachers and social workers is particularly critical in establishing an inclusive education system. One thread of supporting evidence that continues for this idea comes from Teye (2023) and Mitchell & Myles (2004), who argue that inclusive education, where children from vulnerable backgrounds are supported holistically, calls for a multidisciplinary approach.

In particular, social workers play a vital role in blurring the lines between home, community, and school environments, providing both emotional and material

resources to establish an environment conducive to learning. Such a holistic system allows children to have meaningful socialization opportunities, emotional development, and academic success, which would be hard-won without appropriate assistance. It thus provides evidence that social workers are indispensable in the education and emotional development of street children, prompting the need for supporting networks to enhance resilience and self-worth.

Table 4.5: Responses to social workers' role and effectiveness of inclusive education programmes

Statements: (Role of social workers in inclusive education implementation)	SD	D	N	A	SA	M	Std. Dev.
	%	%	%	%	%		
Social workers do play a significant role in ensuring availability of basic needs for street children	8.0	7.4	5.0	52.4	27.2	3.7	1.2
Social workers are responsible to support government to reach street children	7.2	3.2	18.0	45.6	26.0	3.8	1.0
Social workers act as an agent in provision of information concerning street children	5.8	5.4	12.3	54.4	22.1	3.7	1.1
Social workers play a big role in supporting street children to love education	13.2	6.2	10.2	45.4	25.0	3.5	1.2
Social workers are liable to address street children educational challenges	2.6	9.2	16.2	51.0	21.0	3.9	0.9
Average	7.4	6.3	12.3	49.8	24.3	3.7	1.1

Source: Field data (2024)

Key: SA stand for strongly agree, A stand for agree, N stand for neutral, D stand for disagree, SD stand for strongly disagree, M stand for mean, Std. Dev, stand for standard deviation

4.6 Challenges for Inclusive Education Implemented Programmes for Street Children

This section delves into the challenges that impede the implementation of inclusive education programs for street children. The analysis, based on standard deviation, mean, and percentage as indicated in Table 4.4, provides crucial insights. The application of standard deviation and means to interpret the findings underscores the

importance of this study in understanding the barriers to inclusive education for street children.

Findings show that inadequate funding affects the provision of inclusive education for street children (mean = 4.0) with high variation (standard deviation = 1.0). Shortage of teachers and learning materials affects inclusive education for street children (mean = 3.9) with high variation (standard deviation = 1.1). Stigmatization and punishment affect inclusive education for street children (mean = 3.7 with high variation (standard deviation = 1.2). Reluctance and carelessness of the government affect inclusive education for street children (mean = 3.9) with high variation (standard deviation = 1.1). Poverty at the household level affects inclusive education for street children (mean = 3.8) with high variation (standard deviation = 1.1).

Findings indicated that the average mean score was 3.9 for all statements. This indicates that the respondents agreed on all statements. Therefore, the suggestion is that there are different challenges facing implementing inclusive education programs for street children in the study area. From this fact, challenges can be encountered in implementing inclusive education programs to improve street children's education development. The quantitative information from survey findings was supported by the qualitative information that revealed the challenges facing the implementation of inclusive education programs for street children in the study area. For example, during a focus group discussion, one of the interviewee's street children stated that

Education officers are also aware that poor funding, teacher and learning material shortages greatly hinder the effective implementation of inclusive education for street children. Without sufficient financial support, they argue, schools are not left with the necessary resources to

accommodate these children into the formal educational system. They also advocate for policy reforms that guarantee access to well-resourced inclusive education programs that will effectively close the learning gap and promote access/separately for street children.

Representatives from NGOs say that lack of commitment and carelessness on the part of the government are the main reasons why inclusive education for street children is a struggle to achieve. They contend that if we are to find sustainable solutions, we need to work across multiple sectors rather than, for example, just take the tech industry's current approach with the government and design a better platform for it; we need stronger partnerships between NGOs, the government and communities. They demand more financial resources, better infrastructures, and policies that prioritize the rights and education of street children so that they remain in formal learning institutions throughout their lives.

