Education of the Poor and Powerless in Disadvantaged Areas

A Model Resource Book
for
Small Schools in Sri Lanka

**Department of Research and Development
National Institute of Education
Sri Lanka
2013**

Sponsor
GTZ/GIZ

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Comments on

A Model Resource Book for Small Schools in Sri Lanka

I. Prospects UNESCO

"The situation and future of small schools in the Global South is a topic which is of high relevance both to the field of comparative and international education, as well as to the world of educational policy and practice. The author should be thanked for having approached such a relevant topic and for taking such a strong interest in the enhancement of small schools. UNESCO Prospects does share the author's concern for the unrealized potential of small schools, in Sri Lanka and elsewhere.
 I agree that your topic would interest scholars, practitioners and policy makers in the field of comparative and international education."

Dr.SimonaPopa,

Managing Editor Prospects UNESCO, Geneva, Switzerland,   September 2013.

II. "It really was as wonderful as I thought it to be. I am so pleased to see that you have identified the true issues of rural education. I have been here in Rural Tanzania for most of 10 years and unfortunately we are no closer to admitting the truth about our failure in education as we were 50 years ago. Good luck and I wish you all the success in the world"

Jenny Homan,

Canadian Anthropologist, Program Developer, Facilitator and

Lead Mentor, Crossroads Education and Development, Tanzania, April 2013.

III. Thank you very much for sharing with me this document. I am sure one day I shall implement this project in Pakistan and fulfill the needs of poor communities.

Qasir Rafiq,

Social Scientist, Pakistan, March 2013.

IV. Thank you so much for sending the PDF. You have a covered a very important topic that most educators have not bothered to focus on. Thank you and your team again

Javeed Mirza, India, October 2013.

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Small Schools in Sri Lanka

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Education of the Poor and Powerless in Disdadvantaged Areas: A Model Resource Book for Small Schools in Sri Lanka

Cover page: Members of the research team captured the complex nature of the inequities the poor and powerless encounter, nonetheless properly directed lead to awakening dormant potentials (follow photos from lower to top)

Cover design: Sujeewa Wakishta

Executive Summary

Research Background

Education is a birth right for all citizens. This has been the principle Sri Lanka has followed since 1940s. Historically too the social culture and religion supported this notion through provision of education in the religious institutions. However, opportunities for all to receive quality education had been missing through out, although currently policies are directed to fill these gaps as well. Yet those who are in the peripheral areas and others in the disadvantaged groups do not accrue the full benefits and services of free education depriving them the advantages that others in the developed areas enjoy. The children of small schools (SS) fall into this category. The data on SS in terms of the number of schools, student population, spatial distribution, quality of teaching learning, availability of resources, community despondency and the enormity of social depression have not been properly articulated, assessed, understood and addressed by the authorities over the decades. The very natures of SS do require special treatment. The issues have not been of importance to the politician since there is no political force to highlight the calamity unlike in the case of elite schools in the developed sector. There is no positive discrimination policy towards these schools either. Hence these are, 'buried unsung, unwept and unhonoured'. The Small School project of late 1970s of the MOE funded by UNICEF failed to resurrect these anomalies. Though the intentions were noble and commendable the approaches were traditional and lukewarm. Once the funds were disbursed the activities were forgotten!

Research Strategy

The present endeavor hopes to cut across these failures through a research based approach providing dynamic and far reaching solutions. Based on the in depth field studies of five SSs in the Central Province and brainstorming sessions of the research team, "A Model for Small Schools in Sri Lanka" was developed in 2009/2010 incorporating eight dimensions that were to facilitate the overall development of SSs. The new dimensions and its conceptual framework, highlights 'poverty in equity' as a main source of evil in the development of the SS. Mere rhetoric's will not provide the needed force to resurrect the SS from its current despondency. The need for changes is all inclusive and holistic encompassing pedagogical changes, dynamic teacher training programmes, specific managerial inputs, materials development, community involvement, psycho social assistance and logistical interventions. In brief the development of SS demands a new vision to convert the dormant status at the village level to be dynamic bringing resurgence to the communities leading to enhancement of education of the poor and powerless.

New Roles of the Small Schools

Such a change in SS based on the new dimensions would covert the rural communities where the SSs are situated to be productive agents of change and become active partners in the development of Sri Lanka. The school could serve as the engine of this force through provision of committed and enlightened support. The planned SS Development Model (Education of the poor and powerless (EPP) would thus provide both educational development as well as socio-economic dynamism with the ultimate objective of developing education of the poor and powerless. In keeping with Millennium Development Goals (MDG) the model, when fully developed and implemented, is expected to improve the quality of life of the communities in disadvantaged environments transforming the SS as the knowledge hub. This is expected to be achieved through development of self-confidence and exposure to experiences similar to what other children enjoy in the more advantages regions in the country. Methodologies would be developed to elicit the richness of the environment allowing the child to be a learner from known resources than from abstracts.

Implementation Process

Based on the EPP, a Resource Book for SS (RBSS) was developed in 2011, to be tried out in selected SSs in 2012 in the Province of Sabaragamuwa, Sri Lanka. This has been accomplished now. Training needs of Education Officers - Apex to Zonal levels, Operational levels -School centered personnel, Principal, Teacher, Community, Service Providers and Non-government Organizations, local and national, were considered in the development of the RPSS.

The Epp and RBSS are planned to articulate all learning strategies available, both non-formal and informal, in support of the formal delivery mechanisms. The EPP and RBSS would be a revolutionary step in the direction of pedagogy where the principle of learning from realities would be emphasized. The EPP and RBSS are expected to bring radical changes in teacher development. This will be from one of learning from experiences of others to a self-motivated one with skills in researching from his own environment, issues related to learning teaching and researching in their own classrooms. The process will include problem solving approaches transforming the teacher from ill informed skills to one capable of taking informed decisions in their classrooms.

The model, when fully implemented, would serve other countries in the developing world and accomplish the current UN Secretary General's ambition of Achieving Education First and Education Above All.

Dr. S.B. Ekanayake
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2012 November 21
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Preface

It is very important that the specific problems and needs of small schools in Sri Lanka are addressed immediately in order to achieve the objectives of quality education in the country. In 2009, the Department of Research and Development, National Institute of Education (NIE), developed a model, based on a research conducted on five small schools in the Central Province. Further, in 2011 the same department of the NIE produced a resource book for small schools based on research evidence gleaned from the research study on small schools in 2009.

The findings of the research conducted in the 2009 are expected to help stakeholders of the country to identify the specific problems of small schools and their needs.

For the above endeavour German Technical Cooperation (GIZ), provided financial support. Based on its mandate to support projects on five themes on Remedial Education, Psycho Social Care, Second National Language, Peace and Value Education, and Disaster Risk Management, the GIZ extended its support to research activities also. This resource book was developed by the Department of Research and Development of the NIE with the collaboration of teacher educators of Mahawali National College of Education and educational officials of the Central Province with the financial assistance of GIZ.

On the occasion of the launch of the resource pack, I wish to thank Dr. S. B. Ekanayake, initiator of the research concept and consultant to the research project, as well as Dr. Ulf Metzgerand Dr. Elke krause-hannak, Programme Co-ordinators, GIZ for the financial support for the research and Mrs. Indrani Wasantha Peiris, Subject Matter Specialist for Remedial Education, and all those who contributed in making this effort a reality.

Prof. W. M. Abeyratna Bandara
Director General
National Institute of education
Maharagama
2012.12.16

Message from the Programme Co-ordinator, GTZ

German Technical Cooperation (GTZ), has given financial and academic support to the National Institute of Education to implement various projects on school education, teacher education and capacity building of educational personnel. Based on its mandate to support project on five themes on Remedial Education, Psycho Social Care, Second National Language, Peace and value Education, and Disaster Risk Management, GTZ has extended its support to research activities too.

In 2007 Department of Research and Development of National Institute of Education was provided with financial assistance and academic support on five themes to implement fifty action research studies with 25 teachers and 25 in-Service Advisors. The research project was helpful in developing capacity of selected teachers and In - Service Advisors in implementing their respective professional roles.

In 2009, GTZ has supported to develop a model, based on a research on five small schools in the Central Province in Sri Lanka, under the theme of remedial education. The model incorporates the nature of small schools and characteristics of communities, where the small schools are situated. The suggested model provides ideas for stakeholders in school education, including educational managers, curriculum developers, and teacher development specialists. Also the model incorporates different strata of the school education system i.e. school, National Institute of Education, Ministry of Education, National Colleges of Education, Universities and Provincial Education Authorities.

Based on the wide range of influence on the school education system from the model, GTZ is happy to have sponsored the research project on Developing a Model for Small Schools in Sri Lanka.

Dr. Ulf Metzger
Programme Co-ordinator
GTZ
2009.12.15

Message from the Programme Co-ordinator, GIZ

The objective of the Education for Social Cohesion Programme is to enable school communities to live together peacefully in a multi-ethnic and multi-lingual society. Within this context the programme also focused on supporting disadvantaged students. Research in Sri Lanka had identified small school as schools which mainly cater to disadvantaged students in remote and economically disadvantaged areas. To understand what challenges these small schools face, the NIE Research and Development Department with the guidance of Dr. S.B. Ekanayake conducted a study in 2009. Based on the research carried out in selected small schools in the Central Province, key recommendations were developed to strengthen and sustain small schools. This extensive list of recommendations ranged from increased resource allocation to capacity development for school principals. In the course of 2010 and 2011 these recommendations were shared with the Ministry of Education, with provincial departments of education and other key stakeholders and in a resource book to strengthen small schools was developed. This resource pack was successfully piloted in Sabaragamauwa Province in 2012.

I would like to thank the NIE management and the NIE Research and Development Department for taking up this research initiative and ensuring that the findings of the research translated into concrete actions which will contribute to sustaining small schools catering to disadvantaged communalities in Sri Lanka. I would also like to thank Dr. S.B. Ekanayake for his technical support both in conducting the research and translating it into action.

Elke Krause-Hannak
ProgrammeCorrdinator
GIZ/ESC Programme
18.04.2013

Foreword

In 2009, GIZ supported the development of a model, based on a research on five small schools in the Central Province of Sri Lanka, under the theme "remedial education". The model incorporated the nature of small schools and characteristics of communities, where the small schools are situated. The suggested model provides ideas for stakeholders in school education, including educational managers, curriculum developers, and teacher education specialists. Also, the model incorporates different strata of the school education system i.e.: schools, National Institute of Education, Ministry of Education, National Colleges of Education, Universities and Provincial Education Authorities.

As a continuation of the above project, again in 2011, GIZ supported in the process of developing a resource pack for small schools in Sri Lanka. As the resource pack is based on research evidence, it will definitely have an impact on the small schools in solving most of the needs problems related to Small schools in the country.

The enormous service rendered by GIZ in sponsoring this research project on developing a resource book for small schools in Sri Lanka is sincerely acknowledged with a deep sense of appreciation.

I take this opportunity to thank Dr. S. B. Ekanayake, the consultant to the research project who supported this programme from the beginning and Dr. Ulf Metzger, Programme Co-ordinator, who was instrumental in providing much needed funds at the initial stages. I also greatly appreciate the professional support of Ms. Elkekrause-hannak and Mrs. Indrani Wasantha Peiris, Subject Matter Specialist for Remedial Education, GIZ, for her active coordination with the Department of Research and Development of the National Institute of Education to complete this research successfully, and all those who contributed in making this a reality.

Dr. Jayanthi Gunasekara
Assistant Director General
Faculty of Research, Planning and Development
National Institute of Education
2012.12.16

Introduction

According to the statistics in 2006, out of the 9765 schools in Sri Lanka 2941 (30.3%) are small schools(SS)based on the criteria of student numbers. These schools are institutions with less than 100 children. However, it is also alarming to note that1,549 schools (out of 2941) have enrolments of less than 50 students. Due to their isolated location in disadvantaged communities all over the island irrespective of geographical barriers, the nature of the socio-economic background of parents and past pupils and small numbers in each class plus their low achievement levels, SS provide specific characteristics that need special attention, remedial measures and educational policy with regard to the school system in Sri Lanka.

The teacher cadre of SS too is small resulting in specific school types such as one teacher schools, two teacher schools, principal managing a school without teachers, and schools with multi grade teaching. As a result, the school and classroom management systems, curricular and co curricularimplementation processes, and the teacher deployment policies of Sri Lanka too need policy options based on the specific characteristics of SS.

Other than the student and teacher factors, the embedded overall schooling patterns and processes of SS need alternative intervention measures for the benefit of its clientele. To achieve this qualitative objective, as the first step, the Department of Research and Development conducted in-depth five case studies on five SSs in 2009 in the Central Province of Sri Lanka. Central province was selected due to its large number of SS when compare with other provinces. Based on the findings of case studies and collaborative reflection on the research findings and experiences on SS, a model for SS was developed. Eight special dimensions that need to be considered in the development of these SSs were identified. As the second step, in 2011, a resource book was developed in order to provide assistance in solving the problems in SSs. The developed resource pack was field tested in 2012 using 15 small schools in the Sabaragamuwa Province of Sri Lanka and in 2013 a series of dissemination seminars will be conducted for small schools in Sri Lanka under the financial assistance of Research and Development Unit of Ministry of Education. I hope this resource book will be supplementary material in the Government's endeavour to upgrade the quality of small schools in the school system of Sri Lanka.

As one of the roles entrusted to the National Institute of Education is to advice the Minister of Education on educational issues in different aspects of school education, the Model and the Resource Book, based on research, can be used effectively to fulfill the said objective on the school system in Sri Lanka.

Dr. Godwin Kodituwakku
Director - Research and Development, National Institute of Education, Sri Lanka

Acknowledgement

It has been nearly three years since the inception of small school research project aiming to cater the unique needs of small schools in Sri Lanka and it is high time that we look back, as a team how much we achieved so far. The landmarks of this achievement include conducting the first research study related to this project in 2009, preparation of the Resource Book for small schools (RPSS) based on the study in 2010, piloting the RP in 15 selected schools in Sabaragamuwa province in 2011 and finally, introducing the RP in all provinces in the country. This in depth research study would not have been possible without the dedication, support and especially the spirit of team work of the following team, which I would like to name as "small school family".

Therefore, first, I would like to thank Director General of the NIE Prof. W.M. AbeyratneBandara, for entrusting me with the responsibility of carrying out this research and providing the institutional support required in making it a success.

I also greatly appreciate the committed interest shown by late Prof. Lal Perera and Dr. Upali Sedere, both former Director Generals of the NIE, towards promoting the SSMDP at the initial phases.

Next, I would like to thank Dr. Jayanthi Gunasekara, Assistant Director General of the Faculty of Research, Planning and Teacher Education for providing me with the necessary institutional support and guidance throughout the period of the study.

I must express my deepest gratitude to Dr. Godwin Kodituwakku, Director, Research and Development for the encouragement, academic guidance and helping hand extended to me at times of difficulty in making thisendeavour a success.

The role played by Dr. S.B. Ekanayake as the initiator of the research concept and as the honorary consultant of the project is gratefully acknowledged for, without his support this project would not have been possible.

I would like to express my deepest sense of gratitude to the research team; Ms. D.A.S.D. Rathnayake, retired Chief Project Officer, Department of Research and Development, NIE, (who was also the coordinator of the research in 2009-2010), Ms K.A.G.D. Keerthirathna, (President), Ms. Thamara Ekanyake, (Vice president), of Mahaweli National College of Education, Ms. S.A. Susilawathie, Retired Lecturer, Ms. Wasantha Peiris, Subject Matter Specialist, GIZ, Ms. Subeitha Faleel, Principal, Sri Ganesha Tamil Maha Vidayalaya, Koslanda, and Mr. Wimalasena, Deputy Principal, Siyane National School, Kirindiwela and Mr. Sujeewa Wakishta, Trainer, Ministry of Education, Southern Province without whose earnest and dedicated work, this resource pack for small schools would not have been a reality.

The support given by the Provincial Director, Additional Directors and specially the role played by Additional Provincial Director Mr. P. Thenabadu in making necessary arrangements to conduct the

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Abbreviations

AAA   - Education Above All

CRC   - Convention of the Rights of Child

CRC   - Convention on the Rights of the Child

EFA   - Education For All

EO   - Educational Opportunities

EO   - Equality of Opportunities/ Equity leading to Opportunities

EPPDA - Education of the Poor and Powerless in Disadvantaged Areas

FE   - Free Education

GIZ   - German Technical Cooperation

GTZ   - German Technical Cooperation

GT   - Grounded Theory

HE   - Horizontal equity

INEE   - Inter Agency Network for Emergency Education

KV   - KanishtaVidyalaya (primary schools)

MDG   - Millennium Development Goal

MCT   - Multiple Class Teaching

MGT   - Multi-grade Teaching

MoE   - Ministry of Education

NCOE   - National College of Education

NFE   - Non Formal Education

NIE   - National Institute of Education

PMOE   - Provincial Ministry of Education

QOL   - Quality of Life

RPSS   - Resource Pack for Small Schools

SS   - Small School

ST   - Small Tank

SSDC   - Small School Development Committee

SSDM   - Small School Development Model

SSF   - SS Friendly

SSMDP - Small School Model Development Project

UPE   - Universal Primary Education

UNHCR - United Nations High Commissioner for Refugees

VE   - Vertical Equity

ZEO   - Zonal Education Office

ZO   - Zonal Office

CHAPTER ONE

Conceptual Framework of the Model

Background - Unchanged Structures:
Role of the School in a Historical Perspective

1.1   Right to Education: Contexts and International Concerns

Education is an enabling right; it permits people to exercise other fundamental rights and thus provides a platform from which other Millennium Development Goals (MDG) can be achieved (United Nations 2009). For this to achieve Education Above All (EAA) comes before other needs and should form the forerunner for Education For All (EFA). To achieve the aspirations of concepts related to EAA and the recommendations of EFA the school system should be strengthened inclusive of strategies related to non-formal interventions. The Small Schools (SS), which service the deprived, marginalized and disadvantaged exclusively, located in small traditional villages have to play a critical role in fulfilling these aspirations. Evidently, this is because SS is the only source to gain knowledge and access to a wider society for the disadvantaged groups and those in remote locations. SSs form the knowledge hub as well as the ful-crum for information for those in the peripheral areas.

Significance of the role of the SS serving the disadvantaged and deprived has to be reckoned with in the framework of a new model on development, which should take into consideration pedagogical and developmental concepts into its fold. Unlike the more resourceful schools with access to social, economic and cultural advantages, the SSs are deprived of all these milieus. Hence, the imperative need for a dynamic approach enabling to reduce the current lacunae and disparities in the provision of education and related services, fostering the aims of the MDG which are of an all inclusive and holistic nature.

Following the above, there is an urgent need to strengthen the capacity of the SS if any meaningful socio-economic development at the community level has to take place. Basically, this would include a strong supportive policy context, mobilizing of resources, and building the capacity of all the personnel. The present study and the proposed model based on SSs focus on these aspects. This section also presents the new dimensions and principle of equity related to education and development vis-à-vis SSs and rationale for the development of SSs, both in Sri Lanka and in the developing world.

