

Addis Ababa
University
(Since 1950)



COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTEMENT OF SPECIAL NEEDS EDUCATION

**Assessment on Educational Challenges of Street Children and Coping
Mechanism at Dale Dembal Primary School in Tafo City Administration**

By: Teshale Kebede

Adviser: Belay Hagos (PhD)

August, 2020

Addis Ababa, Ethiopia

DECLARATION

I, Teshale Kebede hereby declare this submission is my own work towards the MA and that, to the best of my knowledge, it didn't contain any direct copy of material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text. But it was collected from different sources of information, my individual effort and from the participants of my studies.

Teshale Kebede. _____

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

**Assessment on Educational Challenges of Street Children and Coping Mechanism at Dalle
Dembal Primary Schools in Tafo City Administration**

By: Teshale Kebede

Approved by the Examining Board

Name of advisor _____ Sign _____ Date _____

Name of internal examiner _____ Sign. _____ Date _____

Name of external examiner _____ Sign _____ Date _____

ACRONYMS AND ABBREVIATION

CCRDA: Consortium of Christen Relief and Development Association

FSCE: Forum of Sustainable Child Empowerment.

MOLSA: Ministry of Labor and Social Affairs

UNCRC: The UN Convention of the Rights of the Child

UNICEF: United Nations Children’s Fund

WHO: World Health Organizations

IECD: Integrated Early Childhood Development

ECCR: Ethiopian Center for Child Research

ACKNOWLEDGEMENT

First of all, I would like to express my deepest gratitude for God that helps me to prepare this proposal in over all my research activities. Secondly, I would like to thank my advisor Dr. Belay Hagos for his respect and ethical approach while teaching and guiding me on each my activity starting from proposal development to completing this research.

And also I would like to thank Forum on Sustainable Child Empowerment (FSCE) for giving me any information what they have on the life of street children. And office of Human and Social Affairs in Tafo Town Administration for writing me letters to each of their Office and also they give me the hint how I can get street children students.

Finally, I would like to thank all of my friends in SNE, MA Program at Addis Ababa University and all others who helped me to complete this research.

ABSTRACT

The goal for this study was to assess the educational challenges of street children and coping mechanism at Dale Dembal primary school. The study was mainly qualitative. It employed case study research design because it allowed the researcher to conduct in-depth interviews and observation schedules to gather both, factual information systematically and also record the characteristics of interest as they occur. Purposive sampling techniques methods were used to decide respondents. All these data were collected through interview, observation and focus group discussion. The categories of respondents were street children students, family of the street children students, school director, itinerant teachers, peer of street children student and home room teacher. The study revealed that many educational challenges that affect street children as students and they also use different coping mechanism individually and with the support from the school and the community. The cause of all challenges faced street children student are poverty, family divorce, death of family, lack of family planning and family illiteracy. The study recommended that: partnering with local organizations, such as save the children in Ethiopia, that offer school preparation courses along psychosocial support to help street children readjust to mainstream life, facilitating coordination between schools and government to raise awareness of these issues. The school and government has to work on providing street children and families with school starter kits, which include uniforms, exercise books and other materials they may need to start their journey into education. Generally, to solve these problems the researcher recommended the school as they work with community, governmental organization, non-governmental organization and street children themselves.

Table of Contents

<i>CHAPTER ONE</i>	1
<i>1.INTRODUCTION</i>	1
1.2. <i>Statements of the problems</i>	4
1.3. Basic Research Questions.....	6
1.4. <i>Significance of the Study</i>	6
1.5. <i>Scopes of the Study</i>	6
1.6. <i>Limitation of the Study</i>	7
<i>CHAPTER TWO</i>	8
2. REVIEW RELATED LITERATURE	8
2.1. Educational Challenges.....	8
2.2. Psychological Challenges of Street Children Student.....	10
2.3. Cause and Consequence of Street Children Students	11
2.4. Coping Strategies of Street Children	13
2.5. Town Attraction.....	15
<i>CHAPTER THREE</i>	17
3. RESEARCH METHOD	17
3.1. Introduction	17
3.2. Research Design	17
3.3. Samples and Sampling Techniques	17
3.4. Data Collection Instrument.....	18
3.5. Source of Data	19
3.6. Data Gathering Process	19
3.7. Data Analysis and Interpretation Techniques.....	20
3.8. <i>Ethical Consideration</i>	20
<i>CHAPTER FOUR</i>	20
4. FINDINGS OF THE STUDY	21
4.1. Major educational challenges of street children.....	21
4.2. Push and pull factors of street children.....	25
4.2.1. Poverty.....	25
4.2.2. Death of parents.....	26
4.2.3. In appropriate parenting.....	27
4.2.4. Family Divorce	28
4.3. Pull Factors of the Street Children.	29
4.3.1. Improved Job Opportunities.....	29
4.3.2. Reports from Peers of Positive Experiences	29
4.4. Measure Taken to Solve the Problem (Coping Mechanism)	30
4.4.1. School Coping Mechanism	30
4.4.2. Students Coping Mechanism.....	31
4.4.2.1. Working as a Street Child	31
4.4.2.2. Carrying Objects on Their Shoulder	33

4.4.2.3. Shoe shine	33
4.4.2.4. Hotel Labors.....	34
4.4.2.5. Selling Different Roasted and Coked Crops on the Street	34
4.4.2.6. Working in Different Non-Governmental Organization <i>Kitchen of the Individual</i> and Church Compound.....	34
4.5. Supports That Street Children Get from the School	35
4.6. Academic Performances of Street Children	38
CHAPTER FIVE	35
5.DISCUSSIONS.....	38
5.1. Educational Challenges of Street Children.....	40
5.2. Push and Pull Factors of Street Children	41
5.2.1. Poverty	41
5.2.2. Death of parents	43
5.2.3. In Appropriate parenting	43
5.2.4. Family Divorce	44
5.3. Pull Factories of Street Children Students.....	45
5.3.1. Improved Job Opportunity	46
5.4. Measure Taken to Solve the Problems (Coping Mechanism)	47
5.4.1. School Coping Mechanism	47
5.4.2. Students Coping Mechanism	47
5.4.2.1. Working as a Street Child.....	47
5.4.2.2. Carrying Objects on Their Shoulder.....	48
5.4.2.3. Shoes Shining	48
5.4.2.4. Hotel Labors	49
5.4.2.5. Selling Different Roasted and Coked Crops on the Street.....	49
5.4.2.6. Working in <i>kitchen of the person</i> , different non-governmental organization and church compound.....	50
5.5. Supports that street children get from the school.....	50
5.6. Academic performances of street children.....	51
CHAPTER SIX	53
6.SUMMARY, CONCLUSIONS AND RECOMMENDATIO	53
6.1. Summary.....	
6.2. Conclusions	54
6.3. Recommendation.....	56
6. REFERENCE.....	57
APPENDIX “B”.....	59

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Historically, the issue of street children became the worldwide phenomenon. It is extremely difficult to search standard definition for them. Variations are due to differences in the various theoretical and ideological backgrounds of childhood specialists, as well as differences in time and place. Although this does not mean that there are no general frameworks or concepts that specialists can agree on and refer to, the definition and description of this phenomenon has been based on varied modes and approaches. The problem of Street Children has grown steadily in the last two decades. An estimated 10 million children in Africa live without families, mostly in towns as Street Children and in Ethiopia the data of street children were unknown (kebede s. k., , 2015)

Historical records on Ethiopian street children students is so very scant that it is nearly as although they have been neither considered nor heard. The majorities of these children live and work in large urban area of developing countries. There is no correct number of street children in the world and they vary from one country to the others country and sources to the others. They are a term for children experiencing homelessness who live on the streets of a city. Homeless youths are often called street youth (Mirtinsson, 2017)

They are categorizing into two. These are children on the street and children of the street. Children “on” the streets are the teens who have domestic to stay in; however, they have a full-time work or a part time work. Children “of” the streets are which lives all their time on the streets or in other words children with no shelter except for the street (Martins son, 2017). The same to this, the problems of these children students in Dale Dambal primary school are unknown and there are no real numbers of street children students in Dale Dambal primary school.

Their major problem of street children is poverty. But; there are many other problems like break downs of families, lack of family planning, death of the families, lack of community awareness and sudden problems faced their family like fair, flood, car accident and sever diseases. In social records of Ethiopia, “early historical statistics on youngsters’ number is so scant because they had been neither considered nor heard. Although consolidated information is no

longer available, traditional practices of different ethnic groups are the other worst adversary of Ethiopian children (Genemo, 2018) in this research the researcher defines street children students and categorizes in to three parts.

Those are children of the street, children on the street and children who have the supports of different organization whether it is governmental or non-governmental. The rights of the infant are the most broadly ratified treaty in the world. It defines children as persons below the age of 18 and recognizes and protects their equality, civil, political, economic, health and cultural rights. Also, a “street child” is defining as “any boy or girl for who the street is their living and work places. Street children have been shown to roam the streets of urban areas begging and looking for jobs in order to obtain food and other basic necessities. They usually work in poor conditions, dangerous to their health, and starve some days. Street children are reported to often be found in busy places such as railway stations, bus stations, in front of film or night clubs, with no adult supervision, sleeping in half-destroyed houses, and abandoned basements, under bridges and in the open air (Samuel, 2016)

These children are at high risk because they haven’t different supports from their parents as other children. The major cause of street children in Africa and in Ethiopia is migration, to find and fulfilling their basic needs and want for them-selves and for their family, unable to get success social support from their family and their peers, doing unwanted crime in the society, violence, natural disaster, rapid urbanization and economic crises (UNICEF, , 2010)

Accordingly, there are a lot of street children students in Dale Dembal Primary school. So to limit these problems the community and school have to get awareness about these children and mechanism how they can prevent them from the problems. School and government have to work on the identification and the way they can help them specially on the giving the chance for job and to accommodate the school strategy as they learn. Still, the school does not have the real numbers of street children in this School and also the street children hide themselves as other person didn’t know them.

Worldwide, large numbers of children are faced with many problems daily. Normally the cause of street children is multidimensional where several factors play the role of pushing and pulling children into the streets. The same to this, Dale Dembal school street children students’ problems

are different from person to person. To save these children the government, non-government, different individual or community, school, special need expert, families of street children and street children have to work together. Although consolidated information is no longer available, traditional practices of different ethnic groups are the other worst adversary of Ethiopian children (Genemo.MG, 2017)

In relation to this my studies focused on the educational challenges and coping mechanism of street children students in Dale Dembal primary school. Street children have right to get an education, little support from the persons, school, government and they have right to get a good school community relationship especially with the school teachers and students. But, the school curriculum does not accommodate those highly vulnerable groups at all and those starts to learn haven't got accessible educational support.

They are basically denied the opportunity to grow and develop through education, due to different problems like lack of educational material, food, clothes, time for attending the school or class and lack of awareness for the school community and society of the street child student site. So, at the end of this study the researcher has to solve the educational challenges of street children and explain their coping mechanism in Dale Dembal primary school by giving awareness for Tafo Education office, school community, Governmental and Non- Governmental organization. Violent conflicts, severe socio-economic crises like displacement, distraction of normal life, and separation from family and/ or community are crucial factors in causing lifelong effects on children (Action for the Rights of Children (Sofiya Endris, 2019)

1.2. Statements of the problems

The emphasis of this research is on the educational challenges and coping mechanism of street children students in Dale Dembal primary school in Tafo Town Administration. Not only on the cause-effect street children students but also it emphasized on life situation of street children students. In this school, there are different categories and a lot of street children students. But, there is no identification and support from the school and other organizations. Simply they say street children students are students who haven't a family whether they have a good access of economy or time to attend the school but there is no identification based on illegibility.

In addition, children came on the street life if they faced with negative social attitude, absences of accessible housing, family divorce, and city attractions. However, there is no enough or available research conducted or employed by different people and organizations on the educational challenges and coping mechanism of street children especially in Ethiopia. Most of the conducted research in Ethiopia is assessing the cause, result, life situations and attachment of street children with the Peoples (Sofiya Endris, 2019)

The same to this there are different non-governmental and governmental organization in Tafo Town Administration, but they didn't give attention for those street children students and all these organizations didn't find the ways of coping mechanism on their problems rather they gave attention for physically visible disability. The support they got was not enough and the school was strange for well-coming Special Needs students except Autistic children. Some of street children may not immediately adjust well in formal schools. They may have to learn in non-formal centers (Florence, 2017)

These schools have some street children students to teach regularly as other students learn. Few of them start their education after 10 years old or after they start to work well on the street to survive themselves. Because of this age problem, they leave the school at the level of primary school. These children have to get the right to an education, but the school systems do not accommodate for them and not accessible. The school has the lacked for giving awareness for the school community. In this study I show as there are educational challenges, absences of sufficient health services, lack of positive social support, lack of food and problems of different sudden accidents faced street children.

The solutions of these problems were seated. Those are recommending the government, community and non-governmental organizations as they support these children and school community as they welcomed them equally with other students without any labeling rather encourage the coping mechanism of street children in the Dale Dembal primary school.

Dale Dembal primary school has lack of putting a coping mechanism for these street children students. To set the coping mechanism, they have to work with the educational office, community, non-governmental organization, different person, family of street children student and street children themselves. On the other hands the school is on a way to set a coping

mechanism e.g. they prepare the tea and bread in the compound of the school by Teachers who have interest to help these students in the morning in all days, the school start to give attention for the absences those students and for the problems of their low achievement.

