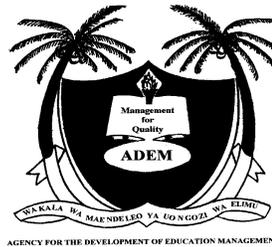


**UNITED REPUBLIC OF TANZANIA**  
**MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**  
**AGENCY FOR THE DEVELOPMENT OF EDUCATIONAL MANAGEMENT**  
**(ADEM) BAGAMOYO**



**PERFORMANCE REPORT ON CHILD RIGHTS  
CONVENTION PROJECT CONDUCTED AT ADEM –  
BAGAMOYO JUNE 2008 – MAY 2009**

**Prepared by Tanzania Team Change Agents Batch 8:**

1. Germana Sondoka Mung'aho
2. Lucas John Mzelela
3. Suzana Samwel Lushinge

**MAY 2009**

## TANZANIA TEAM, CRC CHANGE AGENTS 2008



### CHILD RIGHTS CONVENTION CHANGE AGENTS BATCH 8, POSING AT A GROUP PHOTO AT LUND UNIVERISTY, SWEDEN JUNE 2008

1. The first liner is **Germana S. Mung'aho**- The Headmistress of Kibasila Secondary School, Dar es Salaam
2. The middle liner is **Suzana S. Lushinge**- The School Inspector, Eastern Zone, Dar es Salaam
3. The back liner is **Lucas J. Mzelela** – The Educational Management Trainer at ADEM, Bagamoyo

### **PROJECT SUMMARY**

<b>PROJECT TITLE</b>	Incorporation of CRC in Educational Leadership and Management Trainings at ADEM- Bagamoyo
<b>FOCUS POPULATION</b>	ADEM trainers, DEMA students, Dunda Secondary School teachers and students, Educational officials who come at ADEM for Leadership and Management Trainings
<b>GEOGRAPHICAL COVERAGE</b>	Bagamoyo and other parts of Tanzania Mainland
<b>PLANNED ACTIVITIES</b>	<ul style="list-style-type: none"> <li>- Conducting Training Needs Assessment on CRC status at Primary and Secondary Schools.</li> <li>-Developing Training Manuals for CRC Awareness creation for Short courses participants and sort out themes to be incorporated in DEMA Curriculum.</li> <li>-Capacity Building on CRC Awareness Creation to Educational officials at primary and secondary schools in Tanzania Mainland.</li> </ul>
<b>PROJECT ANNUAL TARGET</b>	Conduct CRC Awareness Creation capacity building to ADEM staff, DEMA students, Dunda Secondary School teachers and Students, a number of Educational Officials who come at ADEM for short courses Management trainings.
<b>PROJECT PARTNERS</b>	ADEM, SIDA, UNICEF, Previous batches of CRC Change Agents.
<b>TIME FRAME</b>	December 2008 – May 2009.
<b>AMOUNT OF MONEY REQUESTED</b>	Not yet identified.
<b>FOCAL PEOPLE</b>	Germana S. Mung'aho, Lucas J. Mzelela and Suzana S. Lushinge.
<b>REQUESTING AGENCY FOCAL POINT/CONTACT</b>	Chief Executive of ADEM – Bagamoyo, P.O. Box 71, Bagamoyo. Tanzania Tel. +255 232440022 Fax. +255 23 2440216

## **1.0 Introduction**

The ongoing Child Rights Convention project which has been conducted at ADEM-Bagamoyo since June 2008 is a product of competence and commitment of Lund University Education-Sweden CRC lecturers being supported by the Swedish International Development Cooperation Agency (SIDA). Through SIDA funds, Lund University Education has been conducting the CRC course named “**Child Rights, Classroom and School Management**” for a couple of years now (already trained 10 batches now). The overall objective of this course is to enhance the right to relevant to education to all- an education that empowers the poor and excluded parts of the population to participate as active and informed citizens in all aspects of development. The objective is to stimulate the transformation of conventional top –down approaches into participatory rights based, learner- friendly and gender sensitive approaches to teaching and learning. All participants of this course thus, among other things, were expected to develop skills, understanding and attitudes in favour of rights- based educational work at classroom and school level, taking into consideration the experience of the participants, a comparative perspective and the Convention of the Rights of the Child, Educational For All (EFA) and other internationally agreed declarations.

