# Perceptions of Caretakers Towards Schooling for Street Children: Experiences from Drop-In Centers (DIC) in Kinondoni Municipality, Tanzania

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## ABSTRACT

Despite numerous initiatives aimed at enhancing educational access, street children persist in facing significant barriers to getting and benefiting from schooling. This phenomenological study examines the lived experiences and views of 33 caretakers with 1-5 years of experience in mentoring street children. The study primarily investigates caretakers' perceptions of the relevance, values, and the effects of these perspectives on street children's education. The results show that caretakers see education as an important need that can help street children change behavior. Positive perceptions from caretakers influence school attendance among street children, facilitate opportunities for higher education and shaping their destiny. On the other hand, caregivers' unfavorable views might make things worse, leading to poverty and social exclusion for street children. The report recommends the formulation of a tailored curriculum for street children, the training of dedicated educators, and the establishment of permanent settlements, all intended to enhance their educational advancement.

**Keywords:** Street children, Schooling, Caretaker Perceptions, Drop-In Centers, Tanzania

## INTRODUCTION

The global community is deeply concerned about the widespread and substantial increase in street children, which poses a tremendous barrier to the delivery of social services, especially education. Street children may be homeless or living at home, and their situations vary greatly from one developing country to the next due to differences in geography, economy, and politics (Cummings, 2008) These kids live in a poor area full with crime and disease. People think of them as violent, criminal, and sometimes even causing trouble and social difficulties in public places because of the way they live. The community views a street child as someone under the age of eighteen who does things that are not in line with community norms and does not get support from their family. They are not considering that street children often participate in playing on the streets while also working to ensure their survival (Julien, 2022).

In most cases, street children are normally homeless and live on the streets in many parts of the world, including developing countries, rich countries, rural areas, and cities. It is hard to figure out how many street children there are because they move about a lot to find food and are afraid of being caught (Julien, 2022).

The mobility of street children complicates the calculation of their population; for instance, Endris & Sitota (2019) state that the situation is particularly serious in developing nations, where their numbers reach roughly 650 million. On the other hand, Kamruzzaman & Hakim (2015) indicates that there are more than 100 million street children in the world. Latin America has 40 million, Asia has 30 million, Africa has 10 million, and Europe, the United States, Canada, and Australia together have 20 million. Save the Children (2018) postulates that there are no cities in the world without street children. They estimate that almost 153 million children are at risk of losing their childhood, and this number seems to be growing every day.

**The Tanzanian government's approach to the education services for street children**

Tanzania puts education for everyone at the top of its list of things to do to improve literacy level of the country. This gave all children the chance to go to school instead of letting them roaming in streets with no clear guidance. The policy of education for all also aimed to reduce the number of street children in Tanzania, which was estimated to be 437,500 full-time street children, by making it easier for them to go to school (Japhet, 2018). In 1967, the introduction of Education for Self Reliance (ESR) in Tanzania gave rise to the idea of education for all. The goal of ESR was to help kids become more curious, think critically, and believe in themselves. Equal opportunity was a key idea in ESR, making sure that everyone in society, even street kids, could have a basic education.

The progress of global trends in globalization, innovation, and rapid economic growth has affected and changed how African countries put their educational plans into action. To solve this problem, most African countries employed global human capital theory and mentorship theory in their schools (OECD, 2015). This shows that African countries could not handle the stress of globalization and gave in to outside forces that wanted to change their education policies. Because of globalization, African countries have to put global needs ahead of the needs of traditional African custodians or mentors.

The low development of African nations made the developed countries to enforce the prerequisites of international educational initiatives. In this situation, Tanzania agreed to the Structural Adjustment Policies (SAPs) and the conditions set by the International Monetary Fund (IMF) and the World Bank in 1985. The causes described above made Tanzanian education more focused on the market, which mostly helped neo-liberalism and ignored the needs of the local society (Ishengoma, 2004).