To do beyond these, they have to get awareness from different organizations that have a well experienced about special need student especially street children and employ skilled human power. In general, the focus of this research is to find and solve the problems of street children students in Dale Dembal primary school. Children should be provided with adequate care, protection and guidance that promote their positive emotional health and well-being especially at early ages by parents or other caregivers. Parents and communities have to play significant role in protecting and caring for children. Every home and community should inculcate culturally relevant skills, attitudes and ways of smart thinking in children like: food, psychological, lack of educational material, lack of health services, shelter and etc. as much as possible by being with the responsible body. . As a result, these initiated me to conduct my study on the area under investigation.

1.3.Basic Research Questions

1. What are the major educational challenges of street children?
2. What were the pushes and pull factors that affect children to street children?
3. What kind of support due street children gets from the school?
4. How is the academic performance of street children in school?
5. What measures are taken to solve the educational challenges of street children?

1.4.Significance of the Study

This study has the following significance:

- ✓ To increase the educational opportunity of street children by reporting the exist reason for the government
- ✓ It helps to know the extent to which street children are disadvantageous because of lack of educational experience and how their educational experience is improved.

- ✓ It may help how these factors are removed from their life and if it is possible it also helps them to decrease other barriers which affect other problems which happen to their life and it may help other researchers and people as reference.
- ✓ Lastly it helps researcher to know the problem and to do more about this problem of street children students based on this study.

1.5.Scopes of the Study

This study was conducted to assess the educational challenges of street children students and coping mechanism in Dale Dembal primary school in Tafo Town Administration. It is located in the special zone of Finfinnee called Tafo Town Administration by the Northern directions of Finfinnee. And also Tafo Town Administration have five (5) primary schools, one (1) preparatory school and one (1) secondary governmental school from those, the research was conducted specifically in Dale Dembal primary school.

1.6.Limitation of the Study

Dale Dembal School welcomed special need students during 2008. That means special need students like autistic, visual impairment, hearing impairment and street children. But, the school director didn't know when the school starts to welcomed street children students. In this school street children were identified 2011 E.C. because of this, there is no real number of street children student in the school. The same to this, the street children students didn't need to explain themselves as they are street children students because of the lack of awareness in the school as other students didn't laugh at them.

The responses of the school directors and street children students are great different. The school directors speak the positive side than the negative or problems of street children students. The school teachers and street children speaks as the school have no any support for them except welcoming and sharing different materials came from the Oromia Education bureau for the students who came from the family of low income. The other problems are inability to get family of the street children students. From street children students participant two of them have no family whether father or mother, one was working in the factory called Mohamed Nur Said (MNS) Foam factory.

There were no teachers who understood the behavior of street children students in Dale Dembal Primary school and by how they form a social bond. Itinerant teachers cannot possibly have the same perceptions and feelings as a street child. Corona or Covid-19 became the major limitation for the researcher to get the internet access. Because of this virus some internet centers, university, college and different place that has accessibility of internet connection were closed.

CHAPTER TWO

2. REVIEW RELATED LITERATURE

2.1. Educational Challenges

Education was often mentioned as one of the principal reasons for children ending up on the street. Education helps street children to get appropriate skills, attitudes and knowledge. Skills can prepare street children mentally to cope up with the harsh situations of street life: like missing the educational material, lack of health services, lack of food faced them at each and every time. But the goal is to get them off the streets. Education for street children must relate to the real situation in their environment and issues that face them in their daily life (WHO, 2010)

This study focused to see the educational challenges and coping mechanism of street children students in Dale Dembal primary school. As they have got the support from the school and community or not. Furthermore, this study stands to develop chance of getting support from the school, community and different organizations as much as possible. A street child is any girl or boy who is under the age of eighteen and who has left his/her home environment part time or permanently (because of problems at home and/or in school, or to try to alleviate those problems) and who spends most of his/her time unsupervised on the street as part of a subculture of children who live an unprotected communal life and who depend on themselves and each other, and not on an adult, for the provision of physical and emotional needs, such as food, clothing, nurturance, direction and socialization (Bekan, 2014)

Even if they have the interest of education, some of them did not go beyond the primary school stage. After primary school they faced with different problems like, addiction, thief, and also the works may be a load to survive themselves because of the lack of family, other relative individual and governments who give for them a love and been for them the responsible at different problems. Most street children are unable to attend school simply because they have to work to support themselves, lack of time to study and attending the class, low self-esteem, luck of self-confidence and experience of worthlessness and disgrace (FSCE, 2014)

As Ethiopian perspective street children is the product of urban poor families, broken families or families that have recently migrate to urban areas. Millions of children are separate from their parents and live on the street because of various problems at home such as poverty, parent

marital problem; domestic abuse, family breakdown (divorce) etc. are the major cause of street children in Ethiopia. In this studies street children are those children with age of 7-18 who spend most of their activities and life on the street. Children lend a helping hand in their own home, maybe by preparing the meals, washing the dishes, booking the bed, baby-sitting a young sibling, picking fruit on the family garden, milking the goat or feeding the chickens (FSCE, 2014)

Street children are children who are under 18 years of age and belong to the following two categories. Children on the street are those children who live on the street for certain period of the day and return home at any given time and Children of the street are those children whose common living place is on the street. Still the end of this study the researcher didn't get the survey of Ethiopian street children students until to the world because; different sources are put in different way. Some study explains the causes, results, challenges, survey or numbers of street children and the coping mechanism of street children, family of the street children, community, non-governmental and governmental organization to limit the problems faced street children (UNICEF, , 2012)

The various categories of "street children" rely on different criteria, e.g. some rely on place of residency (the street) to tailor their category, while others rely on the type of familial relation and the nature of time spent in the street. These categorizing criteria can divide into more detailed criteria. For example, families' relations can divided among children who are in daily contact with their families, children who have weak connections with their families, and those who have no family contact at all (UNICEF, , 2010)

Some researchers have divided street youngsters amongst three categories: adolescents in the street; youth of the street; and deserted children. For example, "children in the street" perform some economic activities but, at the end of the day, they sleep in their homes and give part of their income to cover their family's expenses. These children feel weakness to their family. Some of them may go to school. These children are in contrast to "children of the street," who actually live in the streets that mean street is the permanent home for them, or "abandoned children," who have no relation with their families (UNICEF, , 2010)

Street children of Dale Dembal primary school are both, children on the street, and abandoned children. Some of them work on the street and at the end of the day return back to their home families also share the budget of the families even if they have no families they have an individual who live with. Few of them have no relations with their families especially who work in the non-governmental organizations (Hoghman, 1998)

Street children are obviously not educated because of their see future for themselves and they have no professional training”. But; street children students in Dale Dembal have a good future for them. As the finding of this research major view of these students is to limit these problems or to win today’s problem by working hard at each time and place by themselves. Street children are one of the new categories of social actors resulting from the rapid urbanization of cities in developing countries. Among the numerous troubles they have to face daily, there are also obstacles related to disease and access to healthcare (Pradhan, 2008)

The term “street child,” was developed in the 1980s to describe “any girl or boy for whom the street has become his/her habitual abode and/or source of livelihood, and who is inadequately protected or supervised by responsible adults. However terminology has continued to evolve and can be considered inclusive of street and working children (Taha, 2015)

2.2. Psychological Challenges of Street Children Student.

Street children students faced different psychological challenges in the school compound and out of the school compound. They have a psychological problem like fear, an anxiety, depression and etc. because of the problems pushed them to the street. These students are sufferer psychologically, especially on physical development because of lack of nutrition or balance diet, cognitive development because the lack of stimulation, education, play and etc., emotional development faced them because of the lack of family supports, love, protection, neglected and emotional abuse, social and moral abuse because of the lack of positive role models, and consistent discipline in a loving context. Mostly, street children students lived individually without the help of everybody as a result, the street children students are low on their academic achievement. Children of the street face many difficulties. They are marginalized by their societies and are seen as pariahs (Augendra, 2016)

Based on the interview result the avenue teens want affection and are inclined to have a decent schooling they prefer to like different adolescents. Their needs are the same as those who grow up with a lot of care, love, affection and protection of their parents. All students must have to study at school in a regular class. But most of the street children students spend their time on the street to earn daily bread. They cannot access a decent education both formal and informal including family educations. The term neither gives consideration to the experience or testimony of the children in question nor to other facets of their identity, which do not necessarily have any relevance to the street. Thus it becomes a cause of discrimination of the children and triggers or strengthens negative social reactions (Invernizi, 2001)

The parents have important role to allow them to obtain education and give protection for their child whether their child is street children students or not. The reality of the street child is the naked and vicious face of poverty, sickness and exploitation of their parents. The tragedy is that these who undergo it are themselves innocent, lonely and apprehensive younger children.

UNICEF Ethiopia will continue to advocate for rolling out public finance for children and integrated early childhood development. It is better if such programs reach those students and their parents to improve their future life and get the hope of change for their futures. But street children of Dale Dembal primary school take all responsibility for themselves and also some of them help their parents by working on the street (UNICEF 2017).

2.3.Cause and Consequence of Street Children Students

Street children are affected by poverty, low education, abuse and lack of parenthood families. The cause of street children such as situations of abuse, domestic violence or poor family relationships is common among street children. It can go as far as their situation within the home becomes intolerable and they choose to live on the street. Not only this, children can be on street because of city attraction, death of their family by the result of different disease and war, poverty and unwanted crime in the society. If these are all about the cause of street children, the consequence of those children are educational challenges, lack of health services, lack of food, lack of social interaction and lack of shelters with the absence of psychological protection like the loose of love, play and family educations (Mirtinsson, 2017)

Also the cause of street children in Dale Dembal primary school are poverty, death of parents, family divorce, and lack of family planning, illiteracy and different accident problems faced their family. The consequences of these street children are lack of food, healthy services, educational material, lack of time to attend the school, being low in academic and load of job beyond their age, ability. Also few of them are affected psychologically especially those who have no both parents mother and father some student laugh to them by seen their old clothes, shoes, and hygiene. According to the finding of this research the cause of street children students is different from person to person that mean some of them are be came to the street because of death of their family and some of them are because of the poverty, family divers, lack of family planning and lack of awareness about street life for school community, society and also family of the street children. Also, sudden accident and problems like flood, severe disease, fair and family violence faced their parents are other cause of street children students (UNICEF, , 2017)

The causes of this phenomenon are varied, but are often related to domestic, economic, or social disruption including, acculturation, physical or emotional abuse domestic violence begging, mental health troubles, lack of excess information about the situation, substance abuse and sexual orientation or gender identity problems. UNICEF of Ethiopia were supported the humanitarian companions in assembly complicated challenges through building on current authorities transport structure and development programs. Street Children are usually the victims of poverty, lost or missing social values and domestic violence – either or both physical and mental violence. Children flip into avenue children when they locate on higher area than streets to stay on they come to streets out of despair and desperation. Poverty is the important cause of bringing these adolescents to streets as they lack simple necessities of existence like food, apparel refuge and fitness (Sarah, 2016)

Millions of children are street children in the world today. One of the main factors associated with children finding themselves in difficult circumstances in developing country is rapid urbanization. The populations of urban areas in many developing countries are growing at an alarming rate. The causes of this urban demographic explosion are both internal and external to cities. But; as some of the participant explain “coming to the city is getting a chance of education and living”. In the rural they keep a cattle or doing about cultivation or agricultural. Because of this they can’t get the time for education (fiusorgborl, 2015)

2.4. Coping Strategies of Street Children

Coping strategies are defined as ways in which people deal with demands of living or the mechanism they used to handle their problems. The process of coping means that persons create a series of solutions to life's problems, solutions that can change in the future. Coping strategies include behaviors that are relevant in an active, effective person dealing with demands, often conflicting, death and psychological, economic and social problems. Street children rely on a diverse range of survival strategies to meet their daily needs. Most of the street child's daily life is purposeful and largely conducted on the move (FSCE, 2014)

Other studies have highlighted the strengths of street children; the personal resources they call upon in order to survive. Such studies suggest that these children are creative and resourceful in the face of very difficult circumstances. So some children start begging as coping mechanism until he/she start a job like carrying an objects from place to place in the markets, shoeshine boy, selling different things by rolling in the cities and cleaning the compounds of the organization or individual persons, and growing a plant in that compound. After they get the daily need they start the educations as much as possible. period of childhood is the time when children are totally dependent on their families in need of basic service and even for survival, in our today's modern world especially in developing countries many children are left alone on account of losing their parents for sexually transmitted diseases such as HIV ADIS, famine, conflict, war and so forth which finally end up children's life in the streets (Sofiya Endris, 2019)

And also the school used different coping mechanism like giving anew identification card for them as they can get the compound of school even if they letting and also the school teachers prepare the breakfast and tea in the compound of the school all time in the morning. They didn't fall prey to other young persons and adults who force them to pay "protection money" or commit crimes, or be forced by parents or family members to beg and work in the streets. Street children are also faced physical, psychological and sexual violence from peers, employers, members of the public, leaders of criminal activities and the police. There a lack of knowledge and information about how to change street children's situation for the better especially concerning methods and strategies of how to deal with these children. But; as the findings of this study, there are no street children students in Dale Dembal who have the addiction of thief, violence

and other alcohol. As the aims of this research street children means which are between 7- 18 years old (WardaCL, 2010)

They can be seen on any day, wearing torn clothes, roaming barefoot, and working by the commands of others like carrying the objects in different places on their shoulders. Some scavenge via rubbish for meals and cloth to construct safe haven. Others spend their days selling things or sleeping on sidewalks beneath plastic sheeting or anything that can provide cover, and in unfinished home at the back of town and also live in the roof of others home. Street children are a consequence of poverty, low education, abuse and lack of parenthood Such as conditions of abuse home violence or negative household relationships (Mirtinsson, 2017)

It can go as far as their situation within the home becomes unbearable and they choose to live on the street. Not only finding their work place and living places I searched a lot of time to get their family relative person. The preventative work reduces the number of children living on the street, it is therefore, important that organizations put in significant effort at an early stage. Also as a measurable instrument of the work and methods that are practiced by the school community but even if they were practiced by them they haven't enough experience about on the mechanism of helping students with disability (Mirtinsson, 2017)

The same to this the family of street children students in Dale Dembal have use different coping mechanism to help these street children student as they continue their education. Some parents help them by cooking or roasting for them crop they sell by rolling in the town, buying for them some materials like gum, tissue papers, candy and mobile card. These all about are for children on the street. These mean for who have the opportunity to contact their parents and has the opportunity of shelter for sleep. Not only this placing them to the other person as they live by working for that person is other coping mechanism. Some of them have no any chance to contact their parents.