## **1.1 Historical Background of the Project**

The current Tanzanian project of Incorporating CRC in Educational Leadership and Management Trainings at ADEM- Bagamoyo is a product of a series of inter-linkage number of activities which began first with phase one of face to face CRC training and study tours at Lund University Education, Sweden from 26<sup>th</sup> May – 13 June 2008. This was followed by phase two which dealt with CRC progressive report presentations in Lusaka and Livingstone towns, Zambia from 26<sup>th</sup> October – 5<sup>th</sup> November 2008. The participating countries in batch 8 were Tanzania, Malawi, Uganda, Ethiopia, Columbia, Laos, Srilanka, Indonesia, India and Jordan. This project was therefore shaped by participants’ contributions from other countries during phase two in Zambia.

## **1.2 Rationale for choosing this project**

The project was chosen basing on the following observed evidence:

- Frequent burning of secondary schools in Tanzanian Coast region (e.g. Kibiti, Kiwangwa, Bagamoyo, Chagalika and Lugoba.)
- Frequent boycotts and vandalism of school properties by secondary schools students in most regions in the country
- Frequent Bullying and corporal punishments in primary schools in the country
- Frequent early pregnancies among girls in both primary and secondary schools in Coast region and Tanzania in general.
- Frequent dropouts and truancy among pupils in primary schools.
- Top –down model of leadership (non- participatory kind of leadership).
- Bad relations between secondary school teachers and students.

**The assumption is that students/ pupils were less/not involved in decisions affecting them at school environment by school administrators and teachers at large.**

## **1.3 General Project Objective**

The project was aimed at incorporating CRC in Educational Leadership and Management Trainings at ADEM- Bagamoyo for CRC Awareness Creation Capacity build to ADEM staff and Diploma students, primary and secondary school heads, teachers and students as well as Educational officials at different levels who come to ADEM for Educational Leadership and Management trainings.

#### **1.4 Specific Project objectives:**

The project aimed at:

- Conducting Training Needs Assessment (TNA) to identify CRC sensitive areas to be dealt with this project.
- Developing CRC manuals to be used in Educational Management trainings at ADEM.
- Conducting capacity building for CRC Awareness creation to ADEM staff, Diploma students, primary and secondary schools' teachers and students and Educational officials who come to ADEM for management trainings.
- Empowering classroom and students' councils in primary and secondary schools for effective school management and administration.
- Developing textbook as a guideline to alternative ways of managing schools without corporal punishments – Discipline without corporal punishments.
- Developing Monitoring and Evaluation tools for CRC implementation for primary and secondary schools.

#### **1.5 The Project Qualitative indicators**

- Down- up and lateral relationships between students and teachers established in primary and secondary schools.
- Children actively involved in decision making which include: planning, implementing, monitoring and evaluating all matters affecting rights of the Child.
- Students' needs, interests and wishes identified and implemented in primary and secondary schools.
- Tolerance, peace, harmony and friendship between students and teachers established in primary and secondary schools.
- Free and democratic society is established in primary and secondary schools.
- Gender equity in access to education and leadership positions practiced in primary and secondary schools.

- Responsibility, commitment and integrity practiced by both teachers and students in primary and secondary schools.
- High academic achievement observed in primary and secondary schools.
- High disciplined students and teachers observed in both levels of education
- Low dropout and high completion rates experienced to both boys and girls in primary and secondary schools.

### **1.6 Rationale for choosing ADEM as a Focal Point Area of CRC Project**

ADEM is the only government training institution in Tanzania where school managers and education personnel are equipped with managerial knowledge and skills for the purpose of enhancing school and specific education on leadership, management and administration of educational institutions. The Ministry of Education and Vocational Training and majority of stakeholders acknowledge the uniqueness of ADEM and the programmes provided for managers and personnel. The following groups of educational leaders and personnel come to ADEM for trainings: Heads and deputy heads of secondary schools, Heads and deputy heads of primary schools, District education officials, School inspectors, Ward Education coordinators, School Committees, Regional education officials, School Management Teams and Vocational Education Training officials.

- **Vision**

*“To make ADEM a Centre of Excellence in Educational Leadership and Management Training, Research and Consultancy in East Africa”.*

- **Mission**

To promote qualitative and quantitative improvement of the education system through training, research and consultancy in educational leadership, management and administration and hence to produce both effective and efficient professional educational leaders, managers and administrators.