Additionally, the requirements established by the IMF and World Bank transformed Tanzanian educational policy. This happened at the same time as the introduction of cost sharing in education funding and the quick privatization of academic and vocational education, which had been run by the government before (Ishengoma, 2004). Furthermore, the circumstances instigated a shift in educational outcomes from a community-focused paradigm to individualism, from collaboration to competition, from a social capital framework to a global market viewpoint, and from national benefit to exploitation. The changes have an impact on local needs in order to deal with outside demands. Because of this, the policy balanced the needs of outside groups instead of those of Tanzanian people who are in charge of using the new technology (Kiwia, 2013)

The IMF and World Bank had an effect on street children, many of whom could not go to school because their families were poor. Because of this financial stress, families could not pay for school fees, uniforms, and other requirements; all these made children move to cities (Majoni & Chinyanganya, 2014).

The Tanzanian government started offering free education in 2015 so that all school-age children, even those who live on the street, could go to school from elementary to lower secondary levels. This has made it easier for most school-aged children to go to school because parents or guardians do not have to pay school fees or make other financial contributions (Right to Education Initiative, 2018). In these circumstances, Tanzania wants to give everyone the chance to get a basic education. Because street children are minors, they can go to school freely.

**Statement of the problem**

In many underdeveloped countries, including Tanzania, education for street children is still a big problem. The Millennium Development Goal (MDG) tried to make sure that all school-age children were in school by 2015. The Tanzanian government has been working on many projects since 1967 to promote the idea of education

for self-reliance in schools. The Musoma Resolution in 1974, Universal Primary Education (UPE) in 1977, and free education in 2015 were all part of the plans.

No matter what, the focus is still on all children instead of recognizing street children as a separate group with their own needs. Caretakers' perceptions on the education of street children may be taken into account since they live close to the clients. Many studies look at the problem of street children, but most of them, like those by (Josephat & Mbuti, 2021) and (Lyimo, 2013), focus on how the government and local communities may help meet the needs of street children. The addressed needs include access to education, healthcare, and school, as well as other essential requirements such as shelter, food, and clean water to meet the needs of every child. There exists a scarcity of studies focusing on caretakers' viewpoints concerning the education of street children. Key stakeholders need to keep good impressions of any program, especially education, for it to be successful (Corsaro, 2017). As a result, the study investigated caretakers' perceptions on schooling for street children in Kinondoni Municipality.

## Theoretical basis of the study

This research is grounded in the mentorship theory developed by Levinson in 1978. The theory is important for defining the caretaker's duties as a guide, mentor, counselor, and sponsor, especially for people like street children. Scandura & Pellegrini (2007) assert that Levinson defined mentoring as a hierarchical relationship between two individuals, wherein mentors, endowed with superior knowledge and expertise, facilitate upward mobility and support the education of street children.

Arthur & Kram (1985) agree that caretaking can take several forms, such as collective caretaking, when they look at mentoring philosophy. They contended that notions of caretaking are grounded in psychological support and are vital for professional advancement through education. This is strongly related to starting a caregiving relationship, which starts with learning about each other's learning styles and routines. This idea says that when caretakers and street kids contact, the kids can learn from the caretakers, which can help them in career development.

The bond that develops between a caretaker and a street child may shape their perceptions, leading to either positive or detrimental outcomes. This effect can help street children figure out what they like while also taking into account how their caretakers affect their choices. Based on Kram's mentoring theory, it is important for the theory to help a caretaker understand how their actions affect a street child because of the relationship (Allen & Eby, 2010; Arthur & Kram, 1985). Mentoring theory consists of two primary elements: traditional mentoring and modern mentoring approaches. Both of these traits are good for our research.

## Traditional mentorship theory

This views caretakers as influential and skilled persons who may invest time, expertise, and additional support to help street children gain vocational skills and education (Ragins & McFarlin, 1990). As a result, the idea requires that caretakers' perceptions align with professional norms and rules while performing all caretaking responsibilities. This method includes basic ideas like dysfunctional mentoring and marginal mentoring. For the sake of this study, it is imperative to analyze marginal mentorship.

*Marginal mentorship* suggests that the perspectives of street children who exhibit limited satisfaction or dissatisfaction with their caretakers are indicative of their general character, similar to those lacking caretakers (Ragins & McFarlin, 1990). The unwillingness of street children to pursue school and their inadequate performance may signify two principal challenges that characterize relatively successful engagement. The theory emphasizes the contact between a caretaker and a street child. A badly built relationship may result in dissatisfaction or damage, potentially leading to its termination (Qureshi & Ünlü, 2025).

Marginal mentorship was essential to the study as it facilitates the understanding of the influence of caretakers' perceptions on the education of street children. The theory posits that guardians must take caution while forming ties with street children, as this may elicit adverse reactions from the children.

