
IMPLEMENTATION OF EDUCATION RIGHTS FULFILLMENT FOR STREET CHILDREN BY THE LOCAL GOVERNMENT

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ABSTRACT

Children and education are two related elements to each other. Both the central and local governments have also issued policies that govern the education of children. But in fact, education for the street children has been still faced with some obstacles during the implementation. This research was conducted in Padang Municipality. This research was the result of the field studies to describe and analyze how was the effort of the fulfillment of the education rights of the street children in Padang Municipality. The research was conducted using qualitative research method where data collection techniques by interviews with several related stakeholders to this policy, observed the phenomena that have related to the policy, and do library research from any references such as the government's document and scientific research and tested with by triangulation sources techniques. The research result shows that there are some difficulties during the fulfillment of street children's education to implement by the few stakeholders. In addition, the incapability of these polices to provided clarity to each process of the policy implementation so that the output of the policy has not been able to be reached to the maximum.

Keywords: Rights Fulfillment, Education Rights of Street Children, Padang Municipality

INTRODUCTION

Children are the investment and the hope of the future of the nation as well as the future successor generation. As the successor to the future of a nation, children should receive the widest opportunity to grow and develop with reasonable both physically and spiritually. The fulfillment of the rights of the children to be an absolute thing so that children can grow and develop properly so that it can produce a good quality generation. The Constitution of the Republic Indonesia of 1945 has been considering that "every child has the right to survival, growth, and development, and is entitled to protection from violence and discrimination."

Based on the results of the Child Rights Convention (CRC), the forms of children's rights consists of 4 categories. Eddyono (2007: 2) explains that the things contained in the CRC, namely the right to survival, the right to protection, the right to development, and the right to participate.

Azizi (2014: 1) in his research explain more specifically, the right to development, means that the child's right to development is the right which covers all forms of education, both formal and non-formal as well as the right to achieve a standard of living adequate for physical, mental, spiritual, moral, and social development.

Education is another form of investment that could determine the future of the nation, similar to that delivered by Haryani and Hermawati (2019: 37) that education is a future investment. So the education obtained and should be enjoyed quality education and has featured, in order to be equipped to face the challenges of life in a highly competitive global (Rashid, 2015: 566).

Therefore, Deawinadry and Hashim in their research (2017: 158) contend that the state, local governments, communities, families, and parents are obliged to provide protection and ensure the fulfillment of child rights based on the duties and responsibilities. To expressed its concern over the issue with seriousness, the government has issued few policies which became the basis for guaranteeing education rights fulfillment of the child, which is like the Law No.23 of 2002 on Protection of Children and the Law 20 of 2003 on National Education System, as well as in Regulation of the Minister of Woman's Empowerment and Child Protection of the Republic of Indonesia Number 5 of 2011 on the Rights of the Child Education Compliance Policy.

As time goes by, policies related to efforts to fulfill the rights of children are also issued by the local governments. In Padang Municipality, the form of policy issued by the local government is in the form of Local Regulation of Padang Municipality No. 2 Year 2012 on the Coaching and Child Protection. On the body of the policy includes all rules relating to the rights of children include the children's education rights.

The central and local governments have been made an effort to solved the problems of the fulfillment of the rights of the children. It's confirmed by the fact by the existing rules or policies issued by the government which regulates the fulfillment of child rights. However, in order to fulfill the education right, as well as on access to education is still faced with several obstacles, as there are some difficulties faced by some people as Affandi assert (2017: 220)

such as first, the lack of the availability of educational facilities sufficient to accommodate all the participants learners; second, the cost of education is still to be incurred by the parents of learners; third, the policy issued by the state, in this case both central and local government, which allegedly have not fully opened equal opportunity for all people in obtaining education in an open, equitable, and fair. Tamara in her research (2017: 59) mentions that another factor which is often the cause of the problem faced by children is the environmental factor.

The high number of dropout rates can be an indicator of the difficulty of fulfilling education rights could be achieved. This phenomenon can also be affected by other factors as Jamiludin et al assert (2018: 103) that lack of knowledge about the significance of education in their life is also one of the reasons for the lack of awareness to attain a decent education. One way to resolve this problem is to approach them personally. In West Sumatra, Padang Municipality became the first rank with the highest dropout rate compared to 18 regencies/municipalities in the academic year 2017/2018 with the total number of dropouts at all levels of education as many as 622 people (Kemendikbud, 2017/2018).

