

**Evaluation Of The Effectiveness Of COBET As A
Strategy Of Enhancing Access To Primary
Education To Street Children In Karatu District,
Arusha.**

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ABSTRACT

A purposive sample of 100 respondents who have experience with COBET was selected from two wards in Karatu; 10 primaries School COBET teachers and 87 COBET students, 2 heads of COBETS schools and 1 District Education Officer. Qualitative approach with the use case study design was employed. Data was collected through questionnaires, interviews and documentary reviews. The study shows, there is a significant increase of street children who have accessed primary school education through COBET system from 2007 to 2020. Data shows that, 72.59 % of all children who had accessed COBET made it to primary school education with only 27.41 % failure. This means, COBET has widened street-children access to primary education and it is hard to deny its effectiveness as a strategy of enhancing access to primary education. Additionally, the direct beneficiaries such as street-children were positive about the effects of COBET, arguing that it enabled the recipients to overcome the daily life hurdles that demand basic literacy, which COBET offers. Despite the increase of access to primary education, the sustainability of the COBET programme depend on the availability of financial resources to cover the operations of COBET, as there are no enough facilities and resources to fit the children. There is a need of on close cooperation between the governmental institutions that deals with education and other stakeholders to ensure that many children are getting the chance to school. The mechanisms used to achieve COBET goals in accessing primary education included; insist on school-based food feeding programme and COBET remedial classes for slow learners.

KEYWORDS: Cobet, Memkwa, Servqual, Unicef, Street Children

INTRODUCTION

Complimentary Basic Education in Tanzania (COBET) is a community-based programme that provides opportunity to over aged children to be enrolled in formal education system. COBET was a programme initiated to provide opportunity for the acquisition of basic education to out of school children aged between 8 to 18 years. A growing number of agencies worldwide are working with non- formal educational programmes. Some of the earliest programmes were found in Europe after the Second World War.

Many non-formal programmes now exist throughout the world (Bequele, 1998). According to the fundamental policy, non-formal education is generalized as out of school education, distinguished from formal education, which is obtained in schools. However, either type may include, at certain stages, some aspects of the other. There are two main categories of non-formal education, which are the non-formal education itself and Adult Education. Complimentary Basic Education programme was established, to offer a second chance to over aged out of schoolchildren to acquire quality basic education, including life and survival skills (UNICEF, 2006). Tanzania is striving towards education for all.

Complementary Basic Education in Tanzania (COBET) or its Kiswahili equivalent “Mpango wa Elimu ya Msingi Kwa Walioikosa” (MEMKWA) was a programme initiated to provide opportunity for the acquisition

of basic education to out of school children aged between 8 to 18 years, with a special focus on girls and vulnerable children following a specialized three-year course of study (Johnson et al., 2005). In recent years, COBET has been affected significantly by a massive decline in number of COBET centers due to limited resources (URT, 2008) and existence of children who are out of school (Ngodu, 2010). Several studies have been conducted to evaluate the effectiveness of COBET as a strategy of enhancing access to primary education to street children in Tanzania, (URT, 2008).

The performance of the COBET programme in Karatu as a strategy of enhancing access to primary education to street children has been fluctuating in terms of enrolment rate from 2007 to 2020. For example, in the years 2007 to 2017 there was an increase of 30% equal to 19 new street children registered at COBET centers in Ganako and Qurus wards. Also, data shows that in 2018 and 2019, regarding the enrolment in Complementary Basic Education in Tanzania (COBET), Qurus and Ganako wards data shows that, children in Cohort I (aged 8 - 13) and Cohort II (aged 14-18), in 2018 was 70 as compared to 74 in 2019 which was an increase of 4 street children equal to (2.78%) of street children who are newly registered. This means an increase of 23 children (32.78%). This increase of street children in COBET programme in Cohort I and Cohort II reflects the additional increase of children access to primary education compared to the past years.

General Objective

To examine the success of COBET as a strategy of enhancing access to primary education in Tanzania, specifically Karatu district

Specific objectives

- i. To explore the challenges faced the performance of COBET in Karatu since 2007 to 2020
- ii. To establish mechanisms that can assist in achieving COBET goals in accessing primary education.

RESEARCH QUESTIONS

Based on this research specific objectives the following question was addressed in this research.