1.2   School in a Historical Setting

Historical analysis of structures related to origins of both social developments in general and education in particular indicates the biased nature of these aspects throughout history. The role of the school in education and how this role has been manipulated by those in power from ancient times to

date seems to be relevant in understanding the nature of the SS in the national and current context, though not referred to as SS in the same way as we do today. The Greco- Roman tradition of elitism and Brahminical doctrine of caste and monopoly with the stamp of nobility and later the task of training officials, however remote, remains 'very much alive in certain educational systems of our time'. More strange is that these vestiges are still prevalent in spite of the United Nations proclaiming the right to education which in practice 'continuous to be hampered in many places by conditions similar to those prevailing at the time it was first expressed'. Many of hierarchical forms and discriminatory practices are more or less related to vestiges of these ancient traditions. These may not be intentional but taken for granted that those in remote locations need not necessarily receive everything and that disparities are but a natural phenomena similar to social disparities, apparently accepted by both the ruler and the ruled, the latter mainly connected to the traditional concept of 'fate'. Logically it seems that if they need better opportunities they should migrate to developed areas rather than expect the state to provide resourceful opportunities at their door step.Still, schools and educational structures are subservient to dictates of the elite and while those in the peripheral areas served by SS function merely as participants never accruing substantial benefits in the short term and certainly seen less in the long term, relative to those from the enriched environments. The SSs are regarded as an outpost of the national education system.

These factors operate in a subtle manner in the context of the SS, and seemingly, what they receive is confined only to rhetoric in relation to quality education and exposure to opportunities in comparison to those privileged schools in the country. Invariably, as a result the out puts of these SSs function as 'hewers of wood and drawers of water' serving in the meanest jobs to the rest as was so during the industrial revolution where the industry was assured of a perennial source of labour force from the drop outs of such poverty stricken schools in UK. Even to date, the people in Central Highlands in Afghanistan encounter the same treatment as well (Ekanayake, 2000). During the colonial period in Sri Lanka too quality education and education that mattered in the future HRD of a child was confined to the anchor belt of the country i.e. west coast and centre and north (Jaffna), where the best of schools were located. These schools which commenced during the same period, more or less, repeated the characteristics of the feudal paradigm of education that was seen in the industrialized countries during the 17-18th centuries in Europe.

1.3   Demand for a New Philosophy/Vision since 1940 / 50's

Briefly to refer to the global concerns of these anomalies would be pertinent where bold challenges on pedagogy were made commencing with the Gandhian system in India along with Kannangara Reforms in Sri Lanka (1930-1940s), later Julius Nyerere in Tanzania (1970s). These were but a few such refolutionary changes in Asia and Africa to bring about social justice in education to masses through changing the paradigms, all of which failed. In Sri Lanka the popular elements of

these reforms in 1945 providing quality education free to all those who paid before was accepted and implemented without question, while those who received poor quality education free before received the same after the reforms too! It was a form of formalizing disparities in education. Free education was a mirage (Jayasuriya, 1969; Fonseka, 2012). Moreover, education remained traditional devoid of development goals, serving merely to pass examinations. From South America Paulo Freire (1970's) along with Ivan Illich (Europe) were spearheading most of the earlier attempts through new writings on the oppressed nature of pedagogy, need for changes in schooling and the capacity of everyone to look at critically in the world around him in a 'dialogical' manner. They were supported by UNESCO (Learning to be 1970's, New paths to learning 1980's, Futures in education - 4 pillars of education 1990's. Synergies between Formal and NFE, 2006), UNICEF and other international agencies such as Inter Agency Network for Emergency Education (INEE). Although the focus sharpened on specific needs of clientele groups, gender, refugees and those in emergency situations (UNHCR) yet the anomalies in education for those communities served by SS have not been targeted as it should be nor the structural changes needed were attempted and remained what it was so centuries before.

Most of the above writings were focusing on changes to bring about quality in the urban, semi urban schools.   Although these focused on EFA and currently Education Above All (EAA) highlighting the tragedy of unmet needs of the peripheral areas rarely or never brought in new dimensions to change structures and systems that would radically bring about positive results to those attending the SS. Hence, the quality of the SS remained unchanged. Perhaps the first occasion that deprived were focused was the Conference organized by UNESCO, Bangkok (1982) on 'Multiple Class Teaching and Education of Disadvantaged Groups in Asia' (Ekanayake, 1982) followed by the Joint Innovative Project for the same region, 1984-1986. How far have these changes assisted SS to bring about tangible results? Although participation as an initial step was thought likely to bring about positive changes in the behaviour and the vision, it is seen that these have not resulted in material gains for those attending SSs vis-à-vis those of other children attending resourceful schools in the country.   There are no successful stories and joyful results emerging from the former institutions. Results of Grade V Scholarship examinations and achievements in life in relation to commerce and trade, positions in bureaucracy and politics have never or very rarely shown in the environment of the SS, although there seems to be no lack of talents amongst children in rural disadvantaged groups.

1.4   Rationale for Small Schools (SS) - Equalization of Educational Opportunities and Right to Education

It is well known that progress towards the equalization of opportunity in education is one of the most important conditions for overcoming social injustice and reducing social disparities in any country. This is because schools are not just institutions for imparting information. These are places

from where children should acquire social skills and self-confidence, where they learn about their countries, their cultures and the world they live in and where they gain the tools they need to broaden their horizons and ask questions. Therefore, people denied an opportunity for achieving literacy and wider education skills are less equipped to participate in societies and influence decisions that affect their lives. This is what one observes amongst the products of SS in Sri Lanka.

Some of the most powerful effects of education operate through the channels of democracy and participation. Education is conducive to democracy since it has the potential to equip people with the skills, attitudes and norms needed 'to hold governments to account, to challenge autocracy and to assess policies that affect their lives and sanitation, progress in cutting infectious diseases and strengthened gender equality'. Seemingly, all these are aspects of a low priority in the environments of the SS. Following the above arguments the concept of equalization, the basis for democracy, can be discussed from four perspectives as given below.

1.5   Goals of Development and Unequal Opportunities

The aims of development as indicated in the Millennium Development Goals (MDG) are linked to the achievement of specific targets by 2015. In the area of education, the MDGs offer a highly restricted version of the goals adopted at Dakar, 2000. Though some of these are not applicable to Sri Lanka, they include a commitment to achieve universal primary school completion including issues related to unequal opportunities observed in the educational scenario of the country.

The distribution of educational opportunity plays a key role in shaping human development prospects. Within countries, governments and people increasingly recognize that unequal opportunities for education are linked to inequalities in income, health and wider life chances. Education and self-confidence are imperative needs for economic development. Education is a universal human right. However, enjoyment of that right is heavily conditioned by the conditions of birth and inherited circumstances. Yet few governments treat the issue of unequal opportunities as a crisis and urgent priority in education, as seen in the approaches to development of the SS, in stark contrast to their response to financial market problems. Invariably the tendency is to postpone the issues of SS to a later date, sweeping them under the carpet, due to absence of pressure groups amongst the SS community. The needs of the 'well fed and well read' take precedence.

1.6   Quality vs. Quantity

In an increasingly knowledge-based international economy, disparities in education are taking on more importance. There is a growing sense in which today's inequalities in education can be seen as a predictor for tomorrow's inequalities in the global distribution of wealth, and in opportunities for health and employment. Inequalities within countries create an even starker picture of disparities in opportunity. Some inequalities are easier to measure than others. Put differently, quantity is easier to

measure than quality - yet in the last analysis, it is quality that counts. Ultimately, what matters is the degree to which schooling supports cognitive development, facilitates skills acquisition and enriches children's lives. The human costs of economic, social and educational inequalities are cumulative and cross generational. Education quality is important both in understanding the distribution of life chances in society and in charting the scale of global inequality in education. One can surmise that broad-based access to good quality basic education is one of the foundations for broad-based growth

The links between education and economic growth, income distribution and poverty reduction are well established. Education equips people with the knowledge and skills they need to increase income and expand opportunities for employment. This is true for households and for national economies. Levels of productivity, economic growth and patterns of income distribution are intimately linked to the state of education and the distribution of educational opportunity. Education plays a critical role in producing the learning and skills needed to generate the productivity gains that fuel growth.

How do these arguments reflect the current situation in the environment of the SS? It is essential that a qualitative environment is developed to facilitate the image building of the children in SS, if ever they are to be resourceful, innovative and dynamic to compete in the ever growing markets locally or outside.

1.7   Equity in Education

What matters in this context is the degree to which the poor are catching up in education with the non-poorwhich is the third factor that affects education. The bottom line is that an average year in school is an important indicator of human capital but not the only indicator. Quality and equity are also critical. Improved education is associated with lower levels of child mortality and better nutrition and health. Most under age 5 are stunted, with damaging consequences for cognitive development and health. Education is the most powerful weapon that can be used to change the world. The education deficits of today will result in human costs in the future. Some of the most powerful effects of education operate through the channels of democracy and participation. Hence, education is conducive to democracy. It has the potential to equip people with the skills, attitudes and norms needed to hold governments to account, to challenge autocracy and to assess policies that affect their lives. Education is conducive to democracy in that it can facilitate the development of informed judgments about issues that have to be addressed through national policies. There are strong links between education, citizenship and informed decision making. Accelerated progress towards EFA requires a stronger commitment by countries and donors to equity in education (UNESCO, 2009).

1.8   Approaches to Quality Education

The final and fourth factor that affects quality education encompass several aspects

collaborating community, teacher, and service providers. These include the following:

1. Encourage children's participation in school and community programmes.
2. Ensure children's optimal academic achievement and success.
3. Guarantee safe and protective environments for children.
4. Encourage optimal enrolment and completion to avoid issues related to 'hidden exclusions' which deprives children from completion.
5. Enhance children's health and well-being.
6. Raise teachers' motivation and success.
7. Mobilize parent and community support for education.
8. Assure holistic approaches to education.

Thus, one could see that SS require a holistic approach much more than schools in the urban areas. These also mean that educational personnel and all other stakeholders are inculcated into the special needs through continuous exposures.

1.9   Small Schools and Quality of Life (QOL) in Rural Settings

Quality of life is considered a critical indicator of development ushered during the recent few decades by the international community and specifically the United Nations through its development reports. This way of assessment of development norms includes income levels, services provided, material development targets met. Education is the basis for other indicators to emerge. Hence EAA, as stated earlier, is the more recent concept of the international community. Seemingly, where education is low other indicators too dip reinforcing the relationships between education and development. An exception is Bhutan where they emphasize the 'concept of happiness' over and above material gains in the measurement of development of a nation. How does QOL relate to the level of development of a nation? Universal primary education (UPE) which is the aim of EFA is possible only when more schools are available in a country. More education / schools in remote locations and peripheral areas are served through the SS. Hence the importance of development of the SS along the lines with other schools in the country. Negligence of the peripheral schools eventually would lead to lowering of the literacy levels which ultimately affect adversely the overall development of the country.

UN is very categorical about the significant role that education can play in development when it states that 'Education sustains life by offering safe spaces for learning and by making it possible to identify and support seriously affected individuals, particularly children and youth. Education mitigates the psycho-social impact of poverty by providing a sense of normalcy, stability, structure and hope for the future. Quality education can save lives by providing physical protection from the dangers and exploitation. In addition, education can convey life-saving information to strengthen critical survival skills and coping mechanism**s**' (UN Debate on Emergency Education, March 2009).

In the traditional societies, the norms of the concept QOL differed radically from what it is now. In those cultural values, human relationships, sharing of resources, community attachments were symbolic elements of the concept and material items were not high in the order of the list. However, today these are included in a formal way to the life patterns of the people and QOL includes human rights, empowerment processes, environment protection etc. which affect the daily life of the community. This is where UPE plays a major role and SS becomes the sole service provider for the remote areas. Quality of teaching and learning becomes important for achieving some of the non-material elements in the QOL paradigm. The mega question in this context would be whether the SS in Sri Lanka are providers of these qualities to improve the QOL of the rural masses. Are these functioning as merely apologetic appendages? To what extent have the rulers genuinely been concerned over the decades since independence about the prevailing crisis promoting to enhance the QOL of the community in the neighbourhoods of the SS? If action has been lukewarm, what structural changes are needed to make the SS a genuine servicing entity? How do we redefine the role of the SS and bring about policy options to make this institution a viable unit truly serving the communities towards QOL?

1.10   Enormity of the Issue

If by definition a SS is one where the student population is below 100 children (MOE, 1978)there are 2941 schools, which is 30 per cent of total number of schools in the country (Table 1).

Table 1. Distribution of Small Schools – Sri Lanka (2006)

Province	Schools with 0-100 students	Total no. of schools	% of schools
Western	249	1353	19%
Central	501	1467	31%
Southern	274	1093	25%
Northern	323	892	35%
Eastern	232	971	23%
North Western	385	1221	33%
North Central	298	782	37%
Uva	265	831	32%
Sabaragamuwa	253	1104	23%
Sri Lanka Total	2,941	9,714	30.3 %

Source- School Census, Ministry of Education, 2006

This is a high percentage and the largest number of these schools are located in the Central province with 501 schools while all the districts possess over 250 such SS. Thus the enormity of the problem is seen both in relation to the numbers and the spatial distribution of the schools. The approximate maximum number of children in these SS would be , if computed at the rate of 100 per

school, an enormous number of almost 300,000 out of a total number of 3.8 million students in all schools in the country. From a human resource development perspective it is a considerable number which needs greater attention. Since the stakeholders are from poorer and deprived communities, they need absolute care of an integrated nature. Hence, the greater the responsibility of the state, to develop such backward regions.

1.11 Cumulative Disadvantages

Evidently SS which serve mostly the rural communities are wide spread and located in disadvantaged positions in terms of resources, learning tasks, achievement levels, motivation, models of success, social power, economic clout and opportunities. The environments of these schools are embroiled in a poverty cycle. The economic and social resources of the rural community are not powerful and strong to move away from this orbit / trajectory. They are part of the 'interlocking logjam' of disadvantages. These include the fact of living in remote areas, unhealthy environments, associations including low culture of learning, high child/adult ratios, work in low productive technologies and subject to social discriminations and exploitations. Hence education alone may not be powerful enough to break this vicious circle. What are the reasons for the above issues? The **macro issues** points to the following:

- Lack of investments on the part of the governments.
- Urban bias and priorities of other developed regions.
- Political weakness and less vociferous nature of the rural communities.
- National development projects by passing rural issues literally.
- Effect of universal centre periphery relationships.
- Negligence of the area even by the well to do personnel in these communities.

These issues need long time for resurgence, more costly, less economical, needing integrated approaches since lack of one facility deflates the effects of other factors. But what are the micro issues? These include the following:

- Lack of professionalism of the teacher community.
- Defeatist paradigm of the community.
- Lack of basic physical / human resources.
- Nature of the structure of the buildings – no privacy, unattractive, crowded and noisy and open to all elements.
- Curriculum demands - urbanized / sophisticated culture of contents, methods, evaluations.
- Alien nature of the learning environment and less learner friendly.
- Absence of the use of non-traditional learning strategies as combining NFE, functional literacy, field independent methods.

- Absence of successful stories from the community..
- Practice of multiple class teaching (MCT) hence less attractive to the community.

1.12 Negative Factors Prevalent in the Community

- Few job opportunities at the community level
- Lack of higher educational achievers from the community
- Total absence of examples of success stories in politics /culture /social life
- Absence of achievers in commerce and trade
- Absence of innovators from the local community

Over the years and especially since of late there has been improvements in the rural areas in terms of access, resources, monitoring, provision of infra structural facilities, although there is still a lot to be done. These are still lukewarm and yet to touch the bottom structures of the society. In the area of resources to schools, work is in progress through state priority projects of a political nature such as 'Janasaviya', 'Nana saviya' 'DiviNaguma' etc. However, the poorer are still left to fend for themselves since the lion shares still are the priorities of the ruling elites.

1.13   Indicators of Successes

Grade 5 scholarship examination, since 1952, is one indicator that could throw light over the quality of teaching learning in the SS. By and large, it is true that the results of these schools over the years have improved towards the peripheral areas (National Evaluation and Testing Service (NETS), 2007) thus more qualifying for the scholarship from the outlying areas. According to the above study (2007) out of the 21 highest performing schools 9 were from primary schools (KVs) which is very satisfying indicating 'positivitism' and light at the end of the tunnel. But how many of these fall into the category of SSs? This is yet to be identified. The micro issues referred to above relate to these schools. Further, how many of these schools are above the poverty line of the country? What is the quality of other social indicators, such as health and access to basic needs of individuals, available in and around these schools? Answers to these and many more questions related to QOL have to be found out before one could be satisfied about the quality of the social environment.

Since macro approaches take time and resources, it would be of immediate significance to bring about changes in the micro situations. These are less costly needing only changes in mind sets, to take bold steps. Immediate need would be teacher training / education focusing on the above issues specific to SS. It is appropriate to begin with IST programmes followed by special courses at the National Colleges of Education, which could include MCT strategies as well.

CHAPTER TWO
Realities Underpinning the Research

2.1 Question of Identity and Interventions
2.11 Village Level

Something unique in the SS relates to its traditional capacity to maintain an identity for the village. This is achieved through a process of establishing norms/traditions legitimized over a long period. These identities had also been augmented through non-formal roles of the temple, traditions associated with the small tank and agriculture related ecology, all of which have provided the SS the cultural uniqueness and strengths to be the leading centre in the village/s. Seemingly this is due to the following reasons:

a) its academic stature/learning environment,

b) very likely to be the sole institution representing the state,

c) servicing needs of the state resulting recognition / authority and

d) the role in providing basic knowledge to their siblings at no cost.

This capacity to bind people / institutions together for common purposes is exceptional which no other institution in the village/s has the privilege and the capacity to function along with state authority. Thus the SS in rural environments significantly differs from that of the role of elite schools in urban centres which do not carry this 'cultural role' and identity of the SS. On the other hand, urban elite schools have school related traditions, political, bureaucratic authority, and patronage, social connections, economic strengths to enhance their authority in all walks of life, in spite of the fact that they do not possess the culture referred to above in the school environment per se. Instead these urban schools are widely exposed to macro socio-cultural factors without a centre anywhere which they can identify 'as our boundary', unlike the SS. These unique socio-cultural environmental characteristics of the SS were recognized as resources as well as limitations in the formulation of the study and related interventions suggested later which were in congruence with the principles of the 'grounded theory', explained later in this chapter.

In relation to the cultural leadership the measures adopted by the SS to maintain its cultural spirit are related to

a) maintaining its cultural identity along with its village norms,

b) enabling development on the basis of its own culture,

c) facilitating the eradication of elements of poverty through interfaces with other departments and organizations and

d) opening windows of opportunity to the marginalized in a modest form through opportunities .

2.12   International Level Reference Points

On the other hand, the definition and reference points related to the identification of SS seemingly have not been clear amongst the international community. Initially, the references had been similar to the proverbial blind men attempting to identify the elephant, each of them describing whichever part of the animal they touched as the elephant. Though none of them was wrong no one was right either! Likewise was the international community in defining the SS. It would be of interest to note that earliest programs for the development of SSs were always referred to as programs related to education of 'disadvantaged groups' other times focus was on one of the issues of the SS such as 'multi-grade teaching'(MGT) . Thus, the international community and funding agencies use some characteristic(s) of the SS such as 'disadvantageness', 'MGT', 'one teacher', rather than directly refer to it as the 'Small School' which reflects the sze, structure and totality of the institution covered more or less under one roof. However, the protocol of both of the above definitions aim to differentiate the SS from the developed ones highlighting the poor quality aspects of the SS that debar the child from achieving higher levels leading to relatively improving the equity aspects. An exception has been ERIC CRESS, USA which always refers to these schools as 'small schools'.

2.2   National Level Interventions and Impacts

2.21   Sri Lanka

The researchers of this project were mindful of the earlier interventions in Sri Lanka, on a national scale, undertaken by Ministry of Education funded by UNICEF 1978-83 (1977). In addition micro interventions were attempted to improve various aspects of SSs on an ad hoc basis, disjointed manner. However, these attempts kept the torch burning and alive of the need for assisting the deprived groups. Of these the project of the Primary Education Department, NIE (1989-90) is of significance which focused on quality changes in the primary schools but not specifically on SS, unlike the above project of the MOE/UNICEF (Malwenna, 1987) Other interventions included minor programmes and research studies all of which have enlivened the case for special treatment and the need for new dimensions for the development of the SS. Briefly these include the following.