The dropout phenomenon also gave out an impact on the environment. As written by Gunawan in Muamalah research (2017: 6) says that the problem of dropouts, especially in the low education level, then it does not work and a fixed income, can be a burden on society and often disrupt the peace of the community. The problem of dropouts can cause disturbances in the community in the form of mischief contrary to social norms are positive. One type of public tranquility disorder may be the existence of street children.

According to Local Regulation of Padang Municipality No. 2 of 2012 on the Development and Protection of Children, street children are interpreted with children most of his time on the streets or public places with a minimum of four hours a day within a month. Further in Padang Mayor Regulation No. 41 Year 2017 on Procedures for the Development of Street Children, explained that street children are divided into three parts, namely street children of the age of five, street children of school age, and street children of productive age. Street children aged under five are street children aged 0-5 years. Street children of school age are street children aged 6-15 years. And street children of productive age are street children aged 14-18 years.

Ideally, every child aged under 18 years are still under the responsibility and supervision of their parents in full. But some children fared less fortunate so that they have to go to the streets to earn money. As stated by Jamiludin et al (2018: 103) that these children deserve a

decent education to upgrade their knowledge and time to play and gather around with their friends, but due to financial concern, they could not obtain what they are supposed to get. Instead, they are more concerned about earning money to meet their family needs.

Street children are the most vulnerable groups in the effort to fulfill the education right. Wandimu and Laha in their research (2016: 1) point out that they (street children) often do not have an education and basic skills necessary to deal with the risk factors and cope with adversity. Similarly, IEC and Thompson in Kisirkoi & Mse (2016:89) says that it is difficult for street children to enroll and Werner in learning centers and schools. Moreover, based on the results of research by Nature and Wajidi (2014: 55) found that they (street children) complained that they were denied admission in public and private sector schools. The children also protest that they were treated in society as the rejected lot. Therefore, they need a special approach in fulfillment of the education right to running optimally so that they could minimize the discriminatory and contrary to the mandate of the law.

Education policy for street children in Indonesia is managed entirely by each local government as a form of decentralization of education (Syahrul and Ward, 2017: 118). So to anticipate the discriminatory action on the education of street children, the government of Padang Municipality has been released the Local Regulation of Padang Municipality Number 2 of 2012 on the Development and Protection of Children, which in the body of the regulation contained one part, namely in article 30 which stated that local governments are obliged to implement social welfare for street children, and social welfare can be in the form of provision of educational services. In Article 24 is also stated that the local government must provide the widest opportunity for children to get an education. The policy has become the basis in fulfilling the right to education of street children in the Municipality of Padang.

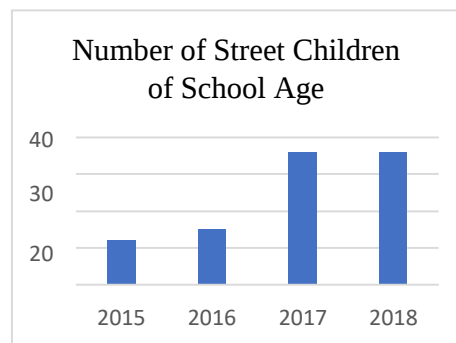
In order to follow the policy of Local Regulation of Padang Municipality No. 2 of 2012 on the Development and Protection of Children, related to the fulfillment of the education right of street children, the government of Padang Municipality launched a derivative of policy such as Rule of Mayor of Padang Number 41 of 2017 on Procedures for Development of Street Children where the Article 19 point f mentioned that one of the efforts to rehabilitate the street children in school-age is by placement. Further described in Article 20 (6) placement, as contemplated in section 19 is the activity returns to the family and or facilitated to obtain the opportunity to attend formal and non-formal education.

Besides being based on local regulations and rule of mayor that have been issued by the

Padang Municipality Government, in order to fulfill the education right of street children is also supported by the MoU were conducted by the Social Agency of Padang Municipality together with several stakeholders such as the Agency of Education Padang Municipality and Civil Service Police Unit of Padang Municipality.

Figure 1.

Number of Street Children of School Age



Source: Social Agency of Padang Municipality, 2019

However, even though there have been some policies that became law in fulfilling the educational rights of street children, there are still some phenomena and the intensity of the presence of street children. The fulfillment of the educational right becomes very difficult; in fact, it is not functioning optimally. Aulia (2018: 333) spells out that this far, the attention given to street children has not been sufficient due to government efforts to empower street children yet, it can be seen from the children who were still in the streets.