- Are there enough COBET School & centers in Karatu to meet the needs of street children?
- Are there well-equipped COBET teachers who understand COBET system?
- Are there enough COBET teaching facilities and resources for street children?
- Does the COBET prepare well-a street child to cope with Primary school system?
- What are the mechanisms to be established to assist in achieving COBET goals in accessing primary education to street children?

METHODS

Research Design

Since the research was about the effectiveness Of COBET as a strategy of enhancing access to primary education to street children in Karatu, the studies adopted descriptive survey approach in collecting data. The descriptive survey method was preferred because it ensures complete description of the situation, making sure that there were minimum bias in the collection of data and finding out the what, where and how of a phenomenon (Kothari, 2008).

Study Population

According to Mugenda and Mugenda (2003), a population is an entire group of individuals, events or objects with some common observable characteristics. The study population of this research was the educational stakeholders and street children with experience of COBET system in Qurus and Ganako wards. The study was conducted in Karatu District as one of the seven districts in the Arusha Region of Tanzania. According to the 2012 Tanzania National Census, the population of the Karatu District was 230,166, (NBS). As of 2012, Karatu District administratively divided into 14 wards; this study was conducted in two wards, Qurus and Ganako because of convenient of sample for the study and availability of COBET centers.

Sample size

A sample size of 100 respondents with COBET experiences was used. These 100 respondents were only obtained depending on their free will to participate in the research. They were asked to participate in research at their willingness. The sample was chosen from the two wards so it was easy to capture a good representative sample.

Data Collection Instruments

The study used both primary and secondary data. Primary data was collected by interviewing stakeholders and street children by using open ended and close-ended structured questionnaire. To evaluate stakeholders and street children perceptions on the effectiveness of COBET as a strategy of enhancing access to primary education, a SERVQUAL instrument. A five-point Likert scale ranging from “Strongly agree = 5” to “Strongly disagree= 1” was used to evaluate the level of satisfaction towards the COBET as a strategy of enhancing access to primary education to street children.

Data Analysis and Presentation

Quantitative data was analyzed using the statistical package for social science (SPSS) software to compute percentages and tabulation. It displayed descriptive statistics, which are frequency, percentage. SPSS was chosen because it can take data from almost any type of file and use them to generate tabulated reports, charts, perform descriptive statistics and conduct complex statistical analyses.

PRESENTATION OF FINDINGS AND DISCUSSION OF RESULTS

The findings of the study as revealed by the field survey conducted using primary data. The findings are presented in frequency and percentage tables.

General Background Information

In this section, the general characteristics of respondents are presented. These include age of respondent, sex of respondents and from which ward the respondent have had experienced COBET. These are presented in the subsequent sections.

Reliability of the Data collected.

Cronbach's alpha is the most common measure of internal consistency ("reliability"). It is most commonly used when multiple Likert questions have been used in a survey or questionnaire that forms a scale wishing to determine if the scale is reliable.

Table 1: Five service quality dimensional Reliability of Data testing

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.863	.865	5

The above reliability statistics figure shows that the data collected are reliable since 86% is the average of the five dimension questions for services quality that was asked to respondents.

Table 2: Reliability of Data testing for each Dimensional

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Availability of COBET School & centers	52.8182	121.411	.594	.401	.856
Presence of well-equipped teachers who understand COBET system	51.5818	110.766	.666	.467	.839

There are enough COBET facilities and resources	54.4909	113.069	.684	.498	.835
COBET prepare well a street connected child to cope with primary	52.5455	112.030	.753	.613	.819
COBET as a strategy of enhancing access to primary education to street children	49.4364	96.213	.745	.611	.821

The figure above shows the average consistency of each dimension (availability of COBET School & centers, presence of well-equipped teachers who understand COBET system, there are enough COBET facilities and resources, COBET prepare well a street connected child to cope with primary, COBET as a strategy of enhancing access to primary education to street children) and question that was presented to respondents with COBET experiences. The data shows that availability of COBET school & centers question was consistency up to 86%, presence of well-equipped teachers who understand COBET system 83%, There are enough COBET facilities and resources 83%, COBET prepare well a street connected child to cope with primary 81% and COBET as a strategy of enhancing access to primary education to street children by 82%. The generally agreed upon lower limit for Cronbach's α is 0.70 (Hair *et al.*, 1998). This gives confidence that the real situation of the area surveyed was touched by the question. In addition, several data analysis techniques were used. Frequency distributions were obtained to check for data entry errors (e.g., unrecognized or missing codes) and to obtain descriptive statistics.