## Modern ways of mentoring

In order to modify mentoring process, researchers came up with modern models.This study includes only two models: multiple mentoring and team mentoring.

**Multiple mentorship** concerns about relationships a street child has with different caretakers who take care of them. In this case, a street child had more than one caregiver at the same time (Higgins & Kram, 2001). This may happen when a street child proceeds with the previous caretaking relationship while still having a professional relationship with another caretaker for support. It is an expectation that when a street child participates in several relationships with different caretakers, there is a possibility for increased commitment, heightened career ambitions, and enhanced perceptions (Scandura & Pellegrini, 2007). Therefore, caretakers in facilities for street children should allow this diverse caretaking, as each caretaker has unique skills. This may help change how street children act because there are clear standards on how to care for them.

**Team mentoring** occurs when a leader serves as a caretaker, nurturing the group through professional skills, psychosocial support, and role modeling, which can sometimes influence the education of street children, as suggested by the theory (Scandura & Pellegrini, 2007). In team caretaking, one worker's specific knowledge can help many street children at the same time. As a result, each member of a team is responsible for maintaining the learning that the group caretakers have helped them achieve through peer caretaking. The concept suggests that team caretaking encompasses not only street children but also the welfare of team members (Scandura & Pellegrini, 2007). As a result, it focuses on the best ways to help street children while also reaching group goals. In this case, team caretaking is necessary in centers since caretakers need to make time for self-updating. This study suggests that team mentoring among caretakers may result in diverse perceptions. These may change depending on what the caretaker already knows.

## Caretakers' Perspectives towards Street Children's Education

To make street children feel comfortable and normal like other children, caretakers need to provide mentoring services. In this process, they should identify street children's behaviors while considering that street children to some extent are knowledgeable on dealing with the problems they face. Some children lived in these circumstances finds it difficult to enjoy the comfort of a warm bed or the advantages of a supportive parental setting that encourages school attendance. Caretakers must understand that a child's status as a street child does not negate the inherent attributes of childhood. People who take care of street children need to know that they do things like play with toys, cry, and suck their thumbs. It is important to understand that street children need extra help with their schooling so they can find their potential and career. They should be careful around adults on the street who seem to be helping street children, as this could lead to them being given adult jobs like picking up trash or working as prostitutes (Kilbride et al., 2000).

Most people think that street children are not doing well because they do not get any help. This could also be the perception of caretakers, and it could have an effect on how well street children do in school. Currently, the number of female street children seems to be growing faster than it did in the past, when most street children were boys. Females, comprising less than 10 percent of street children, have considerable problems in their lives due to inadequate support from other groups (Kamruzzaman & Hakim, 2015). The growth of streets encourages increasing number of street children cannot because the streets are their permanent homes. From the streets, they live in a way that protects them, which often means doing exploitative work that does not pay well and does not give them enough training. These things make them more likely to be physically punished or sexually assaulted. To survive in these exploitative conditions, girl street children safeguard themselves by forming alliances with groups of boys and adopting masculine clothes and conduct, while others congregate and sleep in clusters (Kamruzzaman & Hakim, 2015).

Caretakers should express their feelings about how street children live since there are many ways of mistreatments, which makes the problem worse. For example, they get physical attack, stripped of their clothes, insulted, and sometimes the elders take the money given as wage (Shukla, 2005). Some government officials, who are supposed to be the main protectors, are said to be the ones who mistreat street children. For example, police officials in India are said to beat up these defenseless people and ask for money (Lema, 2014). Furthermore, individuals in the community perceive them as thieves, unreliable, and sexually promiscuous due to their concord street life. This situation hampers supervising them in their transition from adolescence to adulthood (Mtaita, 2015).

## Caregiving influence on street children's educational progress

Taking care of someone should help in building a good relationship with the client. Due to caretaking influence and the relationship built, a client can respond to different contributing activities including schooling.

This can lead to changes in behavior or career development. As part of caretaking relationships, there may be efforts to get street children off the streets. This happens before the streets have an effect on the children, which leads to the children being reunited with their homes and schoolwork (Passmore et al., 2013).