- Attempts of training colleges during 1970's to enhance the capacity of teachers serving SS through regional development programmes (*Please see* Ekanayake, S. B. (1978), Ministry of Education, Education Reforms, BogodaPremaratne Report, Relevance of Education, Sri Lanka, 1978. pp 99-100)
- Focus through the Plantation Sector Development Project (PSDP) sponsored by SIDA (80-90s) focused on the quality improvement of disadvantaged schools
- Conducting action research programmes on Multiple Class Teaching in SS by the Primary Education Department of the NIE (Abhayadewa, 1989)

- Growing interest by the academia in the universities (Sri Lanka) on researching into issues of MCT (Vithanapathirana, 2004)

2.22 International Concerns

The following references to conferences related to SS directly or to issues associated with SS and publications about the same provide the reader in depth understanding of the growing interest of the international community on the changing emphasis of the SS since late 1970s. Details of the activities and the processes involved could be obtained by searching the relevant documents. As explained earlier, reference is not necessarily to SS per se but to issue /s of the SS.

- Organizing of UNESCO's Joint Innovative Workshop and Project (Bangkok, 1980s) on quality improvement of disadvantaged schools, (Sri Lanka) as part of a research project of 8 South Asian countries, APEID / UNESCO 1980s. (The consultant to the present research was a participant and coordinator of the Sri Lanka Project)
- Publication on Case Studies in Asia on 'MCT and Education of Disadvantaged Groups' (4 studies including Sri Lanka), UNESCO, Bangkok, 1982 Sri Lanka case study author S.B. Ekanayake
- Organizing of the 2nd International Conference on MCT/ disadvantaged groups in Bangkok in collaboration with University of New South Wales (Australia), UNICEF (Thailand) and Chulalongkon University, Thailand (2004) *(S.B. Ekanayake was a member of the organizing committee)* followed by a publication (2006) on experiences of the participating countries titled 'Reaching EFA through multi-grade teaching : Issues, contexts and practices' (Linely Cornish, 2006)
- Case study Africa, Ethiopia: 'Making small schools work. Handbook for teachers in rural small schools' by Allen Sings Worth and Carl Jan Solsfad, Adis Ababa: UNESCO, 2001.

In addition, many international agencies have joined the foray on specific issues that relate and affect adversely education and development aspects of the deprived and disadvantaged groups. These include Inter Agency Network for Emergency Education, SIDA, CIDA, DFID/CFBT Education Trust, and UNICEF. Further, all the above organizations have been underscored by the UN Secretary General's recent statement related to "Education First", 2012. All these indicate the growing interest of countries, specially after 1970s, on the issue of the education of disadvantaged groups served mainly by SSs. Admirably these efforts were spearheaded and funded by UN and other international agencies.

The experiences of the above organizations and the literature underscored the current study and were resources that helped to approach the research from a broader perspective than otherwise would have been in the development of the model on SSs.

2.3   Small School as a Service Provider

Universally SSs are expected to play a key role in the development of the rural community. Educationally SS is the only source of inspiration to the rural child. The SS is the only state institution that had been located in the rural areas over the decades Apart from the educational contribution, the SS as an institution and its resource personnel are also providers of various services to the community in rural areas. But what is the reality of its primary role as a centre of learning? What are the interconnectedness of teaching learning and its impact on the empowering process of the community? What are the academic strengths of this institution? Are these just lying as show pieces or dead wood? What more could these do to uplift the quality of the services provided at the moment? How could the SSs be converted as centers of development promoting the growth of social capital and supporting the concept of a knowledge hub at the periphery? It would be very pertinent to examine the multifaceted role of the SS in the context of rural development. Even in a country like SL where the literacy rate is almost 93% very few or never have there been successful stories from the community who have achieved success as a result of the education / schooling they have received from the SS. If this is so what could be expected from SSs in nations where the level of literacy is lower?

These are the major questions that were searched in the present study. It involved the following elements.

- Structural issues - duration of school cycle at the primary level,
- Curriculum changes / contextualized learning teaching methods,
- Teacher training programmes ,
- Community involvement procedures,
- Integration of other service providers at the village level ,
- Funding procedures ,
- Innovative approaches,
- Complementary methodologies and
- Management styles and organization of the SS.

2.4   Village Awakening Processes

The overall vision of the study was to bring an awakening of the village through Small School Development Programme. Ithad two critical aspects, namely development of rural based human resources and enhancement of self-reliant skills empowering the deprived groups through enhancement of the quality of learning and achievement.

By and large, the model is expected to transform the SS from its current sombre position to a more dynamic institution. Transforming the SS as the centre of development of the total community demands a vibrant approach transcending beyond pedagogy to direct development to perform greater tasks , developing a new breed of teacher and empowering the community, all of which would lead

the SS from the present strictly pedagogical role to the role of a development catalyst. Transformation of the SS to a knowledge centre and an active skills development agent supporting SS as technical centres providing the basics for the rural child to enter higher technical and vocational institutes, as well, should be the final goal.

The above vision required the research to focus on issues related to the SS from different perspectives. These perspectives provided the background simulations in determining what to look for in the new dimensions for developing the model for the SS. These included the following.

2.41   Population Perspective

The populations of the catchment areas of the SSs are reflections of all types of deprivations and suffer from various syndromes. Living with meager resources and subject to various natural and human disasters, committed by nature and man. These have resulted the communities of the SSs to be subjected to exploitation by their urban brethren. The communities of the SS lack initiative and confidence and rarely are they listened to by both the politician and bureaucracy. This seems to be a critical factor in their being pushed out of power corridors and subjected to cynical treatments. SSs through its structures and personnel should build the image and confidence of these people.

2.42   Quality of Service Perspective

The quality of the services to both the school and the surrounding community provided by the State should be of an integrated nature and linked to all major needs of the community. This is because the delay in supplying or non-provision of some services / resources would deflate the impact of the other positive factors. A well-knit development programme along with supplies of educationally related requirements would boost the development of the SS and the community together and bear greater benefits. In the supply of the service, the principle of positive discrimination should be applied. This principle should not be confined to political celebrations /festivals held once in a blue moon.

2.43   Achievement Level Perspective

This is yet another aspect, which the model will look into. The extent to which the SS provides competencies for the child to reach national level targets is the most critical in the academic arena. This provides the community the motivation and confidence to send the children to school while at the same time register examples of successful stories from their SS. These achievements relate to the national level examination results such as the grade 5 scholarship examination and other competitions. To what extent has this objective been achieved has to be examined.

2.44   Quality Development of the Community Perspective

Looking at the community development aspect and the quality of life one sees that relatively its environment is in an impoverished state compared to the urban and semi urban areas. The members of the community too lack confidence and access to information. Hence, they pay more and receive service less than most others with a high level of dependency on others for both information and services. Hence, education that should go to the community in the SS environment should be broad based and serve development directly. Both children and youth including adults should be brought in to the education development programmes.

2.45   Marginalization and Deprivation Perspectives

This perspective cuts across many of the above indicators. It is directly related to the principles indicated in the Convention of the Rights of Child (CRC) which affirms the right of the child to receive quality and relevant education reconfirming EFA requirements relating to the 'the imperative expanded vision' of education where all children have the right to learn at all stages. In Sri Lanka, thousands of children in the SSs are vulnerable by living in environments engulfed in poverty, which includes not only economic but also social and cultural marginalization. Of the many deprivations, lack of access to good and quality education deprives them from the opportunity to acquire knowledge, self-confidence necessary both as children and later as adults. Three broad strains of dimensions are to be identified under this category, which includes

   i)   Issues related to the context (pressures of the environment political, economic and
        Institutional),
   ii) Socio-Cultural beliefs (value systems, aspirations, local knowledge), and
   iii) Relationships related to linkages influencing decision making and resource allocation
        patterns.

These exclusions occur at three levels viz the school- micro level, the bureaucracy- middle level and at the national policy level - macro level.

CHAPTER THREE

Poverty in Equity: Poor and Powerless

3.1 Micro Interventions

What has been discussed in chapter two are the macro factors and interventions that influence the broader developmental perspectives of the SS in relation to its socio-cultural milieu. Education is now increasingly considered as an integral part of development and central to most educational reform proposals in both developed and developing countries. Thus the role of the SS has become a critical need since it provides education for those who are in the peripheral areas, specially in the developing countries. Nystrom describes its role in national development and educational context very cogently (Nystrom, 1985). The specific issues pertaining to achievement which later transcends to enhancement of the children to greater heights is described in chapter 2. These factors that relate to the micro environment of the school campus covering the following concepts and are depicted in figure 12 in p. 58. This is further expanded in figure 13 (p. 59) indicating the long term effects, outcomes and external efficiency. The philosophy behind this project relates to the concepts of equity since it is the principle of equity that would give impetus to develop the above capacities. UNICEF is loud and clear when it states that "Our findings challenge the traditional thinking that focusing on the poorest and most disadvantaged children is not cost-effective," "An equity-focused strategy will yield not only a moral victory – right in principle – but an even more exciting one: right in practice." (Lake, Sept. 2012).

3.2 Equity in Opportunities and Resources

Figure 10 in chapter 6 focuses on the issue of equity. Equity refers to the accessibility of provisions, availability of services and opening for opportunities in both quality and quantity in all fairness without delays and obstacles fulfilling the optimum needs of the stakeholders. These form the bedrock of the formative stages of the child growing up to be a productive citizen at the end of the school cycles. It is seen that children from lower classes perform poorly achieving lower levels and are subject to higher drop outs. The latter is closely associated with the student's socio-economic status (Richards &Gooneratne, 1980). One also notes that equality in the provision of school inputs has ceased to be a valid criterion what really counts is the effects these inputs have on bringing about equality of out puts (CERI,1971 quoted by Nystrom, 1985). Hence the importance of exposure to as many opportunities as far as possible, enabling the child to gather the basic social skills which will strengthen him to be confident and rational.

Equity means that those in the marginalized groups should have access to more services in order to benefit from 'free education' (FE). However, FE alone does not imply to guarantee equity

and success. It is only the acceptance equality but those who had advantageous earlier would move faster and enjoy the opportunities over and above the others while the majority who lacked behind would need more to be in par with the others who were benefitted with resources and services earlier in advance over and above the deprived (Husen, 1972; Nooman, 1976; Richards &Gooneratne, 1980). Thus equity would become a misnomer if those who lagged behind are not provided services with added weightage counteracting earlier disadvantages resulting from deprivations to enjoy and benefit from FE. This include access to quality services such as quality services such as quality teachers and material availability of facilities to develop their profiles i.e, both Vertical Equity and Horizontal Equity (Refer Figure 12 and 13 in pp 58-59). Both Horizontal and Vertical equity lead to Equity in opportunity all of which are discussed in detail in the chapter Six. Provision of advantages to all minimizing the differences between the privileged and those who lagged behind would be critical for all to enjoy equity transforming EFA to be more realistic and democratic. Under such an environment equality in the distributions would be relevant.

For UNICEF "*equity means that all children have an opportunity to survive, develop, and reach their full potential, without discrimination, bias or favouritism*" (UNICEF, 2010a). This interpretation is consistent with the Convention on the Rights of the Child (CRC-1991). Interventions that promote equity could follow Parato's dictum to 'give more to those who have less without depriving another of anything' brining equity to the threshold of the deprived. This could be achieved focusing the rate of progress in both supplication and rate of improvement in the overall achievements related to improving the well-being of the worst-off children.

3.3   Equality and Equality Concepts

One should be able to distinguish equity from equality. What is attempted under equity is to eliminate the unfair and avoidable situations that deprive children of their rights. 'Therefore, inequities generally arise when certain population groups are unfairly deprived of basic resources that are available to other groups'. A disparity is 'unfair' or 'unjust' when its cause is due to the social context, rather than to biological factors. (UNICEF website http://www.unicef.org/).

It would be relevant to briefly explain what equality means in the above context. Here one could think of equality mainly in relation to aspects of educational opportunity. However, this is interconnected to other service opportunities and quality of life. Nystrom refers to 4 definitions of equality, first of which relates to accessibility of educational services while the second reflects on participation and survival rates at various points. The third refers to the out puts of participation and finally the last reflects on the outcomes of education related to external efficiency (Levin quoted in Nystrom, 1985). However, one definition does not cover all elements that go into the concept of equality since shortfalls in one input deflate the results and affect the outcome adversely. Thus for example the opportunity costs of the poor also affect the outcomes. What is important is not the

equality of inputs but effects of the inputs on the equality of outputs later reflected in 'equality of opportunities' (EO). One would see that unequal utilization of inputs prevail in the environments of SS indicating equality does not mean that equity prevails always universally.

The resource pack developed looks into these aspects passionately encompassing the following three parameters of educational and development components.

- Horizontal equity (HE)
- Vertical equity (VE)
- Equity leading to opportunities (EO)

These three profiles were identified from the field research, observations, literature and archival data. However, these may not reflect precisely the realties, cross cutting issues and relationships amongst these profiles. The characteristics of these would merge at certain points. Nonetheless, the emerging overall differences amongst these three profiles would enable us to distinguish the strains from one another, providing the reader the differences between these areas.

The main objective of these three profiles is to highlight sources and types of inputs that jettison power and growth and how the same sources influence the outcomes. Such an analysis would provide the policy makers the causes for deprivations of the SS vis a vis resourceful schools and sources of attrition in terms of quality and quantity. The strategies needed to remove the obstacles that stand in the way of development of SS could be also identified. Thus such an approach would facilitate to pin point concepts related to the removal of the discrepancies in the current concept of equality. The model aims to include strategies to overcome these flaws both in the SS system and its environment.

The vision involved here, was the removal of the discrepancies in the existing approaches to equality. As such, it becomes mandatory to bring about a change. It is necessary to break free of the traditional situation and think optimistically about the purpose of bringing about the change in the physical and human resources of the SSs, specifically in relation to its operations and functions. Mahathma Gandhi's view that "If you want to change the world, you should change" undeniably applies in this context. A change can be brought about in SSs and their environments, based on the vision above as well as through the development of the 8 dimensions identified from the field study of 2009/2010. The vision of the model for small school is based on the *principle of equity*. The project attempts to achieve this ideal. The overall impression of the locations of the SS relates to poverty, mal-distribution of wealth and power and marginalization vis a vis to services provided / received in comparison to developed areas in the nation and the subtle manner in which they are exploited.

However, though the school is small and its catchment area is poverty stricken the paradox of the strength and influence of the SS lay in terms of both total number of students of the schools and the population of the catchment areas that serves these schools as a whole in the country. With around 7800 villages and exceeding 30% of the total number of schools in the country (Table 1) the SS when

combined, like the proverbial small birds that lifted the net trap thrown over them by the hunter and flew to safety, could muster strength and political power. This indicates the hidden strength and the potential resourcefulness of the SSs and its environment in the overall development of Sri Lanka. Poverty in rural areas is the common denominator. How to convert this dormant resource to an active powerhouse is of critical importance in the development paradigm of rural areas. What is now required is a development strategy to overcome unequal opportunities and adoption of a positive discrimination policy in favour of the poor.

3.4   Complexity in Poverty and Equity of the Poor and Powerless

The issue of poverty is complex encompassing a wider area of development issues. These relate to health, cultural, social, quality of life factors and the capacity to absorb modern ideas and machines for efficiency and better output.. Education per se has remained outside the ambit of development and is related only at terminal points vis-a-vis certificates for employment and as qualifications for higher studies although no doubt that education enhances QOL. Agricultural practices never needed certificates and since SS never led its beneficiaries to attain certificates these remained isolated and never or rarely attracted the attention of the power blocks (Gooneratne, 2010; Ekanayake, 2010)

By and large, the critical issue in these countries relate to the issue of equity in education. It is well known that education is one factor that jettisons development, even under worst scenarios. Invariably, in these countries, there is a lack of both horizontal and vertical equity in addition to equity of opportunities. Let us analyze the equity issues in a little more detail. As stated earlier these reflect the broader veins of development and relationships between these are inevitable. What is meant by Horizontal equity (HE) is the absence of equal access to resources across the nation. This is the starting point of a child in his journey to acquire skills for future prospects where the best of resources should be available to stabilize his talents at the primary level. . Thus when HE is achieved and fulfilled without any gaps, the child can move forward confidently without any psychological and social barriers. The more the resources are available, the greater the possibility of the child to win the rewards in the future while the lower the level of resources leads to a poor HE at the base. This would lead the child for an aimless future depriving the nation of able youth and adults at later stages.

. Vertical equity (VE) is the deficiency of uniformity at their starting points depriving skills in competing later. To describe this little further, VE means that the ability of the child to move up in school and later in life successfully. Thus it would mean, performing well in school achieving success in extracurricular activities, providing opportunities to fully open up his potentials with the support of the school, parent and the community. Thus VE is a critical factor that supports or retards the development of the personality and the capacity to compete better and achieve the best to serve the nation. VE includes ethics and morals as well. The issue of VE of the SS compared to the elite school

relates to acquisition of skills and opportunities. The latter schools enjoy the best of resources for motivating children to go up in the socio economic and cultural ladder for citizenship development while the former deprived of relevant and quality resources invariably falls back.

Inability to achieve equity in educational opportunities (EO) is the third obstacle encountered by students in SS depriving equal chances to succeed. Absence of educational opportunities refers to the inability of the child in SS to compete with those from schools that are resourceful which provide great exposures through high quality resources and skills in training. Therefore, children from those schools win at competitions, succeed in examinations, get selected in the job market and perform well in society. On the other hand, those children fromSS fail in all of the above not due to a fault of their own but due to non-provision of resources and lack of skills in competing. It is here, that Mahatma Gandhi's statement referred to above 'If you want to change the world you should be the change' unequivocally applies to the role of policy makers and politicians in the context of SSs, in order to bring about desired changes in the SS and its environments. Such an approach will promote quality education for the poor and powerless as against the present education for the 'well fed and well read'. This project aims to bring the required CHANGE among the above stakeholders.

In conclusion, the principle of equity with its three parameters as described above (Horizontal Equity- (HE) (i.e., Resources), Vertical Equity (VE) (i.e., both academic and non-academic achievements), Equity in Opportunity (EO) in social, economic and cultural aspects attempts to explain the tragedy of equity in poverty. Lack of equity in education is universal resulting in loss of human resources among millions of children who attend school. HE relates to resources, both material and human, that would provide the nexuses needed for Human Resource Development. Vertical Equity is the significance of resources at the starting points while EO relates to socio-cultural factors that promote and provide confidence to success.

CHAPTER FOUR
Research Methodology

The policy oriented research on SSs in Sri Lanka (2009-2013) was based on the theoretical background discussed earlier. Accordingly policies and embedded concepts related to the school education and issues in implementation of such policies and concepts were discussed in the previous chapters. The objective of the present chapter is to identify the research methodology applied to gain grass root level experiences and data on SSs in Sri Lanka. Although the theoretical background was discussed in the earlier chapters, rather than using a quantitative fixed research framework, an inductive approach was used to collect data from SSs and identify patterns out of grass root level data. Based on the data, five case studies were developed and the cross case analysis of case studies was used for the brainstorming sessions that finally lead to the identification of eight dimensions of the Model for SSs in Sri Lanka. Based on these eight dimensions of the 'Model for SSs in Sri Lanka', 'A resource book for SSs' to be used by SS principals, teachers education officials and the community was developed.

4.1 Research Objectives

Based on the theoretical and practical issues related to the development of a new paradigm combining educational and development oriented elements in the context of a community based structure suitable for SSs in Sri Lanka, the following objectives were the focus of the research .

