

**THE ROLE OF GOVERNMENT AND COMMUNITY IN SUPPORTING
STREET CHILDREN ACCESS EDUCATION IN ARUSHA: A CASE OF
ARUSHA CITY**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE MASTERS OF EDUCATION
IN DISTANCE LEARNING OF THE OPEN UNIVERSITY OF TANZANIA**

2014

CERTIFICATION

The undersigned certify that I have read and hereby recommend for acceptance by the Open University of Tanzania, a dissertation titled "***The Role of Government and Community in Supporting Street Children Access Education in Arusha City***" in partial fulfillment of the requirements for the award of a degree of Master of Education in Distance learning of the Open University of Tanzania

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DECLARATION

I, **Joyce W. Lema**, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

.....
Signature

.....
Date

DEDICATION

This work is dedicated to my beloved parents Mr. and Mrs. Wilson Lema, my daughters Gladys, Olga, Stella and Irene, my husband Ernest as well as my brothers and sisters for their encouragement and financial support.

ACKNOWLEDGEMENT

My first and foremost thanks are directed to our Almighty God whose guidance and provisions never failed me throughout the course of my studies. The fulfillment of this work has a great contribution of my research supervisor Dr. Alfred, M. Chacha who tirelessly spent his precious time not only to read, advice, guide, and challenge me but also provided me with genuine criticism molding my research proposal and my dissertation. I really appreciate his encouraging and supportive ideas which provided me with additional knowledge and skills for successful completion of this dissertation.

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It is difficult to thank everybody by name but I appreciate the work done by my respondents RAS, NGOs, parents, WEOs, street children, religious leaders and strong support received from my wonderful friends and colleagues. I am especially grateful to my group members who worked hand in hand with me to ensure that I complete this report successfully.

Finally I remain wholly responsible for any shortcomings and any errors that may appear in this dissertation.

ABSTRACT

This study investigated the role of government and local community in supporting street children access education in Arusha city. The study had three objectives: assess the effectiveness of the existing policies on the rights of children in assisting street children to access education on the rights of children; examine the government responsibilities to the problem of street children; and explore the community responsibilities to the problem of street children. Mixed method was used to access information through questionnaires, interviews and documentary review from 70 respondents of whom 20 were parents, 30 street children. The rest were education official in different levels, one Regional Administrative Secretary, five ward executive officials, five Non Governmental organization representatives, 6 local leaders and 3 religious leaders. The key findings indicated that although the government of Tanzania has ratified the United Nations Convention on the Rights of the Child (UNCRC), the African Youth Charter 2006, the Convention on the Elimination of all kinds of discrimination against children, it has not been able to provide ways in which street children access those rights including a right to development through accessing education. Furthermore, although the community members understand their role in supporting street children, they do not feel responsible to supporting them or even advocating for the rights of street children. The study recommended that the government should devise a way to ensure that all the children include street children have the right to education and to other social and economic benefits. Also the community member should be in a forefront in providing street children with attachments, resources and opportunities to develop skills.

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LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|--------|--|
| CEDAW | Convention on the Elimination of all forms of Discrimination Against women |
| CRC | Convention on the Rights of the Children |
| COBET | Complementary Basic Education in Tanzania |
| CYP | Children and Young people |
| ESDP | Education Sector Development Plan |
| ESAMI | East and Southern Africa Management Institute |
| ICTR | International Criminal Tribunal for Rwanda |
| NGOs | Non Government Organizations |
| PEDP | Primary Education Development Program |
| RAS | Regional Administrative Secretary |
| REPOA | Report for Poverty Alleviation |
| SNT | Social Network Theory |
| STI's | Sexual Transmitted Infections |
| UNESCO | United Nations Education Science and Culture Organization |
| UNICEF | United Nation s Children's Fund |
| URT | United Republic of Tanzania |
| UTR | Untranslated Region |
| WEOs | Ward Executive Officers |

CHAPTER ONE

1.0 THE PROBLEM AND ITS CONTEXT

1.1 Background to the Problem

The twenty-first century presents a hostile environment to many millions of street children in many African countries. There is an increasing number of street children with no access to education or/little access to education as a result of marriage breakdown, poverty, abuse torture, rape, abandonment or orphaned by AIDS (). According to UNICEF (1999) an estimated 10 million children in Africa live without families; mostly in towns.

The United Nations Education Scientific and Cultural Organization (UNESCO, 2003) maintains that, in the third world countries including the Sub-Saharan Africa, the prevalence of HIV/AIDS not only increases the number of orphans and street children but also stretches the capacity of families and societies at large because most of the children are left without proper care. In many cases, the extended family tradition makes many families extremely difficult to cope economically and psychologically with the number of people in the household they are required to absorb.

Juma (2008) upholds that most of the extended families lack adequate resources to provide for the orphans and other children in their households. Such circumstances highly influence children not to want to live at home and choose to live in the streets. A study by Ribeiro, (2008) in Brazil report that many children on the streets ran away from home because of unfriendly environment.

The street child is defined as any child who may have parents or guardians in a locality living and working in the street. Street children engaged in work or employment on a regular basis with the aim of earning a livelihood for themselves or for their families. Such activities are often carried out at the expense of schooling. Therefore, children are not adequately prepared for the future in a modernized society (UNICEF, 2004; FME, 2004).

There is no single definition on the term street children. Synonyms such as Homeless children, beggars and other terms can mean as street children. The term “street children” it has met with controversy. For example, some perceive the concept of “street children” as negative, arguing that it gives a stereotyped picture of children. Others, however, believe that it gives children an identity and a sense of belonging. Advocates for use of the term argue that the concept includes a wide range of children, such as homeless children, children who work and sleep in the streets, children who have or do not have families and spend some time in institutions (such as prisons and orphans centers). They argue for use of the term as it is inclusive.

For instance Human Right Watch (HRW) (2003) as cited in Lippert (2003) defines street children as children whom the street more than their family has become their real home. He further continues to explain that these children always have no protection, supervision or direction from responsible adults. Black (1993) as many practitioners and policy makers did, he defines it as both children (boys and girls) aged under 18 for whom “the street” (including unoccupied dwellings and wasteland) has become home or their source of live hood and who are inadequately.

Wiencke (2008), sees street children as children who live or work on the street for years without care of their parents or other protective guardians. They live in abandoned buildings, cardboard boxes, parks or on the street itself. Some of these children live with their families and most of them had ages between 5 and 18 years old. This definition it concurs with one given out by Benetiz (2007), who points that street children are street living children who live and sleep in public spaces as well as street. Street children are globally recognized as children particularly at risk of violence. (Pinheiro, 2006 as cited in Benitez (2007)).

According to UNICEF, there are three types of street children namely; children inhabiting streets (children who have run away from their families and live alone in the street), children working on the streets (children who spend most of their time in the street, but who regularly go back to their homes) and children of streets. Children of the street are homeless children who live and sleep on the streets in urban areas, one or both of their parents are either born on the street or they have moved to the streets without their family. Children on the street are children who earn their living or beg for money on the street and return to their home at night while abandoned children are children without a family who live on the street or institutions.

In Tanzania the problem of street children is growing day after day in urban areas especially in big cities like Dar-es- Salaam, Arusha, Mwanza, Mbeya and Tanga. In major streets these children can be found stopping cars and people begging for money or any assistance. One can see others selling sundry articles of uncertain origin or hurrying to wash window screen of cars, or shining shoes and other works.

Looking at them closely, their faces shows stains and sadness, their clothes are ragged and dirty. Others are hungry, suffering ill-health malnutrition. At night, one can see them huddled along street corners, in doorways or in any dry and secluded corners. These are known as “street children”.

According to Arusha city quarterly report (March, 2012), more than four hundred children under the age of eighteen spend most of their life on the streets, living and earning their basic needs such as food on the street. Others spend their time on street, but usually return to some form of family unit where there is some kind of supervision or control.

The problem of street children cannot be confined to Tanzania alone. Street children are a worldwide phenomenon. UNICEF reported that in the year 2000 there were 233 million children between the ages of 5-18 years in urban areas in developing countries doing one kind of paid work or the other (UNICEF, 2004).

In São Paulo in Brazil for example, Garbin (2000) found that, nearly 10% of school going children are on the streets and 57% of them were victims of violence by the police and by common citizens. In Nigeria, Ashimolowo, et al (2010) found, an increase in the number of children trading or working in the rural areas, a situation that affected the acquisition of education.

In Ghana, the phenomenon of street children is not very different from what other developing countries especially in Africa. Beauchemin (1999) maintains that in Ghana;

The street children phenomenon is becoming so widespread that NGOs in Accra and elsewhere are staggering under the sheer numbers. And yet more children are coming. The present generation of street children is luring more children, and these children, trying to find future for themselves on the streets are begetting more street children (p.81).

Ethiopia counts one of the largest populations of children in the streets in the world: 13 per cent of children throughout the country are in the street. This represents an estimated 4.6 million children - 800,000 the majority of whom were orphaned by HIV/AIDS. The country has seen a steady increase in the number of children ending up in the streets because of the demise of their parents through AIDS. In the past, famine and conflicts were the main factors that pushed children to the streets.

In Rwanda, UNICEF (1986) found that, many families are forced to move to urban areas in search of employment and a way out of the poverty trap and once in the cities, many families break up with children being forced into the streets. Thus, in Rwanda, there are more than 5000 children in the streets. In Nairobi Kenya, a survey by KEFAN (1996) estimates that there were over half a million children living on the streets of Nairobi as a result of abuse, neglect, abandonment and displacement.

