

ABSTRACT

Education is a fundamental right guaranteed by the constitution for every citizen, including street children who represent a vulnerable group within society. This study aims to analyze the role of the Tasikmalaya City Government in fulfilling the right to education for street children using Katarina Tomasevski's 4A framework, which includes availability, accessibility, acceptability, and adaptability. This research employed a qualitative approach with data collection techniques consisting of interviews, observations, and documentation. Informants included local government officials, street children, and parents of street children in Tasikmalaya City.

The study indicates that the Tasikmalaya City Government has provided access to education through formal schools and alternative education programs such as community learning centers (PKBM). However, there is still no comprehensive and specific educational program designed for street children. The government tends to prioritize social control approaches rather than adaptive educational strategies and does not yet have local regulations specifically addressing the fulfillment of educational rights for street children. As a result, access, acceptability, and alignment of educational services with the needs of street children remain limited. Economic challenges, low learning motivation, social stigma, and insufficient learning support also pose major obstacles to fulfilling their right to education.

This study concludes that the fulfillment of educational rights for street children in Tasikmalaya City is not yet optimal, particularly in terms of accessibility and adaptability. Strengthening community-based education programs and enhancing cross-sector collaboration are necessary to ensure comprehensive fulfillment of educational rights for street children.

Keyword: *Regional Government, Right to Education, Street Children.*