- Study the historical development of a five selected SSs in Sri Lanka.
- Identify the educational, socio-economic, cultural and political contribution of these SSs at present.
- Find out the nature of the SSs and reasons for the present gaps in development.
- Analyze the strengths and weaknesses of the role of the SSs in their present contexts.
- Suggest a model with policy options and innovative activities for transforming the SS into a catalyst of rural development.

4.2 How it Happened

In the policy oriented research, survey, case study and action research methods in combination were used. The educational authorities in the respective Province were informed of the intended research and the rationale for the study, strengthening the future policy oriented nature of the research. These officers included the Provincial Director of Education (Central Province), Deputy Director of Education (Small School Development, Central Province), Zonal Directors of Education, and school principals. Surveys of local and international literature, in depth case studies of five SSs

and trying out/piloting the developed model and resource pack according to the action research process were the research methods adopted for the study.

4.3   Steps Followed in the Study

The study comprised of three main phases as SS Model Development Stage, Resource Book Development Stage and Piloting Stage.

The following research steps were adopted appropriately at the three stages of the study (Figures 1-3).

4.31 SS Model Development Stage: 2009-2010

a)   Preliminary work

- Preparation of the research proposal
- Preparation of the draft specific plan
- Preliminary field visits to select the sample
- Rapport building with stakeholders:- Discussion with Provincial Director of Education and GTZ to refine the overall strategy

b)   Development of indicators (Figure 1)

- Development of instruments
    - Student competencies tests – Mathematics and Language
    - Data collection instruments
- Meeting with principals and officials to establish links

Figure 1. A brainstorming session in the Indicator Development Stage of research

c)   Orientation of personnel

- Orientation of data collectors

- Data collection at SSs (Figure 2)
- Development of the data analysis framework based on data and literature (Figure 3)
- Analyze collected data to identify patterns and issues to write case study reports
- Development of the model based on analyzed data and case studies

Figure 2. Data collection processes

Figure 3. Development of the data analysis framework based on data and literature

d) Analysis of data and report writing
- Write the overall report aligned with the model
- Identify areas for intervention
- Identify remedial actions using research data and brainstorming sessions
- Dissemination seminars to share findings with stakeholders and refine the model

e) National seminar

4.32 Resource Book Development Stage: 2011-2012

- Based on the developed model for SS, a resource pack was developed by the research team using deep level discussions based on the field experience and international level theoretical knowledge. The resource pack was comprised of four handbooks for Education Officers, SS principals, SS teachers and the Community of SS.

- To try out the developed model and resource pack, a series of workshops were conducted at the Sabaragamuwa Province. Fifteen SS from the Sabaragamuwa province participated in the workshops (Figure 4; see reports in chapter 8).

Figure 4. Discussion led by consultant and team with SS principals, ISAs and teachers on the Resource Book

- School visits were made to identify the progress and levels of the implementation
- The reports of the awareness programmes in the Sabaragamuwa Province and school visits were included in the chapter eight.
- Further to the specific pilot programme in the Sabaragamuwa Province, two dissemination seminars were conducted at the Ministry of Education for 200 SS principals as an initial step to create awareness of this project prior to extending the programme island wide at a later stage.

4.4   Sample

4.41   Sample for the Model Development Stage

Five SS from the Kandy District (3 Sinhala; 1 Tamil; 1 Muslim) were selected considering the geographical and social and ethnic differences of the SSs. Preliminary school visits to the selected SSs were conducted to get an overview of the scenario in its contexts prior to the development of the survey instruments. The sample was also representative of all ethnic divides Sinhala, Tamil and Muslim. This initial step was to identify the specific issues to be used for the subsequent pilot study avoiding shortcomings in the master plan, as far as possible. Though the sample may look small nevertheless the principles of Grounded Theory (GT) enabled to get to the depth of the issues.

The GT emphasizes qualitative analysis of data related to social sciences. The advantages of GT are many some of which includes: a) depth focus b) wider spectrum and maximum variations c) focus on practicability and practice d) possibilities to develop 'theoretical propositions' from data e) encourage new ideas and explorations (Denscombe, 2007; Lacey & Luff, 2007; Goulding, 2002). The

GT facilitated the researchers to bring about new perceptions about the possible changes in the role of the SS as an enabler in the context of education and development. The preliminary observations are as follows (see Figure 5 also).

School 1: The school is situated on a top of a hill near a forest conservation, away from the village. The people of this hamlet belonged to different social orders. No public transport is available. The school is situated 26 km away from Kandy town. Only one male teacher (Art teacher) and male principal (Commerce graduate) are serving in this primary mixed school. Multi grade teaching is the method of instruction.

School 2: This school is situated in a tea plantation area 42 km from the Kandy town. Public transport is available but not satisfactorily. In order to maintain higher number of students on roll the principal unofficially conducts classes up to grade 8. There are no teachers for Science, Mathematics, Hinduism (for 14 Tamil students in the school). Only one primary trained teacher is available for the five primary grades. Three teachers are untrained. A preschool is attached to the school as a measure of admitting children directly to the school in the following year.

School 3: The school situated in a rural area 17 km away from the Kandy town has public transport but not sufficiently. There are five primary trained teachers and one English teacher. One Dancing teacher is attached for two days. The lady principal and the staff have developed the school from a situation where it was almost to be closed. A preschool is attached to the school as a safety measure of admitting children directly to the school in the next year. The school can be considered as a developed small school.
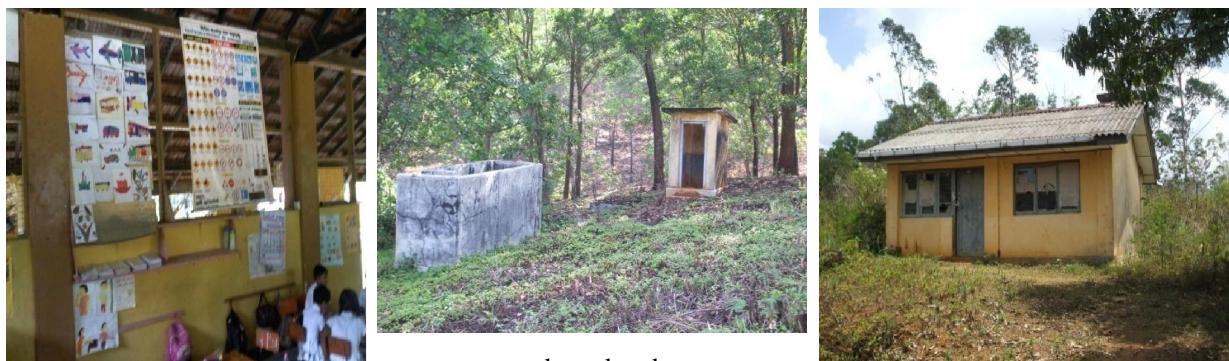
uncleared paths

material out –of-reach of students   damaged building

Fig. 5. Characteristics of deprivation of the poor and powerless related to hidden deprivations of SS

School 4: The school located in a rural area is 19 km from Kandy town. The principal has developed the school with the assistance of the Buddhist temple drawing the attention of people and education officials towards the school. The school can be considered as a developed small school and provide as an examples for the development of other SSs. All 5 teachers are trained (4 Primary; 1 English).

School 5: This school is situated in a mountainous tea estate, 72 km away from the Kandy town. Public transport is not available. The school caters the children in the tea estate that surrounds the school. Two teachers are primary trained. One teacher holds a Postgraduate Diploma Certificate (Table 2).

Table 2. Human resources of Small Schools

School & medium/race	Grades	No. of children	No. of teachers		Principal
			Male	**Female**	
Sch 1 - (Sinhala)	1, 3, 4	14	1	-	No prin. Grade (Male)
Sch 2 - (Muslim)	1, 2, 3 , 4, 5, 6, 7, 8	43	2	4	No prin. Grade (Male)
Sch 3 - (Sinhala)	1, 2, 3, 4, 5	57	-	7 (1attached)	No prin. Grade (Female)
Sch 4 - (Sinhala)	1, 2, 3, 4	67	3	2	No prin. Grade (Male)
Sch 5 - (Tamil)	1, 2 ,3, 4, 5	96	4	1	No prin. Grade (Male)

Source – NIE (2009). A model for small schools in Sri Lanka

4.42   Sample for the Resource Book Try Out Stage

Sabaragamuwa Province was selected purposively considering the willingness of education authorities in the province to pilot the SSMDP. Fifteen SSs were selected by the Education authorities of the province and workshops were conducted within the Sabaragamuwa Province to build awareness of educational officials, school principals, and teachers of the selected SSs.

4.5   Data Collection Techniques for the Model Development Stage

Data collected at two levels of strata in the educational hierarchy area were as follows:

4.51 Data from the Stakeholders

- Unstructured interviews with education official (Provincial Director of Education, Deputy Director of Education of Small schools in the Central Province and Zonal Directors of Education)

- Data from GramaNiladari, Health Officials, Religious Leaders and Community Members

4.52 Data from the SS

The data collection sources are summarized in Table 3.

Table 3. Data collection techniques according to school

Data collection techniques	School 1	School 2	School 3	School 4	School 5
Observation: School plant	Yes	Yes	Yes	Yes	Yes
Observation: Classrooms	Yes	Yes	Yes	Yes	Yes
Documentary data	Yes	Yes	Yes	Yes	Yes
School and classroom artefacts	Yes	Yes	Yes	Yes	Yes
Interviews: Principal	yes	yes	yes	yes	yes
Interviews: Teachers	Grade	Grade	Grade	Grade	Grade
Interviews: GramaNiladari	Yes	Yes	Yes	No	No
Interviews: Health Officials	No	Yes	Yes	No	Yes
Interviews: Religious Leaders	Yes	No	Yes	Yes	No
Interviews: Community Members (Including Samurdi officer)	Yes	Yes	Yes	Yes	Yes
Student competency test	Grade 3, 4, 5 students who have completed Grade 2,3,4 in 2008	Grade 3, 4, 5 students who have completed Grade 2,3,4 in 2008	Grade 3, 4, 5 students who have completed Grade 2,3,4 in 2008	Grade 3, 4, 5 students who have completed Grade 2,3,4 in 2008	Grade 3, 4, 5 students who have completed Grade 2,3,4 in 2008

Source – NIE (2009). A model for small schools in Sri Lanka

- Documentary data on historical development and strategies used to develop schools
- Unstructured interviews with principals and teachers to identify their perceptions and will to develop schools
- Unstructured observation at school and classroom to identify school / classroom practices (Figure 6)

Figure 6. Unstructured observation of classrooms to identify the learning processes

- School and classroom artifacts
- Student competency test to measure the achievement levels of students.

4.6   Procedure

A team of researchers (Appendix 1), trained for the purpose, visited schools for five days to collect data. They collected quantitative and qualitative data using the developed instruments which had sections to collect data from principals, teachers, and community members. Data collection techniques of observation, interviews, and document analysis were incorporated in the instrument. During the data collection the following aspects were covered:

- school profile (location, history and historical development and strategies used to develop school at present, present status, teachers/ principal).
- examination results of the students.
- observations of teaching methods, use of environment and other resources.
- community in terms of resources, aspirations, problems etc. and school community relationship (Figure 7).

Figure 7. Interactions with the community leading to understanding the dimensions: Group discussion

- what students understand more easily and less easily, what provokes the child more in relation to subjects, methods, contents, the interests etc.
- innovative practices and policy options that were used to improve the quality of SS?
- socio economic dataj
- expectations
- constraints perceived by principals/ teachers/ community in the development of SS
- innovative practices

Achievement of students in curriculum was measured using mathematics and languages tests developed for the study. Further the data collectors were instructed to use other strategies of data collection that have to be developed within the school based on the emerging situations to identify each school better.

Based on the data, five case studies were written, and a cross site analysis was used to identify a model with specific suggestions and intervention strategies applicable to each school environment and general suggestions for all SS. In developing the model, eight dimensions with sub themes, were emerged.

Based on the model, a resource pack for SS was developed. It was tried out in 15SSs in the Sabaragamuwa Province in Sri Lanka.

CHAPTER FIVE

Dimensions - Implémentation Plan

5.1   Interventions

Based on the data, five case studies were written, emphasizing case specific characteristics and later a cross site analysis was used to identify generalizable features for SSs. A model with specific suggestions and intervention strategies applicable to each school environment and general suggestions for all SSs were developed. In developing the model the following eight dimensions with sub themes, which emerged from the study as critical to the development of the SSs were identified.

- Pedagogical dimension
- Developmental dimension - School and institutions
- Development dimension - Community
- Psycho - social dimension
- Socio cultural dimension
- Management dimension
- Child Rights dimension
- Logistical dimension

The above dimensions were analysed using the following sub themes.

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                          ┌─────────────┐
                          │ Sub themes  │
                          └─────────────┘
        ┌──────────────┬───────┴───────┬──────────────┐
┌────────────────┐ ┌────────────────┐ ┌────────────────┐ ┌────────────┐
│ Critical / Issues │ │ Suggested activities │ │ Innovative practices │ │  Comments  │
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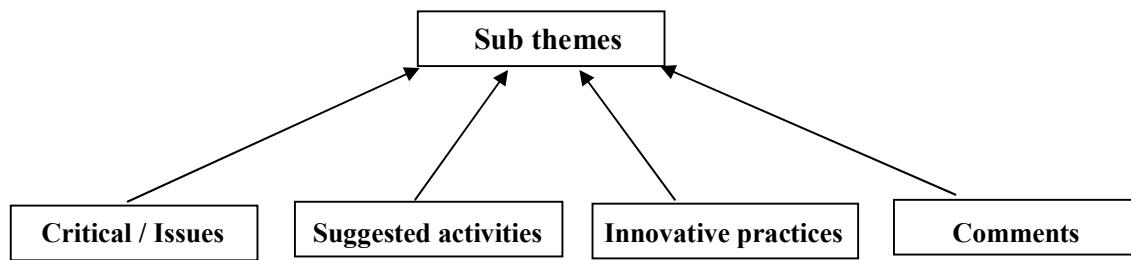
5.2   Dimensions and Implications

5.21   Rationale for the Dimensions

In view of the deprivations the SSs have been encountering over decades, most of which were part of the system itself, dynamic, innovative and radical actions have to be taken in order to bring about any change. The issues that confront the school are inherent aspects of the issues of the community and its culture. The privileged and resourceful environments may also encounter issues but there are social mechanisms and interventions available in such environments to overcome the adversities. For example shortage of teachers, resource materials etc could be overcome through

access to other sources such as private tuition, libraries, bookshops, interactions with others, using power groups etc. None of these are within the reach of the child in the SS. The community is powerless, ill fed and less read. Furthermore, parents in the empowered social groups, 'the well fed and well read', are aware of the needs of the child through constant meetings with similar persons. Since the aspirations of parents and therefore the child is always at a higher level the competition to reach higher targets is universal. School supervision, extra-curricular activities, exposure to learning and competitive world as well as opportunities to enhance the personalities always prevail. These are dormant and non-existent in the culture of the SS and its environment. Even the due rights that children should enjoy are not known by the parents. All these and more deprivations were identified under the new dimensions to be looked into in the new model.

The researchers were mindful of these which emerged from the studies and which were not looked into under normal remedial actions and where solace was not provided since the authorities view all schools on the same wave length using the same criteria of judgment. There is no room for variation and any energetic officer may be taken to task for any exceptions in the provision of resources. Even when a special development project was initiated in the late 1970s, as stated earlier, once the resources were exhausted the project was grounded. It was not built into the main stream of the system.

The introduction of the eight dimensions is to re-emphasis the significance of undertaking divergent approaches in the development of SSs, as different from that of the other schools in the country. In SSs its community and the environment too have to be resurrected in order to bring about changes in the total development of the community. This will motivate the community who will in turn promote the same with their off springs. Although these aspects are known to the authorities they take the path of least resistance and follow the traditional pathways which are devoid of additional burdens, work with in the budgets avoiding undue complications.

In the development of this model the researchers were mindful of these snags and the new dimensions were to take care of these perils holistically and in an integrated manner. Hence, identification of the 8 dimensions which are detailed out in this chapter.

5.22   Dimensions

1. **Pedagogical Dimension (PD)** comes first**.** PD relates to the learning teaching process in the school. Seemingly this is the most critical since no other input could improve the quality of the competencies of the child. Hence this aspect is dealt at length in the document. Teacher recruitments, relevance in training, innovative practices, changes in the curriculum motivating the child learning in context are the essential elements that are discussed under this section. Encouraging NFE mechanisms and its proper use should be known to the teacher which was stressed in the Jomtien (1990)

Declaration. The development of school based research should be encouraged amongst the teacher community.

Figure 8. Learning environment in a small school: Neglected resources leading to hidden exclusions

2. **The Dimension on School and Institutions** refers to changes that are needed in the school in relation to the specific issues experienced in SSs. Further, the role of the school in development of its community uplifting the QOL becomes important. Hence the new roles that it has to play has to be promoted to achieve the new tasks encompassing the whole environment. Child care practices and use of indigenous knowledge in child caring becomes important. Health and nutrition education becomes a vital element in these aspects.

3. The new challenge includes the **Community Dimension** and its significance in the new context of an integrated development package. It is true that the community and the school are linked in the traditional sense but the new challenge is to bring new links and collaboration for mutual development. It is also essential that the vision of the community has to change to accept the enlarged responsibilities and exposures for their children. Developing partnerships with parents and communities begins a new way of working for governments, institutions, service agencies and for educators. Listening to people becomes vital in all these. Hence training of teachers through both in-service and pre-service is mandatory.

Figure 9. Community environment in a SS: Ethnic camaraderie

4.The Psycho-social Dimension refers to the need for enhanced self-image of the school, student and the parents. This includes development of self-confidence and the enhancement of the capacity for leadership. New learning modes as IT and other media opportunities should be provided to all at the village level. Organizing of an array of extra-curricular activities enabling everyone at the village level to take part all of which provides the strength to the individuals to face challenges anywhere.

5. Socio-cultural Dimension includes linkages with other nationalities and collaborative action for better harmony and peaceful living. Use of media opportunities available to enhance the exposures becomes critical. Dissemination of information becomes vital to reinforce knowledge gap between the urban and rural areas and the modern and traditional sectors. Information could stimulate change and enhance participation and confidence building.

Figure 10. Right to quality food

6.Rights of the Child Dimension provides guidelines for both the teacher and the parent the responsibilities and duties as enshrined by the UNO for all citizens to follow and adhere. The significance of these have to be understood enabling them to fight for the rights of children against anyone attempting to violate these internationally accepted legal frame work. These will also enlighten them of the duties of the elders to their siblings.

Figure 11. Absence of quality resources and environment deprives the rights of the child in learning

7. Management Dimension focuses the role of the principal in this new and challenging role. He has to be very initiative and take up the development of the school in close collaboration with the community and other institutions and service providers in the area. Hence he not alone but has to be dynamic to exploit the resources of these services and learn to uplift the school to meet the challenges. The new role would include the use of information on the school such as data on achievements of children to be analyzed and use the results to enhance quality as well take corrective measures. The new design envisages changes in the restructured organism to improve the contexts with in the management at school which would include authority, responsibility and control. Looking for additional funds would be another aim under these changes.

8.Logistical Dimension is somewhat different from the rest of the above mentioned dimensions. This aspect should support all other dimensions providing the needed material support to be efficient in the operations. Thus it includes resource allocations and mobilization processes consisting of funds, materials and human resources to reach the SS in required quantities and on time. The principal has to see that all his needs are available and provided by those responsible. This also includes the effective use of resources, provision of security to the school, maintenance of the school campus and reducing risks related to disasters.

Apart from the definitions given above the pages from 35-56 provide explanations of the eight dimensions under the following headings.

- Elements and criteria
- Indicators and issues
- Suggested activities and changes
- Innovative approaches
- Comments

There is an unavoidable few repetitions amongst the above as well in the discussions related to the eight dimensions.