An earlier study in Kenya by Onyango, et al (1991) found that, many children leave their homes and prefer the slums to escape poor relationships at home, where some homes are overcrowded, or have been forced by their families to find means to support the family financially. At least 30,000 homeless children roam the city of Nairobi and this destitute population is expecting to grow at an estimated rate of 10

percent annually. In Nairobi, street children spend their days begging, scavenging, sniffing glue and engaging in petty theft'' (<http://www.populationaction.org/securitydemographic/pdfs/SecurityDemographic chapter6.pdf> 2005:65).

In Tanzania, it is estimated 730, 000 AIDS orphans who are being cared for by extended family members. However, many careers are too old, young or ill to meet the needs of orphaned children. This results to a big number of orphans moving to urban streets for their livelihood. For example in Dodoma has its share of street children. Even more alarming is that the rising number of working children is a new phenomenon in Tanzania. (<http://www.aucegypt.edu/src/pdr/Research Briefs/01 4 Maha Ghobashi.pdf#search Tanzania%20street%20children%20data>, 2005:6).

Although reliable statistics are rare, available information suggests that the number of street children remains extremely high. There are approximately 3,000 street children today living in streets of Dodoma while available statistics indicate that in 1994 there were only 1,000 street children. (http://www.aucegypt.edu/src/pdr/Research_Briefs/014. MahaGhobashi.pdf#searchTanzania%20street%20children%20data, 2005:6).

In Arusha and Kilimanjaro Regions, there are NGOs which provide care and support for vulnerable children. One of these NGOs is Mkombozi. Mkombozi, a name that can be translated to English language as ‘Rescuer’ provides care services for street children and HIV orphans. According to Mkombozi (2010), Street children are generally deprived of their right to education and have little or no access to the formal education. The majority of them are illiterate and have either never been

enrolled, or have dropped out of the formal education system, and it is difficult to secure funding for the kind of informal education which suit street children lives.

The lack of education and educational opportunities makes street children particularly vulnerable to trafficking, child labour, sex abuse, exposure to HIV/AIDS and other STI's and policy violence. These children remain one of the most overlooked and vulnerable groups of children. Their protection and education are frequently neglected by governments, either due to inadequate legislation or obstacles related to implementation of that legislation. (Amani Children Center 2010).

Education Accessibility

Education is an essential pre-requisite for reducing poverty, improving agriculture and the living condition of rural people. Building a food security world is a basic necessity for children; therefore, it is important to ensure that all the children including street children access an education. The system of education should discourage any form of discrimination to people on any ground for example race, colour, ethnicity, sex, language, religion, economic, or social status. It is a duty of any government to set laws which prevent child labor, ensure education cost are affordable to all people in a country and appropriate transport facilities (www.right-to-education.org/node/228, 2012).

In developing countries, NGOs have been in a forefront in helping street children access education and in Tanzania, there are a number of nongovernmental organizations that work with street children. The 18 programs considered in this

report encompass a wide range of activities. Many of these organizations deal with education as a key component of all, usually combined with health, job training, basic assistance, or income generation. A large number of activities are implemented by the NGOs with the intention of improving the well being of the community. The activities which are executed by the NGOS include:

- (i) Access to basic education and health care for orphaned children aged 4-7 where street and orphan children are taught a range of subjects that help prepare them for primary and secondary school education. The children receive uniforms and writing materials and are provided with daily meals and soap on weekly basis.
- (ii) Some NGOs also provide assistance to former attendees of the pre -school by providing a uniform, school bag and writing materials for every child each year, until the end of their primary education.
- (iii) Others provide support to street children aged 13 - 17, by assisting them to access vocational training. This involves liaising with the training centre.
- (iv) Some NGOs strive to help orphaned street children reunite with their relatives or extended family. This involves working with the family and the child to resolve any difficulties, and to ensure that the child is properly looked after.

1.2 Statement of the Problem

The generation and care of street children is increasingly becoming a problem to the Tanzanian Society and especially in the urban areas. This is mainly caused by

poverty in some of households which fail to provide basic needs such as food and clothes, incidences of divorce that leads to decreased care of the children, orphans due to death of one or both parents caused by various causes including HIV/AIDS, rural - urban migration, and uncontrolled family sizes.

The review literature has explained the cause of street children; also explained the magnitude of substance use and its risk factors among a group of street children, it explained about burden facing street children in the big cities, it has not explained the role of the government and community members in supporting street children in Tanzania. This study aims to fill this knowledge gap.

1.3 Purpose of the Study

The purpose of this study was to determine the relationship between policies on the rights of children and the provision of education to street children in Arusha city.

1.4 General Objectives

General objective of this study was to investigate the role of government and community in supporting street children access education in Arusha.

1.4 Specific Objectives of the Study were to

- (i) Assess the effectiveness of the existing policies on the rights of children in assisting street children to access education.
- (ii) Examine the government responsibilities to the problem of street children
- (iii) Explore the community responsibilities to the problem of street children

1.5 Research Questions

The following questions guided this study

- (i) What are the policies in place for the rights of children?
- (ii) What the government responsibilities for street children?
- (iii) What are community's responsibilities for street children?

1.6 Significance of the Study

This study aims at improving the identification and capacitating of street children through NGO participation. Facilitating street children in accessing education will help them acquire the necessary knowledge and skills which are sustainable way of improving their life in the future hence enable them to sustain their life. On the other hand, the results of this study will also highlight the importance of NGOs as far as the community economic development is concerned. The result s will also contribute towards understanding the factors contributing to the emergence of street children and finding ways to solving the problems. This will also be a tool and a guide to planners and decision makers dealing with various social and economic programs. Furthermore, the findings will help to a larger extent the community, NGOs/CBOs, government and other stakeholders in adjusting and redirecting resources to the social and economic programs.

This study will also be beneficial to the government, planners such as the planning unity of the (Ministry of Gender, women, children and social welfare), non-governmental organization and policy makers, regions, districts, and the community in ensuring that street children have access to education.

1.7 Scope of the Study

The research was conducted in Arusha city. The city has been selected because the researcher is familiar with the area; also it is having large number of street children, bare in mind that Arusha city is one of the tourist cities in Tanzania so attracts different groups of people including street children. The city is surrounded with famous beautiful tourist attractions. It has about 200 tourist companies which make the city to be flooded with tourist from all over the world which comes to visit our national parks. The national parks surrounding the city are like Ngorongoro, Tarangire, Serengeti, Arusha and Lake Manyara national parks. Furthermore, Arusha city is the headquarter of several international organizations just to mention a few: International Criminal Tribunal for Rwanda (ICTR), East African Community (EAC), East and Southern Africa Institute (ESAMI) Management and World Vision International.

1.8 Limitation

These are the statements of what could not be controlled by the researcher. So limitations on this study could be:

(i) Lack of funding

Generaly research is expensive and requires a lot of money.

(ii) Side effects

In the course of this study it is likely to come across many problems which may interfere with the study, for example language barrier especially when collecting data by interviewing and by questionnaires, also data collected may get lost, arrive late or may not returned.

1.9 Delimitations

These are statements showing the extent to which the study can be generalized. So the delimitation of this study was in Arusha City.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents literature review related to this study. The chapter reviews various studies on street children, causes of street children, and community and government responsibility to the problem of street children. The chapter gives some insight into the complexities of the problem of street children, and finally, the related studies conducted to get a standard definition for the term street children. Theoretical and ideological backgrounds of childhood can be the major causes of these variations, thus why it varies even within societies, it can internationally and nationally as well as knowledge gaps will be discussed.

2.2 Definition of Concepts

2.2.1 Street Children

It is difficult differ between NGOs, researchers, media, educators and lawyers. Therefore, there is no single definition on the term street children. Synonyms such as Homeless children, beggars and other terms can mean as street children. The term “street children” it has met with controversy. For example, some perceive the concept of “street children” as negative, arguing that it gives a stereotyped picture of children. Others, however, believe that it gives children an identity and a sense of belonging. Advocates for use of the term argue that the concept includes a wide range of children, such as homeless children, children who work and sleep in the streets, children who have or do not have families and spend some time in

institutions (such as prisons and orphans centers). They argue for use of the term as it is inclusive.

For instance Human Right Watch (HRW) (2003) as cited in Lippert (2003), defines street children as children whom the street more than their family has become their real home. He further continues to explain that these children always have no protection, supervision or direction from responsible adults. Black (1993), has many practitioners and policy makers did, he defines it as both children (boys and girls) aged under 18 for whom “the street” (including unoccupied dwellings and wasteland) has become home or their source of live hood and who are inadequately.

2.3 Theoretical Review on Street Children

This study will be guided by two theories which are Social Network Theory (SNT) and Social Capital Theory

2.3.1 Social Network Theory (SNT)

The theory was developed by J. Barnes in 1950s. Sometimes this theory is known as network theory or network analysis theory. It studies how social structure of relationship around a person, group or organization affects beliefs or behaviors. The theory relies on the assumption that every network approach should be primarily conceived and investigated from the view of the properties of relations between and within units instead of properties of these units themselves. Social network theory views social relationships in terms of nodes and ties. Nodes are the individual actors within the networks, and ties are the relationships between the actors. There can be many kinds of ties between the nodes. In its most simple form, a social network is a

map of all of the relevant ties between the nodes being studied. The network can also be used to determine the social capital of individual actors. These concepts are often displayed in a social network diagram, where nodes are the points and ties are the lines (see Figure 2.1).