Response Rate and Age of respondents

The study intended to interview a sample of 100 respondents. The sample reached through the distributed questionnaire to respondent with COBET experiences in two wards.

Table 3: Age of Respondents

Age of Respondents					
	Age	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8-13	31	25.5	25.5	87.3
	14-18	39	61.8	61.8	61.8
	19-24	20	7.3	7.3	94.5
	25-31	6	3.6	3.6	98.2
	32+	4	1.8	1.8	100.0
	Total	100	100.0	100.0	100.0

Source: Field Data collected, 2021

Many respondents were children aged between 14-18, which makes 61.8% of all respondents who participated in this study. Majority of the respondent aged 14-18 were from Ganako ward while the remaining 25.5%, 7.3%, 3.6% and 1.8% were from both wards; Ganako and Qurus. The aged persons with 32+ were from Ganako ward where Mwema COBET centre belongs.

Sex of Respondents

The following result shows distribution of male and female participated in the research.

Table 4: Sex of Respondents

Sex of Respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	66	66.0	66.0	66.0
	Female	34	34.0	34.0	100.0
	Total	100	100.0	100.0	

Source: Field Data, 2021

The study shows that, male respondent were many than female, as 66 were male which is 66% of all respondents and 34 were female, 34.0% of the respondents.

DISCUSSION OF THE EFFECTIVENESS OF COBET AS A STRATEGY OF ENHANCING ACCESS TO PRIMARY EDUCATION TO STREET CHILDREN IN KARATU RESULTS

1. Availability Of COBET School & Centers

The table below shows the results where the discussion is based on the maximum percentage (%), minimum percentage (%), and neutral percentage (%) of both question under this dimension of service quality. Table 5: Availability of COBET School & Centers

DIMENSION	Ganako Ward						Qurus ward					
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total (%)	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total (%)
Availability of COBET School & centers												
There are enough COBET schools and centre near your place	13.6	11.2	21.7	23.6	29.9	100	8	10	10	28	44.0	100
You are walking more than 2 km to get to COBET centre/school	35	40	15	9	1	100	40	20	15	15	10	100
The available COBET centre/school is good for you	50	23.3	16.7	3.3	6.7	100	10	25	22	30	13	100

Sources: Field Data, 2021

Availability of COBET School/centre in the area ensures children possibility of having a chance to access primary school education while unavailability of COBET school/centre reduces the chance for a street child to access primary school education. From the study; 13.6% of respondent from Ganako ward said there is enough COBET school near their place while 29.9% said there are not which implies that, COBET's centers are not enough in Ganako. Additionally, from Qurus ward, 44% of the respondent, strongly disagree that there are enough COBET schools and centre near their place while 40% strongly agree that they are walking more than 2 km to find a COBET centre/school for study. The study also shows that, 10% from Qurus ward also agreed that, they are comfortable with the COBET they are studying while 30% disagreed, this may mean that, the COBET as strategy is good but the way it implemented, it does not attract child to like it as a better way for them to have a second chance to school.

From Ganako ward, 50% strongly agreed that they are comfortable with COBET/centre they are in while 6.7% strongly disagreed with being comfortable with the place they are from Ganako ward. From the study, Ganako ward shows positive response toward COBET while Qurus ward was slightly different especially on the availability of enough COBET schools and centre near the children place and distance from home to school/COBET centre.

2. Presence of well-equipped teachers who understand COBET system

The table below shows the results where the discussion is based on the maximum percentage (%), minimum percentage (%), and neutral percentage (%).