5.23 Developed Model with Dimensions for SSs

1. Pedagogical Dimension

1	2	3	4	5
Elements / Criteria	**Indicators / Issues**	**Suggested Activities/Changes**	**Innovative Approaches**	**Comments**
Human resources - uses and camaraderie qualities	• Maintaining positive school community relationships viz principal-community teacher-community	• Implement field programmes on school community relationship to all principals and teachers as a part of pre service and in-service training. • Organize social gathering with the community of the SSs once a term or as possible	• Practical exposure of principals to the role of community leadership as a formal requirement • Monitoring of school community programmes by zonal offices	•Training programmes to be conducted on site to get a feel of the environmental issues and realities • Introducing / initiation of special programmes for principals, teachers and community members by both provincial and zonal level officials
	• Non availability of specific teacher education programmes for SSs principals & teachers	• Design, develop and implement such specific programmes for teachers and principals based on practical activities	• Use of personal from relevant departments (Agriculture/ heath) in the training programmes. \	• Content to be developed by the practitioners
	• Contextualizing learning teaching	• Developing methods of learning-teaching based on micro contexts and specific to concepts in subjects	• Train community leaders to work with principals and teachers	
Development of SS as an emergency need	• Lack of appropriate budgetary provisions for the development of SS	• Need for a special budget for SS based on the principle of positive discrimination	• Flexibility in the use of the budget by the principal with the collaboration with SDS etc. • Seeking/ soliciting funds/ materials and personnel from Depts. of Agriculture and Health for programmes activities related to health and agricultural development	•Budgetary provisions to be enhanced annually

1	2	3	4	5
Elements / Criteria	**Indicators / Issues**	**Suggested Activities/Changes**	**Innovative Approaches**	**Comments**
Lack of special cadre of professionals for SSs	• Problems related to teacher deployment: Subject/ gender/ need/ medium wise	• Adopt special regulations for SS in relation to deployment of teacher cadre Ex: enabling teacher in excess of the required number • Provision of incentives in addition to remuneration to personnel serving in SSs	• Field based exposure on SSs to be introduced to the normal teacher training programmes. •Highlight achievements of SS annually with specific privileges	•Development of projects based on issues of SSs
	• Insufficient professional linkages with SSs by educational authorities	• ISA should visit schools regularly to provide professional guidance • Preparation of report and follow up action with relevant authorities	• Field based exposure on SSs to be introduced to the ISA training programmes. • Special programmes to be provided by NCOEs	•Director for SSs to organize professional programmes/activities in collaboration with NCOEs
	• Role of ISA critical in developing the quality of learning and teaching in SS	•Appoint of ISA's especially for SSs •Career development of ISA's (local and foreign) to be implemented. •Develop a special cadre with specific grades to the SSs principal / teachers, enabling to upgrade their the professional career	• Provide special/attractive incentive packages / positive discrimination policy for teachers / principals in SSs • Redefine the role of ISA in relation to SSs • Enable to upgrade professional careers	• Appointments, transfers and promotions should be transparent • Appointments should be made exclusively on merit and relevance; Avoid undue influences • Annual recognition of heads of SSs regionally and nationally
	• Develop specific grades for SSs covering all personnel		• Establishment of a special ISA and principal cadre for SSs	• Such a policy will lend to quality improvement of SS
	• Role of Director of Primary Education: Zonal Education office, MoE, NIE not defined in relation to SS	• Cluster approach to be adopted for supervision and monitoring	• Teaching process to be field dependent and environmental friendly; practices to support theory	• Whole environment of the SS to be the focus of positive learning-teaching
		• Development of contextualized curriculum based on research (NIE to be responsible)		
		• Absence of a clear policy for SS by NEC		

1	2	3	4	5
Elements / Criteria	**Indicators / Issues**	**Suggested Activities/Changes**	**Innovative Approaches**	**Comments**
Improvement of the qualitative aspects of the SS - Measurable outputs (achievement levels of children) - Non measurable outputs (personality development of the child -processes - learning about themselves, their environment, contexts and new methodology)	• Rationality in curriculum – not exam oriented but life focused	• Contextualized curriculum for SS to be developed • Conduct creative writing workshops for teachers • Develop a checklist to identify progress	• Design environment friendly workbooks and modules internalized with the developed curriculum/ Supplementary reading materials • Motivate teachers of SS to be writers of books	• Academic supervision through cluster and individual school • Supervision to be followed by remedial action
	• Instructional process to be life focused to create a good human being	• Provision of child centered and environment friendly instructional activities/ • Provision of supplementary materials for children • Encourage competitions amongst writers	•Development of supplementary materials and workbooks at the provincial level ISAs and other resource persons at Teacher Centers to suit SS • NIE and eminent writers to provide principles	• Developed materials on small schools to be used in educational development activities and planning
	• Evaluation procedure	• Conduct continuous assessment and evaluation system according to the contextualized curriculum	• Provide mobile instructional services for students teachers and community	• Responsibility should be with the proposed SSDD, Cell of Primary Department of NIE and Research Dept of NIE
	• Performance level of the student focusing on morals, values and ethics	• Provision of professional guidance to teachers, principals and ISA by field based methods highlighting the resourcefulness and strengths of the community • Promoting peer supervision at school	• Apply non- formal ways / alternative /authentic methods in learning/ teaching process	• Follow field dependent approaches which are easy for the child to understand (through observation)
			• Remedial education techniques to be introduced, in In- service teacher training	• In Service teacher training should be done under the supervision of the SS Development Cell and Research Dept in NIE and collaboration with other ministries, such as Agriculture, Science & Technology, Health, IT and relevant private sector initiatives
	• Supervision (Internal/External / Community)	• Regular supervision by the provincial /zonal small school unit and ISA's • Adopt strategies such as correspondence, groupings	• Develop remedial education techniques for identified issues using non-conventional learning teaching techniques	• School based assessment system to be implemented properly in every SS and should be monitored and supervised

1	2	3	4	5
Elements / Criteria	**Indicators / Issues**	**Suggested Activities/Changes**	**Innovative Approaches**	**Comments**
	•Personality development	• Emphasis on the balanced personality development of the child	• Introduce more social and co-curricular activities linking the community and the child • Provide exposures outside the SS environment	• Development of the concept of a balanced personality of the child to be mandatory
		• Promotion of performance related (subject matter) curricula and personality development	• Combine activities and carry out exhibitions /competitions / camps with other schools	• Performance of the child must be defined not only in terms of the micro environment, the school but also in the context of the macro society
		• Steps to be taken to reduce gaps in traits of social and personality development	• Provision of facilities for IT, English, 2NL, religion	• The SS to develop a healthy rapport with the community
		• Provide facilities to enable to live and learn with other students in neighboring schools	• Possibility to learn to live together trough organized field visits to other schools/. Institutions and worksites	• Field visits to be an annual event involving the community
		• Incorporation of the concept of learning to share into learning teaching programme	• Use of resource persons from the community to meet school needs on a regular basis	• Supervision must be followed by appropriate action to bring positive results
		• Provision for secondary education for children who complete the primary cycle in SS in an organized way with provisions for relevant resources	• Awareness programmes for principals and teachers on positive ways of facilitating students beyond primary cycle	
	• Promotion of vocational education opportunities	•The principal to identify vocational opportunities in the area and develop suitable programmes for children in collaboration with the community	• Collaborate and link with other agencies and NGOs	• Transform the village to be a part of the national development programme
		•To provide vocational guidance to those who do not complete the primary cycle	• Collaborate and link with private sector agencies and NGOs	
		• Provide basic facilities required by teachers • Focus on the importance of minimum standards	• Development of criteria for supervision	• In addition to common criteria, they should be specific and flexible enough to suit SS environment adjustments

1	2	3	4	5
Elements / Criteria	**Indicators / Issues**	**Suggested Activities/Changes**	**Innovative Approaches**	**Comments**
Wastage/ Depletion of resources and related factors - Wastage is anti-development, harmful, depletion and unrecoverable - Aggravates chronic situations in deprived / marginalized scenarios -Need for awareness of hidden exclusiveness (HE)in primary grades	• Wastage in education at micro/macro levels. Therefore the relentless support to overcome issues through provision of all issues	• Awareness and vigilance of principals/teachers and community on the issue of wastage • Identify issues related to wastage in schools such as under achievement, absenteeism, repeaters and dropouts (Micro level result) (inside school) • Follow-up of action to mitigate the causes of wastage •Pedagogue to identify HE for remedial action	• Development of a plan incorporation with parents / Development of a community based year plan for the SS • Provision an alternative care of siblings- Child labour (Macro level) (Cause) (outside) • Changed role of the SS from a passive recipient to an active change agent in community development	• Wastage because the system is not designed to utilize full capacity of human and natural resources • Importance of creating awareness on policy makers and political leadership on wastage.
	• Wastage due to lack of professionalism (attitudes and behavior patterns of the principal and teachers)	• Conduct awareness programmes on these issues to teachers and parents • Use of resource persons from other departments •Teachers to conduct guidance programmes for mothers regarding HE	• Development of competencies to use the teachers in SSs to improve the quality of learning using Action Research (AR) techniques	• Wastage in education leads to wastage in the meager resources at the community level
	• Issue of rigidity of the school calendar	• Appoint a vigilant committee constituting parents, teachers & religious leaders and personnel from other departments	• Activities and workbooks specific to SSs should be developed for the overall development, including remedial education, focusing on identified issues on SS	• School, parents and community relationships should be continuous and integrated
	• Inability to provide necessary requirements of the school on time	•Improve the provision of necessary resources without delay to develop the quality of services in SS	• Materials to be designed and developed by teachers using AR	• Provision of requirements to be varied and according to the needs of the school
		• Development of a code of ethics and a positive culture in management styles in the schools • Develop a learner friendly and development oriented management system of schools	• Initiate school self-assessment scheme •Provision of training on these schemes for principals • Development of a school self-assessment system	• Proactive school culture to be developed

1	2	3	4	5
Elements / Criteria	**Indicators / Issues**	**Suggested Activities/Changes**	**Innovative Approaches**	**Comments**
Co-curricular activities	• Lack of activities due to small number of students	• Combine activities to be carried out with other SS such as competitions/ exhibitions/ camps	• Activities should be planned in cooperation with the community considering the age	• Improvement of the attractiveness of environment in SS such as garden, path plants
			• Opportunities related to vocations for children to be provided when and where necessary	• Management of teacher- parent relationships to implement co-curricular activities
Policy	• Low enrolment of students in SS	• Adoption of policy on rationalization of schools	• Mechanism to strengthen the policy such as using media to popularize SS, provision of resources and advocacy	• Implementation of policies without bias
		• Adoption of policy on school admission	• SSs should function irrespective of the numbers • If the numbers are low the SS should be used as a non formal education center as well in addition to use it as a formal school	• Irrespective of the numbers schools should not be closed
		• Adoption of a self-assessment checklist for principals in relation to funds and use of resources allocated to the school. • The power to be delegated to a teacher	• Capacity of the principal to find funds to be strengthened • Appointment of a committee with parents and teachers to oversee the funds	• Provincial/ Zonal offices to guide on the utilization of funds • SS to be development catalyst, assistance from health, agriculture sectors to be taken • Development of projects based on issues of SSs • Conflict management ability of principals

2. Development Dimension - School/ Institution Development

1	2	3	4	5
Elements / Criteria	**Indicators / Issues**	**Suggested Activities/Changes**	**Innovative Approaches**	**Comments**
Vision/ Mission	• Non availability of proper / appropriate vision and mission statement to SS	• Development of an appropriate vision and mission statement to SS • Vision to adhere to general principles of the UNCRC • The statement should reflect SS as an institution that requires emergency support, greater attention and provision of resources	• Collaboration with the staff and the community in the formulation of the statement • Both staff and community to be made aware of the principles of the UNCRC	• Internalization of the principals of the vision and mission in SS programmes • UNCRC principles to be applied in all possible situations example – 'best interests of child' etc.
Identity	• Identify codes, ethics, norms and symbols specific to SS • Teachers and the community to know and follow these norms	• Development of school specific identification elements could be based on socioeconomic culture and environment factors	• Awareness creation among parents and follow up programmes • Synchronization of the school culture at homes • To focus on the development of the personality of the child providing opportunities for self- confidence	• SDS meetings to be used as a means of advocacy to build awareness on this aspects
Security	• School must be a physically and mentally a safe haven for the children (and parents) at all times	• School must be well kept, developed, highly protected and maintained in collaboration with the community • Institutional ownership should be shared with the community	• Community collaboration in maintaining the school campus • Exploring the possible ways to share the benefits of the school garden	• All the development measures should be to create a friendly environment in the school
ResourcesRelated to Teaching learning:- Computer Unit, Library and information center	• Availability of flexible classrooms	• Flexible partitions to classroom with space, lighting and ventilation	• Linkages with neighboring schools organizations / departments for materials and guidance	• Provision of space for the development of multipurpose activity room • School and the environment to become a laboratory

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1	2	3	4	5
Elements / Criteria	Indicators / Issues	Suggested Activities/Changes	Innovative Approaches	Comments
	• Provision of space and equipment to enhance the personality development and learning experience such as computers, library, English room, activity room and playground	• Training of the personal in the effective use of equipment	•Services to be shred with the community and children to become resource persons to the community	• Opportunities to the community to use these facilities
Rewarding, recognition & appreciation	Marginalization of the SS	• Selection of SS with best practices (Zonal, District, provincial, national level)	• Conducting a SS day annually organized by the PDE and Zonal offices with the collaboration of the community	• Appreciation, recognition leads to quality, motivation and sustainability of SS

3. Development Dimension - Community

1	2	3	4	5
Elements / Criteria	**Indicators / Issues**	**Suggested Activities/Changes**	**Innovative Approaches**	**Comments**
Provisions of services to the community from the school and community to the school	•Increase in the provision of facilities of the SS to the development of the quality of life (QOL) of the community.	•SS to provide the leadership to bring about linkages with organizations to empower the community. •Provision of training programmes on community and school as part of the teacher education programs in NCEOs •Provision of extension programmes of specially agriculture and health •SS to be of use to the community when and where necessary	• Provision of facilities to the community centre should be including TV, IT and provide solar power where necessary and where possible. • Provision of CDs collaboration with the other Departments and Organizations.	•Separate vote for community development activity to be provided by the MOE annually. •Request for material and maintenance of the IT centre from organizations, well-wishers etc.
	•Lack of knowledge, skills and attitudes of the SS staff about the significance of community development.	• Awareness creation and skills development to be achieved through community development exposures • Establishment of a learning centre such as ICT, English etc. for the community	• Link with relevant learning centers existing (Ex: Moratuwa University) to provide education programmes for students and adults.	• Provision of information through films using mobile facilities available in other ministries, (Science and Technology, Agriculture, Health) and organizations/Universities
	•Lack of understanding of the different services needed and the available services & the service providers at the small school community level to improve the QOL.	• Use of the physical & human resources of the small school to fulfill the needs of the community	• Use of the resources of the small school (Phy / Human) to be a part of the school year plan.	• Awareness on these aspects should be included in the training programmes for both teachers and the members of the community.
	•Shortage of staff for quality improvement of the small schools. (Curricular & Co – curricular)	• Provision of teacher training programmes on school & community in both pre and in-service and management training programmes of NCEOs.	• Training programmes should be compulsorily field based and should form part of the evaluation of the teachers.	• Use of organizations and institutions for the training programmes of volunteers (Human Resource Development - HRD)

1	2	3	4	5
Elements / Criteria	**Indicators / Issues**	**Suggested Activities/ Changes**	**Innovative Approaches**	**Comments**
		• Use of all type of services and service providers available in the village for the instructional process and material development on a regular basis.	• Mapping of the available services, service providers & resources in the community of the small school.	• Request only essential needs and make sure usage should be transparent and monitored regularly.
			• Inclusion of these services in the school year plan.	
		• Selection of suitable personnel from the community for various tasks when and where necessary on a voluntary basis	• School based provision of training for the volunteers.	
	• Absence of formal linkages with other institutions and organizations relevant to the needs of SSs	• Maintain regular connections with the identified institutions and organizations through the resource mapping procedure to fulfill the needs of SS.	•Plan out resource mapping activities with the help of the community of SS; resources of the village, Institutions organizations	
			• Plan out activities as to get the maximum benefit of the organizations / institutions.	
	• Overall development of the community of the SS leading to positive changes of the QOL and level of expectations of parents/ community	• Provide health, communication services, micro planning for economic progress • Foster micro finance activities • Provision of information technology • Incorporating health, agriculture and other economic activities with the learning- teaching processes of the school when and where possible.	• Integrated planning implementation of model integrated projects with the help of respective stakeholders	

4. Psycho Social Dimension

1	2	3	4	5
Elements / Criteria	**Indicators / Issues**	**Suggested Activities/Changes**	**Innovative Approaches**	**Comments**
Impact of Grade 5 Scholarship Examination	• Development of negative attitudes/ bahaviour patterns • Concept of the present cut off marks and labeling students as failures	• Exam should be universal for all grade 5 students • Provision of remedial actions to students to improve their competencies • Supply of resources to enhance the learning teaching process	• Analysis of Grade 5 subject wise examination results and provide feedback to teacher training institutes, to schools and ISA's	• Coordination of activities and implementation of programmes to be the responsibility of SSDD
Low profile/estimation of the SS by the community. Bureaucracy/ political authorities due to poverty and powerlessness	• Psycho social traumas and derivational cycles faced by children from birth • Existence of culture of negative values attitudes towards education has not worth pursuing as a wastage of time • Inability of the community to realize long-term supportive benefits from education	• Conducting awareness programmes regularly for the parents specially for mothers about the behaviour of the children and their learning styles • Conduction courses for mothers on how children learn and how mothers could reduce tension and anxiety among children • Conducting similar programmes for adults /youth to get over defeatist attitudes • Conducting EFA/EAA campaigns in SS environment	• SS should be a catalyst of the development of the villages and well-being of the villagers focusing on the QOL	• Develop a system to highlight the progress and the successful stories of the SS and the environment through the media (Responsibility SSDD)
	• Developing negative values regarding education	• Developing child friendly environment /atmosphere in SS	• Promoting a learning culture of the village through IT programmes	• Grade 5 Exam should not be used as a criteria to measure child's competency
	• Underestimation of indigenous living patterns	• Encourage extracurricular activities similar to urban schools • Methods to highlight values in rural and local communities	• Promoting more environmental related activities	• The suggested activities would lead to enhancement of the personality and develop self confidence among the community.