They do coping mechanism for themselves by being together especially by living in one room. And following each as on feeding time, walk for the school and in all work place to save each from any harmful. The term 'street children' is hotly debated. Some say it is negative that it labels and stigmatized children According to UNICEF definition in (2012), Street children are children who are under 18 years of age and belong to the following two categories. Children on

the street are those children who live on the street for certain period of the day and return home at any given time and Children of the street are those children whose common living place is on the street

In Dale Dembal Primary School there is no negative labeling by the name of street children. Because; the school community does not know who are street children except school director and few teachers. The street children hide themselves. But; there are little neglecting based on the quality of clothes and physical hygiene. And also rather than neglecting them by the name some community fear them by understanding them as aggressive, thief, violence and who have no care for everybody. Street children are people under 18 years of age who have to work or live on the streets for survival. These children are forced to work on the streets to survive or help their families, while they lack basic life skills. The majority of them are forced to engage in criminal activities such as; begging, theft, prostitution, pornography and drug smuggling, distribution and dealing (Mansoureh, 2017)

2.5.Town Attraction

Street children tended to concentrate in areas suitable for their lifestyle and where their existence does not pose a threat against them; such as popular areas where their presences do not upset local inhabitants, where there are many opportunities of informal work, and where they can find cheap food or near transportation hubs where they can both travel and beg. The impact of rapid urbanization in Ethiopia UNICEF persevered to work intently with the Ethiopian Center for Child Research (ECCR) on a study on urbanization traits and urban baby poverty. Street children have been shown to roam the streets of urban areas begging and looking for jobs in order to obtain food and other basic necessities. They usually work in poor conditions, dangerous to their health, and starve some days. Street children are reported to often be found in busy places such as railway stations, bus stations, in front of film or night clubs, with no adult supervision, sleeping in half-destroyed houses, and abandoned basements, under bridges and in the open air (Taha, 2015)

When; the child came from the rural to urban they didn't need to turn back to rural. Because urban is a very beautiful and attractive than rural for them because of light, some technologies like TV, cinema, stadium, beauty of road available person etc. Because of this children were coming from the rural and starting to live in the urban by being street children. But street

children students in Dale Dembal primary school are not become to the life of street by the town attraction. Not only town attractions but also we can say all these street children are coming to the street living by pushing factors rather than pulling factors.

CHAPTER THREE

3. RESEARCH METHOD

3.1.Introduction

This study was conducted in Dale Dembal primary school in Oromia National Regional State of Finfinnee surrounding Special Zone; Tafo Town Administration. It has five (5) primary schools (1) secondary school and (1) preparatory school. The researcher selected this school because of the practice they have on the welcoming special need students. This school started to welcome special need students since 2015. Especially they start to well-come autistic, students with physical impairment and students with hearing problems. This study site is on the border of Addis Ababa to the North direction. This chapter represents the research design and methodology that were used in this research. It provided the process and rationale used by the researcher in choosing the design, the target population, sample size, sample choice, data collection ways and data analysis methods.

3.2.Research Design

The main purpose of this study was to investigate the assessment on educational challenges of street children and coping mechanism at Dale Dembal primary schools in Tafo Town Administration. In this research the researcher used qualitative research approach to obtain and analysis the necessary information and also he used case study research design to assess the educational challenges and coping mechanism of street children in Dale Dembal primary school. This is because qualitative look up describes social phenomena as they seem naturally. Qualitative researchers are fascinated in people's belief, experience, and meaning structures from the perspective of the people. Qualitative lookup does not encompass statistical analysis and empirical calculation.

3.3.Samples and Sampling Techniques

The data has been obtained from persons who are considered to have sufficient information about street children. Thus, the respondents have been selected using purposive sampling technique. The main selection criteria were being street children, support giver for street children and who have high relations with the street children. In addition educational background and experiences of the participants were considered. So the main participants of this study were

Street children students, because they are the main focuses of this study, home room Teachers, they have a daily contact with those students, school principal, Itinerant Teacher, family of Street children, and peers of the Street children students.

In purposive sampling the targets sample was selected because of their unique position (information). The researcher tries to acquire pattern that seems to make it as it being representative of the population and additionally commonly strive to make certain that vary from one extreme to the other is included. The researcher selected a few participants from the populations as much as possible and gained relevant information. All of the interviewees are Afaan Oromo speakers except one street children student who can express their ideas in brief. One important thing to note is that all of the participants of the study are interested to raise the challenges of those students. For more information about the background of the school and profiles of the participants refer appendix, E).

The participants of this research were (11) Street children purposively both girls and boys, by dividing them into three clusters those are children of the street (who has no home to live), children on the street (who have home to live) and children's who learned by the support of Non-Governmental Organization, (2) Family of the child, (3) Peers of street children students and (1) Itinerant teacher one school Directors and (3) Regulars or home room teachers that mean totally (21) sample populations. The researcher got all of these participants at constant place and constant time.

3.4.Data Collection Instrument

For data collection instrument the researcher used Interview, Observation and Focused group discussion.

Interview: Interview consists of accumulating records by way of potential of asking question. Data gathered through listening to people, recording, filming their responses, or a total of methods. There are different types of interview; from which, the researcher used semi-structure interview. Semi-structured interviews: include a wide variety of deliberate questions, but the interviewer has more freedom to regulate the wording and order of questions. In-depth interview is less formal and the least structured, where the wording and questions are not predetermined. This type of interview is more important to collect complex information with a higher proportion

of opinion-based information it is used to understand the behaviors moves conversations interpersonal interactions, organizational or neighborhood processes.

Observation: It involves paying attention, watching and listening carefully different sources to street children to collect data. In this research the researcher used observation to collect data through directly observing the street children activities, their physical appearance like cloth shoes and comparing them with other person the behavior they show, their relationship with other peer, their sleeping place if they have, their feeding food and etc. By observing the above ideas I collected relevant data by preparing observation checklist.

Focused group dictation Focus group discussion is frequently used as a qualitative approach to gain an in-depth understanding of social issues. The technique pursuits to achieve statistics from purposively chosen crew of persons instead sentences than statistically consultant pattern of broader population. The researcher used it by collecting street children from different cluster if he or she is child who is children of the street, who have no family and who are learned by the support of organization to discuss on the topic of interest like their perception, attitude, and opinion towards street life.

3.5.Source of Data

As data collection mechanism the researcher used the primary and secondary source of data. By primary data source the researcher used the observations and interviews from street children, family of the child, school principals, school itinerant teachers and home room teachers. And also by using secondary data the researcher used portfolio or the history of these street children students in the school, journals and research document from different available sources.

3.6.Data Gathering Process

To gather the data, initially, the researcher took a letter from the departments of SNE and gave for the school for announcing the reason why he was go there and also who he is before starting to collect the data from the participants of this study and also took the letters of support from the office of human and social affair office. Secondly the researcher established a close relationship with each and every participant and get the real information by clarifying the needs for collecting is needed and informed them as their privacy was kept and their information by stating only used for the educational purpose.

After they clearly understood him he asked them the permission and willingness as they participate on this study. And after they give permission as he prepared interview, observation and focus group discussion researcher adjust the way of interview and observation through Afaan Oromo and he changed it to English before and after the data was collected from all the research participants.

3.7.Data Analysis and Interpretation Techniques

The nature of the data necessitates its proper analysis and interpretation. Accordingly, ‘analysis’ is the process of bringing order to the data, organizing it into patterns, categories and descriptive units, and looking for relationships between them; ‘interpretation’ involves attaching meaning and significance to the analysis, explaining the patterns, categories and relationships. After he collected the necessary data from the participants like street children students, school principals, itinerant teachers, peers of the student and family of the street children student the researcher analysis the data qualitatively by thematic analysis. This refers to analyzing the data by merging the same idea together.

3.8.Ethical Consideration

On this research the researcher keeps the confidentiality of all of his participants. He also announced as any information which collected from the participants was used only for the research purpose and if it is necessary as he call the name of participant by replacing false name. The same to this, the researcher kept the secret of his participants. And also he kept his participants from any harmful practices during collecting the interview and focus group discussion. Not only this the researcher be optimistic for them and equally give dignity for all of the research participants even if they are mature or immature, reach or poor, without neglecting based on each and every religious and race. Finally, the researcher thanks the entire participants, and office of human and social affairs.

CHAPTER FOUR

4. FINDINGS OF THE STUDY

The purpose of this study is to assess the educational challenges of street children student and their coping mechanism. In this chapter the data collected through the interview, observation and focus group desiccation from the all study participants will be presented. The chapter is organized in to presentation of the collected data in contextual form. Based on the data and leading question the researcher developed themes that reflect the meaning of responses by selecting words that accurately represent each themes. The data will be presented depending on the developed theme. There are five themes that have emerged across the participants of street children and other stake holders that are pertinent to understand. These five themes are:

Educational challenges of street children

Push and pull factors of street children

Supports that street children get from the school

Academic performances of street children

Measure taken to solve the problems

4.1. Major Educational Challenges of Street Children

To educate means to develop and cultivate (Merriam-Webster, 1978). To teach, on the other hand, is defined as to cause to know; to show how; to guide; to make to know the consequences (Merriam-Webster, 1978). Thus, education includes more than instruction in academic subjects; and teaching includes more than just delivery of academic content. Education should develop the whole child and cultivate all of the skills, attitudes, and knowledge necessary for successful integration into society. Schools should provide students with opportunities to discover, model, experience, and learn consequences.

The positive impact of education is unpredictable and cannot be measured or expressed in single word or statement. It breaks the generational cycle of poverty, allow children to be full participants of their society (Human Rights Watch, 2004). Street children students have a lot of challenges to learn or continue their education. Those challenges are: lack of the teaching and

learning system, Lack of awareness, economical challenge, psychological, and lack of time arrangement. Some participants were said the major educational challenges are lack of awareness of the school community. One of the respondents said that is street children have the major educational challenges in the school and out of the school, he said

... Some students laugh to the students who have the supports of breakfast and tea in the school compound because of that there are students who miss the school and who leave to take the support in the school compound which were prepared by the school teachers This shows as the school compound have no any awareness about the special need student especially about street children student.

In addition most of the participant's lists as major educational challenges of street children students are lack of awareness, lack of home to live for street children, lack of time to study and attend the school or class by being on time.

Home room teacher said:

...The symbols of street children students are: wearing old or disorganized clothes. This old clothes undermine them in front of their friends and all school community.

Peers of street children said:

...I have a good relation to these students but not all. Some students laugh at them by seen their old or torn clothes or shoes and their physical including hygiene." These problems encourage these students as they stop their education. To limit these problems the school has to find street children and help them by being with government and local community.

The other Home room teachers said:

...These street children are faced educational problems because of psychological problems. Especially it is difficult to participate in sport field without sport clothes. As a result, they scored low grade on their academics.

One home room teachers explain the physiological problems of street children especially from the community as the following

...even if they are working hard on the street as the local community their activity is not culturally acceptable. Because of this some community advise them as they stop working on the street and work in the home of other person by monthly payment. If they stop working on the street and start to work in the home of an person whether it is keeping some cattle, working in the kitchen, cleaning the compound, planting a plants, cleaning different material in the Hotels and harvesting they didn't get the chance for education.

Street children have no full educational materials like pen, exercise book, bag and different reading materials. Because of lack of economy that have problems on their educations. Not only; lack of educational materials but also they have a lack on their all basic need like shelter, water and food. Lack of basic need brings different problems to them such as shortage of adequate nutrition. One of the participants saying that:

...Street children did not get enough food to eat, they were malnourished anemic and suffer from the lack of vitamins. Some of them have a full of educational materials but most of them have no full educational materials. Those who have full educational materials are a person who has a long experience on street life and who have force to do every job."

Some participants explain as street children have to get healthy services for growth and development of their physical, psychological and social needs must be fulfilled. If parents, community and society failed to offer these vital needs children were easily vulnerable to diseases. Violent conflicts, severe socio-economic crises like displacement, distraction of normal life, and separation from family and/ or community are crucial factors in causing lifelong effects on children. Street children students can face different psychological challenges. Those are: cognitive development, physical development, emotional development and moral or social development. Psychological challenges are like fear, an anxiety, depression and etc. because of the problems pushed them to the street. One participant from the teachers said:

...The psychological challenges of those students are lack of uniform; they used old uniform or very different from the other students." This problem brought them to be isolated from the other students or felt them inferiority.

In addition the other challenge education challenges of street children students is lack of time or class schedule to accommodate their problems. All street children work on the street, in the home of other person, restaurant, and non- governmental agency. Because of this, they haven't arranged time to attend the school regularly. They missed the class several days especially on the market day since they have no job to survive themselves. In relation to this other informants from Home room teachers narrated.

...The teachers and school guards are fighting them when they came late and also some of them were dismissed unknowingly by the school because of late and missing the class." Simply, they learned and took the test or exam without studying. They haven't calm place to study in the night because they lived on the street even if they have a room to live they live in a single room by being a lot of person.