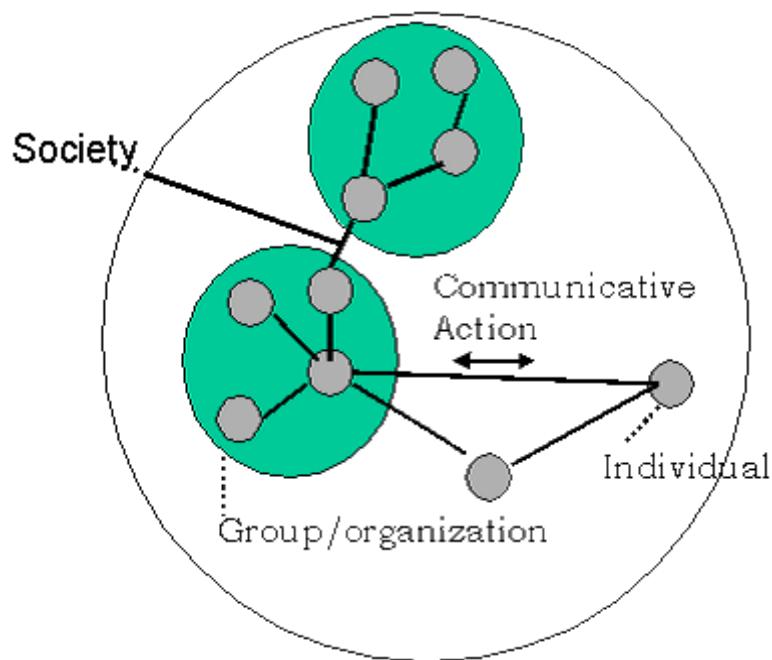


Figure 2.1: Conceptual model of a network society (Connectivity of individual groups, Organization and society)

Source: Van Dijk 2001/2003

Therefore, street children are children who lack good social relationship with others actors (parents, guardians, community and religious affiliation) and they have less ties with other actors within the network. Sucharitkul (2007) argues that, people with low Social Economic Status (SES), that mean low level of education, occupation or income level have smaller networks with a large proportion of kin relationship compared to those of higher status. As a gap of relationship between child and

parents or guardians became big it increases the number of street children in the streets.

2.3.2 Social Capital Theory

The social capital theory offers a beginning point in the theoretical analysis of the street children phenomenon in Tanzania. This theory draws a correlation between family structure and home-leaving. Coleman (1988), defines social capital as resources which "inheres in the structure of relations between actors and among actors.....and is productive, making possible the achievement of certain ends that in its absence would not be possible" (p.S98). For a child to have access to other resources in the society, the family of the child should possess some social capital, which should be accessible to the child. Coleman further posits that;

The social capital of the family is the relationship between children and parents. That is, if the human capital possessed by the parents is not complemented by social capital embodied in family relations, it is irrelevant to the child's educational growth that the parent has a great deal, or a small amount of human capital (p. S110).

The social capital of a child should include the synergy of the family social capital and community social capital. Coleman (1988), refers to family social capital as the relationships between parents and their children, which encompass the time, efforts, resources and energy that parents invest in their children. In contrast, community social capital represents the family's interactions and relationships with the surrounding community. Here, the community encompasses both residents and local social institutions, including schools and other non-formal systems of support.

Coleman (1990), further contends that “unlike other forms of capital, social capital inheres in the structure of relations between persons and among persons. It is logged neither in individuals nor in physical implements of production” (p. 302).

Thus the social capital of the family is the relationship between children and parents which encompass the time, efforts, resources and energy that parents invest in their children. That is, if the human capital possessed by the parents is not complemented by social capital embodied in family relations, it is irrelevant to the child's educational growth that the parent has a great deal, or a small amount of human capital (p. S110).

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Thus the family structure becomes the important component in the transmission of the social benefits to its members. The importance of social capital theory in providing a firm theoretical basis for understanding the delinquency among children has been offered by Hagan and McCarthy (1997). They contend that, the focus of social capital theory on institutional sources, which includes work, family, school,

neighborhood, and community, provides an important insight to the explanation of crime and delinquency among children. Hagan and McCarthy (1997), link a lack of social capital in the family to the youth becoming homeless and, while on the street, to their participation in criminal conduct.

To link this theory to the phenomenon of street children in Tanzania, I will first explore some theoretical assumptions from Coleman's assertions. Coleman (1990) contends that, family capital investment in children is to ensure their access to other forms of social capital. Wright, Cullen & Miller (2001) further posit that:

A family will invest time, effort, and resources in its children with the goal to forge an intergenerational link that embeds the youth into relationships of mutual trust and obligation what Coleman refers to as closure. Coleman makes explicit reference to certain, but not all, potential outcomes associated with family investment (p. 3).

Investments in children in according to Coleman should yield some positive futuristic benefits to the child. Wright et al. (2001), assert that if families are committed towards the education of their children, the likely results will not only be success in the educational enterprise of the children, but will also reduce the tendency of the children being delinquent.

Children with little or no social capital are bound to leave their nesting home in search of a better life and other avenues of comfort. In the case of street children based on some assertions made above, one can conclude that the lack of social capital within the children's cycle of existence is a major catalytic causality of their

decision to leaving their nesting homes. At this point I will stop short of making any speculations on the particularities of the situation of street children in Tanzania, due to my lack of understanding of their circumstances. However, my analysis of the data will either collaborate or contradict the assertions of the social capital theory.

2.4 Empirical Policy Studies

2.4.1 Introduction

This section focuses on assessing existing policies on children and formulating necessary policies to create child-friendly cities. Policy formulation should be conducted in equal partnership with children. The first part presents the literature on international policies, while the second presents the literature on national policies on children's rights.

2.4.2 International Policies

The international policies relevant to street children are: Convention on the Rights of the Child; Agenda 21; and Habitat Agenda. Each of these international policy documents call for the development of local plans of action to translate into action international agreements on children, environment and human settlements. Other policies include:

- (i) Labour policies especially related to employment for the urban poor;
- (ii) Fiscal policies especially related to redistribution of incomes;
- (iii) Housing policies including access to land, shelter and related services; and
- (iv) Social policies including education, health, nutrition etc.

A good review of the national policy related to urban poor children in Nigeria is provided by Osemwegie, (1998). Unfortunately national policies focus on Federal

National Government and State Government to address the needs of street children leaving the role of local governments to that “... of facilitating and promoting effective programme implementation at grass roots levels” (Osemwiegie, 1998). This manual argues that local authorities have a much more active role to play in improving the living conditions of street children, by formulation of their own policies on street children.

Next to interpreting international and national policies, local authorities also have the opportunity of formulating their own policies, which are specifically aimed at improving the living conditions of street children. Most local governments, including Tanzania have policies which outlaw the existence of slum and squatter settlements. These settlements, therefore, do not receive any basic services as part of the official policy. Unless such unequal distribution of resources is stopped, it is conceivable that the number of working and street children will continue to grow. The first step involves re-orientation of local authority’s policies to ensure equitable distribution of resources and a more efficient provision of services and increased finance through investment and revenue.

A second step focuses on targeted service provision and resources to street children and families in especially difficult circumstances. Based on local economic, political and cultural circumstances, local authorities should use the broad framework of existing national and international policies to shape local policies regarding children. The formulation of local policies can be done with the assistance of the government, local NGOs working with children, and with children themselves.

Dowbor, (1997), recommends as a first step the creation of a permanent Child Policy Coordination team which is in charge of issues related to the welfare of children. He identifies a major obstacle for progress in the area of children's rights and needs in the fact that children are everybody's business, and nobody is exclusively responsible for them.

Children are viewed as a “cross-cutting issue” for all sectoral activities. Thus it is important for a team directly linked to the policy formulating body of the local authority to pursue the formulation of policies related to street children and their later implementation by the executing arm of the local authority. He secondly suggests the creation of a Municipal Council for Children which permits the participation of all important institutions in charge of sectoral policies for children, such as health, education etc. The council should ensure the participation of all stakeholders dealing with street children and gangs operating within the boundaries of a local authority. Dowbor points out, the Child Policy Coordination Team should remain relatively small and also be action oriented. The Municipal Council for Children should include all stakeholders of a local authority and influence and harmonize their policies towards street children.

2.4.3 Tanzania Policies on the Rights of Children

In Tanzania there is political will to support street children and protect them. The Government of Tanzania has ratified the United Nations Convention on the Rights of the Child (UNCRC), the African Youth Charter 2006, and the Convention on the Elimination of all forms of Discrimination against Women and has domesticated them through the enactment of the Children's Act 2011. Furthermore, Tanzania's

Poverty Reduction Strategies for 2010-15 (known as the MKUKUTA on the Mainland and the MKUZA in Zanzibar) and other national policies. All these reflect the priorities of children including those in the streets and see to it that children who are surviving on the margins of society and at greatest risk are protected. Specifically the Law of the Child Act of 2009 provides a framework for protecting all the children, including those in the streets and lays the foundation for a child protection system that oblige a range of bodies to prevent and respond to violence, abuse and exploitation of children. As Devereux and Wheeler, (2004).