## **2.0 Project Achievements**

So far the CRC project conducted at ADEM has achieved the following:

(a) ADEM Management has accepted and recognized CRC project to take place in its environment by:

- Accepting to incorporate CRC principles in DEMA Curriculum.
- Accepting CRC Change Agents conduct a capacity building training for short courses participants who come to ADEM for leadership and management trainings.
- Allowing CRC Change Agents conduct CRC awareness creation workshop to 20 ADEM staff.
- Recognizing the official tour made by our mentor, Agneta Flinck at ADEM on 7<sup>th</sup> August 2008 by displaying her photo on the ADEM calendar of 2009.
- Opening an independent file for Child Rights official correspondence.

(b) DEMA II students managed to demonstrate some of CRC principles like “participation” physically before our mentor Agneta, by showing a sketch map of ADEM they drew and suggest things to be included in the ADEM Master Plan which is in the preparatory stage. They also managed to make a wooden stand for LCD (power point machine) to be used by ADEM trainers.

(c) ADEM Management introduced CRC Change Agents to top officials of the Ministry of Education and Vocational Training, the Principal Secretary - Prof. Hamis Dihenga in particular, and other ADEM Ministerial Advisory Board members for having CRC Change Agents who were trained at Lund University Education, Sweden. Not only that, CRC Change Agents were also introduced to

UNICEF officers who are working together with ADEM in Child Friendly School Project in 7 UNICEF Learning Districts.

(d) ADEM Management recognized CRC Change Agents to take part in the UNICEF's activity of conducting Training Needs Assessment for Child Friendly School for the purpose of developing Whole School Development Plan document.

(e) CRC Change Agents managed to establish a CRC corner at ADEM main library which is regularly supplied with different CRC literatures for library users, who most of them are DEMA students and ADEM staff..

(f) CRC Change Agents managed to advise one of pre-primary school in Bagamoyo district based at Lutheran Church to build new stairs for children who attend pre-school education. The church managed to increase one foot stair to make children get in and out of classroom safely.

(g) CRC Change Agents managed sell the idea of including topics for CRC awareness creation in Teacher colleges' curriculum during the Ministerial debate of preparing a new Educational Training Policy (ETP) of 2009.

(h) CRC Change Agents batch 8 participated in preparation of Eastern Africa Child Rights Change Agents – Tanzanian Chapter (EACCA) action plan which is to be launched soon.

(i) Dunda secondary school as a Pilot study area accepted to start a systematic implementation of CRC in school environment.

(j) CRC Change Agents managed to lobby for inclusion of Child Rights components in the UNICEF questionnaires when they conducted Training Needs Assessment for the Child Friendly School project.

### **3.0 Challenges**

Most of identified activities in the project have not been implemented fully following to a number of reasons most of them being due to:

- Financial constraints, the only achieved activities were possible with ADEM support such as provision of meals and stationeries. Otherwise, activities such as conducting Training Needs Assessment, developing training manual and conducting workshops need big amount of funds from various stakeholders.
- Shortage of incoming participants who come to ADEM for Management trainings. These are participants who are fully sponsored by the government. Besides that, it is impossible to invite participants for training without government support it costs a lot of money.
- Seminar for ADEM tutors on the Competence Based Curriculum by National Accreditation Council for Technical Education (NACTE) is not yet done. This narrows down a chance of incorporating topics in a new DEMA curriculum.
- Shortage of literatures for CRC corner at ADEM main library

### **4.0 Conclusion**

CRC is there to exist at any cost for welfare of children in schools in the areas of Human Rights, democracy, good governance and gender equity. We thank for SIDA support which make CRC training at LUND University Education possible. It is our hope that this project in Tanzania is a sustainable project. It is expected to grow and

expand on the basis of our full commitments and supports from other educational stakeholders such as SIDA.

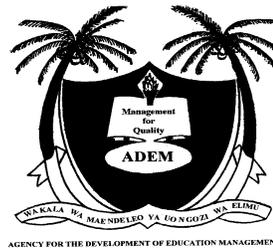
### **5.0 Recommendations**

SIDA as well as Lund University Education- Sweden to plan for regular follow ups and country exchange visits for all CRC Change Agent graduates. This will help them learn from each other hence increase knowledge, skills and experience for the aim of making CRC projects sustainable.