Source: Key informants' interview 2024

In focus group discussions, a street child was asked if the government is doing enough in helping them continue their education. But while admitting that there are some help available, they reiterated that these initiatives are not thin as compared to the needs of all the street children. They emphasized in particular the urgent need for additional funding to expand educational opportunities and improve access to resources that support learning. Aside from government intervention, the child stressed the need for multiple stakeholders such as non-profits, NGOs, local communities and private sectors to play a part in addressing the issue together. These players make an important impact providing financial support, learning materials and mentoring initiatives targeting the specific needs encountered by street boys. Collaboration among these stakeholders can help establish a more sustainable and equitable support system that ensures every child has access to quality education and a brighter future

Source: (FGD/Dodoma/11/09/2024).

Similarly, Hasan and Chaitee (2022) also found that street children are specific victims of the various forms, lacking parental care and financial support and awareness, as well as weak coordination between the program officials and the children. These findings are consistent with the sociocultural theory construction of the zone of proximal development, which posits that street children's issues must be addressed with structural assistance in order for them to successfully enter into

formal schooling. This leads Fantahun and Taa (2022) and Lambert and Clyde (2000) to argue that street children experience several barriers preventing their meaningful inclusion, including factors such as discrimination, lack of identity documents, and poor educational programs. Likewise, according to Mussa and Abebe (2021) the economic hardship faced by street children and a lack of mentorship made it difficult for street children to access school without external assistance. This accords with the research of Okoth and Wanjiru (2023), who argue that achieving better learning for marginalised children requires a multi-sectoral approach, inclusive of government intervention and community effort. Malik and Rahman (2020) also mention a holistic approach, which incorporates psychological and social support to increase school retention rates of street children. All the while, these studies highlight the importance of broader educational policies that include financial assistance, mentorship, and social support networks, paving the way for long-term access to education for street children.

Table 4.4: Responses to challenges for inclusive education implemented programmes

Statements: (Challenges for inclusive education implemented)	SD	D	N	A	SA	M	Std. Dev.
	%	%	%	%	%		
Inadequate funding affects provision of inclusive education for street children	4.4	7.8	14.2	53.0	20.6	4.0	1.0
Shortage of teachers and learning materials affect inclusive education for street children	5.9	4.4	17.1	43.2	29.4	3.9	1.1
Stigmatization and punishment affect inclusive education for street children	5.4	9.0	16.2	41.2	28.2	3.7	1.2
Reluctance and carelessness of the government affect inclusive education for street children	8.3	6.0	11.8	50.4	23.5	3.9	1.1
Poverty at household level affect inclusive education for street children	4.0	12.2	14.7	44.1	25.0	3.8	1.1
Average	5.6	7.8	14.8	46.4	25.3	3.9	1.1

Source: Field data (2024)

Key: SA stand for strongly agree, A stand for agree, N stand for neutral, D stand for disagree, SD stand for strongly disagree, M stand for mean, Std. Dev, stand for standard deviation

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the study's findings, conclusions, and recommendations based on the specific objectives' key findings. The last part presents suggestions for further study.

5.2 Summary of the Findings

This study aimed to assess the effectiveness of inclusive education implemented for street children for street children in Dodoma City Council. Specifically, the current study assessed the effectiveness of inclusive education implementation level among primary school-aged children living on the street, investigated the role of social workers in enhancing the effectiveness of inclusive education implementations among primary school-aged children living on the street, and examined the challenges facing inclusive education implementation among primary school aged children living on the street. The study was guided by sociocultural theory, specifically in the component of the Zone of Proximal Development. A literature review was based on the specific objectives of the study. Literature was surveyed by considering different regions, such as Europe, America, Asia, Africa, and other parts of the world. The study used a cross-sectional research design and pragmatic philosophy. A sample of 68 respondents was applied, and a questionnaire was designed as the basic data collection instrument. Quantitative results were

supplemented using qualitative information. Descriptive statistics analysed data involving standard deviation, mean, and percent.

5.2.1 The Level of Effectiveness Implementation of Inclusive Education among Primary School-Aged Children Living On the Street

The objective assessed the effectiveness of inclusive education implementation level among primary school-aged children living on the street. Findings revealed that the average mean score was 4.1, indicating that the respondents in the study area agreed upon statements. Hence, this suggests that inclusive education programs for street children were implemented appropriately. Considering this, inclusive education programs need to be maintained to improve the enrolment of street children in the education system.