1	2	3	4	5

Elements / Criteria	Indicators / Issues	Suggested Activities/Changes	Innovative Approaches	Comments
	• Wastage of resources: human and physical	• Creating positive image of the community among the staff	• Appreciation and conservation of local resources	
	• Presence of various mental complexes due to different socio economic variations	• Highlighting the opportunities / resources (social/ cultural/ religious) available around SS	• Awareness programmes on child mental health for parents and community and other available opportunities • Provide information on available job opportunities for employment, skill development and education	
		• Conducting cultural and social programmes by the SS with the collaboration of the community	• Fostering local games and folk activities	

5. Socio Cultural Dimension

1	2	3	4	5
Elements / Criteria	**Indicators / Issues**	**Suggested Activities/Changes**	**Innovative Approaches**	**Comments**
Social cultural values of the village affects the culture of SS	• Negative influences of the parents affect the education of the child.	• Awareness programmes on importance of the education in relation to empowerment and enhancement of quality of life of child for parents and members of the community.	• Development of supplementary materials focusing on positive examples of those who have achieved success in life through formal and informal education	• Education leads to development of personality and provide opportunity for the promotion of the positive behavior of life
	• Low aspirations/ expectations of the parents	• Programmes for the promotion of employment for SS as trainees with employers from developed areas	• Design of training programmes based on above	• Inviting prominent old boys of the school on important occasions
Education employment linkages programme	• Lack of examples of direct beneficiaries from schooling	• Develop the above activity further • Security HR of the children protected avoiding child labour • Follow up of employed youth of the village working in outside districts	• Organizing special events/ days specific of the culture of the village	
			• Prepare an annual calendar of events for the village in collaboration with the elders and old students of the village.	
The SS to provide positive influences to improve the quality of life	• Social and cultural background of the students such as traditional barriers, complexes and low aspirations and lack of knowledge about employment and market forces prevents the community in deriving benefits from development and improving quality of life. • Inability of the students to comprehend the guidance provided by the school to upgrade the standards of life.	• Design and develop activities to promote participation, to promote to live together, develop self-confidence and activities to enhance life style of students	• Design activities to transfer knowledge and practices delivered through media and other programmes such as competitions organized in collaboration with relevant departments and institutions for improving day to day life at school and village level. • Integrating of the above practices with the teaching learning process	• School is to be a model for good practices in relation to social cultural milieu of the village • Use of TV and IT using the SS IT center

1	2	3	4	5
Elements / Criteria	**Indicators / Issues**	**Suggested Activities/Changes**	**Innovative Approaches**	**Comments**
SS links the community to the outer world	• School management/leadership lacks effective linkages with the outer world	• Develop orientation programmes for school leadership on effective interaction for development of SS and the community Sports meets and other collaborative competitions with other SSs	• Linkages among SS for specific activities • Linkages with developed neighbouring schools for specific activities. • International exposure for school leadership	
	• School lacks theoretical and practical knowledge about modern technologies. • The school personal is confined only to the school issues .	• Provide resources and opportunities. • Develop and design training programmes • School leadership to take initiatives to design and implement community development activities • Use of physical and human resources from the community for learning teaching process	• Provide exposure to practical training programme in the use of modern technology. • Religious and cultural activities to be designed, planned and implemented with the community • Planned activities to be integrated with the normal curricular	• Innovative approaches should be sustainable. • Identified activities should be regularized as part of the annual programme. • Activities should be monitored and supervised by SSDD of the Provincial Department
SS provides global information about the world and universe	• SS lacks capacity and resources to provide current information	• Provide resources to get current information for both school and the community	• Encouraging school children and youth for creative activities to transfer the knowledge.	• The proposed activities will enable to get information of the world affairs
	• Lack of a culture of using current information for quality improvement of learning teaching process and for socio economic development of the community	• Develop information news bulletins regularly for both SS and community by younger generation of the village • Use of the SS as the forum for discussions and students should be involved in above activity	• Provide opportunities to share the information. • Invite external resource persons for the discussions • Transform SS to a knowledge hub (KH) at the rural level to assist in development of MDG while preserving traditional values	• Reducing gaps on information between SS and world at large.

6. Rights of the Child Dimension

1	2	3	4	5
Elements / Criteria	**Indicators / Issues**	**Suggested Activities/Changes**	**Innovative Approaches**	**Comments**
Right of the child in SS	• Language and social barriers obstruct socialization of child.	• Awareness building of village level community leaders, parents and youth on HR.	• Provide opportunity to learn a second language and basics of other languages.	• Identity should not be affected due to language barriers
Labour related elements	• Inability to identify the differences between child labour and child developmental activities in the school.	• Define the role of the child at school and facilitate specific activities necessary for child development. To be followed up with Employed linkages	• Plan of the school activities to develop personality of the child • Separation of activities between child labour and child developmental activities	• Understanding of the rights of the child by teachers and parents.
Discriminatory treatments affects personality developments	• Children are kept at home for economic needs .	• Enforcement of compulsory education act and child labour laws. • Establish a day care centre for each village under the supervision of the SS/attached to the SS.	• Awareness programmes for teachers and parents and institutional linkages that focus on CRC	• Use of grass root level officers to coordinate with the school regarding children, parents and teachers and assist the principal to get all the children to SS
	• Children in the SSs are treated differently in accordance with their social status .	• Formation of a body consisting of teachers/ students/ SDS members to oversee the overall welfare of the child	• Develop awareness programmes to minimize discrimination that occur in SS and remedial activities for attitudinal change.	• Parents and children meet regularly to organize cultural, religious events to encourage in greater participation in social gatherings of the SS
		• Establishment of forums for expression of ideas and opinions of students	• School to take leadership role to organize and participate in community activities, which should be in the school calendar	• To encourage the community to participate in social gatherings in the SS
	Lack of opportunities for the overall development of the potential of the child	• Provision of maximum resources, for curricular and extracurricular activities • Provision of training on skills	• Identify innate skills/ abilities of the student and take appropriate actions assist the development. • Develop child with the help of parents and teachers who are trained and competent in identifying the skills / abilities of the child	• Provide multifaceted experiences to the child in SSs

1	2	3	4	5
Elements / Criteria	Indicators / Issues	Suggested Activities/Changes	Innovative Approaches	Comments
		• Regular monitoring and evaluation of resource utilization		• Highlight the achievement of the students of SSs by the Director of SSs and ISAs
Importance of cordial relationships among stakeholders	• Lack of positive relationships between parents, teachers and children.	• Teacher role to be redefined to include that s/he has to perform different activities at school other than teaching • Provided special responsibilities for teacher / principal of SSs • Conduct awareness programmes to teachers to perform the new role	• Teacher identify child needs that are not fulfilled by parents and take action accordingly • Use creative methods and films that inculcate good behaviours among teachers and children	• DSSD and teachers conduct action research to identify the changes/ development occurred due to interventions/ new strategies • To acknowledge the district wise best school annually.
	• Lack of emphasis on privacy of the value child in relation to moral, ethics and norms.	• Parent-teacher maintain continuous contacts to exchange information on the child privately, instead of whole group discussions where privacy is not maintained	Individual identity is honoured and not used in a negative way at school and home	• Personality and privacy of children should not be affected in the learning teaching process, school activities and intervention strategies
Significance of provision of information	• Lack of avenues for information via mass media for informal education and overall development of the child	• Provision of facilities including newspapers, radio and library • Capacity building of principal and teachers in handling mass media effectively	• Linkages with government and nongovernmental organizations including well wishers to acquire resources and to conduct capacity building projects	• DSSD conduct need surveys and plan / monitor activities
Children with special needs / abilities	• Non availability of identification /screening techniques and treatment methods about children with special needs	• Teacher development programmes to identify and intervene children with special needs/abilities	• Services of resource persons to be taken • Mass media to be used to change attitudes	• DSSD to monitor the individual progress of the needy children.
Needs related to health and nutrition	• Medical care services / condition of the child and family environment affects schooling.	• Systemize food and nutrition programmes currently implemented Growing indigenous (medicinal) plants in SS gardens	• Nutrition programmes to be reorganized to use indigenous food available in the villages	• SDS should look after the food programmes

1	2	3	4	5

Elements / Criteria	Indicators / Issues	Suggested Activities/changes	Innovative Approaches	Comments
Needs for security: Social physical, natural	• Lack of emphasis of the social security of the child.	• Awareness programmes for children on social security • Contents on security to be included in school curriculum	• Drama and miming on the theme to be performed by children and displayed to community	• Social security is the security of the country • Positive relationships should be developed at all levels • Attention of teachers should be focused on children who are affected / influenced by social malpractices
Learning to live together	• Standard of living of the community affects the education of the child .	• SS design programmes to support economic development of the school environment. • SS curricula to be strengthened by teaching a link language and English	• Children are exposed to various Sri Lankan places by educational trips • Remedial measures to be implemented to overcome adverse effects of social background on the child	Parents and teachers need to be aware that the children are entitled to a better living standard irrespective of their background
Enhance the three SSs- safety ,security and strength through provision of 3 equities –horizontal, vertical, and opportunity	• Continuation of school education after completing the primary education as part of life long education .	• To provide opportunities to children to commence secondary education through various modes.	• SS should prepare the child to the secondary school and help to select the secondary school and that suit the child	• SS should be developed as a center of excellence in primary education and as a cartelist of community development

7. Management Dimension

1	2	3	4	5
Elements / Criteria	**Indicators / Issues**	**Suggested Activities/Changes**	**Innovative Approaches**	**Comments**
Development of competencies	• Absence of small school specific management programmes for principals and teachers based on realities of SSs	• Design and develop such programs based on contexts of SS and environment	• Mutual sharing of physical and human resources with that of other SSs/ communities • Emphasis on stress management in training such as social, political, pedagogical, resource mobilization etc.	• Observing peer management styles • Such training programmes to be based on research and practical experience and implemented in rural contexts • Experiences of other countries to be made use of.
Maintaining minimum standards of the overall quality of the SS	• Absence of minimum standards in managerial roles	• Minimum standards to be maintained in all activities of the school such as academic activities / nonacademic activities /general functions/ management of garden/ relationship with external sources • Provision of training in the competencies needed for the minimum standards	• Regular cross checking of other activities Ex: Quality of teaching in relation to achievement • Appointment of a committee with teachers to monitor minimum standards identifying lapses	• Minimum standards should be vary with the nature of the activity/ availability of resources/ training provided • Minimum standards to be used as a baseline data for monitoring the progress of the school
Low profile psychological status of the pedagogue in managing instructional processes in SS	• Low pupil - teacher ratio leading to low morale of the teachers	• Improvement of competencies of the teacher to teach any number of children using child friendly management techniques to enhance the achievement levels of the students	• Encourage to apply multi grade teaching techniques managing small classes • Provision of relevant classroom management competencies for the teachers	• Encouraging multi grade teaching methods collaboration with other village level resource persons / programmes/ organizations organized by other ministries

1	2	3	4	5

Elements / Criteria	Indicators / Issues	Suggested Activities/Changes	Innovative Approaches	Comments
Psychological complexes of the principal in relation to management	• The management unit of the school is too small for the full use of capacity of the principal; • Low self image of the principal due to smallness of the small school • Inferiority complexes arising out of low student population scenarios	• Principal to plan activities to develop the social/cultural competencies of the students and community • Collaborate with other resources institutions available in the area	• Awareness programmes for principals and teachers to enhance their professional roles and other social and organizational competencies.	• The proposed SSDD to undertake awareness programmes for principals and teachers of SS • Principals/ teachers to be rewarded by publishing their writings and studies • Commendations from universities and NCEOs to principals and teachers • Create awareness, provide opportunities for principals about the importance of knowledge based societies through IT programmes
	• Inability of the school personal to utilize their capacity for the betterment of the SS community	• Principal to take leadership in community development planning, organizing implementing etc.	• Principals to organize and support activities leading to the improvement of quality of life of community through linkages/ Provision of new avenues	• Activities to be non political overarching covering development needs of the community • Provide responsibilities to the community collaborate with religious leaders
		• Conduct studies to identify different competencies/ positions of children. • Teacher skills to be diversified to address other development needs of the community/ potentials of children • Compensation programmes/opportunities to be provided for teachers	• Resource sharing activities/ processes to be encouraged. • Principals and teachers to engage in educational and community development activities (early *childhood-Pre school-crèche/ adult education/ non formal education* activities)	
Establishment of Old Students Associations for SS	• Absence of examples who have achieved fame from the SS	• Encouraging g youth to join OBAs	• Principal and staff involving in these activities	•

1	2	3	4	5
Elements /	Indicators / Issues	Suggested Activities/Changes	Innovative Approaches	Comments

Criteria				
Linkages with other institutions organizations	• Absence of formal linkages with organizations and institutions relevant to the needs of the small schools. • Importance of analyzing the impact of social, cultural, and economic stresses	• Establishment of Old Student Associations • Developing linkages with similar institutions (Ex: VIDHATA Centers) • Establishment of mini banks at school level in collaboration with rural banks • Linking teaching learning programmes with the activities of these rural based organizations	• Developing a linkage with the community and planning development activities; Specially with educational institutions	• Collaboration with institutions will lead to active participation of principal, teachers and the community in an overall education cum development programme

8. Logistical Dimension

1	2	3	4	5
Elements / Criteria	**Indicators / Issues**	**Suggested Activities / Changes**	**Innovative Approaches**	**Comments**
Location	• Problems related to school mapping	• Needs of the child should be the priority in the location of the SSs • Schools must be located according to the needs of the community • Location should also facilitate the community to assist their day to day needs • School should be situated where both safety and security are ensured • The quality of education in SS must be enhanced so that at the primary stage the child can attend to a nearest school • Linkages between primary SS and any post primary school should be established (Link a primary school to a post primary school)	• Security when and where needed to be provided by the community on a roster basis • Location of the school should be community friendly • Strengthen the quality and regularity of supervision on instructional processes • Provide model lessons using local resources • To develop linkages between SS and secondary schools through the SS development office to facilitate admission of children	• Prior to establishment of a school, necessity of interaction with the community • Develop, motivate, and enhance the attitudes of the school community **(Child Right Convention: CRC - Article 28 :)** • Establish a climate conducive for a child friendly school • Take serious attention on physical and mental health needs of the child (CRC Article 29) • Avoid unwanted unhealthy interferences • Awareness programmes on child's mental and physical health for parents
School plant	• Effective use of the available space and other physical resources	• Identification of available resources in the school and the community • Providing awareness on managing the available resources • Converting a SS campus to a model farm/economic unit • Use of the SS garden and its environment as a tool for learning-teaching	• Design small school based contextual training programmes for teachers on the use of available resources for both learning teaching and model farm development • Developing the skills in the teacher in identifying community resources for the above	• Programmes must be practical oriented including school and field visits creating inter alia respect for natural environment (CRC art. 29) • Mandatory follow up of the training programmes by Zonal Educational Officers regularly

1	2	3	4	5

Elements / Criteria	Indicators / Issues	Suggested Activities / Changes	Innovative Approaches	Comments
Resources related to logistics	• Unsatisfactory nature and shortages of logistical support or facilities such as communication, sanitary needs, services, land use, equipment	• Regular links with relevant departments	• Conduct school garden competitions among SS	• Due to all these activities development of human resources lead to the improvement of quality of life of community of SS • Request for relevant equipments from the donors- Local and foreign
	• Development of the school garden as a model farm in collaboration with parents/ community and Dept of Agriculture		• Development of appropriate technology in collaboration with relevant depts. and community • Structure of the school buildings to be changed. • School buildings to be colourful, attractive and of a aesthetic value	•
		• Encourage use of appropriate technology • Improvement of the following logistics in collaboration with the relevant departments - Communication (roads/ transport/ telephone), sanitary (health, water), services (office, quarters, first aid, electricity), land use (garden, fence), lack of equipment -	•	•

CHAPTER SIX

Model Framework for the Resource Book

6.1   Need for Change

The objectives of the Resource Book would be directly linked to the vision indicated in the earlier chapters specifically chapter three. This may be termed "*Poverty in Equity*" model.   The current administrative structures and policies do not permit reforms quickly. Maintaining the status quo is preferred to any change. It is imperative we "need to change" for any radical development to take place in SSs and their environment. The model Resource Book fosters change. The expected outcomes of the model are as follows.

- To develop a model to transform the SS from its current backward position to a development catalyst in rural and disadvantaged environments
- To provide the skills in the teacher / principal an in depth understanding of the issues in relation to development and education of the village community
- To transform the behavioural nature of the teacher from that of a pure pedagogue to an agent of change in rural and disadvantaged environments
- To bring about and develop new directions in mindsets of the community about the new roles of the SS in relation to education and development
- To develop contextual teaching learning styles of the teacher in the SS for enhanced achievements amongst children

.These changes are to emerge through the eight dimensions identified from the field research. The changes are expected to be achieved through the adoption of these eight dimensions. These are diagrammatically represented in the Figures 12 and 13. The expected changes resulting from the application of the new dimensions based on the equity principles are reflected in Figure 12 highlights the emergence and significance of 'Expanded Visions and Actions Through Small Schools'.

Thus the Figure 13 completes the model for the vision of the SS. This is based on the principle of equity and the changes envisaged under the new dimensions identified and described in earlier pages based on the research findings carried out by the National Institute of Education, Sri Lanka. The model attempts to develop a conceptual framework for further action.   The overall objective of SSDMP is to improve the quality of life of the community through the exposure of children to better resources and opportunities indicated in the poverty trap. This is to be achieved through community development processes and improvements in achievements in school. Figure 10 highlights the methodologies that could be adopted to break the poverty trap seen in the disadvantaged rural communities of Sri Lanka as well as in the developing countries.
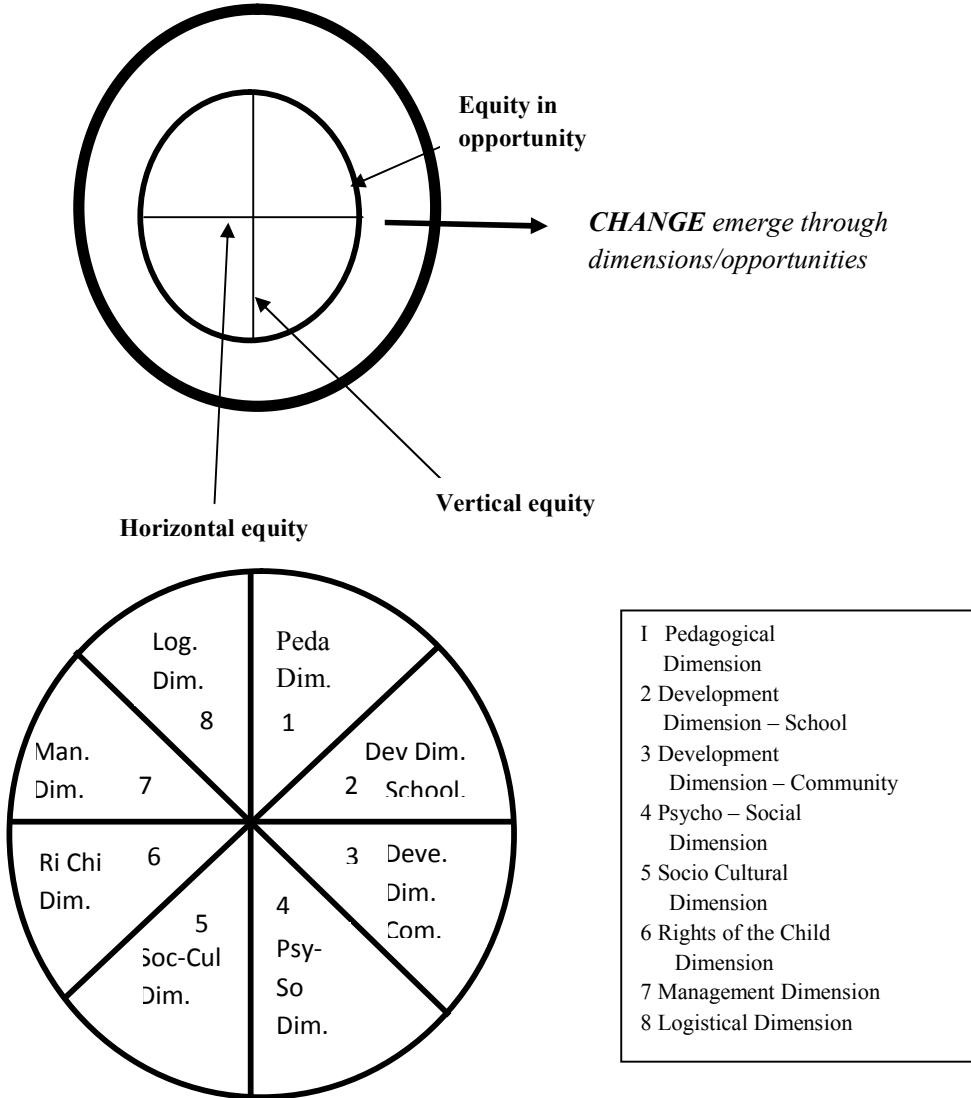
Figure 12. Poverty in equity
Source – NIE, 2009

'Poverty is defined to include not only material poverty but also lack of self- confidence and initiatives that are seen amongst the youth and the communities in rural and deprived communities. The poverty syndrome encompass all elements related to social, economic and cultural factors. The exogenous factors and elements used should generate motivation in the beneficiaries in terms of economic gains and social and psychological development aspects. It should lead to confidence building as shown in the diagram. This diagram shows that poverty syndrome which could be brought down and possibly eliminated through concerted efforts using various processes over a period, guiding the clientele into the 'safety net' relieving them from the 'poverty trap'. Once they are aware of their capacities it may be possible for the more energetic to venture into the competitive 'outer world' moving across the 'safety net' (Ekanayake, 2010, p. 256). The imperatives required to

achieve these are the initial resources and guarantees to move beyond the primary cycle for which the basic essentials highlighted and discussed earlier under the 'equities and dimensions' should be provided.