### **6.0 The way forward**

- CRC Change Agents to conduct Training Needs Assessment on Child Rights implementation in primary and secondary schools.
- CRC Change Agents to develop Training guides (books) for Short Courses at ADEM both in English and Swahili languages.
- CRC Change Agents to develop a reputable training centre special for Child Rights at the certificate level.
- CRC Change Agents to prepare brochures/fliers which advertise CRC practices.
- CRC Change Agents to work together with other batches trained in CRC in all projects related to CRC.
- CRC Change Agents to enhance networking with other organizations such as UNICEF, Save the Children, The African Child Policy Forum, Haki Elimu and Kuleana which deal with promotion and protection of child Rights.
- CRC Change Agents to solicit funds from various stakeholders such as SIDA, CIDA, USAID, JICA, UNICEF, British Council and others for financial assistance.
- CRC Change Agents to display research findings and projects progress on ADEM website and CRC website which is to be started in a near future.

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**(ADEM) BAGAMOYO**



**PROPOSED TOPICS FOR AWARENESS CREATION CAPACITY  
BUILDING ON CHILD RIGHTS CONVENTION FOR EDUCATIONAL  
OFFICIALS IN TANZANIA MAINLAND**

**SHORT COURSES**

**TIME: 3:00 HRS**

**1.0 Introduction**

The increase and recognition of Child Rights awareness among children and educational stakeholders nationally and internationally, has resulted into different global and national agreements and resolutions such Child Rights Convention (CRC) for promoting Child Rights and protecting any kind of exploitation and humiliation of children world wide. Governments through their policies and regulations, parents, educators, school administrators, community members, children themselves, development partners such as SIDA, UNICEF, JICA and UNESCO all have roles to play for children's well being and realize their full potential in physically, mentally and spiritually as responsible citizens. All these are possible through full cooperation, devotion, commitment, change of mindset and creation of safe and supportive environment by every individual in his/ her area of jurisdiction.

### **General Objective**

The overall objective of this presentation is to create awareness of CRC and stimulate the transformation of conventional top- down approaches into participatory rights based, learner- friendly and gender sensitive approaches to teaching and learning. Thus, participants will be equipped with advanced information, knowledge, skills and attitudes required in implementing the day-today activities of schools and other educational institutions with the favor of Child Rights.

### **Specific Objectives**

At the end of this presentation, participants should be able to do the following:

- b) Identify and discuss all Rights related to Children in particular
- c) Identify elements that fit in every pillar of CRC
- d) Identify and discuss actions which lead to abuse of Child Rights
- e) Identify and discuss strategies for promoting CRC in schools and other educational institutions.

### **Course Contents**

## **1.0 The Nature and Concept Child Rights**

- 1.1 Meaning of Convention for Child Rights
- 1.2 Genesis of Convention for Child Rights
- 1.3 General Principles of the Child Rights Convention

## **2.0 Three pillars of Child Rights Convention**

### **2.1 Provision**

- Basic needs (food, clothes and shelter)
- Health and Sanitation services
- Love and Care (recognition)
- Recreational services and facilities
- Guidance and Counseling services
- Compulsory and free quality education
- Life skills education
- Freedom to self expression
- Adequate physical and human resources

### **2.2 Protection from:**

- Bullying (physical and psychological tortures)
- Torture, degrading treatment and deprivation of liberty
- Harmful traditional practices
- Child labour and hazard activities
- All forms of violence (war/disputes)
- Drug abuse (smoking and alcoholic behaviors)
- Sexual exploitation and trafficking
- All kinds of discrimination
- Harmful punishments.

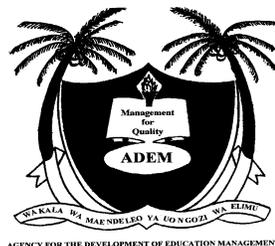
### **2.3 Participation in various activities such as:**

- Governance and management of schools (Leadership)
- Planning, implementing, monitoring and evaluating of school activities
- Gathering and giving their views such as their interests
- Teaching and learning processes( Learner -centered)
- School timetables and time tabling
- General development of the schools (Vision and Mission of the school).

### **3.0 How should the following groups play in promoting CRC?**

- Parents and other relatives
- Community members
- School heads and classroom teachers
- Educational administrators and policy makers
- Government
- NGOs, CBOs and religion groups

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AGENCY FOR THE DEVELOPMENT OF EDUCATIONAL MANAGEMENT  
(ADEM) BAGAMOYO