Devereux and Wheeler (2004), have pointed to the weakness of frameworks, policies and programmes governing or addressing the care children in Tanzania, suggesting that there are major gaps and inherent weaknesses in the policies and in implementation to enable comprehensive support and protection. One major weakness according to Devereux and Wheeler in policies and programmes governing or addressing the care of children is inadequate support from the local context where street children live – in the families and communities. They suggested that, the important thing to do is to merge the two – the policy initiatives from above, and the cultural and traditional systems to avoid clash in supporting children, including those in the streets.

Local authorities have a very important role which allows them to interpret international and national policies and translate them into local actions. Next to international policies there are a number of national policies which can guide local authorities in striving to improve the living conditions of street children and gangs.

Tanzania has implemented plans and taken certain steps aimed at promoting child development. These steps, to mention a few, include provision and strengthening of maternal and Child care, establishment o f pre - school and provision of primary education for all. Other steps taken include ratification of the UN Convention on the Rights of the Child, signing the OAU charter on the rights of children; the enactment and review of laws aimed at promotion g and protecting the rights an d interests of children; the preparation an d implementation of the National Programme of Action concerning child survival, protection and development in the 1990s.

The Government has created a special Ministry to coordinate child development programme and encourage non - governmental organizations and individuals to establish centers for children in difficult circumstances; to set up special schools and institutions to cater for children with particular problems; to set up voluntary associations to serve and defend children; and to establish juvenile courts so that those suspected of breaking the law are dealt with in such a way that their status as children is not violated. (Ministry of Community Development Women Affairs and Children (1996:2-3).

The policy shows that children in Tanzania constitute more than 46 percent of the population and that on average a household in Tanzania has at least 6 children. Therefore, children are an important segment of society. The problems facing children are largely similar; they differ from rural to urban environment. In urban areas where there is overcrowding and a diversity of traditions and customs, children are faced by problems of early employment, lack of moral direction, and lack of communal responsibility for their upbringing, living o n the streets, temptations to

participate in illegal businesses, abuse, and involvement in drug abuse, poor living conditions as well as problems of travelling to and from school. (Ministry of Community Development Women Affairs and Children (1996:4)).

To curb the above problems, various models were introduced in different areas in the country to overcome the problem of orphans, which is currently contributing more to street children. Some international NGOs support projects such as "Humaliza" in Kagera and Regional Psychosocial Initiative (REPSSI) for Children and youth affected by HIV/AIDS, which is sponsored by Swiss and Swedish development authorities. REPSS is now the largest competence network in the region. (Ovartisfoimdatonxom/en/projec 2005. Htm: 5).

"Even with the combined efforts of NGOs like St. Joseph's and International Child Care, there are still thousands of street children who will reach adulthood (or die trying) without ever having had a chance to be a child. They will fall asleep on a pile of rags on a dirt floor and awake to a world that barely acknowledges their existence.

The implementation of child Development Policy in Tanzania is as follows:

Despite effort made by the Government to improve education, health services and household food security, many children in the country are still prone to diseases and malnutrition, which means that they do not grow physically and mentally as stipulated in the policy.

Child development is affected by gender biased customs and traditions. Children themselves are blindly adopting corrupt foreign behaviors because of the lack of any

system to control these behaviors. Parents prefer to educate boys than girls which lead to unequal distribution of power in the society.

The moral development of the child is affected by family conflicts, the use of abusive language by parents, marriage break down, adult involvement in harming children (defilement, harassment, abuse, rape) especially girl children, overcrowding in homes which entails parents and children living in the same home or some children sleeping in the neighbouring houses and parents having no time to pay attention to bringing up their children.

The above outlined theoretical, empirical and policy reviews show that the problem of street children exists internationally, nationally and locally. The problem escalates and has the impact of increased number of street children, which can affect the communities and the nation in general. Deliberate measures must be taken to curb the situation. Some of the measures to arrest the problem are:

To establish a system of caring for street children by identifying them and recognizing their needs and enabling them to engage in vocational training for their betterment; To encourage traditional system of care and support of children in difficult circumstances; To educate and mobilize parents, guardians, communities and institutions to understand and prioritize the implementation of child right; and to revisit, review and abandon outdated laws, then pass appropriate laws and take stern action against violators of children's rights.

2.4.4 Government Responsibilities to the Problem of Street Children

Of all the agents capable of doing something about the problem of street children the state is perhaps best situated to tackle the issue. However, part of the tragedy of street children is the way African governments have abandoned them to their fate.

With each passing day it is becoming increasingly clear that much African governments where the problem is most acute have been unable to give it the attention it deserves, and have unintentionally contributed to its continuation. While it is true that most governments have formulated child development policies, set up departments and sometimes ministries dealing with youths and some dealings with women and children, but effective action to address the problem is yet to be taken UTR (1996).

While one can speak of some kind of political commitment on the part of many African governments, very little is being done to address the problem of street children. For instance Tanzania political commitment to children has been visible for some time now. Major benchmarks of this commitment include the ratification of the convention on the elimination of all forms of discrimination against women (CEDAW) and the convention on the rights of the children (CRC) others include holding of National summits for children and establishment of ministries responsible for children and women affairs in mainland and Zanzibar. However most of the direct actions to help street children are being undertaken by non-Government organizations and religious organizations. African governments appear incapacitated or slow to address the problem of street children. This is partly stems from

the fact that little is known about street children. Even with ministry for women and children, government departments often lack comprehensive and reliable data-on street children.

UNICEF (1999) indicates that, the literature on street children in Tanzania is relatively small and repetitive. It is therefore in our view very difficult if not possible for affective government action without reliable and up to date. Data on street children is by itself not sufficient to find the lasting solution to problem of street children.

Today governments are increasingly ruthless step to clear the problem of street children and other un scrupulous characters. They do not offer any viable alternative to the street children. Policies, policy maker, and urban planners seem to be helpless in their efforts to either resolve the problem of and assist street children, and have, to date failed to prescribe plausible solution which are realistic, down to earth and concrete. It appears that governments pay lip-service to the idea of improving care for “Street children will inevitably wind up as criminals; there is little use in spending public funds for their support.

This view is similar to that of Lugalla (1985) who argues that street children are considered to be hooligans vagabonds, and people prone to committing crimes. As a result of this they have been a target of harassment by law enforcement organizations: There are many cases of street children being beaten by police, detained and sometimes repatriated to their rural homes.

Peter (1996) argues that, street children tend to fall between various jurisdictions with neither providing real assistance. The emergence of the problem of street children may itself point to gaps in coverage typically each ministry may have far more urgent problems on its hands than street children and none will be prepared to take overall responsibility. Departments tend to determine and shape their programmes in accordance with the policies they are given. These policies are usually aimed to aiding facilities and are rally flexible enough to cope with exceptions.

The Ministry of housing for example has nothing to offer to street children. Moreover, relocating families into cigarette packet-sizes apartments does not for them to benefit from the standpoint of ministries of reduce the incidence of street children as western experience shows. From the standpoint of ministries of education, street children are dropouts lacking familial background necessary for them to benefit from education. For education bureaucrats, street children had better leave the education field free for those who can benefit from education. Labour ministries see them as unruly spirits liable to damage precious equipment reserved for middle-class children. Health agencies are more useful because street children will not refuse first aid as they will other offspring from well-intentioned adults.

2.4.5 Community Responsibilities to the Problem of Street Children

Like the government, the community also stands accused of failing to address the problem of street children we as individuals and as a society have failed to live up to our responsibilities as parents and as custodians of the young. The community tends to hide its head in the sand hopping that the problem will go away. Unfortunately the

problem is not going away but increasing to alarming proportions. Shorter (1974 p.57) observe that, in traditional east African societies, the children was educated and socialized by the community for membership into the community. A child in Africa used to be the responsibility of each individual member of society and therefore children had no need to fend for them. They were loved and cared for by society. Today individual parents are responsible of their children and are ignored by the rest of the community.

Get (1993 p.152) says that, while the number of street children grows by the day the community remains silent with the exception of a few individuals and organizations. There is no community outrage to the problem. We shake our heads and mean about “Watoto wa siku hizi” (the children of these days) and go about our daily business. The few soft hearted or religious ones will throw a few shillings to these miserable children and move on.

Mkombozi (2010) conducted census of street-involved children and young people (CYP) with aim of producing and analyzing quantifiable data on street-involved CYP in Moshi and Arusha Municipalities. The findings of the study showed that there was an overall increase of 17% in full-time CYP and small decrease by 4% of part-time CYP. The finding also shows there was a significant decrease in both part-time and full –time CYP in Arusha municipality compared to Moshi municipality where full-time CYP were increase rapidly between 2006 to 2010.

Pagare (2003), conducted the study on the magnitude of substance use and its risk factors among a group of street children in Delhi. He found that more than half

(57.4%) of the subjects had indulged in substance use before coming to the observation home. The agents consumed were nicotine (44.5%), inhalants (24.3%), alcohol (21.8%) and cannabis (26.4%). Therefore, on application of multiple logistic regressions, maltreatment of the child by family members was found significant predictor of substance use in the study group. Substance use in street children is associated with unstable homes and maltreatment.

Thus this study will look at the increase of street children in Arusha Municipal and finding the role of government and community in helping them access education in order to sustain the best of their life. The study aims at coming out with sustainable ways of taking care and support of street children.