5.2.2 Social Workers Role in Effectiveness Implementing Inclusive Education Programmes for Street Children

The current objective investigated the role of social workers in enhancing the effectiveness of inclusive education implementations among primary school-aged children living on the street. Results show that the average means score was 3.7, indicating that the respondents in the study area agreed upon statements. Hence, this suggests that the role of social workers in effectiveness implementing inclusive education programs for street children is crucial. Taking this into consideration, social workers need to be supported in improving development programs concerning street children.

5.2.3 Challenges for Inclusive Education Implemented Programmes for Street Children

This objective examined the challenges facing inclusive education implementation among primary school-aged children living on the street. Results indicated that the average mean score was 3.9 for all statements, which indicates that the respondents agreed with all statement scents. Therefore, the suggestion is that there are different challenges facing implementing inclusive education programs for street children in the study area. From this fact, challenges facing the implementation of inclusive education programs can be encountered to improve the development of street children's education.

5.3 Conclusion

Generally, findings indicated that the assessment of the effectiveness of inclusive education implemented for street children for street children in Dodoma City Council seems successful in the study area. The effectiveness can be evidenced in terms of supporting street children's accessibility to education as required by the policy, efforts exerted by stakeholders to integrate street children into the education system, and the availability of all diverse needs of street children during the learning process.

Further, the study found that social workers contribute to enhancing the effectiveness of inclusive education program implementations among primary school-aged children living on the street. Their contribution can be evidenced particularly in ensuring the availability of basic needs for street children, supporting the government

in reaching street children in different areas, and acting as agents in providing information concerning street children in the study area.

Consequently, findings revealed the presence of challenges facing inclusive education implementation among primary school-aged children living on the street. Most of the identified challenges included inadequate funding, which affected the provision of inclusive education for street children; shortage of teachers and learning materials, which affected inclusive education for street children; and high prevalence of poverty at the household level, which affected inclusive education for street children to some extent.

5.4 Recommendations to the Government and Stakeholders

Regarding the findings and conclusion derived from the current study, it recommends the following:

- i) The effectiveness of inclusive education implemented for street children in Dodoma City Council was successful in the study area. This study recommends collaboration between the government and private sectors in the provision of training related to street children, especially in terms of identification and counselling.
- ii) The findings revealed the presence of challenges facing inclusive education implementation among primary school-aged children living on the street. The study suggests that the government should provide enough funds to facilitate proper implementation of the existing projects in the study area.

- iii) The study found the significant contribution of social workers in enhancing the effectiveness of inclusive education program implementations among primary school-aged children living on the street. The recommendation is that the government support social workers' efforts regarding proper training and other resources, such as funds, to enable close follow-up.

5.5 Recommendation for Further Study

The current study assessed the effectiveness of inclusive education programs implemented for street children in Dodoma City Council. This study was done in an urban area, Dodoma City. Therefore, the suggestion is that a rural-area study needs to be conducted to determine the real situation concerning street children and inclusive education. This can help to make comparisons and take the required actions.

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APPENDICES

Appendix I: Questionnaire forward inspectors and social workers

Questionnaire Number ...

Dear respondent, my name is Abdulhalim A. Haji, a student from Open University of Tanzania. Currently, I am undertaking Master degree in Social Work. I am conducting research on assessment of implementation of inclusive education for street children.

I would kindly request you to participate in answering all the questions provided in this questionnaire. I would like to assure you that your answers will be treated in a confidential way. The information given will be used for academic purpose and not otherwise.

Instructions

Please answer the following questions.

Section 1: Background information

(Circle the correct answer)

1. What is your age group?
 - i) 21- 30 years
 - ii) 31- 40 years
 - iii) 41- 50 years
 - iv) 51- 60 years

2. What is your sex?
 - i) Male
 - ii) Female

3. Education level
 - i) Certificate level
 - ii) Diploma level

- iii) Bachelor level
- iv) Master level
- v) PhD level

4. Working experience

- i) < 4 years
- ii) 5-8 years
- iii) 9-12 years
- iv) > 13 years

Section 2: Attitude towards the level of effectiveness of inclusive education implemented

5. In this section, indicate the level of your agreement by ticking (√) as your opinion on the scales provided. Strongly agree, agree, neutral, disagree and strongly disagree. 5 represent the highest level and 1 represents the lowest level.