Table 6. Presence of well-equipped teachers who understand COBET system

DIMENSION	Ganako Ward						Qurus ward					
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total (%)	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total (%)
Presence of well-equipped teachers who understand COBET system												
In the COBET centre/school there are well-equipped COBET staff	23.35	10.02	42.83	11	12.8	100	10	23	12	33	22	100
Teachers are teaching well in the classes	40.67	10.90	20.85	20.11	7.47	100	5	11	34	12.4	37.6	100
Teachers are easily tracing a street based child problem in class and find a way to solve it in COBET settings.	21	45	9	12	13	100	21	31.5	9.5	11	27	100

Presence of well-equipped COBET staff in the COBET settings makes COBET an effective strategy of enhancing access to primary education especially to street children who missed the opportunity. From the study in Ganako wards, 23.4% of the respondent strongly agreed that, in the COBET centre/school there are well-equipped COBET staff while 12.8% strongly disagreed. 40.7% of the respondent also strongly agreed teachers are teaching well in the classes and 21% of respondent strongly agreed that teachers are easily tracing a street based child problem in class and find a way to solve it in COBET settings.

On the other hand, from Qurus ward, 10% strongly agreed that in the COBET settings there are well-equipped staff; 5% respondent, responded that, teachers are teaching well in the classes and 9.5% said that, teachers are easily tracing a street based child problem in class and find a way to solve it in COBET settings. 22%, 37.6% and 27% strongly disagreed that, in the COBET centre/school there are well-equipped COBET staff, Teachers are teaching well in the classes and teachers are easily tracing a street based child problem in class and find a way to solve it in COBET settings, respectively. The study findings shows that, in Ganako wards, somewhat COBET proves to be an effective of COBET as a strategy of enhancing access to primary education to street children as more than of 50% of the respondent were positive about the dimensional that there are presence of well-equipped COBET Staff in their school. Presence of well-equipped staff makes it easy for children to have a chance of accessing primary school education through COBET.

3. There are enough COBET facilities and resources

The table below shows the results where the discussion is based on the maximum percentage (%), minimum percentage (%), and neutral percentage (%).

Table 7. There are enough COBET facilities and resources

DIMENSION	Ganako Ward						Qurus ward					
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total (%)	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total (%)
There are enough COBET facilities and resources												
There are enough books for everyone in class	20.98	7.02	12.83	29	30.17	100	5.5	12.95	24	42	25.55	100
Teachers are using teaching aid when teaching	48	20	13	12	7	100	23	16	35	23	3	100

There are enough classes, toilets, chair, tables for everyone in the school settings	49	26	0	16	9	100	5	7	11	35	30	100
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Sources: Field Data, 2021

These are materials and other assets that can be drawn on by a person or organization in order for a person or an organization to function effectively. The effectiveness of COBET as a strategy of enhancing access to primary education to street children is seen when in the COBET settings there are enough COBET facilities and resources. This dimensional was also perceived different to respondent. For instance, the question there is enough books for everyone in the class was strongly disagreed by 30.17% by the respondent from Ganako wards and the same was strongly disagreed by 25.55% of respondent from Qurus. In addition, 20.98% of the respondent from Ganako agreed that there are enough books for everyone in the class while only 5.5% strongly agreed from Qurus wards. From the study, the problem of books appeared to be a serious problem. Most of the COBET depends on government to run and few that depends on donors, they have not been able to secure funds for books for the children in the COBETs. On the question that teachers are, using teaching aids when teaching, 48% of respondent strongly agreed and 20% agreed while 7% strongly disagreed from Ganako ward. In addition, 23% of respondent from Qurus strong agreed that teachers are using teaching aid when teaching, 16% just agreed, 35% were neutral while 3% strongly disagreed. From the study, 48% of the respondent who strongly agreed that teachers are using teaching aid also added that, the teaching aid are used by most of teachers because of close follow up of the COBET schools or centre owners, which most of the school in the wards are non-governmental owned while in Qurus wards, since COBET is under government, most of teachers don't bother using teaching aid as there is not one to go for them. Teaching aids are used only during inspections.

Moreover, 49% of respondent from Ganako wards, strongly agreed that there are enough classes, toilets, chair, and tables for everyone in the school settings, 9% strongly disagreed with the statement while no respondent were neutral. On the same, 30% of respondent from Qurus wards strongly disagreed that there are enough classes, toilets, chair, and tables for everyone in the school settings, 35% disagreed while on 5% agreed with the question. From the study, COBET from Qurus is under government school, all students (fresh and from street for COBET) mixed up in one class making it difficult for children to handle and follow up. The presence of enough facilities for both wards enough for COBET is a problem. This makes it hard for children with street history to easily learn and cope up with primary school system.