Under focus group discussion (FDG) the researcher collected information from the street children students in Dale Dembal primary School by grouping them together. Street children are few. In this focus group discussion, the researcher finalized as all the street children students in Dale Dembal primary school hide themselves than explain their problems.

This show as the school community has lack of awareness about street children. Some of them live in one room by being more than five because of the fear they have for their security. And also they explain as they haven't any support from the school whether it is academically like tutor class, encouragements and explanation about the school club and its advantage for them, psychological awareness without few teachers and financially like cash money to buy educational material like: exercise, pen, pencil, bag, transportation fee, for food and healthy.

One street children student narrate as the following

...Street children students were not punctual on their time of attending the class. This is not only the problems faced us. We used problems based demanding. That mean if we left because of the sleep we assimilate as we were left because of the problems of being street children

These problems shown as street children students were lack of attending the class daily, lack of educational material like: pen, exercise book, uniform and e.tc. Not only these but also they

haven't attend the tutorial class; they did not keep their personal hygiene as other students. The positive way that the researcher get from the participants are street children students having a good relationship with the teachers, other students, school director, community and they were happy on their life.

The researcher prepared different observation check list for observing the life situation, acting, behaviors, physical appearance or wearing quality and as they have a full of educational materials as well as the time management to attend the class daily. The researcher's observation check lists are filled by home room teachers. Home room teachers have a good relation to with these street children students in the school compound. Based on this one teachers explain the life situation of street children in the school. He said:

...In generally there is no neglecting and feelings of inferiority and superiority between the street teenagers and others in front of all school community. As a coping mechanism some teachers encourage and advice those by relating them every time as they become hard worker on their job both in education and works on the street to win the current problems faced them.

4.2. Push and Pull Factors of Street Children

4.2.1. Poverty

There are a lot of factors that push and pull factors of street children to live on the street. As my participants raised the factors that push street children's were family divorce, death of family, poverty and lack of family planning. Most of the children came from female-headed households. They did not have enough food, educational materials, shelter and proper clothes, proper healthy and safety for their life. From the participants some of the street children student said:

...the factors pushed I to work on the street is poverty, because of this problem I lost all things used to live, starting from educational material up to food. It is the major problems of street children student as they live on the street. Some of them expressed how poverty pushed them to the street

In addition one student said:

...The problems brought me to the street life was shortage of income faced my families. In a low economic problem my families had 5 children. After they born those children, my father fall from the horse and broke his leg. In addition to this, he was uneducated to work in the government office. My mother worked in the kitchen of an individual. By that kitchen payment it was difficult to support those five children and also I am the first child for them. I decided to help my mother, father and all my families by working on the street

The street children students work on the street because of their parent (parents) and siblings or older siblings are unemployed and faced with physical problems. Some school communities were reflected different ideas. The major educational challenges of those children are poverty they faced due to lack of educational materials like exercise book, pen, pencil, bag, uniform, sport cloth, food, shelters, civilian cloth and lack of health services

4.2.2. Death of parents

Death of parents is also the pull factors of street children students. Few of them list some information how death of parents push them to the street life. Among them, the first street children students' participants said I was coming to the street to attend my education, because I haven't mother and father. My father left me during my childhood before I know him well. I was helped by my mother up to 7 years old and she died at my 7th years old. After that I came to the street with my older brothers. After we stay five years in bureau I came here with my brothers. After a time, he started to live being the supporters of Sino track car drivers. Now he married and h was starting to live in the home with his wife". That means at this time Abel was children on the street. The other street children participants said

.. The challenges for my education were a lot from those, missing my father and mother was the first challenges. My mother combated with my father and with her families earlier because of illegal pregnant, and then she came to Addis Ababa to born me barring any family fight and work in the home of an individual. After she born me she became street women and survive herself and me by begging and I came to Tafo on 2006 and started education by the help of MNS factories. That means I worked in that factories and lived there. It was serving me by giving me bed room, food and adjusts time -of education. But I haven't any salary

In some families the death of families before growing the child until they learn their education and start a job is the major problems. Many street children come from disadvantageous homes with poor living conditions. Parental loss through death or shortages of housing, force children to the streets to survive themselves and some children born on the street and again continue to live on the street. The third street children participant said “The factors pushed me to be on the street was the death of my mother. My mother died when I was a child. After my mother’s death I lost every necessity. I stayed with my grandmother and uncle. At that time, I was helping them by keeping cattle. Because of that they didn’t want me to attend my education. I left them and came to this town for working on the street and attending my education with my effort. Relating to this one student said:

...Living on the road is not new for me at this moment because I was living with my mother on the road for long years. I was staying over there for two years only but still I didn’t know the history of my father. Ani karaarrattan dhaladhe karaadhumarrattan guddaadhe of baree ammaas karumarraattan hojjadhaa kanaaf walbarree jireenya karaarraatin.

4.2.2 In appropriate parenting

In priority parenting is serious of action that can seriously harm the child psychology. Confined to a single act it is a series of these acts that are typically what contributes to harmful effect on the child. Inappropriate parenting is described as another factor pushing children into the streets. Street adolescents discovered that, even though family financial disaster played an essential function in pushing young people to go with the flow into the streets, the connection between parenting style and children’s running away from houses is better. Child neglect and abuse by family members are indicated as the main factors responsible for children’s presences in the street.

One street child said

I was coming to the street to attend my education, because I haven’t mother and father. My father left me during my childhood before I know him well. I was helped by my mother up to 7 years old and she died at my 7th years old.” “After that I came to the street with my older brothers. After we stay five years in bureau I came here with my

brothers. After a time, he started to live being the supporters of Sino track car drivers. Now he married and h was starting to live in the home with his wife”. That means at this time Abel was children on the street.

4.2.3. Family Divorce

In generally the major problems push street children student as they work on the street are family divorce, death and poverty. said The major problems of my son is me and his mother’s divorce and the reason for our divorce is lack of sufficient income, our addiction and lack of family planning. Therefore, my plan is to solve this problem by returning to my former wife because some of my children were born from her and working hard with my children”. Other interviewees mentioned that People should have knowledge about the fact that if you give street child money, it enforces bad habits”. It is the habit of giving that making children stay on the street and find it harder to get out of the bad situation that they exist in.

Moreover, some people believed that street children haven’t any advantage from the education especially income or employment. Street children students can’t continue their education to get certificates.

The second family participant said that:

... The major problem for my child was me and his mother. We haven’t an agreement start to our beginning marriage after a time we divorced and I left a town for a long time during that time she lived all of our child on the street and one was given for other person (guddifacha) My future plan to overcome this problem is collecting those children and helping them at least one year if the God helps me by returning to their mothers. Most of them start to help me vice versa.

This shows that even if family divorce is the push factors of street children students the problems of divorce are different like: addiction, lack of family planning, illiteracy, lack of job opportunity in rural and sudden problems faced the families. The children could be feel cold, hungry or have physical needs, but were not want to go back home to their family. The bad habitat of the domestic should be worse than the street, it normally poverty or abuse that goes hand in hand for a toddler to emerge as an avenue child. The things that children experience during childhood make them in the future. Also, these situations have its own negative side on their education.

The next family said:

The major problems of my son are me and his mother's divorce and the reason for our divorce is lack of sufficient income, our addiction and lack of family planning. Therefore, my plan is to solve this problem by returning to my former wife because some of my children were born from her and working hard with my children

4.3. Pull Factors of the Street Children.

There are a lot of push factors for the street children student as they chose the life of street. From those some of them are listed below. Perceived freedom and a perceived good life on the street are some pull factors that expose children to street life.

4.3.1. Improved Job Opportunities

The urban has a chance of job opportunity than the rural because of this the children migrate from the rural to urban. In the rural the jobs were heavier than the urban job. E.g. In the rural the chance of jobs is keeping the cattle and harvesting. These jobs need a force and strength but in the urban there are works like shoe shine and sell of an easy thing. Because of this improved job opportunity some children came from the rural to urban and been street children.

From the Dale Dembal primary school street children students some of them are been street children because of this job opportunity. From the participants of this research one student says "The factors pull me to work on the street is death of my mother's when since I was a child. After my mother's die I was stay with my grandmothers and uncle at that time I was help them by keeping cattle. Because of that they didn't need as I learn.

He explains the improved job opportunities by saying:

I was leaving them and came to this town for working on the street and learn my educations by my effort because there is different job opportunity in town or cities to participate.

4.3.2. Reports from Peers of Positive Experiences

Some street children tell their friends as the life of urban is better than the life of rural and also as the fee of everything is good, as enough shelter, food and recreation areas. On the reports from peers of positive experiences different students raise different ideas. From those reflections:

...Before I got here to the street, I used to stay with my families. During that period the school helped me by knowing my problems that mean, my families have no income to teach me. After a time, I was coming from Bojji Dirmeji to here with my relatives by hearing as there is enough job opportunity.” I was affected than the past one at this time I haven’t home to live but in Bojji Dirmeji I was living with my parents by working on the street. But, for this school, I didn’t tell as I am street children students. No one knows me as I am street children student.

4.4. Measure Taken to Solve the Problem (Coping Mechanism)

4.4.1. School Coping Mechanism

The school used different coping mechanism to improve the life of street children students in Dale Dembal primary school by giving the new ID or identification card different from the others as they can enter the school if they became late and the teachers tolerate them for their late or missing the class specially on the market day since they perform different activities in the market to satisfy their needs. Furthermore, teachers are giving advice as they work hard on both their education and work to fit their daily lives, as they attend their educations daily or being on time, arranging their time for exam.

This indicated that the school considered the time for street children students and if somebody brought the support for the school weather personally or by organization. These supports may be like exercise book, bag, and cash money which are initially given the chance for the street children students and whose family life is in low income.

School directors and home room teachers said:

One teacher prepared breakfast for those children by his volunteer. And also I was given for them the new identification card for them especially for market day as they can inter the school compound if they left behind because of their job in the market. Also some of

their teachers advise them and encourage them as they can able themselves for winning the current problems and live a good life for the future.

In generally both the school and street children students do different coping mechanism to overcome the problems faced these students. However, they have to work being with non-government, governmental organization and other community further. The other good coping mechanism they didn't work up on it is giving awareness for the school community and society and explained for every responsible body as there are street children students by identifying them carefully.

4.4.2. Students Coping Mechanism

Those children working on the streets try to earn money by doing various jobs in the rest of time from school and sometimes during school time and while doing so, they cannot benefit enough from the education, which has to be taken in their age. Typically, street children engage in various jobs, some common are described below:

4.4.2.1. Working as a Street Child

The findings of this research revealed that the street students' coping mechanism is focused on participating in different job opportunity like shoe shine, washing clothes for other, work in the compound of non-governmental organization and church, selling roasted and cooked food, tissue paper, gum, mobile card, different candy or sweat things and carrying different objects in the market and from the car.

Some interviewees told me that some of these children have a stronger resilience do to the circumstances. They managed to create a life for themselves even if the families and environment were terrible. It was further described that these children cope and take care of themselves at a young age; in other words they are skilled and know how to meet people. These children are small but yet so tough. These children grew up too fast and skipped important parts of childhood. They create little communities to protect each other as survival strategies. This shows that these children create a coping mechanism for themselves beyond everybody. It is better if each and every responsible body do with them on creating the coping mechanism to limit their problems.

Not only this, the Dale Dembal primary school street children students made the mechanism like arranging the time for continue their education and having the good behaviors in the face of the person and relations with other person and organization to work with. Street children understand well as if one person has good behaviors can work with everybody where he/she need. Additionally, street children resisted all the problems faced them like cold, sun light, wind, dust, hunger and rainy seasons as well as struggled with different negative feeling from the others, lack of cloth, lack of home to live and all tiredness to continue their education.

The other coping mechanism they have is finding the methods of getting shelter like living together with other street children in single room. All these efforts are the coping mechanism set by the street children students at Dale Dembal primary school. Without setting a coping mechanism the community assumed these street children students as the following.

- ✓ They are victims of starving,
- ✓ They are thieves.
- ✓ They have no choice but to be prostitutes.
- ✓ They are uncontrollably violent.
- ✓ They have lost all ability to feel emotions such as love.
- ✓ They do not know how to play and communicate with others.
- ✓ They have no morals.
- ✓ They are drug addicts.

These problems were faced them while they were living on the street.

- ❖ They do not enjoy parental love, affection, protection and guidance so that they have to get others responsible body.
- ❖ They are deprived of the basic needs such as food, shelter and clothing.
- ❖ They have no access to school to attend their education.

- ❖ They are misused by community as anti-social elements.
- ❖ Families do not give the feeling of security and love that is essential for their normal growth and development.
- ❖ They are looked down on by society as unwanted elements.
- ❖ They are given denied medical services when needed

To limit these problems listed above Socio-economic reasons such as poverty, urbanization and outdated primary education that force children on street must be addressed. Child labor must be abolished. Families must offered soft loans for setting up small enterprises, and given opportunities for vocational training. Schooling must be made compulsory and accessible to promote rural development.

Society normally perceived avenue kids as tough kids who are out there to propose trouble. In general, the public thought that street children are uncontrollable and violent, have substance use problems, have no morals, have lost all the ability to feel emotions such as love and that they turn into terrorists and revolutionaries. They tend to be unsympathetic to the street children. This negative attitude is a result of the society's inability to care for its people.

4.4.2.2. Carrying Objects on Their Shoulder

In most cities, it is a common sight to see children carrying gunny bags on their shoulders, scavenging dustbins, garbage heaps, city dumps to collect waste materials such as papers, tins, plastic material, bottles, etc., which have a recycling value.

Based on this issue one student said:

... In the winter I was doing carrying the materials from place to place especially in the market and from market to home for women. Not only had this but also, some of them had the chance of carrying objects from place to place. Even if they were carrying each material for the other person they didn't get similar payment from different person. Some people paid them with a bonus and some people didn't pay them even they tried to punish them.