PROPOSAL OF CRC THEMES TO BE INCORPORATED IN DEMA  
CURRICULUM AT ADEM

**LEADING CONSULTANTS:**

- 1. LUCAS J. MZELELA**
- 2. GERMANA S.L. MUNG' AHO**
- 3. SUZANA S. LUSHINGE**

**P.O. BOX 71,**  
**Tel: 023 2440216/2440022**  
**Email: [adem@ademtz.com](mailto:adem@ademtz.com)**  
**BAGAMOYO**

1	Economics of Education and Financing ( <i>EPP 112</i> )	<ul style="list-style-type: none"><li>- Importance of pupils in investing in Education</li><li>- Compulsory and free education</li><li>- Rationale for physical, human, time and financial resources adequacy in schools</li></ul>
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		<ul style="list-style-type: none"> <li>- Implication of cost sharing in education.</li> </ul>
2	Principles of Management and Administration ( <i>MAE 113</i> )	<ul style="list-style-type: none"> <li>- Participation of pupils in Leading and Managing of school.</li> <li>- Participation of pupils in practicing Leadership and Management principles such as team work, delegation, empowerment and succession planning</li> </ul>
3	Communication Skills ( <i>CS 114</i> )	<ul style="list-style-type: none"> <li>- Gathering information techniques.</li> <li>- Principles of expressing views</li> <li>- Freedom to self-expression of a child.</li> <li>- Protocol issues</li> </ul>
4	School Curriculum Implementation ( <i>SCI 115</i> )	<ul style="list-style-type: none"> <li>- Active participation of pupils in T-L processes</li> <li>- Pupils' participation in Assessment of learning.</li> <li>- Pupils' participation in school routine timetables.</li> <li>- Life Skills and Vocational trainings.</li> <li>- Classroom management</li> </ul>
5	Human Resources Management ( <i>HRM 126</i> )	<ul style="list-style-type: none"> <li>- Capacity building of pupils in various fields</li> <li>- Conflict sources and resolutions.</li> <li>- Career guidance to pupils.</li> </ul>
6	Educational Policy and Legislation ( <i>EPP 211</i> )	<ul style="list-style-type: none"> <li>- Early pregnancies and expulsion of pupils.</li> <li>- Child Labour and hazard activities.</li> <li>- Sexual exploitation and trafficking.</li> <li>- Corporal punishments and harmful tortures</li> <li>- Pupils' enrollment, retention and completion</li> </ul>

7	Educational Planning ( <i>EPP 226</i> )	<ul style="list-style-type: none"> <li>- Adequate resources (physical, human, tire and finance).</li> <li>- Nutrition and Health services.</li> <li>- Participation of pupils in planning process, monitoring and evaluation.</li> <li>- Recreational services and facilities.</li> <li>- Inclusive education</li> <li>- Health and sanitation services.</li> <li>- Clean and safe water &amp; school feeding.</li> </ul>
8	Guidance and Counseling ( <i>HRM 227</i> )	<ul style="list-style-type: none"> <li>- Care of Handicapped + HIV AIDS victims</li> <li>- Drug abuse and HIV combat</li> <li>- G &amp; C services in pupils' bullying.</li> <li>- Cross – cutting issues</li> <li>- Discrimination and torture</li> <li>- Recreational activities</li> </ul>
9	Development Studies ( <i>DS 225</i> )	<ul style="list-style-type: none"> <li>- Gender equity</li> <li>- Democracy and good governance.</li> <li>- Participation of pupils in environmental conservation.</li> <li>- Population growth and its impact</li> </ul>
10	School Leadership and Management ( <i>MAE 213</i> )	<ul style="list-style-type: none"> <li>- Participatory (team working) leadership.</li> <li>- Delegation and empowerment.</li> <li>- Accountability and Responsibilities.</li> <li>- Succession planning.</li> <li>- Management change (change of mindset)</li> <li>- Involvement of vulnerable children in Leadership and Management of institutions</li> </ul>

**NOTE: These proposed themes to be incorporated in DEMA curriculum need to be scrutinized further by ADEM trainers for refinement before ADEM Management and NACTE pass them for use.**

**Appendix 3**

**CHILD RIGHTS' ASPECTS IN INCLUDED IN THE TRAINING NEEDS ASSESSMENT TOOL FOR DEVELOPING WHOLE SCHOOL DEVELOPMENT PLANS**

Are the following services available for children at school?

S/N	ASPECTS	YES	NO
i	School library		
ii	Adequate desks		
iii	Adequate classrooms		
iv	Guidance and Counseling services		
v	Pre primary classes		
vi	First Aid Tool Box		
vii	Clean and safe water supply		
viii	Playing grounds		
ix	School band		
x	Midmorning tea/ porridge		
xi	School lunch		
xii	Tree shades at school		
xiii	Pupils suggestion box		
xiv	Adequate toilet rooms		
xv	Privacy room for girls		

Does your school face the following challenges?