2.5 Research Gap

There is little evidence from studies that have been conducted on street children in accessibility to education in relation to the existing policies on the rights of children in assisting street children to access education and role of government and community in supporting street children access education in Arusha City. For instance Mkombozi (2010) was concentrated on producing and analyzing quantifiable data on street-involved CYP in Moshi and Arusha Municipalities. Pagare (2003) focused on the magnitude of substance use and its risk factors among a group of street children in Delhi. Lugalla (1995) studies on burden facing street children in the big cities. Lugalla in collaboration with Mbwambo (1996) dealt on causes of street children. In filling the gap the present study will investigate the relationship between policies on the rights of children and educational accessibility for street children in Arusha city.

2.6 Conceptual Framework

Guba and Lincoln as cited in Kombo and Tromp (2006) maintained that, a conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate this. Once it is clear articulated a conceptual framework has potential usefulness to assist a researcher to make meaning of subsequent findings. Figure 2.1 presents the model that will guide the study.

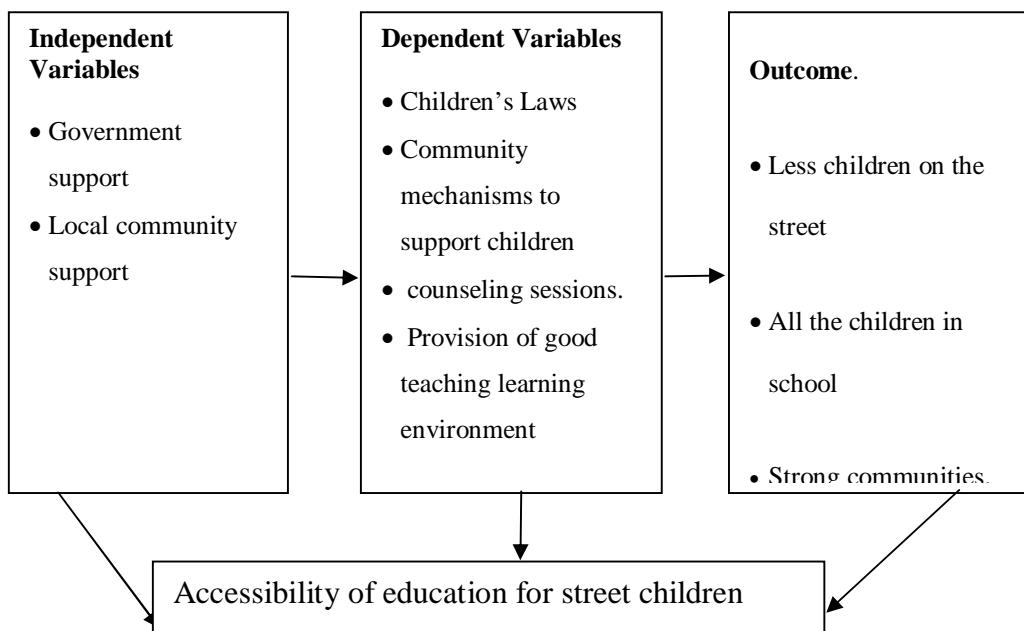


Figure 2.1: Conceptual frame work on the Relationship between policies on the rights of children and educational accessibility for street children in Arusha city

Source: Researcher's own creation (2013)

This study follows a model on the relationship between policies on the rights of children and educational accessibility for street children in Arusha city as shown in Figure 2.1. The government and the community have the role to see to it that all the children have the right to life and to development. There is significance relationship between the support from the government and the community and accessibility of

education for street children. It is also noted that street children may miss out on school enrolment and attendance as a result of their situation. Katz (1999), as cited from Mtahabwa (2007) stated that, presence or lack of materials on the other hand may negatively or positively influence children to participate in the learning activities. School sponsorship, provision of uniforms and learning materials, food and health services, transport allowance, provision of counseling sessions as well as good teaching and learning environment determine the accessibility of education. The child who got the mentioned costs (school fees, school stationeries and school uniforms) has high possibility for accessing education. Therefore because most of the street children are missing these basic needs for education they fail to access education as argued by Mponji (2008). Lack of learning materials such as stationeries and school uniforms reduce learning morale to most children who dropped out of school.

Community awareness and responses is highly needed to solve the problems and challenges currently facing street children. The Government and Non Government Agencies should feel the pinch of increasing number of street children who are hopeless and extremely rely on the sympathy of the community to clear a way towards their future life by providing them with moral and material support. However, society remains silent to address the problem of street children. We as individuals and as a society have failed to live up to our responsibilities as parents and guardians. Shorter (1974 p.57) observed that it is a duty of community to educate the children. But today it is contrast; most of community/society is not responsible for educating them especial to street children.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research methodology that employed in data collection. The chapter includes research design, area of the study, population and sampling technique. It also explains the methods that used to collect data, data analysis procedures as well as ethical issues.

3.2 Research Paradigm

A combination of both, qualitative and quantitative approaches was applied by the researcher to facilitate this study. According to Brewer and Hunter as cited in Creswell (2005), a mixed research method is a procedure for collecting, analyzing and mixing both quantitative and qualitative data in a single study so as to understand a research problem. The method provided the best opportunity to address specific sub facets of the research topic. The Quantitative approach facilitates the collection and quantification of data in terms of frequencies, sums, and percentages so as to supplement the qualitative data.

According to Cohen, Manion, and Morrison (2007), the qualitative approach is credited for being highly exhaustive and reliable in making deep exploration of information from respondents. Thus, its use in this study enabled the researcher to obtain detailed non quantifiable information regarding respondents' views and opinions on processes associated with the contribution of poverty to the problem of street children, types of social evils caused by street children and strategies to

alleviate the problem of street children. Basically the two approaches complemented each other to make the outcome of the study more informative.

3.3 Research Design

Cohen, et al (2000), defines research design as a plan that shows the approach and strategies employed by the researcher to obtain the relevant data which fulfill the research objectives and answer a set of tasks and questions. Therefore, this study adopted an exploratory mixed method design. According to Creswell (2005), an exploratory mixed method design requires the researcher to gather qualitative data at the first stage so as to explore the phenomenon under study, and then collect quantitative data to explain the relationship found in the qualitative data. Hence, in the first stage, the researcher collected qualitative data on how poverty contributes to the problem of street children, how the problem of street children vary with sex and social-economic status of the families and political effects of street children, how do the street children access the education? What kind of support do street children get? Does the financial support that street children get assist them to have education?

3.3.1 Area of the Study

The study was conducted in Arusha Region particularly in Arusha city. Arusha city is in Arusha region located at the northern part of the United Republic of Tanzania. Other districts are Arumeru, Simanjiro, Longido, Karatu and Monduli. The area was selected as a study area due to its uniqueness as it has a lot of tourist attractions, a center of many international organizations, contains different people from different tribes and nations. Also, is one of the highly populated cities in Tanzania. The city was chosen because it is among few cities in Tanzania which are located in the

borders of the country with good climatic condition and surrounded by poor families with different local and international schools. Many people from different places within and outside the country visit and like to live in Arusha.

3.3.2 Population of the Study

Accordind to Julius Caesar Enon means people from whom a researcher can obtain information. According to Sowell (2001) a target population consists of all the people with common characteristics to whom investigators plan to generalize their results. Therefore, the target population for this study include: Regional Administrative Secretary (RAS), Ward Executive Officers (WEOs), Parents, representatives from NGOs and religious organizations and Street children.

Depending on their occupation, each category of respondents that is parents, RAS, WEOs, and Politicians, representatives from NGOs and Religious organizations provided information on how poverty contributes to street children and the strategies taken to ensure educational accessibility for street children and how the street children access education and the kind of support street children get. Street children provided information on the way they get daily support like food, water and shelter and whether they attend school or not. How did poverty contribute to the problem of street children and if they get educational assistance.

3.2.3 Sample and Sampling Technique

Kothari, (2004) defines sample as a small group of respondents drawn from a population about which a researcher is interested in getting the information so as to arrive at a conclusion. This study therefore expected to involve 70 respondents whom

will be obtained by using the following sampling procedures. Respondents that included were: one RAS, Five representative from NGOs, five WEOs, six local leaders (politicians) whom all of them were purposively selected because they were considered to have vital information for the study by virtue of their positions. They considered having information on the number of street children, how poverty contributes to street children and strategies that can be used to ensure street children have access to education.

Stratified sampling adopted to pick out 20 parents and simple random sampling used to get 30 street children. The rationale for adopting stratified sampling was that, the respondents were expected to have different characteristics which influence their responses. A breakdown of the sample is presented in Table 3.1.

Table 3.1: Sample Distribution

| Category of Respondents | Number of respondents | % |
|---|-----------------------|-------|
| Ward Executive Officers (WEOs) | 05 | 7% |
| NGOs' representatives | 05 | 7% |
| Regional Administrative Secretary | 01 | 1.5% |
| Local leaders (Wenye viti wa serikali za mitaa) | 06 | 8.6% |
| Religious organizations' representatives | 03 | 4.5% |
| Parents | 20 | 28.6% |
| Street children | 30 | 42.8% |
| Total Number | 70 | 100.0 |

Source: Researcher (2013)

3.4 Types of Data

This study used both secondary data and primary data. There are two major sources of data which usually used by researchers. (Kombo and Tromp, 2006).

3.4.1 Secondary Data

Secondary data is the second hand information; it neither collected directly by the user nor specifically for the user. It involves gathering data that had already been collected by someone else (Kombo and Tromp, 2006). The researcher got second hand information through documents such as books, internet, magazines and news papers, different documents records from schools such as school enrolment and their motto.