No	Statements: (Effectiveness of inclusive education implemented)	SD	D	N	A	SA
		1	2	3	4	5
1	All aged street children do access inclusive education as required by the policy.					
2	Different efforts are exerted by stakeholders to integrate street children in education system.					
3	All diverse needs of street children during learning process are met.					
4	There are different strategies which are set to support education requirements for street children.					
5	Learning environment for street children is conducive due to availability of necessary resources.					

Section 3: Attitude towards challenges facing inclusive education implemented

6. In this section, indicate the level of your agreement by ticking (√) as your opinion on the scales provided. Strongly agree, agree, neutral, disagree and strongly disagree. 5 represent the highest level and 1 represents the lowest level.

No	Statements: (Challenges for inclusive education implemented)	SD	D	N	A	SA
		1	2	3	4	5
1	Inadequate funding affects provision of inclusive education for street children.					
2	Shortage of teachers and learning materials affect inclusive education for street children.					
3	Stigmatization and punishment affect inclusive education for street children.					
4	Reluctance and carelessness of the government affect inclusive education for street children.					
5	Poverty at household level affects inclusive education for street children.					

Section 4: Attitude towards role of social workers in inclusive education implemented

7. In this section, indicate the level of your agreement by ticking (✓) as your opinion on the scales provided. Strongly agree, agree, neutral, disagree and strongly disagree. 5 represent the highest level and 1 represents the lowest level.

No	Statements: (Role of social workers in implementation)	SD	D	N	A	SA
		1	2	3	4	5
1	Social workers do play a significant role in ensuring availability of basic needs for street children.					
2	Social workers are responsible to support government to reach street children.					
3	Social workers act as agents in provision of information concerning street children.					
4	Social workers play a big role in supporting street children to love education.					
5	Social workers are liable to address street children educational challenges.					

Appendix II: Interview guide for education officers, community development stake holders, social workers and NGOs representatives

1. Do you think street children do access inclusive education in your area?
2. Can you mention some of the efforts which are important in integration of street children in education?
3. What are the basic requirements of street children during learning process?
4. What are the strategies for supporting street children when undertaking their study?
5. What are your roles in addressing street children's educational problems?
6. What are your roles in supporting government to reach street children easily?
7. What are the roles of social workers in identifying challenges facing street children?

Appendix III: Focus group discussion guide for street children

1. How does inadequate funding act as an obstacle to your learning process in your school?
2. How does lack of enough teachers affects your learning process in your school?
3. How does stigmatization affect your learning process in your school?
4. How does reluctance and carelessness of the government affect your learning process in your school?
5. How does poverty affect your learning process in your school?

Kiambatisho IV: Dodoso la Waratibu wa Elimu na Maafisa Ustawi wa Jamii

Dodoso namba ...

Mpendwa msailiwa, naitwa Abdulhalim A. Haji, mwanafunzi kotika Chuo Kikuu Huria cha Tanzania. Kwa sasa nasomea shahada ya umahiri katika fani ya ustawi wa jamii. Nafanya utafiti juu ya tahmini ya utekelezaji wa elimu jumuishi kwa watoto wa mitaani katika jiji la Dodoma.

Kwa heshima na taadhima naomba ushiriki wako katika kujibu maswali yaliyo kwenye dodoso. Napenda kukuthibitishia kuwa majibu utakayonipa yatakuwa siri na kwa ajili ya matumizi ya taaluma tu na si kwa matumizi meingine.

Maelekezo

Tafadhali jibu maswali yafuatayo.

Sehemu ya 1: Taarifa binafsi

(Weka duara katika jibu sahihi)

1. Umri wako
 - i) Miaka 21- 30
 - ii) Miaka 31- 40
 - iii) Miaka 41- 50
 - iv) Miaka 51- 60
2. Jinsi
 - i) Kiume
 - ii) Kike
3. Kiwango cha elimu
 - i) Kiwango cha astashahada
 - ii) Kiwango cha stashahada
 - iii) Kiwango cha shahada ya kwanza
 - iv) Kiwango cha shahada ya umahiri
 - v) Kiwango cha shahada ya uzamivu

4. Muda uliofanya kazi

- i) Miaka < 4
- ii) Miaka 5-8
- iii) Miaka 9-12
- iv) Miaka > 13

Sehemu ya 2: Mtazamo juu ya kiwango cha utekelezaji wa elimu jumuishi

5. Katika hii sehemu, onyesha ni kwa kiwango gani unakubali kwa kuweka alama ya vema (✓) kama maoni yako katika Kiwango cha Likert kama inavyoonekana. Nakubaliana kabisa, nakubaliana, sina upande wowote, sikubaliani, sikubakiani kanisa. Namba 5 inawakilisha kiwango cha juu na 1 inawakilisha kiwango cha chini.