A triangle model of help should be used to care for street children. This will help children, families, and communities build solid relationships. When it comes to integrating education with street children, caretakers should push for regular meetings with the community, teachers, and parents to raise awareness about how to keep street children safe and encourage them to go to school. It is clear that, a street child may look for love from gang leaders if they do not get it from kind people or parents. However, it is very important to remember that a child is in a lot of danger if they get love from someone who does not have good social values (Sanji, 2018). Caretakers should not limit their efforts to street children to come to the centers; they must actively collaborate with communities, parents, and educators to ensure prompt support for children's educational and other requirements.

The caretaking method may include some steps to help street children accept to change and get excited about learning. The first steps involve *working with local groups* to meet the urgent needs of street children by providing them with housing, education, therapy, and a way to get back with their families. Second, *working with local stakeholders* to change how people think about things in the area. This can change how people see street children, from seeing them as victims of abuse and exploitation to seeing them as people who need love, care, and safety. The third step is *to hold the government accountable*. Caretakers must tell legislators to make sure that street children have the same educational possibilities like any other child (Passmore et al., 2013).

**Empirical studies on street children's education**

Numerous studies on street children examine various aspects of their existence to guarantee their access to different rights.

Nath (2016) investigated the impact of Drop-In facilities on the health of street children in New Delhi, India. The study compares the mental health of street children who use Drop-In facilities to those who do not. It shows that street children who use Drop-In services have faster mental health development than those who do not. The study promotes the advancement and endorsement of Drop-In centers owing to the myriad benefits they offer for street children.

(Dwyer, 2016) conducted a study on street children in Iganga, Uganda, concentrating on a community development initiative. The research indicated that a child who continues on the street as a street child loses the chance to get an education. To solve this problem, the focus should be on programs that help families make more money and keep their homes stable. The research also suggests other ways to help street children go back into school. It suggests that initiatives be set up to help street kids who need an education.

Mtaita (2015) studied how street children feel about going to school and how the community can help them get there. The study focused on Ilala Municipality in Tanzania. The study found that street children thought of themselves as normal, even when they sometimes acted in ways that were not good. The study asserts that the community is cognizant of the needs of street children; nonetheless, individuals are reluctant to contribute to improving the situation. The research says that universal education should be the most important thing to do to get rid of the problem of street children. This plan is important because many street kids cannot read or write.

Lema (2014) looked into how the government and society helped street children in Arusha, Tanzania, get an education. The study showed that the government has not been keeping an eye on the laws that safeguard the rights of street children. In addition, people in the community think that they are not doing enough to help street children. Consequently, the study advises for immediate steps to educate individuals and society regarding children's rights and to cultivate a sense of responsibility towards street children.

Matemu (2013) investigated the challenges of overseeing street children in Kinondoni Municipality, Tanzania. The research shows that family fights have led to an increase in the number of street children in the area. The lack of money has been the biggest problem in helping many street children. The research says that, the government should provide technical training to street children aiming at helping them learn new skills. Rural areas need to be improved so that children may need to stay in their own villages instead of moving to cities.

Amury & Komba (2010) studied the ways that street children in Dar es Salaam, Tanzania, deal with being sick. The study shows that street children get sick in many ways because of the work they do to make money. The study also shows that street children have illnesses like fever, bruising, and diarrhea. Some of the ways they use to fight disease include getting medicine from local pharmacies and even ignoring symptoms of illness. In light of these conditions, the government is encouraged to provide free medical care to street children, as they represent a susceptible demographic.

## Knowledge gap

Studies on street children and education show that these kids live in very difficult settings. Street children need love, care, and other social services to help them stay healthy and learn. Unfortunately, the laws that safeguard street children's rights, such their right to an education, are not enforced well enough. This leads to their daily experiences of torture and segregation (Lema, 2014). It is suggested that community members, the government, and other interested parties work together to find good ways to help street children. For example, all street children should have access to free healthcare and education (Amury & Komba, 2010; Lyimo, 2013; Matemu, 2013).

Even though there have been many ideas to help street children, people who take care of them do not seem to care about what they think. It is important to understand that how caretakers see street children can have a big effect on their education. This led a researcher to look at the perspective of caretakers' towards street children's education in Kinondoni Municipality.

# METHODOLOGY

This part explains the methods used to collect data that is relevant to the research goals. This chapter primarily talks about the research technique, design, study area, target population, sampling tactics, data collection methods and instruments, data analysis, and ethical issues.