3.4.2 Primary Data

Primary data is a fresh data; such kind of information is gathered directly from respondents (Kombo and Tromp, 2006). This study collected primary data through questionnaires from RAS, WECS, religious leaders, and Social Welfare Officers. Also through interview with street children and parents the primary data were obtained.

3.4.3 Data Collection Methods

This study used three data collection methods namely; questionnaires, interviews and documentary review method.

3.4.4 Questionnaires

According to Kasomo (2006), a questionnaire is a carefully designed instrument that consists of questions and statements (written, typed or printed) for the purpose of collecting data direct from respondents. The questions entailed in a questionnaire may either be closed ended or open ended. Open ended questions allow freedom of responses in the respondent's own words. Close ended questions limit the

respondents' freedom of response. For the purpose of this study a combination of both close ended and open ended questionnaire prepared by the researcher under directives of the supervisors. Basically, the use of questionnaires has an advantage of providing the respondents adequate time to reflect on the questions asked, and consult relevant documents before providing the required data (Kasomo, 2006). The researcher used questionnaires in collecting information from RAS, representative from NGOs, WEOs, and religious leaders.

3.4.5 Interview

According to Kothari (2004), interviews involve a set of questions that are intended to collect information through oral or verbal communication in a face-to-face contact between the researcher and respondents. The researcher used personal interviews where by face-to-face interaction with the respondents enables the researcher to elicit responses from them on how does poverty contribute to the problem of street children, how do the street children access the education and does the financial support that street children get assist them to have education. The instrument used to get information from street children and parents. This were possible by the use of semi-structured interview schedules that prepared by the researcher under the guide of the supervisors.

3.4.6 Documentary Review

Both primary and secondary information sources reviewed so as to extract data for the study at hand. Primary sources such as statistics on the number of street children and organization supporting street children to have education were assessed. Secondary sources such as electronic and non electronic materials were concerted.

The researcher therefore, assure the validity and reliability of instruments through choice of the right instrument for harnessing the required data from relevant respondent with specific attention to key issues that relate to the contribution of poverty to the problem of street children, kind of support street children get and educational accessibility for street children.

Thereafter, the researcher discuss with his supervisors. Comments provided by colleagues and supervisors were considered in making adjustment of the instruments for harnessing information required for the study. The instruments were also pre-tested in Moshi Municipal. Finally the instruments were refined to suit the study.

3.5 Data Analysis Plan

The study generated both qualitative and quantitative data. Qualitative data which collected through interviews subjected to content analysis. According to Cohen et al, (2007) content analysis is a research technique for making replicable and valid inferences from the meaningful matter to the contexts of their use. Therefore, its use enabled the researcher to summarize data from the field and report them as findings. This was done by coding the obtained data and categorizing them into themes for the purpose of creating meaningful units of analysis that appeared in terms of words, phrases and sentences. The categorized units then compared to make links between them and finally conclusions was made basing on the context of poverty, street children and educational accessibility.

Quantitative data derived from documents and questionnaires first summarized in tabular form showing frequencies, sums, percentages and rank orders. Some of the

said quantitative data used to construct grouped bar graphs and pie chart. In the second stage the summarized data from tables, bar graphs and pie charts then analyzed and interpreted as findings on the relationship between poverty and educational accessibility for street children.

3.6 Validity

Mason and Bramble (1997) defines validity as the degree to which a test measures what it supposed to measure. It concentrates in identifying ambiguities and unclear questions in order to make necessary corrections (Rea and Parker, 1997). The researcher ensured validity of her tools by conducting a pilot study. She provided the research tools to some street children, parents and my fellow tutors to review it for purpose of ensuring its relevance, clarity and if it covers the intended objectives before going to site (field). Also through multiple techniques use of tools assisted the researcher to get valid data because multiple tools complemented the other. The guidance and comments from supervisor also helped the researcher to make some corrections and modification on my research instruments hence increase possibility of increasing validity on data to be collected.

The researcher therefore, assured the validity and reliability of instruments through choice of the right instrument for harnessing the required data from relevant respondent with specific attention to key issues that relate to the contribution of poverty to the problem of street children, kind of support street children get and educational accessibility for street children. Thereafter, the researcher discuss with his supervisors. Comments provided by colleagues and supervisors were considered

in making adjustment of the instruments for harnessing information required for the study. The instruments were also pre-tested in Moshi Municipal. Finally the instruments were refined to suit the study.

3.7 Reliability

Reliability refers to consistency of the results of assessment (Nitko, 2001). According to Omari (2011), Reliability deal with consistency and stability of the phenomena; that means the extent of reproducibility of the results by the same instrument. Cohen et al (2000), piloting of instruments is of paramount importance in order to maintain validity, reliability and practicability of instruments and therefore, the validity and reliability of the findings. Try out and pre-testing of instruments was done by researcher so as to make correction for mistakes and identify the ambiguous and repeated questions which were unnecessary.

3.8 Ethical Issues

Leedy and Ormrod (2005), categorized ethical issues in research into four groups namely: informed consent, right to privacy, honesty with professional colleagues and protection from harm. The researcher therefore, conformed to professional practices by making respondents aware of the purpose of the study that was informed consent. Also, respondents were assured that the data provided were treated under privacy and anonymity for the purpose of the study only.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

The issue of street children remains the major problem in most big cities and it has affecting the socio- economic evolution of our societies. Looking at the problem from the angle of existing policies on the rights of children and education accessibility to the street children, the researcher engaged the sample population in answering a set of questions designed to investigates the accessibility of street children education, examine the extent to which financial support provided to street children determine their accessibility to education, and its strategies for assisting street children to have access to education.

This was administered on the officials of centers involved in caring for street children, religious leaders, local leaders (wenye viti wa serikali za mitaa), NGOs, WEOs, parents and the street children themselves were to respond to questions. Therefore, this chapter presents data analysis and discussion of findings on relationship between poverty and educational accessibility to street children in Arusha city.

This section examines the general characteristics of respondents. The characteristics examined are respondent's educational level, age, sex, size of household, head of the family, cause of street children, activities of street children, where they sleep, willingness to attend education, type of training selected, type of facilitation they like. These characteristics are described in this section to give the general profile of the study population in relation to problem of street children.

Table 4.1: Street Children Education Level

| Education Level | Number of Respondents | % of Respondents |
|------------------------|------------------------------|-------------------------|
| No Formal Education | 6 | 20% |
| Primary Education | 21 | 70% |
| Secondary Education | 2 | 6.6% |
| COBET | 1 | 3.4% |
| Total | 30 | 100.0 |

Source: Field Data (2013)

Result in Table 4.1 shows that 70% of street children interviewed had primary education, 20% had no education, 3.4% attending COBET classes, and 6.6% are orphans, secondary students who had no school fees. The study realized that, facilitating street children through access to education has been found possible as 70 % of the street children interviewed were STD VII leavers and 3.4% attained complementary Basic Education Training (COBET).

Table 4.2: Respondents Age

| Street Children Age | Number of Respondents | % |
|----------------------------|------------------------------|--------------|
| 8-12-Years | 6 | 20% |
| 13-17-years | 24 | 80% |
| Total | 30 | 100.0 |

Source: Field Data (2013)

Results (Table 4.2) indicate the age of street children interviewed. The age of 13 - 17 years (80%) had more respondents, followed by age 8-12 years (20%). This shows that more street children have an age of 13 - 17 years the age in most cases which students complete standard seven and stay idle.

Table 4.3: Respondents Sex

| Respondents Sex | Frequency | Valid Percent |
|------------------------|------------------|----------------------|
| Male | 18 | 60 |
| Female | 12 | 40 |
| Total | 30 | 100.0 |

Source: Field Data (2013)

Results (Table 4.3) indicate that male street children were 60% and 40% female. These results indicate that both male and female are engaging in street children activities.

4.3 The Existing Policies on the Rights of Children

Objective 1 aimed at assessing the effectiveness of the existing policies on the rights of children in assisting street children to access education. The literature indicated that the Constitutions of Tanzania and Zanzibar included a Bill of Rights but did not provide specifically for the protection of children rights and Tanzania had enacted into law the Convention on the Rights of the Child through the 2009 Law of the Child Act. However, the literature also indicates that this Act had not been implemented due to lack of rules and regulations that allocated roles and responsibilities of each actor and the lack of monitoring framework. The Global Initiative to End all Corporal Punishment of Children (GIEACPC) stated that, in Zanzibar, a Children's Bill was expected to be tabled in the Parliament in June 2011. But in many schools, children are canned.

An assessment of the policy environment for street children vulnerability in Tanzania reveals that there is political will to support street children and protect them. The

Government of Tanzania has ratified the United Nations Convention on the Rights of the Child (UNCRC), the African Youth Charter 2006, and the Convention on the Elimination of all forms of Discrimination against Women and has domesticated them through the enactment of the Children's Act 2011. Furthermore, Tanzania's Poverty Reduction Strategies for 2010-15 (known as the MKUKUTA on the Mainland and the MKUZA in Zanzibar) and other national policies. All these reflect the priorities of children including those in the streets and see to it that children who are surviving on the margins of society and at greatest risk are protected. Specifically the Law of the Child Act of 2009 provides a framework for protecting all the children, including those in the streets and lays the foundation for a child protection system that oblige a range of bodies to prevent and respond to violence, abuse and exploitation of children. As Devereux and Wheeler (2004).