EXPANDED VISIONS AND ACTIONS THROUGH SMALL SCHOOLS
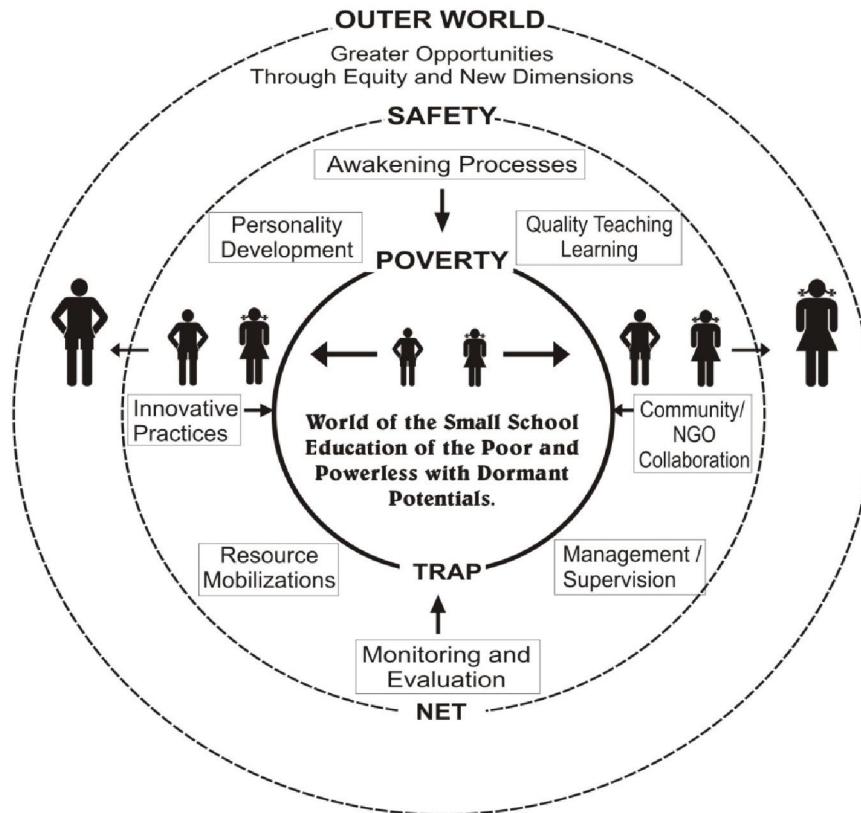
Figure 13. Emancipation from a deprived state to a brighter future

Source – Ekanayake, 2012

6.2   Cascading Process and Similarities in Development

The SS resembles a structure that is similar in form but different in function to that of the cascading small tanks (ST) in Sri Lanka. The resourcefulness of the ST located in the remotest areas serving the community possess attributes to preserve, support and augment cultural, sociological, psycho-social elements and small scale development needs without much hue and cry and resource support unlike the major tanks in the country (Tennakoon, 2012). Likewise, the SS has provided services for decades, if not for centuries, to the disadvantaged communities without fanfare using its meager resources. Thus the SS and ST are both silent service providers exclusively looking after the needs of the communities in most of the far flung regions in Sri Lanka. It would not be wrong to state

that these three elements, namely SS,ST and the Community, forms the trinity of development in the remote areas in Sri Lanka without which the**se** would have likely remained still in a primitive state. The calamity of the SS has been discussed earlier and need no more emphasis for the reader. Figure 12 amplifies the expected outcomes of the model using the inputs shown in the figures 12 and 13.

6.3   Expected Outcome

Based on the findings the above model suitable for Sri Lankan small school environment was developed. The model addresses the *specific complex issues and* activities related to t*he deprived* school and *its* community. Since the study is policy oriented, specific suggestions that can be implemented and aspects that can be considered as part of the educational reforms by policy makers and implementers were also suggested.All these *projected changes are also in keeping* with'the situation and future of small schools in the Global South, *(meaning developing countries)* which is of high relevance both to the field of comparative and international *education, as well as to the world of educational policy and practice' (Popa , Samoa, UNESCO 2012). The strong interest shown in such a relevant issue, specially in the developing world where* EFA is facing great obstacles *has to be welcomed*. *Thus* the approach of this project in the enhancement of quality education through small schools in an integrated manner collaborating with all those who matter in the rural environment is salutary. *Seemingly* th*is* project provides answers to many issues *which had been neglected and* lying fallow for generations, *in school structures, practices and thinking of* the community. The approaches suggested are practical and would go a long way to exploit the unrealized potential of small schools, in Sri Lanka and elsewhere.

6.4   Limitation and Future Action of the Study

Since the study to develop a Model and Resource Pack was based on the data of five schools and concentrated in the Kandy District, specific characteristics of schools in other educational pockets of SS may not be addressed from this study alone. The try out at 15 SSs in the Sabaragamuwa Province has generated *new*   features of the Model and the Resource Pack. It is suggested, however, to implement the present policy oriented research incorporating all small schools in Sri Lanka in the future, after trying out and piloting at selected SSs in other provinces too.

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CHAPTER SEVEN
Implementation Plan of the Resource Book

It was with the objectives elaborated in the previous chapter that a resource pack was developed for SSs. In order to bring about this change it was necessary to educate officers of the Zonal office, Principals, Teachers and the community. It was for this reason that these officials were targeted here. Not only was the education of the students but the total development of the community, in its entirety, was expected. Qualitative, as well as the quantitative development of education, is necessary. Therefore, the learning teaching methodologies of the principal and teachers of SSs should be adjusted to suit their unique situation. For this purpose, it is necessary that they are provided training, support and co-operation. It is compulsory that the students of SSs are provided opportunities equal to those of other schools. As such, the main objective in the preparation of the resource pack is the provision of an approach for the institution of strategy management in SSs.

This resource pack covers four major areas as;

7.1 Educational Officers

7.2 Principals

7.3 Teachers and

7.4 Community

The resource pack is arranged in the above order and relevant issues and suggested activities are provided. Some sections where further elaboration is required are given in the appendix.

7.1   EDUCATION OFFICERS

7.11 Orientation of Education Officers to Development Issues of SSs

There is an urgent and dire need for the professional development and empowerment of principals and teachers of SSs. This process should commence with Education Officers (EO) since they are managers at the apex levels and could motivate and guide personnel at the lower levels effectively. Hence, it is essential that EOs take action for the professional development of these principals and teachers. Evidently, that there is a lack of trained human resources and developed physical elements in SSs compared to that of other schools. In view of the nature of SS environments, principals and teachers serving SSs have to perform a multiplicity of tasks beyond the classroom which are different from that of those serving schools in resourceful communities. These issues were taken into consideration in the development of the resource pack (RP).The RP looks at these from an integrated perspective in cooperating elements that lend to the total development of the community. Education in SSs should not be isolated events but be of an inclusive nature forming part of the total

development process of the stakeholders. Unlike in the urban sector where outsourcing of resources is possible the environments of the SS do not posses that privilege and the capacity.

The Education Officer (Eos) that includes those from Ministry of Education (MOE), Provincial Ministry of Education (PMOE), Zonal Officer (ZO) including from the NIE have to take special care of the SSs and the personnel servicing them. These EOs have to take cognizance of the deprivations and marginalization of the whole community in their efforts to upgrade the quality and bring changes enabling SSs to be in par with those in the privileged communities. This is a Herculean task, but not an impossible feat, although it may take some time. The guidelines provided apply to all involved in SSs. It behooves them a commitment of a serious nature which involves both pedagogy and community transformation. Hence, those who would be responsible for this programme have to be exceptionally capable and dedicated. The following elements were considered in the preparation of this RP.

7.12   Objectives of the Resource Pack for the EOs

1. To create awareness of the significance of SSs in the total development of the community
2. To develop the skills of the officers in fostering the development of SSs
3. To convert the SSs as the 'Center of Development' in the community
These objectives are to be achieved through the following processes.

- **Administrative Changes -** These are related to appointments, transfers, trainings. A separate unit on SSs should be established in the administrative structures at all levels, from the apex to that of the lowest , viz. the Ministry of Education (MOE), Provincial Ministry Zonal Department including the National Institute of Education (NIE)

- **Changing Attitudes and Behaviour-** Here, the focus should be to changing attitudes of EOs towards the SSs Principals, teachers and the SS itself, including its community. The stakeholders of the SSs need more care than most others in the system since they are more susceptible to defeatism, imbibed in fate 'karma', lacking safety nets unlike those in the urban sectors.

- **Awareness Creation-** Creation of awareness in officers on the need for the transformation and utilization of the SSs as the centre for the total development of the village

- **Activities to be Implemented at School Level-** Curriculum, performance level analysis, question paper setting, marking, innovative practices, identification of special educational needs, adoption of remedial education, synchronizing / use of non-formal education methods for formal teaching learning, encouraging innovative approaches

- **Importance of Supervision-** Supervision monitoring by the education office, principal and teachers themselves

- **Contextualized Learning Teaching Process-** Encourage teachers to be involved in school based research of an action nature, perhaps one per year per school on a voluntary basis
- **Incentive Package-** Implementation of a system of rewards for principals, and teachers working in SSs for their commitments, dedicated work, innovativeness and capacity to empower the community

To achieve the above, the following institutions should be activated towards a dynamic stance in relation to SSs which would include undertaking bold and radical steps.

7.13 Suggested Activities

Activity 1 - A Workshop for Creating Awareness in EOs Regarding SSs

Given below are institutions and individuals that should be associated with programs for the creation of awareness about the activities to be initiated by the Department of Research and Development of the NIE.

1 **National Education Commission**

2 **The Ministry of Education**
   - The Branch of school affairs
   - National Colleges of Education Division
   - Teacher Education Division
   - Primary Education Division

3 **The National Institute of Education**
   - The Faculty of Research, planning and development
   - The Faculty of Teacher empowerment The Faculty of management
   - The Department of Primary education
   - The Department of electronic dissemination

4 **The Provincial Ministries of Education**
   - Provincial education departments and the SSs divisions
   - Primary education division
   - Planning division

5 **The Zonal Educational office**

In addition to use of the existing traditional institutions indicated above that SS units are established at the departments of Primary Education of the NIE, MOE and at Provincial Education Departments.

Guidelines for the Creation of Awareness Programme

1. **National Education Commission**

   The NEC should:

- adopt policies regarding the establishment of special units at the NIE, MOE and Provincial departments of education for the development of approximately 3000 SSs scattered throughout Sri Lanka.

- encourage the revision of the curriculum to facilitate inclusion of necessary subject matter to provide basic knowledge of the second language and other languages as well as subject areas appropriate for SSs giving weight to the concept of "learning to be", in the course of the implementation of the learning teaching process

- ensure that the Grade Five Scholarship examination is not made a criterion for the measurement of the competency levels of SSs students and relax the rule regarding the teacher pupil ratio in the appointment of teachers to SSs.

- encourage the selection of schools for the NCOE diploma course on "School and the Community" on SSs as well.

2. **Ministry of Education**

- Establishment of a special department for SSs at the MOE

- Provision of budget allocations at Ministry level specifically for the development of SSs

- Provision of special benefits for those serving SSs to be in cooperated into the conditions of service such as institution of special cadre for principals and ISA s of SSs, relaxation of the student teacher ratio from the accepted standard with respect to SSs

- SmallSchool Day be named with procedure and plans for its celebration

- That a news bulletin containing information regarding the implementation of SSs in Sri Lanka be released with the objective of providing awareness of the work of the SSs locally and internationally.

- Determining minimum standards for the maintenance of all academic as well as non-academic activities and planning of training programmes for the provision of necessary competencies in that regard

- Planning and implementation of a suitable procedure for the appreciation of best practices in SSs selected by the provincial department of education

- Ensuring the implementation of action research by teachers of SSs and thereby providing means of professional development of such teachers and making their teaching methodologies more effective. In this regard, it is proposed that instructions and advice of trainers attached to the cell for SSs at the NIE be obtained. The responsibility of implementing this action research be devolved on the provincial ministry of education. Dissemination to all stakeholders in education of the research findings of such action research through the publication of a bulletin is proposed.

- Institution of necessary activities for the involvement of principals and teachers in developmental tasks for education and community development through adult education and non-formal education programmes.

3. **National Institute of Education**

Given below are the functions that should be performed by the SS cell established at the NIE.

- While financial allocations should be made by the Faculty of Research, Planning and Development for the purpose of establishing and implementing the programme of the cell. It is also necessary that the relevant officers be appointed to carry out these tasks - Responsibility : NIE Council and Senior Management

- The Department of primary education, NIE taking necessary action for the inclusion of subject matter in the curriculum giving priority for the achievement of the objective "Learning to be" in a manner suitable for SSs. –
Responsibility : Department of Primary Education

- Development and inclusion of special methodologies in the curriculum for the development of the learning teaching process in SSs in the preparation of curricula for NCOE and Teacher education
Responsibility: Department of teacher empowerment

- Implementation of special training programmes for ISAs regarding appropriate methodologies and preparation of teacher aids for the development the learning teaching process of SSs.
Responsibility: Department of teacher empowerment

- Preparation and dissemination of media programmes on SSs operating effectively
Responsibility: Department of Electronic dissemination

- Conduct Research regarding the quality and the success or failure of programmes implemented by the cell.
Responsibility: Department of Research and Development

- Publication of a monthly news bulletin of information on SSs and their developmental activities for both the international and local community in English, Sinhalese and Tamil languages

4. **Provincial Ministry of Education and Provincial Department of Education**
- Allocation of a special budget by the Provincial Education Departments for the SSs in the region
- Establishment of a special unit within the Department for the Development of SSs

- Implementation of an appropriate strategy to overcome the teacher shortage in SSs. such as temporary transfers for limited periods with suitable incentives

- Provision of necessary support for adult education and non-formal education programmes planned to be implemented by the MOE

- Action to be taken to provide necessary information for the monthly news bulletin regarding SSs proposed to be published by the MOE / NIE

- Planning of appropriate disaster management programmes for areas where SSs are located. Implementation of action for the purpose of liaising with the relevant organizations at zonal level. eg. Red Cross society, disaster management center, St. Johns ambulance service etc.

- Provision of the necessary approval and facilities proposed to be implemented by various organizations regarding SSs and provision of authority to zonal education officers for further action in this regard

- Provision of support to Zonal officers for the introduction of peer management styles to SSs, identified in schools with good practices in relation to both management styles innovative teaching methods suitable for SSs

- Organization, supervision and monitoring of relevant action programmes decided upon by the MOE regarding the implementation and maintenance of all activities in SSs

- Implementation of appropriate procedures for the reinforcement of selected SSs with good practices at Zonal level

- Preparation of a procedure for the provision of awareness to Zonal education officers regarding how aid received with respect to Sss should be used

- Planning of specific management programmes for principals / teachers of SSs and their implementation in collaboration with zonal education officers

- Facilitation of the implementations of programmes organized by the Ministry of Education, NIE, along with those civil society organizations / NGOs for the development of SSs

- Implementation of circulars issued by the MOE for the development of SSs

- Proper implementation of clinical supervision and monitoring with respect to SSs at zonal level as well as at school level.

5   **The Zonal Educational office (ZEO)**

6.   **The Divisional Educational office (DEO)**

ZEO and DEO are the lowest officer in the structure of M*O*E, similar to the position held by the Circuit Education Officer earlier.

Actions that should be taken with regard to SSs by Zonal educational officers are described under the following areas.

i. Mapping of SSs
ii. Provision of financial allocations
iii. Implementation of circulars and the coordination of activities implemented by NIE,MOE, and Provincial Ministry of Education
iv. Supervision and monitoring
v. Special programmes in SSs
vi. Learning teaching process
vii. Resource allocation and provision of resources
viii. Management

I. Mapping of SSs

School mapping is important in the preparation of programmes making use of information regarding the location of SSs, approach routes to schools, their physical and human resources, the physical and human resources available in the feeder area, and the development of a learning teaching process making effective and efficient use of such facilities. This is also useful in the development of liaison between small schools and the other schools in the neighborhood in obtaining their support. Identification of physical and human resources in SSs, as well as the school feeder area is performed through mapping. Mapping should also include information about the community and its problems.

Activity 1

Some guidelines to gather information regarding SSs before the commencement of mapping

- How far is the school from the main road?
- Identify the path along which the school can be reached from the main road. Observe the nature of the road (Track/path) Eg. whether approach is via Foot path/Dirt track (Valipara), flight of steps, is it a winding road or is public transport available on the road etc.
- Identifying the topology of the school and the feeder area

  eg: Is it located on top of a hill?

  Is it located on a mountain slope?

  Is it located in the proximity of a river, tank, or sea?

  Is it on a plane? Is it in a forested area/Jungle area?

This information is necessary for the security of students and teachers and to identify reasons for the shortage of teachers that adversely affects the success of the teaching learning process.

- Identify the economic pursuits in the feeder area of the school.
- eg. agriculture, industry, fishery and other means of sustenance
- Identify the state organization, places of worship, trade or other business organizations in the neighborhood of the school.

Based on the information obtained above, draft a plan of the location of the school.

Physical Resources in the School

- Identify the buildings and their conditions (single storey / two storey etc.).
- Classify the buildings(laboratories / home science rooms/staff quarters/toilets etc.)
- Are the desks, chairs, blackboards, tables available adequately?
- Has technical equipment been supplied? If so what?
- Has the school adequate space?
- Has it a playground?
- Whether electricity and main water facilities available?
- Identify whether there is a plan to ensure the security of the students (protective fence / secured well/dilapidated buildings /equipments etc.)

Human Resources in the School

- Obtain data on students on roll (register) in terms of gender.
- Obtain data on the academic staff of the school in terms of gender, professional and educational qualifications.
- Is the teaching of subjects handled by the teachers according to their qualifications? If there is a non-academic staff, provide details
- Collection of data specific for SS.

Physical and Human Resources of the Feeder Area of the School

Collect information on the resources like agriculture, fishery, mineral, industrial, commercial, police station, places of religious worship, post office, hospitals, banks, and other schools in the feeder area of the school. Collect detailed information regarding assistance that can be got from them for the development of the school. Collect information regarding, job opportunities that can be generated in relation to physical resources. The information so collected is for the development of competencies of the student of SSs according to the needs of the area. This can also be utilized for the development the physical resources of the school. For example, awareness of animal husbandry in the area will prove helpful in obtaining fertilizer to make the environment of the school pleasant and also serve to fulfill the nutritional requirements of the school students.