## Research approach and design

The research employed a qualitative methodology, focusing on a phenomenological design. The researcher concentrated on accurately delineating the phenomenon, eschewing preconceived notions to be true to the empirical evidence surrounding the phenomenon (Greening, 2019). Consequently, the study approach was acceptable as it facilitated the researcher in collecting data from caretakers regarding their perceptions, perspectives, experiences, and opinions on educational programs for street children.

## Sample and sample size

The study sample comprised thirty three (33) individuals possessing knowledge and substantial experience in mentoring and caregiving for street children. The participants had different levels of education, from certificates to master's degrees. This education helped them do their jobs according to the goals of their institutions. The table below shows the profiles of the participants:

**Table 1.1 Participants' profiles**

**Table: Demographic Profile of Participants**

| Category | Description | Number of Participants |
|---|---|---|
| Gender | Female | 24 |
| | Male | 09 |
| Education Background | Certificate | 14 |
| | Diploma | 11 |
| | Bachelor Degree | 05 |
| | Master Degree | 03 |
| Age Group | 20–34 years | 22 |
| | 35–49 years | 07 |
| | 50 years and above | 04 |

| Work Experience | 1–5 years | 18 |
|---|---|---|
| | 6–10 years | 08 |
| | Above 10 years | 07 |

The study sample consists of 33 caretakers, whose experience varies from 01 to over 10 years. The study's sample followed a methodological design that called for 2 to 10 participants or more. This meant that the chosen participants had to be interviewed in depth and in detail in order to reach the necessary saturation (Creswell, 2013).

Caretakers were involved in this study since they are in charge of keeping an eye on street children who come to Drop-In centers every day in Kinondoni Municipality. They are more useful for providing information on how caretakers feel about the value and use of education for street children and the effect of their perceptions on schooling for street children.

**Sampling procedure**

This study employed purposive sampling to choose participants for the investigation. Purposive sampling efficiently enabled the selection of primary participants based on their roles and competencies. Moreover, the technique enables the obtaining of critical and comprehensive information from informed sources (Gay et al., 2012). The provided content relates to the participants' real experiences.

**Methods of data collection and instruments**

The semi-structured interview was the preferred method for data collection. A semi-structured interview is a method for collecting data that involves giving verbal stimuli and getting oral responses (Ary et al., 2014). The researcher created a list of subjects to cover during semi-structured interviews. Thus, this study incorporated semi-structured interviews to collect data from caretakers, thereby documenting their own experiences. The interview took place over tape recording, where the respondent spoke about their experiences concerning the research goals. The interview lasted 40 to 45 minutes, and the researcher wrote down the answers.

**Data analysis procedures and presentation**

The data analysis methodologies are based on Colaizzi's phenomenological framework. The model delineates conceptual frameworks as the researcher prepares for the investigation (Creswell, 2013). The following steps guided the data analysis strategy:

The researcher carefully studied and wrote down the interviews to figure out the given information. The method made it easier to understand each person by taking into account his or her lived experiences. Based on the transcripts examined in the previous stage, the researcher identified the most pertinent statement related to the anticipated phenomenon. The researcher then established meanings, which were easy to understand once after doing transcription. The researcher went over the research methods again to make sure the original explanation was clear.

The understandable meanings were grouped together to make it easier to come up with different themes. This allowed the researcher to seek confirmation while avoiding thematic duplication, making it easy to see discrepancies throughout the process. The themes are then combined into a whole description. After that, the researcher compared the theme of collective groups with the methods to make sure they were correct. Additionally, the researcher constructed concise statements from the extensive description and developed a core statement of identification that captured the essential nature of the lived experience of the occurrences.

The succinct assertions of the complete description were rigorously examined to extract unambiguous conclusions and identify discrepancies. The researcher needed to go back over the important statements, interpretive meanings, and themes to fix the differences that had been found. After these steps, the next step was to find, explain, and report on themes that fit with or did not fit with the study's theoretical framework and the literature that was already out there (Maguire & Delahunt, 2017)

# RESULTS

Interviews show that caretakers spoke positively about their role in helping street children get education. They said that the school was a way to help a child on the street become a useful member of the community. The statements made by the participants led to the creation of numerous themes and sub-themes through thematic analysis.