It also has implications for the increase in the number of cases on street children that occurred in Padang Municipality last few years. This is also closely related to educational status. It is relevant to what Raharjo (2018:63) asserts that one of the reasons the existence of street children who rely on the road is due to educational factors. Education must be provided to the street children as their right and not as some favor. Therefore, no discrimination should also exist in the quality of education for these children (Alam and Wajidi, 2014:55).

Thus, this research is important to do to evaluates how the implementation of education policies to carried out the fulfillment of the rights of street children in the Padang Municipality. Analysis of policy implementation and fulfillment of the educational rights of street children in the Padang Municipality will provide the knowledge and an option to related stakeholders as future improvements.

The Application of Fulfilling of Educational Rights of Street Children in Padang Municipality

Public problems as its terms of fulfillment of the rights of street children's education requires the cooperation of all levels of stakeholders and society. Therefore, it needed a hierarchical conformity among those stakeholders. One of the essential characteristics that need to be owned by every legislation is the ability to integrate the hierarchy of the implementing agencies. Agustino (2014: 146) says that the inter-agency coordination aims to facilitate the course of policy implementation. According to Subarsono (2006: 97), the failure of a program is often due to the lack of vertical and horizontal coordination among agencies involved in the implementation of the program. Looseness of integration between the executing agency will cause variations in implementation among stakeholders because they will respond by making certain modifications in accordance with the incentive to modify. Therefore, any good policy must have the ability to integrate the hierarchy of the implementing agencies.

The implementation of fulfillment policies of the educational right, especially for street children as a group target that handled by the government of Padang Municipality through the program of handling of street children and the integrated development pattern in which the program is launched by the Social Agency of Padang Municipality. According to Mayor Rule of Padang No. 72 of 2016 on Position, Organizational Structure, Duties, Functions, and Administration of Social Agency of Padang explained that the agency has the task of helping the Mayor implementing government affairs social fields, ranging from social issues, social welfare, to social rehabilitation, including problems related to street children.

Aulia (2018: 332) says that the government needs to do partnerships with outsiders where the government authorities have the authority to coordinate and develop partnerships among government agencies as well as with communities and the private sector. This has been done by the Government of Padang Municipality, where the government through the Social Agency of Padang as institution which concern in addressing social problems launched the program handling street children through the development patterns integrated by creating a partnership form of MoU with relevant agencies, such as the Agency of Education Padang Municipality and aided also by Civil Service Police Unit of Padang Municipality.

Civil Service Police Unit of Padang Municipality has the task to catch street children in

Padang Municipality, but often mobility or movement of street children from one location to another location complicates data collection will be done (Nurhidayat, 2012: 13). Once captured, street children will be communicated with the Social Agency of Padang Municipality and recorded back in, and then it is decided how to form of follow-up to be taken in the handling of the street children are netted. Once captured and recorded back in social services, related to the effort to fulfill the education right, social services in collaboration with the agency of education.

In this case, in accordance with the guidelines for the handling of street children, the Agency of Education of Padang Municipality has the duty to facilitate street children who have been scouted to return to the scope of both formal and non-formal education. It is also in accordance with the duties of the agency of education, which is at the Early Childhood Education both non-formal and informal which is one part of the Education Agency of Padang Municipality which has the task of managing the affairs of the Local Government in the field of early childhood education, non-formal and informal. But the education agency did not act alone but operated on by a non-formal institution called CLC (Community Learning Center). So that equality education program, which is operated by CLC, is in the guidance and supervision of the Early Childhood Education Section.

Implementation of Education Rights Fulfillment to Street Children in Padang Municipality

Implementation becomes an important stage in the policy process in achieving the objectives of the policy. Implementation of the policy can be seen by comparing the target of government policies (objectives and benefits) with the beneficiary policy in this regard is the community. This means that if the contents of the policy issued to provide benefits to people that this policy is considered successful. Conversely, when people assume that the program issued by the government is not effective enough that this policy is considered a failure. On the other hand, Keban (2008: 67) tells that the implementation of the policy is a step where the policy has been adopted implemented by certain administrative units to mobilize funds and resources available.

Mazmanian and Sabatier (1979: 541) argues that the crucial role of implementation analysis is to identify the factors roommates statutory affect the achievement of objectives throughout this entire process. In implementing the policies of the fulfillment of the educational rights of street children, the Padang Municipality Government through the Social

Agency, the Agency of Education, and the Civil Service Police Unit been a prime mover in the implementation of this policy. Every institutions or agency involved have duty and function respectively. Technical implementation of this policy is carried out by respective duties of each institution of local government involved and refer to the guidelines for the implementation of the handling of street children issued by the Social Agency of Padang Municipality based on an agreement (MoU) in the handling of street children through the development patterns of integrated carried by the Social Agency as the leading sector.