4. COBET Prepare a Street connected Child well to cope with Primary School

Table 8: COBET Prepare a Street connected Child well to cope with Primary School

DIMENSION	Ganako Ward						Qurus ward					
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total (%)	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total (%)
COBET Prepare a Street connected Child well to cope with Primary School												
In COBET's children are psychologically prepared not to opt dropping school again at primary.	34	18	23	10	15	100	5	11	45	23	16	100
No discouraging punishment at COBET	30	25	9	11	25	100	23	29	11	23	14	100
Academically, there are individualized children follow up for COBET children.	50	30	0	15	5	100	19	21	23	4	33	100

Sources: Field Data, 2021

The study shows that, 34% of respondent from Ganako strongly agreed that, Cobet prepare a street connected child well to cope with primary school where children are psychologically prepared not to opt. dropping school again at primary, 23% were neutral and 15% strongly disagreed. From Qurus wards, 5% of the respondent strongly agreed that in COBET's children are psychologically prepared not to opt. dropping school again at primary. Additionally, other respondent added that, due to their age in class they thought of dropping school but teachers encouraged them not to and stopped other children not to bully them because of their age. It was also revealed that, 45% of the respondent was neutral while 23% disagreed. Respondent from Ganako ward wards positively agreed because of the COBET centre being under private with few children, it is easy for teacher to have one-on-one psychological support, unlike Qurus ward COBET where the COBET is under public primary school.

Additionally, 30% of respondent strongly agreed that at Ganako ward COBET prepare a street connected child well to cope with primary school as there no discouraging punishment for children, 25% strongly disagree with that. The study also shows that, 29% of respondent from Qurus ward were neutral while 23% also strongly agreed that COBET prepare a street connected child well to cope with primary school as there no discouraging punishment. On the other hands, 50% of respondent from Ganako ward which is equal to half of all respondents strongly agreed that, academically, there are individualized children follow up for COBET

children. From the study, 33% of the respondent from Qurus ward strongly disagreed that, academically, there are individualized children follow up for COBET children. This is possible as in most of the public owned COBET there are many children in the class, that makes it hard for teachers to have an individualize service to children. However, to ensure the success of the COBET, as a strategy for children to access basic primary education, there is a need for indicidulized service to street based children who attendts COBET school. This is posible through remedial classes for COBET classes, home assignment for those with slow learning abilities and psychologically preparing children mindet that though they have spent years on street still they can make it to primary school and achive their dreams.

Also, 23% of respondent from Qurus ward who remain neutral about presence of individualized children follow up for COBET children in their school, represent majority does not want to speak about the situation while it affects them negatively. This is also true to 45% of respondent who were neutral about COBET’s children prepared psychologically not to opt dropping school again while at primary level.

COBET AS A STRATEGY OF ENHANCING ACCESS TO PRIMARY EDUCATION TO STREET CHILDREN IN GANAKO WARD

The table below shows the number of children who were registered at COBET each year from 2007 until 2020. The table also shows the trend of increase and decrease of COBET children based on a year; Registered children in each year, COBET children who dropped school after registration, COBET children who joined with primary school (P/R) = primary school.

Table 9: Street Children COBET Access to primary school level by

GANAKO WARD												
YEARS	REGIST ERED AT COBET (COHOR T I - II)	COBET DRO P O U T	JOINED WITH PRIMA RY SCHOO L (P/R) = Primary School	CHILDREH WHO DID P/R FINAL EXAM	P/R SCHOO L PASS FINAL EXAM	FAILED FINAL EXAM	JOIN SECON ARY SCHOO L	OPTED OUT OF SCHOO L DESPITE PASSING EXAM	FINAL EXAM ACCAD EMIC PERFO MANCE	MALE	FEMA LE	TOTAL
2007	15	2	13	3	2	1	0	2	66.67	2	0	2
2008	15	4	11	8	8	0	7	1	100.00	8	0	8
2009	24	16	8	6	6	0	5	1	100.00	5	1	6
2010	55	16	39	11	11	0	4	7	100.00	8	3	11
2011	61	18	43	41	39	2	33	6	95.12	16	23	39
2012	62	22	40	24	22	2	18	4	91.67	14	8	22
2013	55	25	30	15	15	0	9	6	100.00	7	8	15
2014	62	25	37	20	18	2	13	5	90.00	10	8	18
2015	69	26	43	24	20	4	17	3	83.33	12	8	20
2016	61	25	36	35	34	1	28	6	97.14	16	18	34
2017	53	27	26	25	24	1	21	3	96.00	9	15	24