4.4.2.3. Shoe shine

On every street corner of the town there are some children looking for someone's shoes to shine. Thus, shoe shining is the most well-liked profession for the road children. Many boys have a fixed place and others are mobile in the town. Almost all of the boy street children students' work a shoe shine because this job is interested job for street children student. On this one street children student said:

...Some of street children students participate in shoe shine and caring different things from place to place specially in the market. The same to this I was work each and every job based on the season that mean in the summer I was doing the shoeshine but in the winter I was doing caring the materials from place to place specially in the market and market to home for women this activity is called (wazade)r in Amharic and (kuli) by Afaan Oromo"

4.4.2.4. Hotel Labors

Street children also worked in sub-human working conditions in small hotels like throwing the waste waters and food from the hotel and cleaning different materials like dish, glass, fetching water, cleaning the home at the end of the day. Most of the Dale Dembal school street children's work in the hotels, especially by fetching water, cleaning the material and throwing the waste liquids or food from the hotels. The peers of the street children said:

...Some of the street children students help themselves and also their families by carrying the objects for persons, especially in the market and removing waste materials like waste water and food from the restaurant and hotels. And also some girls work in the kitchen of restaurant and hotels and cleaning the materials and floor of the hotels.

4.4.2.5. Selling Different Roasted and Coked Crops on the Street

Some of street children are also sell cooked food like beans, maize, and etc. and roasted food like roasted wheat, chickpeas, barley and etc. When they rotate this cooked and roasted food they also appeared with gum, mobile card, different types of candy and tissue papers.

One street children student participants said:

...I was working on the street by selling the roasted crop like barely, chickpeas, wheat, and cooked crops like maize bean and pea. Not only this, some of them seals different things like socks, teeth brush and sole of shoes on the place they do shoe shine”..

4.4.2.6. Working in Different Non-Governmental Organization Kitchen of the Individual and Church Compound

They work in non-governmental organization without employment principles. That mean they used the street children by serving them through basic needs like food, water, shelter for sleep, and additionally arrangement of period and educational materials like pen, exercise book, and etc. without any salary. One street children student participant said, “I was coming to Tafo on 2006 and started my education by the help of MNS factories. That means I was working in that factory and lived there. It served me bed room, food and adjust for me time for attending class but, I haven’t any salary. The other participants said

I was doing different activities on the street like carrying objects, cleaning shoes, and sometimes in the compound of church individual compound.

That means street children students in Dale Dembal primary school help the others by preparing food, cleaning home, growing a plants in the compound, fetching water and washing a clothes to get money and other basic needs. Even if they do all about this they didn’t live with that family. At the night they returned back to their peer or family if they haven’t both family and friend to live with, they stayed lonely. One student narrates his occupational characteristics as follows

4.5. Supports That Street Children Get from the School

Dale Dembal primary school has a positive attitude towards the street children students. And also its site was in the centers of the town and on the main road cross Addis Ababa to Debre Birhan. Consequently, it was a very attractive. The school was preparing the breakfast and tea by person for the street children students and for who was came from the family of low income. Moreover, the school prepared new Identification card for the street children students as they use it if they late to enter the school compound and attend the class.

The students and teachers as well as all school community have a good relationship. They see every person equally without neglecting them. But, some students laugh at the students who took the support of breakfast and tea in the school compound because of this few of the students

reject to take the support of breakfast and tea. Educational principle has no any accommodation and change for the street children students and also the school has no any person educational program (IEP). The major support that the street children get from the school were explained under the school coping mechanism

On this issue the School Directors said.

...Our school system follows the curriculum of ministry of education or Oromia Educational Office that means it hasn't any change or accommodation for these children and we teach all special need students at one class whether he or she is students with visual impairment, hearing impairment, autistic or not.

He also reflected his opinion, "The school hasn't any support for the street children students. Personally I supported them by giving the new ID or identification card different from the others as they can enter the school if they came in late time and as teachers tolerate them for their late or missing the class, especially on the market day. He also mentioned that; the street children students didn't take part in different club like other students because they haven't awareness about the club and they haven't time to participate in the clubs."

One Peer of the street children said:

...Not only the street children but also all of the students have no clear mission and vision of the club in the school. Few clubs are there. Those are parliament club and mini-media they are clubs which need time to take part in and some of the clubs are not on work.

Additionally one street child said:

...I didn't participate in different clubs because I haven't any information about the clubs. Not only lack of participating in but also I didn't know what types of club are there in my school.

And the third street children said:

...I didn't participate in the club because I haven't a time for participating in the club since I didn't arrive at the school before the students and out from the school after the

students. So, every club need a time as you arrived before the students and left the school after the students.”

They do in the market different jobs to fulfill their need and if somebody bring the support for the school weather individually or by organization like exercise book, bag, cash money the school give the first chance is for the street children students and whose family life are in low income. The Itinerant teachers said, there is no awareness in Dale Dembal primary school because the awareness was only for the school directors, vice directors and supervisor it was taken in Jimma and Sebeta teachers college and also she said working with street children become along with certain feelings such as fear, anger and hopelessness.”

It was mentioned that it required passion and to be prepared for crises management due to the unpredictable behavior of the street children. The school teachers and students have no any training or awareness in the school and also not only for the street children but also for all others special need students. The weakness and the strength of the school were put as below.

Strength of the school

1. Welcoming the street children: Dale Dembal primary school welcomed street children based on the letter they bring from the former school or the address ID.
2. Giving the chance for the person who needs to give support for street children in the school compound.
3. Explaining for the Tafo Administration and Oromia Educations Bureau as there were street children in Dale Dembal primary school.
4. Having some teachers who advice and give a support for those students individually.
One street students said

...Almost all of my teachers appreciate me, tell me, urge me and, buy crops from me if they met me on the road and tell the other students about my strength. Also one teacher promised for me to buy uniforms for two of my brothers who are attending their school with me.

On focus group discussions they list some social labeling from that one student said:

...The community seen them as we are: violent, thief, an individual who have no futurity and they didn't continue their education beyond elementary. They say we didn't need everything from the school and government without the educational material support and security for our life. The rest responsibility is our responsibility.

Weakness of school

1. Lack of giving full awareness for the school community and for the surrounding society. From the school community especially the school students have no any awareness about street children. Some of them laugh at the students who obtained support of breakfast and tea in the school compound
2. Lack of believing ability of special need trainers because of their educational level. All of the special need educators in this compound were diploma holders and the more school teachers were degree and above because of this some teachers were not volunteer to train by the Itinerant teacher.
3. Lack of coordination with the non-governmental organizations to solve the problems of those students. In Tafo Town Administration there are a lot of non-governmental organizations but the Dale Dembal Primary school have no any relations with those organizations.
4. Lack of modified and accommodated educational teaching and learning principle. The home room teachers also raised the same to itinerant teachers.

The second home room teacher said:

...The tutorial classes were there but I didn't give for them individually. I was teaching the entire student whether they are street or not at once. The situations of street children have hidden in this school because of the lack of awareness for the school community.

4.6. Academic Performances of Street Children

All the students have different academic performances and different participation the same to this the academic performance of street children students in Dale Dembal primary school are different from the student to student. The same to others what we so call students without street

life. The home room teachers said: The participation of street children are different from the others student or their participation is low because street children thought a lot of things. For instance, they thought the ways of their life-look like how to get food, shelter, cloth, healthy services and educational materials and as they settled on the rood, they haven't time to study. Moreover, they didn't attend the school regularly being on time."

Another home room teacher said:

...Even if they take part well they take part lower than the other students since they have different limitations like lack of educational materials, even sufficient food, place for study, time to study and missing of the class."

Generally, to overcome or to limit this entire problem street children have to work hard and also the school has to understand the problems of these street children students. Especially the school teachers and guard of the school have to understand the problems of those students when they late. The government has to work on this problems being with the school leaders, especially on the identification. That mean before identification the school leaders, teachers, and also the government can't solve these problems. Not only this but also divorced family had to learn where their son or daughter there and also they have to form negotiation with them. On their academics the street children students list a lot of information's about their academics as they are the medium. From them one student said:

...we were the mediums by our academics the symbols of this medium participation are participating in the class and result we have on our grade. Even if we didn't participate as other students our grade academics were good and also if we get any services as other student my some of this street children work beyond other students.

CHAPTER FIVE

5. DISCUSSIONS

The Purpose of the current study was to assess the educational challenges of street children students and their coping mechanism. Accordingly, this chapter is Organized based on the identified themes and in relation to the existing literatures

5.1.Educational Challenges of Street Children

In the world today the educational challenges of streets children was various from country to country and source to source around the world. But the cause of street children is regularly associated to national monetary or social problem including poverty, breakdown of home families, political unrest, sexual or physical abuse. Shortage of income and emotional support, coupled with a loss of communication between parents and children, often forces them to escape or leave from home (kebede s. k., 2015)

The findings of this study shows that the major educational challenges of street children students who learn in Dale Dembal primary school are all basic need and lack of time for study and attend the class. The factors for those major problems are family divorce, lack of family planning, death of family, poverty and misconception about urban and rural. Children and Youth Office of Tafo Town Administration also explained that a lot of street children but some of them did not identified why he/she became the street life.

Each and every cause has its own problem on the educational challenges of street children. Especially the learning and teaching principle, lack of awareness for the school community, lack of basic needs like food, cloth and shelter; because of the lack of shelters those students are affected by different diseases like cold and sudden accidents. Not only this, lack of shelter brings them lack of reading, street children students have no any calm places to study. Even if they have the home to live it were not comfortable because in one house they were live being more people and in which some of them were not students (kebede s. k., 2015)

The term “street children” and it’s various synonyms such as “street kid”, “street boy”, “children on their own” “parking boy”, “car washer”, “street bums”, “teenage beggars”, and refers to complex phenomenon. The term street is emotions and focus on the problem. It is a problem

whose manifestations are seated in several casual factors. It is better if all peoples change the negative attitude they have on the name and job of these children. If this commitment was supported by the school, community, Town Administration and also other responsible body like non-governmental organization they can succeed easily. Especially; the students and some teachers were work on the different coping mechanism. But town Administration didn't participate to encourage both the students and teachers. Street youngsters are the product of economic growth, illiteracy, war, poverty, loss of ordinary values, home violence, and intellectual abuse and represent a marginalized crew in most societies.

Furthermore, the children face trouble from the society. It has been found out that the society also has negative attitude towards most of the street children found out that the society consider street children a thieves, troublemakers and depriving. The researchers assumed that this might be due to the 'delinquent' nature of the children. However, according to the researchers the children believe that the negative attitude of the society towards them is due to unawareness of the real problems of the children. As a result, they are found depressed (FSCE, 2013)

As all of my partisans of the research, Most of street children take to streets to look for a job because there is no money for education, uniform and transport fee. They are influence by parents to go to the streets so that well-wishers or the government can help them. In most cases street children eat food on the roads. Often the food is inadequate and unbalanced as their means can only afford soda, bread and occasionally roasted maize from the streets.

5.2.Push and Pull Factors of Street Children

5.2.1. Poverty

Different literatures also confirm poverty as one of the major causes for street children. Poverty forces youth to the streets to help themselves and their families. According to the finding of this study poverty suffers the street children students by different ways like lack of educational material, uniform, lack of food, clothes and problems of wealthy. It is poverty that is limiting the family's capacity to meet their children's needs forcing children to go to the street for feed them and help their families. Few researches done in Addis Ababa and some other major cities also indicate that family poverty is the major cause for children to join the street (FSCE, 2013)

Most of street teens leave home due to the fact of distinct elements such as parental inability to cope with demands introduced about by using speedy monetary change to instabilities in families. From this push factors poverty and death of parents have the high challenges on the education and daily life of these students. Education for street children must relate to the real situation in their environment and issues that faced them in their daily (WHO, 2002)

Most of street children take to streets to look for a job because there is no money for education, uniform and transport fee. They are influenced by parents to go to the streets so that well-wishers or the government can help them. In most cases street children eat food on the roads. Often the food is inadequate and unbalanced as their means can only afford soda, bread and occasionally roasted maize from the streets.

Poverty is one of the push factors for an increasing number of children on the streets. In some instances it is parents or guardians send the children to work on the streets to support their families. Others are forced on the streets to find food and shelter which is not forthcoming from their families (kebede s. k., 2015)

The finding of my research indicates majority of street youngster's educational challenges and their coping mechanism to limit the problems faced them. Street children students are engaged in many jobs like, carrying goods, shoeshine and street vending (selling small items). And some of them turn to removing a waste waters and food from the hotel and restaurant as a survival option when they have no other means of affording their life to sustain themselves. Their existence style does not allow them to comply with strict and structured hours of work.

It is also found out that in most cases, street children in Ethiopia went to the street, in each of work due to family poverty, unfavorable living condition due to step parents or other reason parental push, parental death (one or both), peer influence or a combination of these (FSCE, 2013)

The children of poor families were forced to leave school after primary school depending on the severe poverty rate. Considering the level of education about the distribution, the rate of those who do not attend school consists of more than half of the group. This shows that more than the half of the youngsters residing in the road can't continue with their training. They faced different physical and psychological problems by different individual. Push-factors such as

situations of abuse, domestic violence or poor family relationships are common among street children. It can go as far as their situation within the home becomes unbearable and they choose to live on the street (Mirtinsson, 2017)

As the reflection of my participant the push factors of the street children in Dale Dembal primary school are poverty, death of the family, lack of family planning for some family of street children, sickness of their family before growing them until they start to work by their own and divorce of family. But; in Dale Dembal primary school it is difficult to continue their education because the responsibilities increase with their age. Because of this, they stop education in the primary school especially below grade 7. One street children students said, “I didn’t need to learn after grade five (5) because my aim is to write my name and understand myself. I know as I can’t continue like this. Some of them have the slogan for their education.