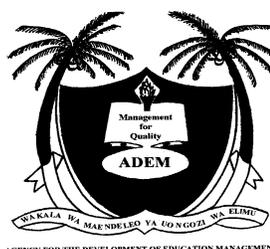
S/N	CHALLENGES	YES	NO
i	Corporal punishments		
ii	Pupils truancy		
iii	Pupils dropout		
iv	Girls early pregnancies		
v	Pupils bullying		
vi	Pupils boycotts		
vii	Pupils discrimination		
viii	Pupils sexual harassment		
ix	Pupils drug abuse		
x	Child labour and hazard activities		
xi	Theft in school compound		
xii	HIV spread among pupils		
xiii	HIV spread among teachers		
xiv	Road accidents		
xv	Harmful traditional practices		

What plans are in place to address the above challenges if any?

Are Whole School Development plans considering these children issues? (a) Yes.....

(b) No.....

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(ADEM) -BAGAMOYO



**PROPOSAL FOR AWARENESS CREATION CAPACITY BUILDING  
ON CHILD RIGHTS CONVENTION FOR EDUCATIONAL OFFICIALS  
IN TANZANIA MAINLAND**

**Prepared by:**

**Agency for the Development of Educational Management,**

**(ADEM),**

**P.O. Box 71,**

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**E-mail: adem@ademtz.com**

**BAGAMOYO**

**TANZANIA**

## **1.0 Introduction**

The desire for our children's well being has always been the most universally cherished aspiration of human beings. There is no task more important than building a world in which all of our children can grow up to realize their full potential, in health, peace and dignity.

A world fit for children is one in which all children get the best possible start in life and have access to a quality education, including primary education that is compulsory and available free to all, and in which all children, including adolescents, have ample opportunity to develop their individual capacities in a safe and supportive environment.

## **2.0 The project General Objective**

The overall objective of the proposal is to seek for money for capacity building of CRC awareness creation and stimulate the transformation of conventional top- down teaching and learning approaches into participatory, rights based, learner- friendly and gender sensitive approaches to teaching and learning as well as management of schools. Thus, the project participants will be equipped with advanced knowledge, skills and attitudes required in implementing the day-today activities of school with the favor of Child Rights.

## **2.1 The project Specific objectives**

Upon its implementation, the project aims at:

- Conducting 2 days workshop/ seminars to 40 ADEM trainers and supporting staff on CRC.
- Conducting Training Needs Assessment in both primary and secondary schools on CRC so as to identify gaps.
- Preparing CRC training manual to be used in Management trainings

- Training 254 Heads and deputy heads of primary schools and 62 Heads and deputy heads of Secondary schools on CRC in Bagamoyo district as a pilot study.
- Writing School Leadership and Management manual on managing schools without corporal punishment. (**Discipline without corporal punishment**).
- Preparing CRC topics to be incorporated in Diploma in Education Management and Administration (DEMA) curriculum at ADEM.

### **3.0 Areas to be inquired during Training Needs Assessment (TNA)**

#### **3.1 CRC challenges addressed by Children in schools**

- 3.1 Non- participatory kind of leadership
- 3.2 Discrimination especially orphans HIV/AIDS victims and handicapped
- 3.3 Corporal punishments and other psychological tortures
- 3.4 Sexual harassment and corruption
- 3.5 Poor nutrition and health care including sanitation facilities
- 3.6 Shortage of textbooks, playing grounds and libraries
- 3.7 Voices are not heard/ Not listened (Lack of freedom of expression)
- 3.8 Less protection to vulnerable conditions (e.g. Bombs bursts at Mbagala Kuu, Dar es Salaam; pupils' ears were affected).
- 3.9 Inclusive education without much care (toilets + buildings do not consider cripples).
- 3.10 Lack of clean and safe water
- 3.11 Continuous bullying

## **3.2 Three pillars of Child Rights Convention**

### **3.2.1 Provision**

- Basic needs (food, clothes and shelter)
- Health and Sanitation services
- Love and Care (recognition)
- Recreational services and facilities
- Guidance and Counseling services
- Compulsory and free quality education
- Life skills education
- Freedom to self expression
- Adequate physical and human resources

### **3.2.2 Protection from:**

- Bullying ( physical and psychological tortures)
- Torture, degrading treatment and deprivation of liberty
- Harmful traditional practices
- Child labour and hazard activities
- All forms of violence (war/disputes)
- Drug abuse (smoking and alcoholic behaviors)
- Sexual exploitation and trafficking
- All kinds of discrimination
- Harmful punishments

### **3.2.3 Participation in various activities such as:**

- Governance and management of schools (Leadership)
- Planning, implementing, monitoring and evaluating of school activities
- Gathering and giving their views such as their interests
- Teaching and learning processes (Learner -centered)

- School timetables and time tabling
- General development of the schools (Vision and Mission of the school).