Technically, implementation of this policy will be carried out first by the Civil Service Police Unit of Padang Municipality as the authorities do the catch to the street children, and street children who already netted will be handed over to the Social Agency. After the street children captured and handed over to the Social Agency, then the Social Agency will conduct an assessment and survey on street children, and street children will be validated feelings or desires if they have the desire to be able to get their education back or not. If the street children tell that they will be studying again, the Social Agency will coordinate with the Agency of Education to further facilitated by the Education Agency. This is in accordance with its duties, as stated in the guideline for handling street children. However, to arrive at this stage is not easy.

From the result of the field studies, it is found that the technical difficulty of the problem that was about to be controlled is also influenced by other factors such as the diversity of the target group behavior. This variability is influenced by several factors, such as internal and external factors. Internal factors can be interpreted on their own personal preference, while external factors can be interpreted by environmental influences and knowledge that make them respond differently depending on the policy. They (street children) are citizens who are entitled to educational services, but on the other hand, they can not leave the habit of making a living on the streets (Tarwilah, 2013: 61).

As stated by Nugroho (2014) that street children will think in advance of what is obtained from participating in the detention activities. On the implementation of the policy of fulfilling the education rights of street children in Padang Municipality, it can be seen that the tendency that occurs among the behavior of this target group is the existence of rejection from them to be facilitated their education.

In addition, due to the diversity of the behavior of the target group of this policy, documenting the data well also have an impact on whether or not the problem is easy to

control. This relates to the percentage of the total population of the target group, which is an issue that is difficult to control when the implementer not knowing well and can not be mapped out with clear which target group and which the population is. It is similar to what Andari (2016: 81) says that the handling constraints faced by the government is difficult to obtain exact data on street children because mobility is high enough. From the result of the field studies, it known that the Social Agency of Padang Municipality does not have data with well documented, so they also don't know how to map from the target group for this policy, until in the end this will increasingly make the technicalities of this policy are becoming increasingly difficult to do when they do not know and do not have data related to the educational status of street children.

On the other hand, the scope or coverage desired behavior change policies will also affect whether or not the problem was easily controlled (Wahab, 2012: 83). In the context of policy implementation of fulfillment of educational rights of street children, behavioral changes expected with regard to their consciousness to aware of their education, but as has been stated by Mazmanian and Sabatier in Subarsono (2006:96) that a program that aims to provide the knowledge or cognitive will be relatively easier to implement than a program that aims to change people's behavior. As his thing with the fulfillment of the right policy toward street children's education, then it can be concluded that in broad outline, the implementation of the policy of fulfilling the right of education to street children is a difficult problem to control.

In principle, every policy must be able to structure the implementation process (Wahab, 2012: 86), this can be seen through some of the points that are considered important and to clarify the intent of the variables of this is to describe the formal objectives to be achieved clearly (clarity of policy content), the adequacy of the adequate causal theory, the accuracy of the allocation of financial resources or adequate financial policy, cohesion of hierarchies within and among the implementing agencies, clarity, and consistency of the existing rules on implementing agency, the level of commitment of government employees to the policy goals, as well as to provide access or the opportunity to participate to outsiders or private or non-governmental organizations in the implementation process.

If it is seen from the ability of those policies in elaborating clarity of the policy objectives based on the result in the field can be seen that the clarity of the content of policies of the fulfillment of educational rights of street children in Padang Municipality is still not

functioning optimally. It caused by the policy of fulfillment of educational rights to street children is not the policies with the nomenclature of its own, namely 'policy of fulfillment of the education right of street children', but it contained within the body of other policies and with another nomenclature anyway, so that based on interviews result with informants note that there are some implementer who does not quite understand about this policy, which is where this resulted to the course of implementation of policies of fulfillment of educational rights to street children itself.

In general, policy of fulfillment of education rights of street children in the Municipality of Padang has had a causal theory that is adequate, and it is characterized by having a few rules that become the legal law of this policy as Local Regulation of Padang Municipality Number 2 of 2012 on the Development and Protection of Children as well as the Padang Mayor Regulation Number 41 of 2017 on Procedures for the Development of Street Children. However, when viewed more rules that have been owned Padang Municipality Government as the legal protection of policy of fulfillment of education rights of street children can still be said to be minimal, since the legal protection has been unable to provide clarity to the policy in more specifically.