## Theme 1: Caretakers' views on the usefulness and importance of schooling to street children

The researcher sought to determine caretakers' views on the utilization and importance of schooling for street children. The findings revealed two categories of caretakers' opinions regarding schooling for street children. For them, education is a basic need and a way to help people change their behavior. The two groups are in the following subsections.

### Education as an essential human need

Recognizing street children, like other children, should base on giving them the chance to go to school. Nonetheless, caretakers believe that schooling can only be successful when a child is closely connected to their family or their permanent abode. Caretakers think that education is a way to solve problems and that it should only be used to meet the needs of street children right away. The caretaker at DIC B said the following during the interview: "Like everyone else, street children have basic needs that must be met for them to stay alive. They need a place to live, clothes, food, and education. To get an education, they have to go to school. As a Drop-In center, we put education first for street children by getting parents and other community members involved to help them go to school. The plan is to find these children on the streets and convince them to go home and get education."

### Education as a result and instrument for behavioral modification

The results show that changing street children's conduct frees them from being seen as victims of crimes, sexual exploitation, gang intimidation, infractions, substance abuse, robbery, explosives making, and other similar situations. The guardians thought that going to school would help street children learn to respect themselves, value others, be honest, and follow the rules. A caretaker in DIC A said the following: "The goal is to focus on education as a way to change their behavior and as a goal. This could force them to leave the streets and go back home to continue their education. They are expected to gradually adjust their behavior when they are in school, where they will learn about self-respect and respect for others."

Another caretaker from the same place added on the way of convincing street children accept going to school, she said, "when talking to street kids, it's important to say the same thing every day. It is important to explain ideas in detail, pointing out both their pros and cons. This can help them move from surviving on the streets to accepting education."

## Theme 2: The Influence of caretakers' perceptions on the education of street children

This is the second part when the researcher tries to find out how caretakers' views affect the education of street children. The influence of caretakers' viewpoints on the education of street children is both beneficial and harmful, depending on the measures caretakers elect to do for the children. When a caretaker sees street children's education as good or bad, the results can include better school attendance and the ability to reach desired futures by moving up to higher levels of education.

### Fostering consistent school attendance

The results suggest an anticipation that street adolescents may modify their conduct by shifting from primarily living on the streets to developing the practice of attending school classes. Changing behavior is closely related to the development of a learning culture. The findings also show that a street child interacts with teachers, students, and other people at school, which can change how they respond in reaction to their circumstances. The DIC A caretaker said the following: "We think that the mentorship strategy will help street children go back to school more often when they get home. Most of those decided to go back to their old households have

been going to school more often. We want them to meet other students and teachers at school, which will help them interact and develop new habits of attendance. We check up with some children who have changed their behavior and are now going to school. They go to school a lot and create a new study culture in their families."

On the other hand, if caregivers' views do not help street children go to school more often, it can make the situation of poverty worse in the community. This is because many people will not be able to reach their goals in life. Without formal schooling, the situation of street children may worsen, since they are vulnerable to heightened sexual exploitation, substance abuse, starvation, disease, despair, and anxiety. During the conversation, the mentor from DIC B then said, "When street children are strongly established in street life, the influence of mentors' perspectives cannot effectuate improvements in their situations. If school attendance does not get better, there will probably be more illiterate people in communities, which will make poverty worse. This is because street children will become part of communities when they grow up, which will make them more dependent."

**Creating the desired future through the pursuit of higher education**

The results show that the way caretakers see things has a good effect on street children's attitudes toward school, which helps them move on to higher levels of learning. The idea of getting a higher education seems to be the best thing that capable street children can do for their future. A caretaker at DIC A said during the interview that, "The idea that street children may shape their destiny by going to college may depend on stricter rules and more money being put into their education. To make it easier for students to get to school, we always tell them about their educational rights. The law can help the chosen policy that is meant to help street children get an education. We want every street child to be able to create the future they want."

The quote talks about how caretakers shape views that see positive reinforcement as a way to get more knowledge. Caretakers pushed for clear legislation and practices to protect the educational rights of street children. In this setting, guardians are responsible for ensuring that street children acknowledge and harness their potential by proactively influencing their future through higher education.