#### **4.0 Activities to be given first priority**

- Conducting TNA to identify sensitive areas to be dealt with this project
- Developing CRC modules to be used in educational management trainings
- Capacity building for teachers and student leaders about CRC and its effects to quality education delivery
- Empowering classroom and students' councils in primary and secondary schools for effective school management and administration
- Developing guideline (books) for alternative ways of managing schools without corporal punishments – Discipline without corporal punishment
- Conducting follow-ups (monitoring and evaluation of CRC implementation in schools.

#### **5.0 Why should this be done? (evidence)**

- Frequent burning of secondary schools in Coast region (e.g. Kibiti, Lugoba, Kiwangwa, Bagamoyo, Changanika, e.t.c.)
- Frequent boycotts and vandalism of school properties, especially in secondary schools.
- Frequent Bullying and corporal punishments in primary schools
- Frequent early pregnancies among girls in both primary and secondary schools in Coast region and Tanzania in general.
- Frequent dropouts and truancy among pupils in primary schools.
- Top –down model of leadership (non- participatory kind of leadership).

**The assumption is that Students/ pupils are less/not involved (participating) in decisions affecting them at school environment.**

#### **6.0 Qualitative Project Indicators:**

- Down- up and lateral relationships between students and teachers established
- Children actively involved in decision making which include: planning, implementing, monitoring and evaluating of all matters affecting rights of the Child.
- Students needs, interests and wishes identified and implemented
- Tolerance, peace, harmony and friendship between students and teachers established in schools
- Free and democratic society in schools established
- Gender equity practiced in schools
- Responsibility, commitment and integrity practiced by both teachers and students
- High academic achievement observed
- High disciplined students and teachers observed
- Low dropout, and high completion rates experienced
- Awareness of Human/ Child Rights created among the teachers and students.

#### **6.0 Who should do this project?**

ADEM in collaboration with CRC Change Agents as well as other stakeholders such as JICA, UNICEF, UNESCO, HAKI ELIMU, Plan Africa, and Save Children Africa can do this work effectively and efficiently.

#### **6.1 Background Information on ADEM.**

The Agency for the Development of Educational Management (ADEM), formerly known as the Institute of Management Training for Educational Personnel (MANTEP Institute) located at an old town of Bagamoyo, was established by the

Ministry of Education in 1978 in order to provide regular and systematized educational management and administration training for all categories of educational management and administration personnel in the education sector. The Institute's major function was to strengthen the capacity and capability of all serving and future educational managers and administrators who would qualitatively improve the efficiency and effectiveness of educational institutions in the system.

A major force for establishing MANTEP was the absence of a specialized educational management training institution in the country. Before the establishment of MANTEP the government was obliged to send only a few educational leaders at high cost to be trained outside the country such as Moray House in the United Kingdom. Due to this situation the government felt that it was necessary to establish its own educational management institute under the Ministry of Education to provide training in educational management, administration and leadership to its all-educational leaders for quality improvement of education.

In the 1990s the Tanzanian Government initiated several national reforms, such as the Public Service Reform Program (PSRP), geared at improving the public service delivery. These reforms brought about the inception of the concept of Executive Agencies that gave birth to the Agency for the Development of Educational Management (ADEM) in 2001.

- **Vision**

*“To make ADEM a Centre of Excellence in Educational Leadership and Management Training, Research and Consultancy in East Africa”.*

- **Mission**

To promote qualitative and quantitative improvement of the education system through training, research and consultancy in educational leadership, management and administration and hence to produce both effective and efficient professional educational leaders, managers and administrators.

**Roles:**

In pursuit of its mission, the roles of the Agency are the following:

- To provide quality training in educational leadership and management to both short term and long term clients,
- To carry out research and consultancy services in educational leadership and management,
- To produce and disseminate training materials such as books and manuals for educational leadership and management to her clients.
- To design short and long term training programs on educational management, administration and leadership,
- To provide general and specialized educational management and administration training for all categories of educational administrative personnel,
- To provide consultancy services on education issues related to leadership, management and administration of schools and colleges,
- To conduct research into operational problems of structure and functioning of educational institutions,
- To provide Modern Teaching Methodologies to participants who are none teaching staff.