Despite these frameworks, policies and programmes governing or addressing the care of children in Tanzania there are still major gaps and inherent weaknesses in the policies and in implementation to enable comprehensive support and protection. The main challenges in policies and programmes governing or addressing the care of street children is inadequate support from the local context where these children.

A follow up question from the literature aimed to establish whether children are canned in schools. The question was: *Does corporal punishment still exercised in schools?* This question was directed to one RAS, two representative from NGOs, five WEOs, two local leaders three primary school teachers and four street children. From all the respondents, corporal punishment was exercised in all public schools. The following were the responses:

RAS: *There is no way that a Tanzanian child will escape corporal punishment. Kids of today are just different and without some push, they will not go...*

NGO representative: *I think all schools use canning to reprimand children. There was a law sometimes ago telling the teachers not to use canes on students, but I think it is still practiced*

Teacher: *Of course, how can you make these students do what they are required? The government has banned using other punishments, such as cleaning the compound or working in the farm, saying we should not make work a punishment. So, yes, canning is practiced and it works.*

From the above it shows that, although the government has adopted the Rights of the Child and has made it a law, this law is not put into practice and it seems, there is no monitoring. This lack of monitoring has resulted into teachers and other community members to infringe upon the right of the child.

4.4 Government Responsibilities to the Problem of Street Children

The third objective was to examine the government's responsibility to the problems of street children. A questionnaire was used to solicit information from. These individuals were asked to list the support that the government provides to street children. Forty four (44) participants responded to this question.

Table 4.4: Support that the Government Provide to Street Children

| Government Support | Yes | % | No | % |
|---------------------------|------------|----------|-----------|----------|
| School fees | 12 | 27.2% | 32 | 72.8% |
| Food | 15 | 34% | 29 | 66% |
| Shelter | 9 | 20.4% | 35 | 79.6% |
| Parents support | 11 | 25% | 33 | 75% |
| Uniforms | 34 | 77% | 10 | 23% |
| Books | 30 | 68% | 14 | 32% |
| Health services | 24 | 54.5% | 20 | 45.5% |

Source: Field data (2013)

The results indicate that government offer shelter, Results (Table 4.4) indicate that the majority (77) of the respondents believed that the government provides uniforms too the street children while half the number of respondents (54.5%) believes that the government provides street children with health services. Furthermore, the majority (79.6%) of the respondents believed that the government does not provide shelter to the street children and more than half (66%) believed that the government does not provide food to the street children.

A follow up question through the interview with the parents aimed to confirm the data from the questionnaire. *The question was: In what ways does the government support street children?* Ten parents and four street children responded to this question and their responses are as follows:

Parent 1:

I can say the support that the government provides to the street children is to take them back to their parents. I am saying this because we always see police chasing these children and commanding them to leave the streets.

Parent 2:

The government is responsible to ensure that the street children are healthy Where do they get the treatment when they are sick? I think the government is responsible on that part.

Parent 3:

There is an education for these children called MEMKWA. This is a government initiative to provide education to street children.

From the above, the parents are optimistic that the government supports the street children by uniting them with their parents, providing them with health services and with education. These responses are contrary to what is in the literature where Lugalla (1985) argued that, street children are considered to be hooligans vagabonds, and people prone to committing crimes. Peter (1996) also argues that, street children tend to fall between various jurisdictions without being provided with any assistance from the government.

However, there were other parents who had different notions about the government's support towards street children. Their responses are as follows:

Parent 4:

I don't think the government cares about the street children. We see girls and boys roaming on the streets day and night, half naked, hungry and dirty. Nobody cares about them except here and there you see people giving them money.

Parent 5:

I don't see any way the government helping the street children. May be by the use of police, which I don't think they help them rather than chasing them and beating them.

The above responses are in line with the literature where Lugalla (1985) argues that, the government considers street children as hooligans vagabonds, and people prone to committing crimes. In such a perception, it becomes hard for the government to support them. From this objective, there are mixed feelings from the parents on the government's responsibility to the street children. There are those who believe that the government is fully responsible to the street children and those who think the government should be responsible but it is not being responsible for this group of children.

The researcher was able to interview only two children who agreed to answer the questions on the promise that they would get a ten thousand shilling and a promise of not being reported to the police. For these children I asked many questions to get the trend of their thoughts. The first question was: *What support do you get when on the street?* This was followed by other questions according to how they responded.

Street Child 1:

...Support? We get not support from anybody. Nobody cares if we live or die. My brother used to beat me and refused that I eat food....Some people may give me food or money but many look at me just like my brother. Nobody wants to see me...There is no school that I can go...I have no uniform, books, pen...

Street Child 2:

I have not seen any support from...I would like to go to school but I don't know where. But I can't...I have no one to take me back there....Aunt did not want to buy books, pen, uniform...it is a long time...they will not accept me....I am now called mtoto wa mitaani.

The responses of the two street children show that they do not get support from the government or from the community members. These responses are in line with those of Lugalla (1985) that the government and the community consider street children as hooligan's vagabonds, and people prone to committing crimes.

4.5 Community Responsibilities to the Problem of Street Children

The third objective was to explore the community responsibilities to the problem of street children. The assumption was that the community can potentially provide street children with attachments, resources and opportunities to develop skills. The information for this objective was solicited through interview. The question was:

What do you consider to be the responsibility of community members to the plight of street children? Forty four (44) participants responded to this question. Most of the responses fell on the provision of food, shelter and love as the following responses indicate.

Member 1:

I think the community should be fully responsible to these children because in Africa, children are not of individual parent. When a child runs away from home, every member should be responsible to see to it that those children should not die out of hunger. So, those with food, have to share with these children

Member 2:

I think the community should care for these children. Some street children have nowhere to sleep at night. If people care, they can invite them home and give them a place to sleep

Member 3:

It is a responsibility of all the members of the community to care and help these street children. People in their homes have a lot of unused clothes, they can give them away to these children, most of who roam nealy naked.

The above responses seem to be in contrary to the literature where Shorter (1974) observed that, the care of the street children by the community was a thing of the past, saying:

...in traditional east African societies, the children was educated and socialized by the community for membership into the community. A child in Africa used to be the responsibility of each individual member of society and therefore children had no need to fend for them. They were loved and cared for by society. Today individual parents are responsible of their children and are ignored by the rest of the community.

Also Get (1993), has the same view that the community of today remains silent with the exception of a few individuals and organizations. Get opined, there is no community outrage to the problem. We shake our heads and mean about “Watoto wa siku hizi” (the children of these days) and go about our daily business. Thus, it can

be concluded that, unlike what the scholars have said about community members shunning away from the plight of street children, the community members in Arusha have the view that, each member of the community is responsible to the plight of street children in their community.

A follow up question was: *In what way have you helped a street child?* This question aimed at confirming the above responses and to know whether the community members actually helped the street children. The responses for this question were of mixed mechanisms that the community use to help the street children as can be seen in the following.

Community member 4:

Personally, I have not given anything to the street children. But in the church, we have an offer for street children. In every year, there is a special offering for the street children and the church make a point of taking our tithes to the responsible organization to support the street children.

Community member 5:

As a women's group, we have advocated for a space for children to play. This space also caters for the street children. They can be there, meet other children and when they come, we treat them just like other children. In that way, many street children have realized that they are loved and some have resorted into going back to their families.

Community Member 6:

I help them everyday. The other day a street child found me eating at a hotel, and I ordered food for him. He wanted me to give him money but I gave him food instead.

The above responses confirmed that the community members indeed, had many ways to help street children. However, there was no one who had indicated that they help the street children to access education. While this study aimed at finding out whether the community members had a role of helping the street children access education or not, the following question aim at achieving that goal. The question was: *In what ways do community members help the street children access education?* The following were the responses.

Community Member 7:

I cannot think of any. But I think schools are responsible to ensure that all the children go to school. If they ask the help from the community, no one will refuse. We can go out and find them, and bring them to school. I don't see how else the community can get involve on that.

Community Member 8:

...May be through our contributions in the church. Personally, I have not helped a street child go to school. But I give money in the church to help them, if the use it to support street children access education, buy food or medicine, I don't know.

Contrary to the assumption held in this study, the community member had no direct impact on the street children on the issue of accessing education although they were involved in supporting them financially in one way or another. As Shorter (1974), had earlier opined in traditional east African societies that the children were educated and socialized by the community for members, this trend has changed and confirmed in this study that individual parents are responsible of their children although they are not ignored by the rest of the community.

CHAPTER FIVE

5.0 DISCUSSIONS OF DATA

5.1 Introduction

The study intended to determine the relationship between the policies on the rights of children and educational accessibility for street children in Arusha city. Specifically the study aimed, first to assess the effectiveness of the existing policies on the rights of children in assisting street children to access education existing policies on the rights of children. Secondly, to examine the government responsibilities to the problem of street children. Thirdly, to explore the community responsibilities to the problem of street children. Thus, this chapter presents summary, discussion, conclusion and recommendations of the study as well as suggestion for further research.