On the budget side, the Padang Municipality Government has recorded a fairly good budget and budgeted in Padang Municipality Budget on education. Funding budgeted in 2018 increased to Rp. 230 billion previously Rp. 209 billion in 2017. These funds will be allocated to all types of educational needs, including for education fund that can be accessed and enjoyed by street children: education equality/ package. The Agency of Education of Padang Municipality is one of the institutions that received funding from the Budget of the Padang Municipality. It also has a budget arrangement that caters to educational equality. However, the budget allocated by the agency of education is relatively insufficient, this is evidenced by the findings in the field that the amount of the budget on the implementation of equal education during the last three years will be less than the amount of funds allocated in the budget plan. Learning centers as an institution and the operational of equality of education was also felt the impact and experiencing financial difficulties caused by the uncertainty of aid to be channeled through the education agency.

Meanwhile, if viewed from the existing budget to the Social Agency, it is known that social services do not have budgets that cater specifically to the activities of the fulfillment of the educational right to street children, but the budget for these activities combined with some

other activity related to street children on the program budget for the overall handling of street children. It can be concluded that in terms of allocation of resources/finance is still not running optimally and maximum.

In connection with the capability of policy in the structuring of the process of implementing, a policy should be able to explain and describe the integration of the hierarchy within and between the implementing agencies. The integration of the hierarchy can be seen through the quality of coordination in implementing the policy. When it is seen in the implementation of education policies towards the fulfillment of the rights of street children in the Municipality of Padang on the findings in the field can be concluded that the integration of hierarchy or coordination that exists is not yet optimal. Generally, this is caused by the weakness in elaborating policies and explain the content of the policy so that it will have an impact not only on one aspect. As well as the integration of this hierarchy, weak coordination caused by the confusion of the existing rules, both from the policy itself and the rules of the implementing agencies.

Another factor that also influences the policy implementation process is the extent to which the opportunities for participation are opened to private and non-governmental organizations. It is seen that the Government of Padang Municipality has opened opportunities for participation in the private sector and NGOs. This is evidenced by the involvement of Community Learning Center (CLC), but access to the participation of the CLC as outsiders have no legal certainty related to participation and the associated restrictions that they must do. So the fact that CLC can reject street children who want to participate in education arbitrarily. In this case, the CLC can not be blamed entirely, because there is no clarity on the rules of the game and the rules of their involvement in the fulfillment of the right to education of street children.

In implementing a policy, the environment outside policy is well beyond the impact is influential on outcomes of interest that have been prepared by the policy. As for the environment referred to in this variable is related to socioeconomic conditions and technology, public support, the attitude of the electorate, the support of the superior officers, as well as the level of commitment and skills of officers and implementer.

Related to socioeconomic conditions and technology, then in terms of policy implementation fulfillment of educational rights of street children in the Municipality of Padang and based on from the field studies found that the street children have a tendency to

reject this policy due to the low economic conditions that they are forced to remain in road than their education. Meanwhile, the point of view of social conditions, based on the result of field study, it has known that social problems related to street children, have not become a concern of the government, which is reflected in the actions taken by both the Social Agency and the Education Agency of Padang municipality.

Based on the interview result with informants in the social agency and education agency show that there are still many problems that more urgent than the problem of street children's education. So that the tendency is the attitude that "half measures" to solve this problem, it was also felt by the public, visible public support in this policy are still fairly "between being and not" because there are still many people who are not so concerned with these issues, not least in the constituency or group who is a constituent member of the board.

The group of voters interpreted as a group that is able to provide intervention against the decision made by the implementing agencies. In this study, the Regional People's Representative Assembly of Padang Municipality used as part of a group of voters as irrelevant to the meaning of the electorate. From the result of the field studies findings that the Regional People's Representative Assembly as having the authority to draft the policy or regulatory regions have not had the intention to formulate a more specific policy related to the fulfillment of the rights of street children's education. So it can be said that the role of a group of voters has not been able to provide a significant impact in the successful implementation of education policies towards the fulfillment of the rights of street children in the municipality of Padang.