5.2.2. Death of parents

Ethiopian cities have also a realm of street children where live in dirty tents, slums, caves, pipes, under flyovers and along roads with relative inadequate facilities. Such people do not easy get job, access all social services because a majority of them lives without any records regarding their birth date, place, address of identification, photo identity and so on (Mushir, 2018)

Many children and young people living on the street are ‘double orphans because of parental death.’ In some cases, these children were first taken in by an adult relative who haven’t parents for himself. This reason and others give a link between street children in cities and child-headed households in rural areas. Factors causing children and young people to live on the street in cities are also causing them to live as child-headed households in rural areas.

5.2.3. In Appropriate parenting

In priority parenting is serious of action that can seriously harm the child psychology. Confined to a single act it is a series of these acts that are typically what contributes to harmful effect on the child. Inappropriate parenting is described as another factor pushing children into the streets. Street adolescents discovered that, even though family financial disaster played an essential function in pushing young people to go with the flow into the streets, the connection between parenting style and children’s running away from houses is better. Child neglect and abuse by

family members are indicated as the main factors responsible for children's presences in the street.

Push and pull-factors such as situations of abuse, domestic violence or poor family relationships are common among street children. It can go as far as their situation within the home becomes unbearable and they choose to live on the street (Mirtinsson, 2017)

As data gathered through observation revealed, there are different problems and coping mechanism with street children students in Dale Dembal primary school. In generally there is no neglecting and feelings of inferiority and superiority between the street teenagers and others in front of all school community. As data gathered through observation revealed, there are different problems and coping mechanism with street children students in Dale Dembal primary school.

It is surprising to note in this survey that parental refusal to send children to school is still a source of strong push for children to run away from home in search of better access to schooling. In fact, evidence suggests that running away from home hardly provides a better opportunity; it rather worsens the bad. Finally, it can be said that deprivation usually leads to streets when there are factors facilitating the move out. It is believed that children who run away from home might decide to do so because of friends (Belay, , 2014)

And also on focus group discussions they list some social labeling. Especially because of lack of family the community seen them as they are: violent, thief, an individual who have no futurity and they didn't continue their education beyond elementary because they haven't responsible body for their wrong act. Finally they say we didn't need everything from the school and government without the educational material support and security for our life. The rest responsibility is our responsibility.

5.2.4. Family Divorce

The findings of this study shows that the major educational challenges of street children students who learn in Dale Dembal primary school are all basic need and lack of time for study and attend the class. The factors for those major problems are family divorce, lack of family planning, death of family, poverty and misconception about urban and rural. Children and Youth Office of Tafo Town Administration also explained that a lot of street children but some of them did not

identified why he/she became the street life. Children should be provided with adequate care, protection and guidance that promote their positive emotional health and well-being especially at early ages by parents or other caregivers. Parents and communities have to play significant role in protecting and caring for children. Every home and community should inculcate culturally relevant skills, attitudes and ways of smart thinking in children (Sofiya Endris, 2019)

However, it is important to keep in mind that, in the same way, due to the multi-dimensionality and heterogeneous character of street children, there is little possibility for generalization. There are many complex aspects to taken into account for a child to decide to abandon the family settings and live on the streets

5.3.Pull Factories of Street Children Students

A great array of factors contributes to child streets in different ways and to a different extent. There is, however, a consensus that the underling factor of child streets is generally “deprivation” in any of its forms. The most common indicators of deprivation are actually material ones: lack of food, lack of access to education, health services, safe water, sanitation and other service (Belay, , 2014)

5.3.1. Improved Job Opportunity

Drawing from the few researches conducted on Street Children, studies found that Street Children in Nigeria are urban products of a disarticulated post-colonial political economy with rural roots (Ngboawaji, 2010) The urban has chance of job opportunity than the rural because of this the children migrate from the rural to urban. In the rural the jobs were heavier and difficult than the urban. For instance, in the rural the chance of jobs is keeping the cattle and harvesting. These jobs need a force and strength but in the urban there are works like shoe shine and selling of an easy thing, because of improved job opportunity

Street children in a rural context are children who live with their parents and work on the street to earn a living, making the construction of the concept different from that in popular literature that depicts street children as children with no family ties. Some children came from the rural to urban and became street children. From the Dale Dembal primary school street children students, some of them were become street children because of this job opportunity. (Owaje

E.T.AdebiyiAO, 2009) E.g. from my research participant one student explains about this improved job opportunity by saying: before I come to town I haven't any information about as good and different jobs are there in town. One day I was came a town with my mother's to ask her sister or my aunt. Then I see one child who sell a lottery and ask my mother what he does and the situation of that job. At soon I was return back to rural I was find the way I leaf that rural and get a chance to came with my friend who know the town and I was get a job specially caring different material specially in the market and I learn in the market know I start to help my mother by working on the street. But all a time I sleet with my mothers.

5.3.2. Reports from Peer

Some street children tell their friends as the life of urban is better than the life of rural and also as the fee of everything is good, as enough shelter, food and recreation areas. On the reports from peers of positive experiences different students raise different ideas.

Three street children explain similarly. They said: After a time, we were coming from our former living place to here with our relatives by hearing as there is enough job opportunity in the Tafo Town Administration. We were affected than the past one, at this time we haven't home to live but in former living address we are living with our parents by working on the street. But, for this school, we didn't tell as we are street children students. No one knows us, as we are street children student.

Another interesting reality is that Street Children share the streets with millions of adults, many of whom regard them as nuisances, if not as dangerous mini-criminals. However, it must be noted that what the bulk of the children do on the streets is, of course, work to survive or earn money for their significant persons (parents and guardians) (Ngboawaji, 2010)

5.4. Measure Taken to Solve the Problems(Coping Mechanism)

5.4.1. School Copping Mechanism

Also the school used different mechanism to solve the problems of those street children by giving new ID or identification number to the street children student as they inter the school by the time they reach. One teacher gives for those students' breakfast and tea in the school all the morning. That mean it is not about the lazy fairness to follow the students as they been punctual.

They do in the market different jobs to fulfill their need and if somebody bring the support for the school weather individually or by organization like exercise book, bag, cash money the school give the first chance is for the street children students and whose family life are in low income.

Many children feel that living on the streets is better than coping with problems in their homes. These problems can include conflicts with parents, physical or sexual abuse or neglects (e.g. an abandoned disabled child). Some children are force to leave home by their families because; the family does not approve child's behavior or its result. Also they haven't interest to education. Because it increase credit to them for buying different materials for education and they burn a time to attend the school daily.

5.4.2. Students Coping Mechanism

5.4.2.1. Working as a Street Child

Coping strategies include behaviors that are relevant in an active, effective person dealing with demands, often conflicting; of a biological, psychological and social nature ((FSCE, 2014) According to the finding of this study, Street children in Dale Dembal primary school used a different mechanism to follow their educations. Those mechanisms are participating in different work place like hotel labor, shoe shine, work in the compound of church, NGO, and individual compound, caring objects in the market and selling cooked and roasted food, without comparing job by their interest and having a good relation with the community.

As they started street life some children engaged themselves in different jobs like shoe shining, selling food, and small items, selling newspapers, securing cars, washing car, carrying goods,

providing changes to taxi drivers, running errands, selling fruits, sugar cane, plastic bags, domestic works, prostitution, etc. while others beg or steal (FSCE, 2013)

One student explain as he was working on the street by selling the roasted crop like barely, chickpeas, wheat, and cooked crops like maize bean and pea. Not only this, some of them seals different things like socks, teeth brush and sole of shoes on the place they do shoe shine”.

5.4.2.2. Carrying Objects on Their Shoulder

In most cities, it is a common sight to see children carrying gunny bags on their shoulders, scavenging dustbins, garbage heaps, city dumps to collect waste materials such as papers, tins, plastic material, bottles, etc., which have a recycling value.

5.4.2.3. Shoes Shining

On every street corner of the city there are some children looking for someone’s shoes to shine. Thus shoe shining is the most popular job for the street children. Many boys have a fixed place and others are mobile in the city. Street children are supposed to pay taxes in order to get a fixed work space in major streets of the city Mobile shoe shiners are move from place to place in order to get customers (kebede s. k., 2015).

One street children participant said:

I work as shoeshine boy on the street so that I am able to earn money to cover my educational expenses. But to work shoe shine you have to have money for buying different materials used to shine. Until you get money for buying those materials you have to work by your force that didn’t need money like caring materials and throwing different things from different hotel and restaurant.

I was working every job based on the season, that means in the summer I was doing a shoeshine but in the winter I was doing carrying the materials from place to place especially in the market and market to home for the people.

5.4.2.4. Hotel Labors:

Children lend a helping hand in their own home, maybe by preparing the meals, washing the dishes, making the bed, baby-sitting a young sibling, picking fruit on the family garden, milking the goat or feeding the chickens (FSCE, 2014)

I appreciate getting a job and money all a day through rolling from place to place for surviving myself. Rather than staying all the days on the street I was done in the others individual home like cleaning the compound fetching waters, cleaning materials and keeping their child sometimes. Sometimes I was role on the cafeteria and restaurant to clean the materials. Still I haven't seen the great challenges except lack of economy to buy educational materials and other basic needs like cloth and shelters

5.4.2.5. Selling Different Roasted and Coked Crops on the Street

Coping strategies are defined as ways in which people deal with demands of living or the mechanism by which peoples are rejecting or winning their problems as much as possible. The process of coping means that persons create a series of solutions to life's problems, solutions that can be changed in the future. Coping strategies include behaviors that are relevant in an active, effective person dealing with demands, often conflicting, of a biological, psychological and social nature (FSCE, 2014)

Some of street children are also sell cooked food like beans, maize, and etc. and roasted food like roasted wheat, chickpeas, barley and etc. When they rotate this cooked and roasted food they also appeared with gum, mobile card, different types of candy and tissue papers.

One street children said: I was working on the street by selling the roasted crop like barely, chickpeas, wheat, and cooked crops like maize bean and pea. Not only this, some of them seals different things like socks, teeth brush and sole of shoes on the place they do shoe shine.

5.4.2.6. Working In *Kitchen of the Person*, Different Non-Governmental Organization and Church Compound

Others spend their days selling things or sleeping on sidewalks beneath plastic sheeting or anything that can provide cover, and in unfinished home at the back of town and also live in the roof of others home. Street children are a consequence of poverty, low education, abuse and lack of parenthood Such as conditions of abuse home violence or negative household relationships (Mirtinsson, 2017)

They work in non-governmental organization without employment principles. That mean they use the street children by surviving them through basic needs like food, water, shelter for sleep, and additionally arrangement of time and educational materials like pen, exercise book, and etc. without any salary. One street children student participant says, “I was coming to Tafo on 2006 and start educations by the helps of **MNS** factories.

One student explains as he left family voluntarily to contribute to his family income. “At times, we had nothing to eat. It was just horrible to sleep on empty stomach. He has never been to school. “My father didn’t have enough money to feed us, how could he send us to school. Rag picking would fetch him day. He manages to send some money to the family. Because of this I decide to work on the street without any thing. In generally the participants expressed their views/ comments and listed a series of problems that the street children face in their street life. Livelihood related problems including poverty, criminal activities, torture, environmental hazards, diseases, sexual abuse, insecurity totally basic need and educational material etc. in terms material condition, economic condition and social condition have almost identical threat to the endangered street life of the street children.

5.5. Supports That Street Children Get from the School

Teachers associated the physical appearance of street children with lower cognitive levels and cognitive development, physical ill-health, and malnourishment. Such analysis of the street children by their teachers may lead to a negative attitude towards such children and a poor response to their academic needs (Dladla, 2018)

As the itinerant teachers explain the work with street children is complex and a combination of creating trusting relationships, see each child accept failures in all kind of forms. A lot of methods and strategies are focusing on a change of behavior and attitudes. The groups of children on the street are describe in terms of different roles and negotiation. It is important to see the child behind the role of a street child. So to change their negative behaviors every person has to think their problems than evaluating them by their act, behavior and activities or job place. The same to this the teachers also have to treat them and not stand to punish. For preparing these communities the school and special need expert have their own responsibility for minimize.

5.6. Academic Performances of Street Children

Street children have the characteristics of being staunch and struggling to improve their lives and achieve what is desired. In addition to learning to meet academic needs, they also have to add skills in working to meet economic needs and at the same time have to wrestle with a variety of complex problems because they always intersect with the world of work, which, incidentally, is the world of adults. The shelter return most of the children's to school when they are sure whether the child is committed and ready to school. This increases the chances that the child will sustain their schooling. Each child who succeeds in returning to school becomes a role model for others to persevere schooling. Those who are young enough to start again or to get into the mainstream education are helped with this. Others may never do well in school, because of the past and have to learn other routes to mastery and self-reliance (Bekan, 2014)

Dale Dembal primary school Street children are medium by their academic performances. Even if they take part well they take part lower than the other students since they have different limitations like lack of educational materials, even sufficient food, place for study, time to study and missing of the class. That mean they have same students whom they work equally and also beyond them. As the some participants of this research especially home room teacher and special need expert some street children participate the same to others what we so call students without street life. On focus group discussion street children student say the participation of street children are different from the others student and also there is difference by academics between two street children.