5.2 Discussions

If the government and the community have a major role to play in improving the living conditions of children in general and in particular children from marginalized areas, in the streets, they are expected to adhere to the UN Convention on the Rights of the Child, to ensure their survival, development, protection and participation. Being ‘states parties’ to the Convention, member countries and communities are required to produce reports on the progress of children’s rights. A government that is responsible to the plight of street children needs to develop laws to protect the rights of street children and provide ways in which those rights. An assessment of the policy environment for street children vulnerability in Tanzania reveals that there is

political will to support and protect them. While the Government of Tanzania has ratified the United Nations Convention on the Rights of the Child (UNCRC), the African Youth Charter 2006, the Convention on the Elimination of all forms of Discrimination against Women and has domesticated them through the enactment of the Children's Act 2011. These laws and conventions have not been active. This inactivity of the law towards the rights of street children had contributed to infringing upon the rights of these children including denying them an education. Failure to provide education to street children may lead to reproducing street children and a burden to the socio-economic development of the country.

Furthermore, although Tanzania's Poverty Reduction Strategies for 2010-15 (known as the MKUKUTA on the Mainland and the MKUZA in Zanzibar) and other national policies reflect the priorities of children who are surviving on the margins of society; these children have been left to fend for themselves. Specifically the Law of the Child Act of 2009, which are expected to provide a framework for protecting children, has failed to develop a foundation for a child protection system that could oblige the community to feel responsible. This lack of framework has left the street children of Tanzania to be victims of violence, abuse and exploitation.

Given the current status of HIV/AIDs in Tanzania, there is a need to transform the ways the government and community members perceive and respond to the plight of street children. To that end, they need to understand the relationship between the support from the government and community and street children's access to education. When we come to know more about the relationship between the support

from the government and community and street children's access to education, we will be in a better position to efficiently and effectively advocate for the rights of children including street children. The present study attempted to address this need by investigating the relationship between the support from the government and community and street children's access to education. For this reason, this study is significant in terms of its potential to contribute to the gap in the literature.

As reported in this study, Tanzania has a political will to support street children and protect them because it has ratified the United Nations Convention on the Rights of the Child (UNCRC), the African Youth Charter 2006, the Convention on the Elimination of all forms of Discrimination against Women and has domesticated them through the enactment of the Children's Act 2011. In her Poverty Reduction Strategies for 2010-15 and other national policies, the rights of children are mentioned. This shows that the government knows what it is supposed to do. Perhaps it is because the global community has for some time talked about human rights and the rights of individuals including children. Because of the influences of human and children's right discourses on the development of society, the government and the community might have been changed. That is, today's street child may be different from those of the 1990s in terms of care and support from the government and from the community. What is more, the government's and community support and protection of street children are dynamic rather than static. For this reason, further studies should be undertaken in order to illuminate the question of whether the relationship between policies on the rights of children and educational accessibility for street children have changed or not.

CHAPTER SIX

6.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Summary of the Findings

The study revealed that, from the above it shows that, although the government has adopted the Rights of the Child and has made it a law, this law is not put into practice and it seems, there is no monitoring. This lack of monitoring has resulted into teachers to infringe upon the right of the child by canning them and denying them the right to be heard and develop socially and psychologically. Lack of monitoring the law on the rights of children has also resulted in the community members not to feel responsible toward the education of street children. They also do not feel to be responsible to advocate for the rights of the children. Furthermore, failure of the government to monitor the law towards the rights of the children has led into accepting the infringement of the right of the children as normal and this has led to police force to abuse the street children.

This study also found that community members did not feel that they were responsible to the plight of street children. Although they indicated that they could explore many ways to help street children, such as contributing to the offering in the church or giving them token, they did not have, or felt responsible.

6.2 Conclusion

In midst of supporting and protecting street children, the government and the community members are key in ensuring that the street children access education. When we want to support street children to access education, the government and

community members are faced with a variety of challenges including social construction of street children as hooligans' vagabonds, and people prone to committing crimes. These findings hold our conclusion that the government and the community attitude towards street children positive to support and protect street children. In the same veins, we consider that if both the government and the community cannot support street children, it would be a sheer dream to expect them to access education.

6.3 Recommendations for Further Research

The study recommends the following should be done;

- (i) Government need to ensure that the rights of all the children are protected under the law by devising a mechanism to oversee that those rights are implemented.
- (ii) The local communities including the local government and people in the communities should feel responsible to all the children and advocate for their rights.
- (iii) The heads of schools should implement the law against children abuse by banning canning in schools
- (iv) There is a need to design sustainable programs which will ensure the provision of immediate and distant solutions to the problem of street children in the city of Arusha.

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APPENDICES

Appendix 1: Questionnaire for RAS, NGOs, Local Leaders and WEOs

Age----- Sex-----(male/female)-----Occupation-----

1. Are you aware of the problem of street children? YES [] NO []. Tick one
2. Do you think where the street children coming from? RURAL AREAS []
URBAN AREAS []. Both RURAL and URBAN AREAS [] Tick one
3. (a) Which of the following do you think is the major cause of street children?
MARRIAGE BREAKDOWN [] URBANIZATION [] HIV/AIDS []
POVERTY []. Tick one
(b) Give reasons for your answer in question 3 (a)
 - (i) -----
 - (ii) -----
 - (iii)-----
 - (iv)-----

4. Briefly explain other causes of street children-----

5. Does Corporal punishment still exercised in schools?

6. Why-----

7. (a) Most of the street children in Arusha City are? BOYS [] GIRLS []. Tick One.

(b) Briefly explain why do you think most of the street children in Arusha are Boys or Girls -----

(a) Are there any organization which provide support to street children YES[] NO []. Tick one

(b) Do you think the Organizations perform their duties effectively? YES [] NO []. Tick one

(c) Which support do the organization and the government provide to street children?

7. (a) Do street children have access to education? YES [] NO []. Tick one

(b) If your answer is YES/NO briefly explain-----

8. (a) Does the Government provide any support to the street children? YES []

NO []. Tick one

(b). If your answer in question 8 (a) is YES mention the kind of assistance/support the government provide to street children, and if your answer is NO briefly explain why the Government does not provide any assistance to street children-----

9. Who take the responsibility of educating street children?-----

10. (a) Does the financial support that street children get assist them to have education?

YES [] NO []

(b) If your answer is YES/NO briefly explain-----

11. Do you think what should be done in order for the street children to have access to education -----

THANK YOU FOR YOUR COOPERATION

Appendix 2: Interview Guide For Parents, NGOs Officers, Religious Representatives and Local Leaders (English Version)

1. Are you aware of the problem of street children?
2. Do you think where the street children are coming from?
3. (a) What are the major cause of street children?
 (b) How do the causes mentioned above contribute the problem of street children?
4. Briefly explain other causes of street children
5. (a) Do you think most of the street children in Arusha City are boys or girls?
 (b) Why do you think most of the street children in Arusha are boys/girls?
6. (a) Are there organizations which provide support to street children?
 (b) Do you think the Organizations perform their duties effectively?
 (c) Which support the organization and the government provide to street children?
 (d) In what ways does the government support street children?
7. (a) Do street children get access to education?
 (b) How do the street children access the education?
8. Does the financial support that street children get assist them to have education?
9. What are the social-economic and political effects of street children?
10. What are the strategies that can be used to assist street children to have access to education?
11. What do you consider to be the responsibility of community members to the plight of street children?
12. In what ways do community members help the street children access education?

THANK YOU FOR YOUR COOPERATION

Appendix 3: Hojaji kwa Ajili ya Wazazi, Maofisa wa Mashirika Yasiyo ya Kiserikali, Viongozi wa Dini na Viongozi wa Serikal I za Mitaa (Swahili Version)

1. Je, unaelewa nini kuhusu watoto wa mitaani?
2. Unafikiri watoto wa mitaani wanaotokea wapi?
3. (a) Ni sababu zipi zinapelekea kuwepo na watoto wa mitaani?
 (b) Ni kwa jinsi gani sababu zilizotajwa hapo juu zinachangia kuwepo kwa watoto wa mitaani?
4. (a) Je kuna mashirika ye yote yanayowapa misaada watoto wa mitaani?
 (b) Je, unafikiri mashirika hayo yanafanya kazi zao kama inavyotakiwa?
 (c) Ni aina gani ya misaada itolewayo na mashirika hayo pamoja na serikali kwa watoto wa mitaani?
5. (a) Je, watoto wa mitaani wanapata kipaumbele katika elimu?
 (b) Ni kwa namna gani wanaipata hiyo elimu?
6. Je, misaada ya kifedha waipatayo watoto wa mitaani inawasaidia katika elimu?
7. Ni mikakati gani itakayo weza kutumika kuwasaidia watoto wa mitaani kupata elimu?
8. Ni namna gani jamii inasaidia watoto wa mitaani kupata elimu?

ASANTE KWA USHIRIKIANO

Appendix 4: Interview Guide for Street Children (English Version)

1. Where did you come from?
 2. Are your parents still alive?
 3. What causes you to come and live as a street child in this city?
 4. If you get sponsorship for your education, will you be ready to go to school?
 5. What problems do you face as street child?
 6. (i) Who support you daily life in this city ? (a) Individuals [] (b) Organizations [] (c) Government [] (d) None []
(ii) According to your response above which support do you get?
 7. (a) Have you have been registered to school while a street child? Yes [] No [].
(b) If you response is yes, who support you to get access to education?
(c) Do you think those support can help you to have access to education?
(d) If your response is No, briefly explain why those support can not help to get access to education?
13. Do you think what should be done in order for you to have access to education?

THANK YOU FOR YOUR COOPERATION