## **6.2 Courses Offered:**

- **Long Course:**

Diploma in Education Management and Administration (DEMA). This is a two-year course program.

- **Short Courses**

(a) Secondary School Heads Leadership and Management Course.

(b) District and Regional Education Officers (REOs &DEOs) Course.

(c) School Inspector's leadership course

(d) Certificate Course for Secondary School leadership.

(e) Certificate Course for Primary School leadership.

(f) Ward Education Coordinators Course.

(g) Principals of Teacher Colleges leadership course

(h) Owners and Managers of Non-government schools and colleges leadership course

- **Tailor-made courses:**

ADEM offers tailor-made course programs based on the needs of the clients.

## **6.3 Research and Consultancy:**

The Agency does carry out research and provides consultancy services on matters relating to educational leadership and management.

## **6.4 Capacity of ADEM to train Educational managers**

Since its establishment, ADEM has grown into a provider of high quality education and training for educational and non-educational managers in the country. Its academic staff numbering 15 undertake research and consultancy for a wide range

of clients in the country. It has excellent physical facilities as well as suitable conference rooms for training.

#### **6.4.1 ADEM's experience in Consultancy:**

For over twenty years ADEM has been a partner of many educational and non-educational organizations and institutions, government and non-governmental organizations in the preparation of educational strategic plans, publication of various educational materials and training manuals. Below are some of the consultancy works ADEM has provided to various organizations.

- In the year 2002 the District Based Support to Primary Education (DBSPE) contracted ADEM to facilitate in the preparation of the District Education Strategic Plan for four districts namely; Moshi Rural, Liwale, Hai and Arumeru.
- In July 2002, the President's Office, Regional Administration and Local Government contracted ADEM in the preparation of the School Committee training manuals.
- In June 2003, ADEM was contracted by the Irish Aid to facilitate in the preparation of the District Education Strategic Plan for Muheza and Kilombero districts.
- The President's Office Regional Administration and Local Government (PO-RALG) and Ministry of Education and Vocational Training (MOEVT) contracted ADEM to conduct the School Committee capacity building training from August to September 2003.
- The Ministry of Education and Vocational Training have always consulted ADEM in training the Heads and Assistant Heads of Secondary Schools on matters related to planning and proper management of the schools.
- ADEM worked on the strategic plan on how to conduct the School Boards' capacity building training.

- ADEM in 2006 in collaboration with Support to Primary Schools (STEPS) prepared and conducted a modular management-training course for Ward Education Coordinators.
- ADEM was contracted to conduct the Teaching Methodology programs for Pasiansi Wildlife Institute trainers in Mwanza in 2005 / 2006, Olmotonyi Forestry Institute in Arusha in 2006 and 2007, National College of Tourism in Dar es Salaam in 2006, Mbegani Fisheries Institute in Bagamoyo in 2006 and Pasiansi Wildlife Institute in 2009.
- In March 2007, ADEM was contracted by JICA to do Training Needs Assessment and train District Academic Officers and Statistics and Logistics Officers in management and leadership.
- In May 2007 JICA commissioned ADEM to conduct Training Needs Assessment and capacity strengthen the Labour Based Technology Trainers in Training Methodology at the Appropriate Technology Training Institute ATTI at Kiwira in Mbeya region.
- Ministry of Education and Vocational Training in June 2007 contracted ADEM to conduct Training Needs Assessment and train its 60 headquarters personal secretaries in office management.
- In June, 2008 ADEM conducted PEDP and SEDP Review seminars for three (3) months to educational officials at all levels, Regional Commissioners, District Commissioners, Security officers at district and regional levels, District Executive Directors and School Inspectors.
- In September 2008, ADEM conducted capacity building management trainings to VETA registrars and Coordinators in Morogoro.
- In March 2009, ADEM has been contracted to conduct Training Needs Assessment to UINCEF 7 LDs for developing Whole School Development plan basing on needs and Rights of children (Child Friendly Schools).

All the above assignments were effectively and efficiently done using her experienced education management trainers.

With regard to its experience and capacity, ADEM believes with confidence that it can perform that task of training educational personnel, teachers and students on CRC principles and its management successfully since it has adequate experienced and well trained trainers who at most are PhD, Masters degree holders and few with bachelor degrees.

**NOTE: Budget of the identified activity/ activities will be done according to agreed parties between ADEM and financing organization (s) pertaining to financial availability and policies.**

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