Because. All time we think the ways of our life like getting food, shelter, cloth, healthy services, and educational materials. Also because of our activity on the road, we haven't time to study; we didn't attend the school daily by being on time and also we haven't a safe place to study. These all problems make us lower than the other. Only few children's in the shelter are in the secondary education and only a small number had vocational training courses. This means that they don't fulfill important requirements for entering the formal labor market. Many children have been reportedly ran away from home to escape schools where they experience humiliation, rejection and failure so most of the children in the shelter are not partaking in education (Bekan, 2014)

CHAPTER SIX

6. SUMMARY, CONCLUSIONS AND RECOMMENDATIO

6.1. Summary

The aims of this research are to assess the educational challenges of Street children and coping mechanism at Dale Dembal Primary Schools in Tafo Town administration. Street kids is any male or women who has not longer reached adulthood, for whom the avenue has come her or his recurrent house and/ or sources of livelihood, one who is inadequately protected, supervised or directed by responsible adults. Such children assumes full obligation on his or her personal life. Street children are further as either ‘on the street’ or ‘of the street’.

Children ‘of the street’ live and sleep on the streets in city areas and streets are their home environment because, children ‘on the street’ have their homes and only come to the streets to beg for cash in the course of the day and return home in the evening. The former group has no contact with family while the latter lives with family (Martinsson, 2017) However, there is no enough or available research conducted or employed by different people and organizations on the educational challenges and coping mechanism of street children especially in Ethiopia.

Street children students are those who follow their education in the school directly by working or spending their period on the street. In this research the researcher used qualitative research approach to get and analysis the necessary information and also he used case study research design to assess the educational challenges and coping mechanism of street children in Dale Dembal primary school. In this research the researcher used purposive sampling techniques. The participants of this research were 6 street children student, 3 home room teachers, 1 school directors, 1 Itinerant teacher, 2 families of the street children student and 3 peers. As the instruments of data collection, the researcher used interview, observation and focused group discussions on both the primary and secondary source of data. Researcher analyzed the data gathered qualitatively by thematic analysis. This refers to analyzing the data by merging the same idea together

The Dale Dembal primary school explains as there are different pushes and pull factors of street children. Those are: poverty, death of parents, family divorce, lack of family planning, sudden

problems faced their parents, Inappropriate Parenting, improved job opportunity, Reports from peers of positive experiences and town attraction

The Dale Dembal street children students faced different educational challenges and they were tray different coping mechanism with the school to solve this problem. The problems they faced are lack of educational materials, food, shelter, healthy services and psychological challenges. To solve this problems, they work in a different job opportunity like shoe shine, caring objects from place to place specially in the market, selling different boiled and roasted foods, hotel labor and in different person and organization compound. Also the schools try to prepare the tea and breakfast in the school at all days by the interested teachers and the school teachers give advice and encouragement for these students as they work hard on their every job whether it is academically or activity for their life.

6.2.Conclusions

Under this title the researcher need to conclude about the assessment of educational challenges of street children student and their copping mechanism. The study established that street children students' academics need were similar to those of children who grow under care, love and protection of their parents. Even if their academic need is similar to other, their interest is not kept in the school and also out of the school. In Dale Dembal primary school there are some street children school but some of them are not identified as they are street children students or not.

Also the one who identified haven't got enough services for their education from the school, society and government. There are different causes of street children students from these poverty, death of their family, sudden problems or accidents.

To limit these problem all the street children in Dale Dembal primary school works in different job opportunity like carrying objects on their shoulder, shoe shine, hotel labor, selling different roasted and cocked crops on the street, working in the kitchen of the person, working in different non-governmental organization and church compound. However, street children suffered to difficult environment and living conditions like cold, sun light, sudden accident, lack of time to study, psychological problems, hunger or lack of food and lack of place to live when compared to other children growing up under parental love and care.

Education for the street children should address pertinent issues about the unique experiences of these children before effective learning can take place. They need a special curriculum that allows for change and accommodation of the needs of these street children students. It has to be flexible and include trend skills for livelihoods. Even if they need accommodations or change Dale Dembal primary school has no any change on its teaching and learning strategy and all the school community members have no any awareness about street children.

Because of the lack of awareness, the school teacher didn't give tutorial class for street children students also; they didn't encourage street children students to involve in different school club. The school has a few club and some of them are not on the work. The one what appropriated from this school are relations of street children students with other school community. Different teachers were work to solve the problems of these students.

In generally the Dale Dembal primary school have a good starting of coping mechanism like welcoming Special Need student, giving new ID number, giving tea and breakfast for street children in the compound of the school all a days, giving advice and encouragement on their job, arranging period for street children student specially the market days of a town and test or exam.

6.3.Recommendation

- ✓ To solve the problems of these street children students, the school has to work with non-governmental organizations that exist in the town and out of the town.
- ✓ The school has to give awareness for the all school community about street children students and on the mechanism how the teachers, guardians of the school and peer of these street children can help them.
- ✓ The town healthy center has to give the training on family planning for the society continuously so that the society could use it.
- ✓ The school has to find those students and prepare the future mechanism to solve the educational challenges of these students.
- ✓ The school has to develop different club in the school and encourage street children students to take part in it equally with other students as they can share experiences from each other.
- ✓ Partnering with local organizations, such as Children's save in Ethiopia that offer school preparation courses along psychosocial support to help street children readjust to mainstream life.
- ✓ Facilitating coordination between schools, police, district government and the community to raise awareness of these issues and improve attitudes and support for street children.
- ✓ The school and government have to work on providing street children and families with school starter kits, which include uniforms, exercise books and other materials they may need to start their journey into education.
- ✓ There is need to have guidance and counseling as a subject in teacher to prepare teachers to handle children with different needs.

6. REFERENCE

- Augendra, B. (2016). Children of the street. Why they are on the street?How do they live economic and sociology. *vo 8*, p 34.
- Bekan, L. (2014). pheneomena of Street Children in south Africa.
- Belay, T. (2014). *The impact of war in south Sudan on street children and youth perception of conflict resolution and implication for peace building*. Research report submitted to Save the Children, Sweden Nairobi.
- Dladla. (2018). Teachers perception of learners who are street children. *journal of education*, v 38.
- DorisA., f. (n.d.). Street children our health and coping strategy when we are sick. *Jornal of Health medicine and nursing*, vo 15.
- fiusorgborl. (2015). street children our health and coping strategy when we are sick. *vo 15*.
- Florence, k. k. (2017). Educational access and retention for Street Children prespective from kenya. *Jornal of Education and practice*, v 15.
- FSCE. (2013). *sumple survey on the street children in eight major towns of Ethiopia*. Report study undertaken by Forum on street Children of Ethiopia in collaboration with USAID, Hawasa.
- FSCE. (2014). *Sumple survey on Street Children in different Towns of Ethiopioia*.
- Genemo, M. G. (2018). The Causes, Consequences and Coping Strategies of Streetism in Shashemane Town . *International Journal of Psychological and Brain Sciences* , Vol. 3, No. 5, 2018, pp. 40-54. doi: 10.11648/j.ijpbs.20180305.11.
- Hoghman, S. H. (1998). Brazilian Aparthied Street kids and the stragg for Urban space small War the cultural politics of child hood.
- Invernizi. (2001). Street children in Africa, Asia and Europe. Annotated Bibliography stra Benkinder in Africa Asia and Ostreuropa.
- Kebede, S. K. (2015). The Situation of Street Children in Urban Centers of Ethiopia and the Role of NGO in Addressing their Socio-Economic Problems: The Case of Hawassa City. *International Journal of Academic Research in Education and Review* , 3(3), pp. 45-57, April 2015 , 47.
- Lecturer of Governance, A. U. (17 March 2015). The Situation of Street Children in Urban Centers of Ethiopia and the Role of NGO in Addressing their Socio-Economic Problems: The Case of Hawassa City. .
- Mansoureh, Y. (2017). Healthy policy making for street children. *International jornal of Adollecence medicine and health*.

- Martinsson, A. F. (2017). Problems and Solutions when Dealing with Street Children .
JONCOPINGUNIVERSITY, 7.
- Mushir, A. (2018). socio economic analysis of Homeless in Urban area case study of north Ethiopia. *International journal of scientific and republic, Vol 2*(Issue 8).
- Ngboawaji, D. (2010). Street children and National Security. (N. Islam, Ed.) *Bangladesh e-Journal of sociology, Vol,6.*
- Owaje E.T.AdebiyiAO, A. O. (2009). Socio demographic characteristics of street children in Rural Community undergoing Arbanization. *Vol 7.*
- Pradhan. (2008). young suevivors on the street children. Working with Street Children in Phychology Health and Medicine . 55-63.
- Programme, W. W. (2010). *Hiden Cities in masking and overcoming health inequities in Urban setting.*
- Samuel, N. (2016). The healthy profile of street children in Africa. *Jornal of public Health in Africa.*
- Sarah Alam*, P. D. (2014). Refining the Street Children with Education. *IOSR, 4,(3 Ver), 54.*
- Sofiya Endris. (2019). Cause and concequence of streetism among street children in Harar city, Ethiopia. *International Jornal os Education and Litrecy Studies, Vol, 7*(ISSUE 2).
- Taha, T. N. (2015). pychosocial Demograpyhic Educational and Health characteristics of street children . *International Jornal of Public Health.*
- Telengana, I. E. ((2018) 9(1): 69–82). STREET CHILDREN IN INDIA: A STUDY ON THEIR ACCESS TO HEALTH AND EDUCATION. *International Journal of Child.*
- UNICEF. (2010). *Children poverties and disparities in Egypt building the social infrastructure.*
- UNICEF. (2012). *The state of the children in the World. Children in the Urban World, Newyork, USA, United Nation Plaza.*
- UNICEF. (2017) The survey of street childreen in different Towns of Ethiopia. .
- WardaCL, S. J. (2010). South African Street children. Asarvey and recommendation for services developmment in South Africa.
- WHO. (2002). *State of the World Street Childrenmodern and new born healthy.*
- WHO. (2010). *Hiden Cities in masking and overcoming Health inequalities in Urban setting.*

APPENDIX “A”

The purpose of the interview

The purpose of this interview is to collect data on the educational challenges of street children in Dale Dembal Primary school. You are generously requested to complete the interview. Information you give is used only for research purposes.

A. INTERVIEW FOR STREET LIFE STUDENT’S

Part I personal information

1. Sex: -
2. Age:
4. Grade -
5. Birth place:
6. Marital status: -
7. Religion: -

Part II. Factors that push and pull children into the street

1. What are the challenges for your education?
2. Where do you live?
3. What factors pushed you to live or work on the street?
4. What are the good things that you appreciate living or working on the street?
5. What did you decide to live on the street?
6. Is there any individual and organization that helps you on your life and also for education?
7. How schools well comes you?
8. How are the attitudes of teacher towards your streets!?
9. Have you a good relationship with the school students and also all school community
10. What are the consequences of living on the street?
11. Where did you live before you came to the street?

12. What types of materials or support do you get from the school?
13. Does the school provide tutorial support for the street children students?
14. Do you participate in any school club?
15. Do you live with your friends or individually?
16. What activities are you doing on the street?
17. What are the major challenges of street children?
18. What should be done to address these problems?

B. INTERVIEW FOR STREET LIFE STUDENT'S

Part I personal information

1. Sex: -
2. Age:
3. Grade -
4. Birth place:
5. Marital status: -
6. Religion: -

Part II. Factors that push and pull children into the street

1. What are the problems for those street children for living on the street
2. Does the school give special support for those street children student?
3. Do street children student in this class can get difference?
4. Is special need experts give the changes of street children?
5. Do the street children participate in the class?
6. What are the activities of street children?
7. How were the attitudes of school community towards street children?
8. What are the solutions for the problems of street children?
9. Do street children student participate in the school club?
10. Do street children student participate similar to the other peoples

C. INTERVIEW FOR THE SCHOOL PRINCIPAL

Part I personal information

1. Sex:
2. Age:
3. Education level: -
4. Birth place:
5. Marital status: -
6. Religion:

Part II Educational challenges of street children

1. How many streets children are there in your school?
2. When the school start does you welcome street children?
3. Is there any support for them from the school economically, socially, and psychologically?
4. Do the street children students attend the school daily?
5. What are the major educational challenges of those children?
6. Did you arrange solutions for those problems?
7. Is the school teaching system accommodating those child or special need student?
8. How was the relationship between them and other students and their teachers?
9. Did the school work with government and non-government to solve the problems of street children?

D. INTERVIEW FOR FAMILY OF THE CHILD

Part I personal information

1. Sex: -
2. Age:
3. Educational level:
4. Born place
5. Marital status: -
6. Religion: -

Part II Educational challenges of street children.

1. What are the educational challenges of this child?
2. What solution did you plan for the future to solve these problems?
3. In your perception how was the condition of street f living on the street?
4. As you follow him/her can she or he continue the education like this?
5. Is there any support you get from the individual, government and non-government for you and also for your child?
6. What are those supports?
7. What is your future plan for you and four your child?
8. What are the major causes for you/your child to live on the street?
9. What are the consequences to live on the street?
10. What should be done to address the problem of street children?

E. INTERVIEW FOR CLASS ROOM TEACHER

Part I personal information

1. Sex: -
2. Age:
3. Educational level
4. Birth place:
5. Marital status: -
6. Religion: -

Part II Educational challenges of street children.

1. Is the academic performance of the street children and the others are equal? if no
2. What are the reasons for the difference of their academic achievement?
3. Do those children attend class daily and do they arrive on time?
4. What solution do you suggest to solve this problem?
5. Do you help those students by giving tutorial class?
6. Is there any support for those children?
7. How was your relation with those children in relation to others and also those children to others?
8. Did the street children students participate in the class? If no, why?
9. How was the participation of those students in the class?

F. INTERVIEW FOR THE ITINERANT TEACHERS

Part I personal information

1. . Sex: -
2. Age:
3. Educational live:
4. Birth place:
5. Marital status: -
6. Religion: -

Part II Educational challenges of street children

1. How were the life situations of street children in this school?
2. Is there any awareness for those students and also for school community in relation to special need student?
3. What are the educational challenges of street children students in this school?
4. Wow was the relationship of street children students towards the other school community?
5. What solution should be set for solving the problems of those children in this school?
6. What are the weakness and strength of the school in relation to well-coming those student?