Moreover, the findings suggest that when caretakers' perceived influences do not promote the intended future through schooling, street children may endure protracted dependency throughout their lives. The dependency scenario can be clarified by the unequal occurrence of psychological dysfunction in substance use disorders that affect self-esteem, coping strategies, and social functioning. In answer, the caretaker at DIC B said the following: "The government depends on NGOs to provide an environment that allows street children to reach their educational goals by enrolling in higher levels of education. It tells us to help street children and teach them about their rights. If we do not fight for their right to education, there will be more beggars on the streets. We tell children that education is the only way they can determine their own future; it's the only way they can do well and grow their brain power."

# DISCUSSION

This study looked at how caretakers in Kinondoni Municipality felt about educating street children. The perceptions of caretakers are more crucial as they are in close proximity to street children, providing numerous services to them. The first theme shows that caretakers value education as an important basic need within the community and that street children are just as valuable as other people are. The results are in line with (Corsaro, 2017), who says that the community should not see street children as a problem or a burden on society, but instead help them meet their educational needs. This is a good reminder that the community needs to see these children as regular people who need help from the public. Helping street children can help them do better in school.

On the other hand, a street child must change their behavior from street behavior to academic norms in order to accept schooling. Without changing their conduct, a street child has a lot of trouble getting into school and doing well in the future. A change in conduct starts with a change in attitude; accepting education is the first step in this process, which continues during school. The process of changing the behavior of street children starts with their caretakers getting to know them and building a good relationship with them. In this beneficial relationship, the caretaker acts as an example for the street child, helping them change their behavior through

interaction (Sanji, 2018). Moreover, the positive rapport among caretakers facilitates the behavioral reformation of street children. An unpleasant connection can adversely affect work, career, and personal outcomes, particularly for street children (Allen & Eby, 2010).

Furthermore, caretaker believe that there is a good connection between the family and schooling for street children. They link street children with their families hence enhancing school attendance. This is possible because of the good ties with street children. The bond encourages understanding and kindness for kids who live on the street. This corresponds with Kaime-Atterhög et al. (2017), suggesting that caretakers' interactions with street children, both inside and outside the institution, affect the children's choices to leave street life, reconnect with their families, seek rehabilitation, and join different programs. Positive relationships help kids see their caretakers in a good light when they spend time with them and build strong bonds.

The second theme indicates that the effect of being a street child does not end at childhood only; it remains for the rest of their lives. Caretakers believe that getting more street children to go to school can help fight poverty in their communities. To help street children with their education, the government and non-governmental organizations (NGOs) need to work together and take steps to ensure street children are getting education. There can be even goals for helping and supporting street children who want to go to college so they can make and protect the future they want. This statement is in line with Giddens (2014), who says that street children may turn to alternative ways to survive on the streets when there is no leadership or care. This can make it harder for them to get an education, which is their right to shape their destiny. On the other hand, the government seems to depend on NGOs to help street children, which goes against the idea put forth by Kaime-Atterhög et al. (2017) that the government should take the lead in helping street children. The government must make laws and rules that keep street children safe. He says that, if the government seems too busy with other important things, NGOs will have to take care of street children, which will make it harder for these children to get social support.

## CONCLUSIONS AND RECOMMENDATIONS

Caretakers believe that education can help street children do well in life, see it as a basic need, and change their behavior while also recognizing their right to go to school. As a result, the public-private partnership (PPP) must continue to play a key role in setting the long-term goals of education for street children in the community.

The positive effect of caretakers' views is seen when street children go to school, which changes how they think about their academic goals and helps them move on to higher levels of education. The harmonizing circumstances surrounding negative repercussions are inescapable owing to the limitation of street children from engaging in substance use disorders, illicit actions such as robbery, theft, and prostitution, as well as child labor. Setting up permanent homes for street kids can help them move back home, which will allow them to go to school and live a life that is similar to that of their peers.

The Ministry of Education, Science and Technology (MoEST) and the Tanzania Institute of Education (TIE) should create a curriculum specifically designed for street children, emphasizing academic and vocational skills. Training specialized educators who work with street children must be a top priority for improvement. Educators should be skilled in interacting with the environment of street children and the current customized curriculum.

Furthermore, Kinondoni Municipality should listen to caretakers and make sure that street children acquire the basic resources they need to reach their educational goals. The municipal council need to set up a mechanism for permanent homes to street children. This can happen at the same time as making a place for street children to live and go to school. A permanent home can give street kids a place to stay and be safe.

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