No	Kauli: (Elimu jumuishi na utekelezaji wake)	NK	N	SU	S	SK
		1	2	3	4	5
1	Watoto wote wa mitaani wenye umri wa kwenda shule wanapata elimu jumuishi kama inavyotakiwa na sera.					
2	Juhudi mbalimbali zimefanywa na wadau kujumuisha watoto wa mitaani katika mfumo rasmi wa elimu.					
3	Mahitaji yote muhimu ya watoto wa mitaani hasa wakati wa kujifunza yanakuwepo.					
4	Kuna mikakati mbalimbali yaliyopangwa kusaidia mahitaji ya elimu kwa watoto wa mitaani.					
5	Mazingira ya kujifunzia kwa watoto wa mitaani ni mazuri kutokana na uwepo wa rasilimali zinazohitajika.					

Sehemu ya 3: Mtazamo juu ya changamoto zinazokumba utekelezaji wa elimu jumuishi

6. Katika hii sehemu, onyesha ni kwa kiwango gani unakubali kwa kuweka alama ya vema (✓) kama maoni yako katika Kiwango cha Likert kama inavyoonekana. Nakubaliana kabisa, nakubaliana, sina upande wowote, sikubaliani, sikubakiani kanisa. Namba 5 inawakilisha kiwango cha juu na 1 inawakilisha kiwango cha chini.

No	Kauli: (Changamoto za elimu jumuishi na utekelezaji)	NK	N	SU	S	SK
		1	2	3	4	5
1	Uhaba wa fedha unaathiri utoaji wa elimu jumuishi kwa watoto wa mitaani.					
2	Upungufu wa waalimu pamoja na rasilimali ya kujifunzia vinaathiri elimu jumuishi kwa watoto wa mitaani.					
3	Unyanyapaa na utoaji wa adhabu vinaathiri elimu jumuishi kwa watoto wa mitaani.					
4	Hali ya kusitasita na uzembe wa serikali vinaathiri elimu jumuishi kwa watoto wa mitaani.					
5	Umaskini katika ngazi ya kaya unaathiri elimu jumuishi kwa watoto wa mitaani.					

Section ya 4: Mtazamo juu ya jukumu la maafisa ustawi wa jamii katika utekelezaji wa elimu jumuishi

7. Katika hii sehemu, onyesha ni kwa kiwango gani unakubali kwa kuweka alama ya vema (✓) kama maoni yako katika Kiwango cha Likert kama inavyoonekana. Nakubaliana kabisa, nakubaliana, sina upande wowote, sikubaliani, sikubakiani kanisa. Namba 5 inawakilisha kiwango cha juu na 1 inawakilisha kiwango cha chini.

No	Kauli: (Jukumu la maafisa ustawi katika elimu jumuishi)	NK	N	SU	S	SK
		1	2	3	4	5
1	Maafisa ustawi wa jamii wana jukumu kubwa la kuhakikisha upatikanaji wa mahitaji ya msingi kwa watoto wa mitaani.					
2	Maafisa ustawi wa jamii wana jukumu la kuisaidia serikali katika kuwafikia watoto wa mitaani.					
3	Maafisa ustawi wa jamii ni kama wakala katika utoaji wa taarifa inayohusu watoto wa mitaani.					
4	Maafisa ustawi wa jamii wana jukumu kubwa la kuwasaidia watoto wa mitaani kupenda elimu.					
5	Maafisa ustawi wa jamii wana wajibu wa kueleza changamoto za kielimu zinazowakabili watoto wa mitaani.					