7. Is there any support for those children?
8. Do the Teachers give the tutors for those students?
9. Is the street children student having the full of educational material? If no what is the solution?
10. Are they follow the school daily and attend the class by being on time?
11. Do the schools have developed an IEP for those street children student and others special need students.

APPENDIX “B”

F. Observation checklist to be filled in by home room teachers

Observation check list. For street children student in the class, school compound and also out of school compound. Please use this rating scale (1) Yes, at all (2) sometimes (3) No at all. It was given for the home room teachers.

No	Description	Yes, at all	Someti mes	Not at all
1	Do the street children attend the school daily?			
2	Do the street children students hold a full educational material when they come to the school?			
3	Are the street children having good relation with others?			
4	Do teachers look street children student with others equally?			
5	Do other students look street children as inferior?			
6	Do the street children participate in the class?			
7	Do Street children in Dale Dembal have uniform?			
8	Is those street children arrive let in class?			
9	Do the street children get health care services?			
10	Do the street children in Dale Dembal get food from the school			
11	Do street children have good relation with the school community?			
12	Do they get the chance of tutorial class and also support from the school?			

APPENDIX “C

Gaaffiilee Afaanii (afaan oromoon kan qophaahe)

Kaayyoon gaaffii kana, rakkoowwaan barattoota ijoollee karaarra akkasuma toftawwaan isaan rakkoo kana jalaa bahuuf fayyaadaman qorachuudhaa. Kanaaf isiniis fedhaafii amanamummaadhan odeeffannoo gahaa akka naaf kenniitan kabajaan isin gaafadha. Odeeffannoon kunis faayidaa qorannoo kanaaf qofa kan oolu taha.

➤ **Gaaffii barattoota karaarraa ykn deeggarsa maatii hinqabneef**

Marsaa 1ffaa odeeffaannoo dhuunfaa

1. Saala:
2. Umurii:
3. Kutaa:
4. Iddoodhaloota:
5. Kanfuudhe/te/ moo hiinfuune/hinheerumne:
6. Amantii:

Marsaa 2ffaa Gaaaffii Odeeffannoora rakkoobarattootakaraarraa.

1. Rakkoon barnoota keetii maalinnii?
2. Eessaa jiraattaa?
3. Namniifi dhaabbatoonii garaagaraa rakkoo barnootaa keeti fii jireenya keetif sigargaaru?
4. Manni baruumsaa akkamitti ofitti sifudhatee?
5. Ilaalchibarsiisaankaraarrummaakeefsii qabuakkamii?
6. Mana baruumsa fi hawwaasa mana baruumsa hundaa waliin hariiroo gaarii qabdaa?
7. Sabaabni akka karaarra jiraattu sitaasisee maalinnii?
8. Osoo karaarraatti hindhufiin dura Eessaa jiraattaa?
9. Mana baruumsaarraa gargaarsa maaliit argattaa?
10. Mannii baruumsa barattootakarraarraaf daree dabalataa ni keenaa?
11. mana baruumsaa keessa gumiiwwaan aadda addaa jiruu?
12. Hiriya keewaliin moo kophaa jiraattaa?
13. Dalagaawwaan akkamiit hojjattaa karaarratti?

14. Miidha guddaan ijoollee karaarraa namarraan gahu maalinni?
15. Rakkoo jirtuu hambisuuf furmaanni maalinnii?

➤ **Gaaffii afaanii hiriyaa barattoota karaarraa jiraaataniitiif**

Marsaa 1ffaa odeeffaannoo dhuunfaa

1. Saala:
2. Umurii:
3. Iddoodhaloota:
4. Sad/ barnoota:
5. Kanfuudhe/te/ moo hiinfuune/hinheerumne:
6. Amantii:

Marsaa 2ffaa: Rakkoo barnoota barattoota karaarraa ilaalchisee

1. Rakkoon karaarratti bahuu barattoota kanaa maalinnii?
2. Mannii barumsaa ijoollee kanaaf deeggarsa addaa ni laataa?
3. Barattoonnii kun deeggarsa daree dabalataa qabuu?
4. Barattoonni karaarraa jiraatanii baratan kun meeshaalee barnootaa gutuu qabuu?
5. Ogeessii fedhii addaa hubannoo wa;ee fedhii addaa hawwaasa mana barumsaaf laata?
6. Barattoonnii karaarraa jiraachuun baratan kuun hirmaannaa qixa barattoota kaanii qabuu?
7. Furmaannii barattoota karaarraa kun maali jetteet yaaddaa?
8. Dalagaan barattoota karaarraa jiraachuun baratani maal faadhaa?
9. Ilaalchi hawwaasni mana barumsaa ijoollee kanaaf qabu maal fakkaataa?
10. Barattoonni karaarraa gumiiwwaan mana barumsaa keessaatti nii hirmaatuu?

➤ **Gaaffii hoogganaa Mana Baruumsaatiif**

Marsaa 1ffaa odeeffaannoodhuunfaa

1. Saala:
2. Umurii:
3. Iddoodhaloota:
4. Sad/ barnoota:
5. Kanfuudhe/te/ moo hiinfuune/hinheerumne:
6. Amantii:

Marsa 2ffaa: Rakkoobarnootabarattootakararraairragahu.

1. Mana barumsaa kana keessa Barattoonni karaarraa hangam baay'atu?
 2. Manani baruumsa isaan ofitti fudhachuu kaneegale yoomii?
 3. Gargaarsa addaa waan akka dinagdee, hawwaasumaaafi xinsammuu mana barumsaarraa argatuu?
 4. Barattoonni karaarraa kuun mana baruumsaa guyyaa guyyaan nidhufuu?
 5. Rakkoo guddoon barattoota kanaa maalinnii?
 6. Rakkoowwaan kanaaf furmaata keessanii?
 7. Sirni baruufii barsiisuu keessan hunda haammataadhaa?
 8. Hariiroon isaanii fi barattoota biro jiddu jiruu fi barsiisaawaliinqaban akkamii?
 9. Manni barumsaa rakkoo ijoollee kararraa kana furuuf dhaabbiilee mootummaafii mti mootummaa addaa addaa waliin ni hojjataa?
- **Gaaffii Afaanii maatii barattoota ijoollee karaarraa**

Marsaa 1ffaa odeeffaannoodhuunfaa

1. Saala:
2. Umurii:
3. Iddoodhaloota:
4. Sad/ barnoota:
5. Kanfuudhe/te/ moo hiinfuune/hinheerumne:
6. Amantii:

Marsaa 2ffaa: Rakkoobarnootabarattootakararraailaalchisee

1. Rakkoon barnoota ijoollee kanaa maalinnii?
2. Rakkoo kana furuuf fuulduraaf furmaata maaliit keessanii?
3. Akka ilaalcha keessaniitti karaarra jiraachuun akkamii maal isinitti fakkaataa?
4. Akka ati isa ykn ishee hordofaa jirtuttii haala kanaan barnoota itti fufuun ni dandahamaa?
5. Gargaarsi ati dhaabbilee mootummaafii miti mootummaa adda addaa irraa argattu jiraa?
6. Yoo jiraate maalfaadha?
7. Karoorri fuulduraa kee maalinnii siifis mucaa/micoo keetiif /teetii?
8. Sabaabni guddaan karaarra jiraachuu keetii maalinnii?

9. Miidhan karaarra jiraachuu maalfaadhaa?
10. Rakkoo ijoollee karaarraa hambisuuf maaltu godhamuu qabaa?

➤ **Gaaffii Afaanii barsiisaa dareetiif**

Marsaa 1ffaa odeeffaannoo dhuunfaa

7. Saala:
8. Umurii:
9. Iddoodhaloota:
10. Sad/ barnoota:
11. Kanfuudhe/te/ moo hiinfuune/hinheerumne:
12. Amantii:

Marsaa 2ffaa: Rakkoo barnoota barattoota karaarraa ilaalchisee

1. Ciminni barattoota ijoollee karaarraatti hojjaachuun jiraataniifi warra kaanii walqixaa?
2. Sabaabni gargar tahuu isaanii maalinnii?
3. Barattoonni kuun guyyaa guyyaan dareetti ni argamuu?
4. Rakkoo kana furuuf furmaanni ati qabdu maalinnii?
5. Barattoota kana daree dabalataa barsiisuun gargaartee beektaa?
6. Akkaakaroorra mana barumsaattigargaarsiaddaabarattootakanaafkeennamujiraa?
7. Haallii walitti dhufeenya siifii barattoota biro akkasumas siifii barsiisota maal fakkaataa?
8. Barattoonni kuun daree keesattii nihirmaatuu?
9. Hirmaannaan isaani dareekeessatti akkami?

Gaaffii Afaanii ogeessa Barnoota Fedhii Addaatiif (itinerant teachers)

Marsaa 1ffaa odeeffannoo dhuunfaa

1. Saala:
2. Umurii:
3. Iddoo dhaloota:
4. Fuudhemoo hin fuune:
5. Amantii
6. Sadarka barnoota
7. Bara barnoota xumure

Marsaa 2ffaa rakkoo barnoota barattoota karaarraa jiraachaa barataniif ilaallata

1. Haalli jireenya barattoota karaarra jiraatanii mana barnoota kana keessatti maal fakkaata?
2. Barnoota fedhii addaa ilaalchise hubannoon hawwaasa mana barnootaf kennamu jiraa?
3. Mana barumsaa kana keessattii rakkoon baranoota barattoota karaarra jiratanii maali?
4. Hariiroon barattoonni karaarraa jirachhaa barataniif hawwaasa mana barumsaa waliin qabanii akkaami?
5. Rakkoo barattoota kanaaf manni barumsaa furmaata maalit kaahee?
6. Cimminniifi jajjabinnii manni barumsaa barattoota kanaaf qabu jiraa?
7. Gargaarsi wayii ijoollee kanaaf jira?
8. Manni barumsaa kuun gargaarsa sababa ijoollee kanaan qaama biroorraa argatu ni jiraa?
9. Barsiisaan barattoota kanaaf daree dabalataa ni kennaa?
10. Barattoonni kun meeshaalee barnootaa gahaa qabuu? Yoon qabaanneef furmaannii isa maalinni?
11. Ijoolleen kuun yeroo hundaa daree keessaatti ni argamuu?
12. Mannii barumsaa kun barattoota fedhii addaa hundaaafuu karoora barnoota dhuunfaa qabuu (IEP)

Appendix “D”

Karaalee gochaa, amalaa fi ilaacha barattoota karaarraa mana barumsaa daalle dambal daree keessaafi dallaa mana barumsaa keessaatti ittiin adda baafannu.

NO	Ibsa taatewwaan adda addaa	Eeyyen yeroo hundaa	Eye al-takka takka	Lakkii gonkumaa
1	Barattoonni karaarraa kun yeroo hundumaa dareetti ni argamuu?			
2	Barattoonni karaarraa yoo mana barumsaa dhufan meeshaa barnoota gahaa qabatani dhufuu			
3	Barattoonni karaarraa kun hawaasa mana barumsaa waliin hariiroo gaari qabuu?			
4	Barsiisan barattoota kanaafi kan biroof ilaalcha wal fakkaataa qabaa?			
5	Barattooni kuun barattoota kanaaf Ilaalcha gad antummaa qabuu?			
6	Barattooni karaarra kuun akka warra kaanii dareetti ni hirmaatuu?			
7	Ijoolleen karaaraa kun ammaaf eessa jiraatuu?			
8	Ijoolleen karaarraa mana barumsa Dale Dambal maal hojjataniit of jirachisuu?			
9	Barattoonni karaarraa mana barumsaa kanaa uffata seeraa kan mana barumsaa qabuu?			
10	Barattoonni karaarraa kuun dareerraa yeroo hedduu ni hafuu?			
11	Hojiin barattoonni karaarraa mana barumsaa kanaa akkaa hawwaasa naannichaattifudhatama qabaa?			++++-

12	Barattoonnii karaarraa mana barumsaa daallee dambal deeggarsa yaala fayyaa qabuu?			
----	---	--	--	--

Appendix “E)

Background of street children student

No	Age	Sex	Educational level	Year of their life on street
1	15	F	Grade 7	4 years 209-2011 in Shano 2012 in Tafo
2	17	F	Grade 6	7 year in Tafo
3	14	M	Grade 6	Full of his life because he born on the street
4	14	F	Grade 5	4 year 2008-2009 In Wollega 2010-2012 in Tafo
5	17	M	Grade 7	2 years in Tafo
6	14	M	Grade 6	5 year in Tafo
7	16	M	Grade 5	7 years in 206- 2002 Addis Ababa 2007-2012 Tafo
8	13	F	Grade 5	1 year in Tafo
9	15	M	Grade 5	3 years in Tafo town administration
10	17	F	Grade 7	2 years and 1/2 in eastern Hararge ½ in Tafo
11	15	M	Grade 5	3 year in mission

Background of the peers

No	Age	Sex	Educational level	Birth place
1	F	14	Grade 7	Debre Birhan she learn grade 3-7 in Tafo
2	M	11	Grade 5	Ambo but he start education at Tafo
3	M	13	Grade 6	Tafo
4	F	13	Grade 7	Tafo

Background of school workers

No	Sex	Age	Educational level	Year of experience	Position in the school
1	M	42	Degree	16	Regular teachers
2	F	30	Diploma	5	Special need expert
3	M	48	Degree	20	Regular teachers
4	M	27	Degree	5	School directors
5	F	31	Degree	6	Regular teachers