2018	62	23	39	35	35	0	33	2	100.00	16	19	35
2019	63	25	38	24	24	0	24	0	100.00	11	13	24
2020	53	26	27	18	17	1	16	1	94.44	10	7	17
TOTAL	710	280	430	289	275	14	228	47	86.86	144	131	275
	COBET TO PRIMARY							PRIMARY TO SECONDARY		(%)		
	Dropouts	39.44						Opted out	13.14	MALE	52.36	
	Continue	60.56						Continue	86.86	FEMALE	47.64	

Sources: Mwema Children Centre, Education Department Statistics, 2021

The study shows that, Ganako ward has reached 710 street children since 2007 to 2020 while 280 (39.43%) children of all the children that was registered at Ganako ward COBET school dropped, the main reason being, lack of enough COBET centre making children walking more than 2km distance from home to a COBET centre and lack of food access to most of children while they are at COBET school and home.

The study reveal that, most of COBET street based children dropped school in first place because they did not have access to food while at home, so, they entered in street to beg for food or by doing small activities such as selling scrapers that will enable them to get paid and have ability to buy food. These children, when they went to school they didn't have food too as food at school is offered to those who have paid/contributing for it and this was very common to most of boys who dropped school. Additionally, most girls who attended COBET classes in both wards are housemaids who are allowed by their employers to attend COBET program but once the employers don't get into terms with them, they normally stop them from attending the classes and/or send them where they came from which makes it hard them to continue attending the program.

The study also indicate that, 430 children, (60.56%) at Ganako ward are the children whom COBET as a strategy of enhancing access to primary school education to street children has enabled. Also, 289 (67.21 %) children did final examination while 275 (63.95%) passed the examination and 228 (58.02%) made it to secondary school education.

Moreover, the study shows that, 60.56% of all 710 children who had opportunity to COBET passes the examination and had to a chance to continue and accessed primary school education while 39.44% drouped out despite being registered at under COBET system. Out of 228 children who made it to Secondary school, 52.36% were boys and 47.64% were girls. This means that, though most of girls who passes on COBET were housemaid, still they managed to make it to primary school and then secondary school. From the study, the report shows that, 86.86% is the general perfomace of COBET as a strategy of enhancing access to primary education to street children. This means that, 86.86% of all children who passes through COBET had accessed primary school education despite the difficulties.

COBET AS A STRATEGY OF ENHANCING ACCESS TO PRIMARY EDUCATION TO STREET CHILDREN IN QURUS WARD

The study shows that, COBET in Qurus ward begun in 2013. The table below shows the number of children who were registered at COBET each year from 2013 until 2020. The table also shows the trend of increase and decrease of COBET children based on a year; Registered children in each year, COBET children who dropped school after registration, COBET children who joined with primary school (P/R) = primary school.

Table 10: Children COBET Access to primary school in Qurus ward

QURUS WARD												
YEARS	REGISTERED AT COBET (COHORT I - II)	COBET DROP OUT	JOINED WITH PRIMARY SCHOOL (P/R) = Primary School	CHILDREN WHO DID P/R FINAL EXAM	P/R SCHOOL PASS FINAL EXAM	FAILED FINAL EXAM	JOIN SECONDARY SCHOOL	OPTED OUT OF SCHOOL DESPITE PASSING EXAM	FINAL EXAM ACCADEMIC PERFORMANCE	MALE	FEMALE	TOTAL
2013	10	4	6	6	6	0	5	1	100.00	2	4	6
2014	8	1	7	8	7	1	7	0	87.50	4	3	7
2015	11	3	8	9	9	0	9	0	100.00	4	5	9
2016	13	1	12	12	12	0	11	1	100.00	5	6	11
2017	11	0	11	11	11	0	11	0	100.00	6	5	11
2018	8	0	8	8	8	0	8	0	100.00	2	6	8
2019	11	3	8	8	8	0	7	1	100.00	2	5	7
2020	6	0	6	6	6	0	6	0	100.00	2	4	6
TOTAL	78	12	66	68	67	1	64	3	92.13	27	38	65
	COBET TO PRIMARY							PRIMARY TO SECONDARY		PERCENTAGE		
	Drop outs	15.38						Opted out	7.88	MALE	41.54	
	Continue	84.62						Continued	92.13	FEMALE	58.46	