Kiambatisho V: Mwongozo wa Usaili Kwa Wadau wa Elimu, Maendeleo ya Jamii, Ustawi wa Jamii na Mashirika Yasiyo ya Kiserikali (NGOs)

1. Unafikiri watoto wa mitaani wanapata elimu jumuishi katika eneo lako?
2. Unaweza kutaja baadhi ya juhudi ambazo ni muhimu ya kuwajumuisha watoto wa mitaani katika mfumo rasmi wa elimu?
3. Ni mahitaji yapi ya msingi kwa watoto wa mitaani wakati wa kujifunza masomo?
4. Ni mikakati yapi ya kusaidia watoto wa mitaani wakati wa masomo yao?
5. Majukumu yako ni yapi wakati wa kueleza changamoto za elimu zinazowakabili watoto wa mitaani?
6. Je, majukumu yako ni yapi katika kuisaidia serikali kuwafikia watoto wa mitaani kirahisi?
7. Je, majukumu ya afisa ustawi wa jamii ni yapi wakati wa utambuzi wa changamoto zinazowakabili watoto wa mitaani?

Kiambatisho VI: Mwongozo wa Mjadala Kwa Watoto wa Mitaani

1. Je, ni kwa namna gani uhaba wa fedha ni changamoto wakati unajifunza masomo katika shule yako?
2. Kwa namna gani upungufu wa waalimu unakuathiri wakati unajifunza katika shule yako?
3. Je, ni kwa namna gani unyanyapaa unakuathiri wakati unajifunza masomo katika shule yako?
4. Ni kwa namna gani hali ya kusitasita na kutojali ya serikali inaathiri masomo katika shule yako?
5. Je, ni kwa namna gani umaskini unaathiri masomo yako hapa shuleni kwako?

Appendix VII: Research Clearance Letter



Ref. No OUT/PG201901614

2nd August, 2024

City Director,
Dodoma City Council,
P.O.Box 914,
DODOMA.

Dear Director,

**RE: RESEARCH CLEARANCE FOR MR. ABDULHALIM ALI HAJI REG NO:
PG201901614**

2. 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.

3. 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. Abdulhalim Ali Haji, Reg.No: PG201901614**), pursuing **Master of Social Work (MSW)**. We here by grant this

clearance to conduct a research titled **"The Assessment of the Strengths of Inclusive Education Implemented for Street Children in Tanzania. A Case of Primary School Aged Children in Dodoma City Council"**. He will collect his data at your area from 5th August 2024 to 30th October 2024.

4 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 sincerely,

THE OPEN UNIVERSITY OF TANZANIA



Prof. Gwahula Raphael Kimamala

For: **VICE CHANCELLOR**

Appendix VIII: Permission Letter



JAMHURI YA MUUNGANO WA TANZANIA



OFISI YA RAIS

TAWALA ZA MIKOA NA SERIKALI ZA MITAA

HALMASHAURI YA JIJI LA DODOMA

Unapojibu tafadahli taja

Kumb. Na. HJD/E.10/4/150

15 Agosti, 2024

Mkuu wa Divisheni,
Divisheni ya Afya, Ustawi wa Jamii na Lishe,
Hamashauri ya Jiji,
S.L.P 1249,
DODOMA.

YAH: KIBALI CHA UTAFITI/KUKUSANYA TAARIFA

Husika na somo tajwa hapo juu.

2. Namtambulisha kwako NDG: **ABDULHALIM ALI HAJI** kutoka **CHUO KIKUU HURIA TANZANIA (OPEN UNIVERSITY)** kuja kufanya utafiti katika Halmashauri ya Jiji la Dodoma. Utafiti huo unahusu "**THE ASSESMENT OF THE STRENGTHS OF INCLUSIVE EDUCATION IMPLEMENTED FOR STREET CHILDREN IN TANZANIA. A CASE OF PRIMARY SCHOOL AGED CHILDREN IN DODOMA CITY COUNCIL**". Utafiti huo utafanyika kwa muda wa miezi mitatu kuanzia tarehe 05 Agosti, 2024 hadi tarehe 30 Oktoba, 2024.

3. Kwa barua hii, naomba apokelewe na kupatiwa ushirikiano ili aweze kufanikisha utafiti wake kama ilivyoielezwa hapo juu.

4. Ahsante

Lucy W. Kayombo

Kny: MKURUGENZI WA JIJI

DODOMA

Kny: MKURUGENZI WA JIJI
HALMASHAURI YA JIJI LA DODOMA
S.L.P 1249,
DODOMA