The implementation of policies of the fulfillment of the educational rights of street children is also not immune to the official support supervisor. The size of the support provided by stakeholders can have a considerable impact in the process of policy implementation. The support can be through some kind of way. In Padang Municipality, a superior officer has provided support in the form of material in the form of their budgets and non-material form of motivation. However, based on the reality on the ground is known that the superior officer, in this case, is the superior officer in the Education Agency of Padang Municipality rated yet to provide optimal support, especially on the support of the material.

This is evidenced by the amount of the budget amount budgeted by his subordinates for the implementation of educational equality or packages that would not be approved like the amount that has been designed. The approved funds are always under budget targets that had

been designed by his subordinates.

Those things that have been described previously were, in the end, will lead to the commitment of the implementer of the policy. When viewed and considered further, any points of the problems this policy environment variable, which starts from socioeconomic conditions and technology, public support, the attitude of the electorate group, and support superior officers will be closely related to the commitment of the implementer of the policy. But it can not deny that there are other things that are impediments in the implementation process to the policy of fulfillment of the education right to street children in the Municipality of Padang is as described in the previous section.

When viewed through the stages of implementation, each of the stages that can be termed as the endpoint (Wahab, 2012: 103), each stage is also the input for success at another stage. The stages of the implementation process are policy outputs of implementing agencies, compliance of the target group to the policy output, the real impact of the policy, the impact of perceived policy outputs, and eventually leads to the improvement of the regulations.

Output of policy from implementing agencies, namely the Social Agency and Education Agency of Padang Municipality in the form of efforts undertaken in order to fulfill the education right of street children it can be done well. Based on several interviews result with informants can be concluded that the output of the education rights fulfillment policy toward street children is facilitated to pursue education without being discriminated against or made difficult to get it because of the existence of cooperation with education agency.

However, not all regulations are to be successfully implemented (Deawinadry and Hashim, 2017: 174). What has happened in reality is the compliance of the target group to the policies output is not in line with the output of the policy. It is characterized by the rejection of street children as the target group for being facilitated in their education rights. Basically, the rejection that occurs due to factors inherent in the target group, in addition to the presence or absence of a sanction in policy, would also have an impact on the compliance of the target group on the policy. In the policy of fulfillment of the right of education to street children in the Municipality of Padang is not loaded sanctions against violations committed by the target group if they do not be able to cooperate with the implementing agency.

Table 1.

Number of Street Children Based on Criteria

Criteria	Years			
	2015	2016	2017	2018
Total Number of Street Children	29	45	78	117
Number of Street Children of School Age	12	15	36	55
Number of street children getting the education	2	2	7	19
Number of Street Children Who Have No Education / Drop Out	10	13	9	36

Source: Data Processed through the document of the Social Agency of Padang Municipality, 2019

As can see from Table 1, there was an increasing number of cases on street children in any various criteria, especially in the case of street children who have no education. Then refer to these data, it is necessary to make an improvement of policy.

After all the stages of the implementation process has been studied more deeply, the end of this long process is the improvement of the rules, as stated by Mazmanian and Sabatier (1979). On the implementation of policies of the fulfillment of education rights to street children seen that there are some aspects that need to be addressed in the future. Based on interviews result with several informants, repair, if required, is the fulfillment of the right to enact policies against street children's education into one unified product stand-alone policy, not a policy that is in the body of another policy. These steps need to be taken in view of the facts on the ground, which indicates a lack of understanding will implementer of this policy.

CONCLUSION

From the results of research conducted in the Padang Municipality, it is known that the implementation of policies of the fulfillment of education rights to street children in the Municipality of Padang has not run optimally. It is characterized by several problems were found at the time of this policy is applied such as various technical difficulties faced by the implementer as the diversity of the behavior of target groups that are difficult to captured and controlled, the difficulty in documenting the data properly and regularly, and the difficulty in changing the behavior of the target group.

Besides, there are other things that become obstacles in the implementation of policies of the fulfillment of education rights to street children, such as the clarity of policies still tend to be blurred because of this policy resides in the body of another policy, causing the implementer was difficult to understand the contents of the policy. Misunderstanding of implementers in translating policy also had an impact on the lack of commitment and coordination among the institutions that are supposed to do much more leverage. Therefore, the policy of fulfillment of education rights to street children is in need of repair legislation for the creation of a detailed policy that does not lead to multiple interpretations.

Besides, the allocation of funds or financial resources in this policy can be said to be not optimal, because the funds budgeted for addressing the educational rights of street children every year are always under budget budgeted and any existing funds can not be allocated and used optimally. This is related to the lack of support given by the superior officers because they have a significant role in approving the draft budget prepared by subordinates.

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