Sources: Njiapanda Primary School, COBET Statistics, 2021

The study shows that, Qurus ward COBET has reached 78 children since the centre was introduced, an average of nine children a year. Also, the study reveal that, 12 children (15.38%) of all children who was enrolled in COBET dropped out while 66 children (84.62%) continued with primary school education. The 84.62% of 78 children at Qurus ward are the children whom COBET as a strategy of enhancing access to primary school education to street children has enabled. In addition, 68 children (87.18%) did their standard seven final examinations and only one failed (1.28%) while 67, (85.90%) children passes the examination qualifying for secondary school education which is equal to (82.05%). Three children opted out of school despite being qualified for secondary school education. The general performance of COBET children who studied at Qurus ward show that, 92.13% made it to secondary while only 7.88% opted out of secondary school. The study reveal that, 41.54% of all the children whom COBET enabled them to have access to primary school education was male while 58.46% were female.

Despite good performance of Qurus COBET, the study reveals that, 12 children (15.38%) dropped out of COBET because of lack of food at school. This forced them to go in the street, beg for food, and forget about school while other children dropped school due to lack of school accessories.

RECOMMENDATION AND CONCLUSION

Recommendations

Generally, the study indicated that the main problems that COBET programmes faced in achieving access to primary education in Karatu were mainly four namely:

- a) Not enough schools which offers COBET Programs makes children walks more than 2km to find a nearby COBET school/centre,
- b) Limited financial resources that limited the operations as most of COBET doesn't have enough facilities and resources to fit the children
- c) Lack of qualified teachers as well as fewer teachers with COBET system understandings,
- d) Truancy to most of COBET pupils as 39% of respondent from both wards claimed the presence of discouraging punishment at COBET centers makes them hate COBET.
- e) Most the pupils, especially girls, who attends COBET classes in the two wards in Karatu are housemaids who are allowed by their employers to attend COBET program but once the employers don't get into terms them, they normally stop them from attending the classes and/or send them where they came from which makes it hard them to continue attending the program.

The mechanisms used to achieve COBET goals in accessing primary education.

- Insist on school-based food feeding programme which must be freely available in school to street based children in order for them not to think of going back in the street searching for food as 87% of drop outs was due to lack of food both at home and at school.
- Increase the centers for COBET program in the district and provide necessary school materials to all COBET centers/school as most of the street children in these settings are coming from poor background and they cannot achieve to the school materials
- Improve the qualifications of teachers on COBET system understandings in the COBETs settings
- Discouraging punishments to COBET children and insist on remedial classes for COBET children and insist on children follow up on COBET children.
- Awareness creations on COBET programme to community and collective efforts among the educational stakeholders in order to ensure that children are going to school at early age and for those who misses they can access it through COBET at a convenient distance with the availability of all resources to push the operations of COBET as COBET doesn't have enough facilities and resources to fit the children

CONCLUSION

The study shows that, 72.59 % of all children who had accessed COBET made it to primary school education while only 27.41 % failed/opted out. Therefore, the study concludes that there is a significant increase in the percentage of street children who have accessed primary school education through COBET system from 2007 to 2020, which is up to 32.78% of all general enrolment. This means that, COBET in Karatu has widened pupils' access to primary education and it is hard to deny the effectiveness of COBET as a strategy of enhancing access to primary education to street children in Karatu District, Arusha.

However, despite the increase of access to primary education to street children, the sustainability of the COBET programme would depend on close cooperation between the governmental institutions that deals with education, non- governmental organizations, communities and donors to ensure that many children are getting the chance to school again via COBET system. The perceptions of stakeholders were positive about the impact of COBET. Additionally, the direct beneficiaries such as pupils and teachers were more positive about the effects of COBET, arguing that it enabled the recipients to overcome the daily life hurdles that demand basic literacy, which COBET offers for those who did not have a chance to school.

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