Gather information on the Grama Niladari of the area, Public Health Inspector (PHI), Samurdhi Officer, Family Health Worker, Religious Leaders, Educated individuals of the area,

Individuals with substantial experience of the area and those with creative abilities, well-wishers, individuals connected to state organizations, and other dignitaries who can be considered as human resources of the feeder area of the school. It is important that the assistance of the principal of the school is solicited in the collection of this information

Based on this information identify shortcomings and apply remedial measures for same. Prepare a table as given below containing the information obtained. Based on the data obtained from the table, develop plans for appropriate remedial measures for the shortcomings and innovative activities appropriate to the school / community. Principals and ISAs to be responsible for these activities.

Table 4. Shortcomings and actions suggested

Problem	No of Schools	Action to be taken	Resources to be acquired

Table 5. Resource utilization aspects

Resource	Application to L /T	Personality development	SEC development (socio/cultural/economic)

ii. Provision of Financial Allocations

One of the aims of the SS model is the manifestation of 'equity' through the provision of opportunities in education for all students as those offered to students in other schools. Accordingly, students learning in SSs too should be entitled to the basic resources that assist the personality development and resource for the teaching learning process, both in quality and quantity, similar to that of other schools. Since the economic condition of the parents of SSs students is rather low it is not possible for them to provide financial assistance for the development of the physical resources of the school. Hence, it is imperative that a separate budget for SSs is made available to effect the implementation of activities indicated below. This would ensure the development of physical and human resources in SSs.

Activity 1

Initiate action to obtain an annual budget allocation from the Provincial Ministry of Education (PME) for the SSs in every zone.

Activity 2

Draw up a plan, on a priority basis for each school in accordance with the minimum standards set by the MOE for the elimination of shortcomings identified in SSs. This plan should be based on the mapping exercise undertaken by the respective SS.

In this regard, special attention needs to be given to the following.

A) 1) Buildings a) classrooms/toilets/ staff quarters

2) Desks, chairs, cupboards and blackboards

3) Learning teaching materials-Cassette recorders/ TV/OHP/Photocopier/Computer

4) Electricity

5) Water supply

6) Security fence

B) Allocation of finances necessary for the implementation of in-service training programmes for the professional development of teachers and principal

C) Provision of financial facilities for the implementation of workshops on the preparation of additional teaching aids for SS in the Zone

D) Allocation of finances required for the implementation of special programmes proposed for SSs

Activity 3

Prepare a plan jointly with the principal of the school, staff and community representatives regarding the effective utilization of financial aid received from NGO's, other organizations and well-wishers. In this regard, pay special attention to the programmes below.

a) Student welfare

b) Implementation of an appropriate student assistance scheme with respect to students in extreme financial difficulty

c) Health and nutrition programmes

d) Implementation of a community development programme

e) Counseling programmes

f) Child personality development programmes (sports meet, concerts etc)

III. Implementation of Circulars

Adoption of 'SS Friendly' (SSF) Policy Decisions Related to the Following

Policy actions to be undertaken adopting positive discrimination principles implement SSF policies regarding SSs

a) SSF policy in the appointment of teachers (relaxed teacher pupil ratio as 10-20 students per teacher)

b) Promotion of teachers and principals in SSs

a. Training principals on how they should utilize funds allocated to SSs

d) Adoption of favourable SSF guidelines for personnel serving SSs including ISAs Implementation of cadre concession with respect to principals and ISA's in SSs

e) Implementation of relaxed policy in the admission of students SSs

eg. - Birth certificate of students not to be insisted on, distance from school to student's home to be overlooked

f) Preferential treatment to personnel serving in SSs in official matters at the zonal offices

g) Liaising with the SSs unit of Provincial Moe when dealing with matters related to SSs

h) Relaxation of rules for all personnel serving SSs in relation to promotions, efficiency bar examinations, selection to follow courses locally

i) Service of three years in the SSs to be considered adequate for the efficiency bar

j) Allocation of foreign funds directly to SSs.

k) Special foreign exposures to principals of SSs.

IV. Supervision and Monitoring

Internal and external supervision and monitoring are extremely important in a successful learning teaching process in a school. The process of supervision and monitoring is especially important in view of deficiency in human and physical resources in SSs. In this process intervention and supervision of the principal has a profound effect upon the development of education in SSs. The main role of the principal of SSs is the identification of problems that arise through observation and the planning of strategies for their solution. In addition, the following points should also be taken in to consideration

- Understanding the necessity of a process of supervision and monitoring for the purpose of identifying deficiencies in the learning teaching process.
- Identification of the problems revealed through supervision
- Application of various strategies for the purpose of solving the problems.

The following activities are suggested in this regard.

Activity 1

Allocate two days each month for the successful implementation of supervision and monitoring at remedial level, in relation to SSs., depending on the availability of time.

Activity 2

Carry out activities as below outside the normal supervision process.

- Assist teachers in the resolution of problem situations that arise in the learning teaching process
- Providing awareness on the more successful learning methodologies in the teaching of lessons
- Introduction of teaching aids that can be used in lessons and how they can be constructed using material available in the environment
- In instances where teachers are absent, use of community members for covering up / assisting the functioning of school work that situation in the provision useful learning experiences to students
- Help the principal in the solution of management problems he/she faces
- Investigate whether the activities of the school have been planned in conformity with the vision and mission of the s chool
- Discuss with the principal about the relationship of the school with the community and advice him/her on any revisions / adjustments to be taken

In the implementation of special programmes in the school, support the principal in the planning process.

Activity 3

In the implementation of supervision and monitoring of SSs the Zonal Director/ Education officer in charge of SSs should be an academically competent individual. They require in depth training and guidance on this aspect. For this purpose, it would be useful if one exchanges ideas acquired through the study of academic texts, participation in training programmes, and discussion of the experiences of officers for further knowledge regarding the above, read the attached modules.

V. Special Programmes in SS

The main objective of preparing a resource pack for SSs is to provide awareness and motivation to everyone regarding activities for the provision of equal opportunities in education to every child. That every child receiving education should have equal access to the related resources is emphasized in the Convention on Child Rights (CCR). The SSs should be capable of generating a personality possessing self-confidence and capacity to adjust to the environment of another privileged school or environment seemingly in a way that there is no difference between students of SSs with that of those students of the privileged school. For this purpose, both Horizontal Equity (HE) as well as Vertical Equity (VE), reference earlier page, should exist in the SS as well. Thus under HE both human as well as physical resources that are in other schools should be available, as much as possible, in the SSs as well Likewise, under VE learning materials for all possible subjects which are provided to other schools should be available to SSs also. By and large, satisfactory supplication of these two

factors i.e. HE and VE, ensures that equity of opportunity is provided to all students. Thus the basis of the model developed for the upgrading of the SSs would be achieved to a great extent. In this connection, the importance of developing special programmes become sine qua non in the efforts towards achieving the ideal goal. These would encompass the following

1. Understanding the importance of providing to SSs opportunities equal to those provided to other schools (HE)

2. Identification of the importance of providing to students of SSs experiences that students of other schools derived through subjects, as well as co-curricular and extra-curricular activities (HE)

3. Identification of the importance of providing competencies necessary to produce children with the ability to face any situation in society with self-confidence (VE)

4. Understanding the importance of identifying children with special abilities in SSs and facilitating their further achievements in these areas (VE).

   The following activities are suggested in this regard.

A)   Sports Meet

Activity 1

Conducting a discussion with the principals of SSs in the zone regarding the organization of a sports meet

Points to be Discussed

1. That it is expected to conduct the sports meet with the participation of all the SSs.

2. Identifications of grounds within the zone with all facilities to conduct a sport meet, on a rotation basis (convenient location and suitable date for all the SSs)

3. Deciding on the events to be worked out

4. Identification of events where all the students can participate, in addition to the normal events (eg; Drill display, and March past)

5. Suggestion of four common houses and making arrangements to ensure that all the SSs are included in them

6. Training of a musical band comprising of students in SSs

7. Provision of the opportunity for students from other schools to participate as invitees

8. Deciding on events where parents of SSs can participate

9. Deciding on invitees. In this regard to pay special attention to individuals and organizations that could support the development of the SSs, taking other schools and donor organizations into consideration

10. Making arrangements to ensure that every student receives a prize and informing the same to those who sponsor

11. Provision of refreshments and its sponsorship. Appointing a committee for the purpose.

12. Preparation for the programme for sports meet

13. Getting media coverage for the sports meet

14. Appointment of a sports committee with the assistance of an overall teacher in charge of sports

15. Composition of a song and flag for the SSs in the zone, to be used regularly at such events in the future

Activity 2

Preparation of an album of special events in the sports meet / if funds permit a video as well. These could be used for assistance to attract donors

Preparation of a special report to be published in the monthly news bulletin by the MOE, regarding the sports Meet

B) **Shramadana Campaigns**

A great deal of work for the development of SSs can be executed at low cost through the involvement of students , the staff, youth organizations of the village, parents, and other human resources like benefactors in *Shramadana* activities. Personality development can be enhanced through the cultivation of good attitudes, cooperation, unity, generosity, goodwill, equality, hospitality, and the value of punctuality, as well as the fulfillment of one's needs in terms of minimum standards through *Shramdana.* The importance of participation leading to empowerment of all, would result by working cooperatively with all stakeholders viz principals, teachers, officers and the community.

Attention needs to be paid to the following in the implementation of Shramadana programmes in SSs

1) Identifying the importance of building up the prestige of the school through the development of its attractiveness by beautifying its environment.

2) Identify the importance of *Shramadana* in the development of student competencies related to their personality development

3) Understand that it is possible to build in parents, the feeling that education and security of their children can be ensured in the school by involving the community in *Shramdana* activities organized by the SSs.

4) Basic principles of working together could be extended to the development of activities in the community

Activity 1

Director, Zone Education Department, should have a discussion with the Principal of the

school on how the development of the school could be effected through *Shramadana.* Include the following aspects among the functions.

      a)   Cleaning up of the school garden.

      b)   Beautification of the environment

      c)   Building up of the school fence

      d)   Preparing damaged school equipment

      e)   Repairing school premises

      f)   Preparation of teaching aids

      g)   Display of an appropriate name board to confirm the identity of the school.

Apart from this, provide instructions to the principal on the setting up of an additional programmes, when and where needed, according to the exigencies of the school.

Activity 2

Prepare a plan along with the principal and his nominees from the community and representatives from the school development society on tasks to be performed. In this regard, pay attention to the following

Taking a decision on a date for the Shramadana convenient to the community and all others concerned.

Make arrangements to obtain a certain percentage of the allocations made with respect to schools in the zone should the financial assistance and the manual input provided by the community prove inadequate

Obtaining the contribution of human resources from the community like carpenters, electricians, masons, those with special creative abilities, parents, past students, and well - wishers for the Shramadana

Dividing the work proposed to be carried out for the day, among the groups (at class level/ at skill level).

Allocation of responsibilities related to refreshments

Appointment of a committee to prepare a budget for this purpose

Activity 3

    a)   Encourage simple research activities (cell) for teachers based on issues connected with the school and the environment. Guidelines to be provided by the zonal office through training programmes from the NIE / PDE

    b)   Develop innovations with the involvement of the community including children, related to Socio-economic activities, using the principles of 'local knowledge add to frontiers of Science'- use of guidelines provided by other disciplines

Activity 4- Report Preparations

Prepare an evaluation report based on the supervision and the monitoring of the activities related to the implementation of the Shramadana. In the development of the task above, guidance for the principal is necessary. Here the emphasize should be highlighting a) achievements b) innovative practices c) collaborative efforts leading to empowerment d) role of women e) monetary value f) ethics g) behaviour, and values of the individual h) relevance to learning teaching programmes in school i) problems encountered and how these were solved. Acknowledgements are important too but avoid eulogy of individuals .

C)   Concerts/Cultural Programmes

While' aesthetic emotions and competencies of students can surface through co-curricular activities, their affective domain can be similarly developed. Concerts play a role towards the development of empathy and cooperation in students. It will also be possible to develop a stable personality through the inculcation of skills in appreciation, volunteer in participation thereby overcome stage fright or (self-consciousness) leading to the development of self-confidence and self-esteem in students. This also has the potential to develop in parents positive attitudes towards the school and take pride in their children, thereby build a sense of trust in them and the school. Activities of this nature can be used as a catalyst in the aptitude development of the students for academic pursuits.

Attention needs to be paid to the following in the implementation of concerts in SSs

1. Understands the importance of implementing activities in small schools similar to the co-curricular activities carried out in other schools.

2. Follow up of students with special abilities and implementing appropriate activities for their further growth and development through collaboration with relevant organizations providing exposure to the outer world. However, security of the child should be assured

3. Building up of an atmosphere conducive to the development of love, respect and trust in the school amongst students through co-curricular activities.

Activity 1

Conduct a discussion with all principals of SSs regarding the staging of a concert. In this regard, lead a discussion emphasizing the following.

1. Selection of a location and date to facilitate the participation of all concerned.

2. Deciding on the nature and the number of items to be included in the concert.(These items should have variety such as music, dance and drama.)

3. Allocation of the selected items to schools according to the wishes of the principal(should the number of students in a school be inadequate several schools might be combined for that item)

4. Arrangement of the items in the concert such that each student can take part at least in one.

5. Obtaining the assistance of teachers involved in neighbouring schools and that of identified individuals in the community with abilities in this regard, for training purposes.

6. Obtaining musical instruments required for the concert from other schools as well as the community in the feeder area of the school.

7. In the preparation of costumes for each item taking care to ensure that they conform to minimum standards (For this purpose, while the support of mothers in the feeder community can be obtained, should any expenses be involved obtaining the assistance of well-wishers)

8. With regard to taking a decision on the chief guest it is important that such be a high official in the field of education. (eg. Provincial Secretary of Education, PDE, Line Minister of Education. It is best that other invitees are experts in the field of education.)

9. Appointment of a committee responsible for refreshments

10. In order to make a success of the concert/cultural event or any other similar activity and also to ensure that such activities are performed efficiently and with a sense of responsibility, appointing a committee to be responsible for the functions.

D)   Small Schools Day

About a third of all the schools in Sri Lanka comprise of SSs. Yet, society pays scant attention to them. As a result, not only do the numbers of students dropping out of schools continue to rise, the self-confidence of the staff too dips down considerably displaying signs of collapse of the SS as an institution. Since this has proven to be a national problem the need for raising the quality of the schools has become an issue of paramount importance both in the context of education and development of peripheral areas and marginalized groups in the country. Implementation of a SSs day would provide the community and political leadership the significant role SSs could play in the total development of the community. It would display the SWOP elements related to SSs.

Activity 1

At School Level

1) Brief talk at the school assembly, on the importance of setting aside a SSs day.

2) Organize a planned visit to a place of religious significance in the neighborhood and help them to clean up the place, subsequent to religious activities or to any location in the village where students could provide services to the community. These should be coupled with a learning programme.

Activity 2

At Zonal Level

Inviting principals of SSs and teachers to a convenient location and having them addressed by

an social developer / academic on the subject of conducting SSs day and its importance as well as the responsibilities of those present, in that regard.

Pay attention to the following that can be implemented for the development of SSs and its environment. Some possible activities are as follows.

- Disaster management programmes
- Health programmes
- Agricultural programmes
- Field trips
- Programmes on conflict resolution
- Nutrition programmes
- Adult education
- Non formal education

VI. Learning Teaching Process

A)   **Preparation of Test Items and Analysis of Examination Results**

The learning teaching process in all schools is implemented in order to develop competencies and achieve the minimum competency levels expected at any given level or grade. For this purpose, it is necessary that students should have understood the basic concepts in the curriculum stipulated for that particular subject and grade. Mid -term and year- end question papers should be prepared in order to measure the extent to which these basic concepts have been understood and mastered by the student. Although the basic concepts are the same for all schools, the questions papers prepared for SSs should be simple compared to those prepared for other schools. Therefore, it is essential that teachers of SSs are appraised about this need and provided training in the preparation of question papers. Attention to be paid to the following in the preparation and analysis of examination papers (term test papers) in SSs.

1. Provide skills for teachers regarding the preparation of question papers for the measurement of competency in the basic concepts in the curriculum for specific grades in SSs.
2. Identify of the strengths and weaknesses of students in small schools through the analysis of their answer scripts.
3. Provide guidance to the students for corrective / remedial action based on the strengths and weaknesses identified

Activity 1

Step 1:   Organize a practical session for principals and teachers of SSs on the preparation of question papers / test items for SSs.

Step2: Make use of the model questions, especially prepared for SSs, attached, for this task. Request the teachers to use them as models in the preparation of their own question papers.

Activity 2

Step 1: Identify those teachers who display exceptional skills at the practical sessions indicated above.

Step 2: Get the identified teachers to prepare term -end and year-end question papers.

Step 3: Provide these to schools and forward the answer scripts to the Zonal office to be evaluated by the teachers who set the test items

Step 4: Analyze answer scripts and identify strengths and weaknesses

Activity 3

Step 1: Organize a session to appraise the principals and teachers of SSs on the results of the analysis.

Step 2: At that session discuss the methods of improving learning teaching process based on the strengths and weaknesses identified.

B) **Multi-Grade Teaching**

The principal as well as teachers have to face challenges in the management of education in SSs. Of these the main challenge is the shortage of teachers. The critical need in the daily management of school is the availability of the required number of teachers per grade. A school becomes disadvantaged when the teacher presence is less than the required number on a daily basis since this reflects the quality of teaching learning of any school. Parents too judge the standards of the school by this fact. Problems of management crop up when there is the problem of shortage of teachers. Under such circumstances, it becomes necessary to implement pedagogical styles i.e. teaching learning methodologies, specific to the schools for the solutions of these problems. The most appropriate teaching method under such circumstances is the Multi-grade method of teaching where one teacher engineers teaching to a number of grades simultaneously. Although this not the best but solves a problem common to schools in SSs all over the world. Therefore, training and education of teachers, the supervision and management of SSs is necessarily the responsibility of the Zonal education office. For this purpose, make use of the attached exemplar lesson plans prepared for multi-grade teaching. Attention needs to be paid to the followings in the process of multi-grade teaching to be carried in SSs

1) Introduction of learning teaching methodology to overcome the problems that arise in the learning teaching process, as a result of the shortage of teachers.

2) Provide guidance on the planning of a lesson to be taught in SSs.

- Critically examine the relevant curriculum.

- Make a good study of the subject content of classes that should be combined and taught

- Make a good study of the teacher guides to understand the subject matter to be taught in common

- Examine how sections suggested for teaching should be taught

- Identify competencies and competency levels included in the subjects in each grade

- Select the subject and subject areas that can be integrated and taught

- Prepare your lesson plans in accordance with the model plans provided

- In the preparation of lesson plans provide allowanceto highlight the creativity of students Prepare lesson plans paying attention to the specific information and activities that should be taught in each grade

- In this method of teaching, emphasize the activities that should be specially taught to each grade level and which should be taught in common to several grades

- Ensure that time is utilized suitably, without adhering to the formal timetable.

- Conduct classes in the open outside the formal classroom in order to ensure greater student participation and avoiding disturbances from other classes(Model lessons appended to Appendix 2-5)

VII.   Resource Allocation and Provision of Resources

Although equality of opportunity should prevail in the provision of resources for education as a human right this is not so in reality, as seen in the opportunities available in the SSs. One of the reasons for this gap is the unequal distribution of resources in education. This fact has been intensified by the lack of skills of the personnel to use the available resources in the environments of the SSs Therefore, it is necessary that a modality of distribution of resources enabling more resources to less developed schools be adopted. Such a pro-active approach would enable SSs to commence development based on an equal footing. The following approaches would be of relevance in this regard.

1. Authorities to take steps to review the situation regarding physical and human resources of the SSs in the Zone on a regular basis and take appropriate action to fill the gaps

2. Identification of problems which could be sorted through the use of locally available resources

3. Provision of guidelines and training for the heads of SSs regarding the strategies in the identification of locally available potentials

Activity 1

Step 1

Review the condition regarding human and physical resources in the SSs of the zone

Step2

Initiate a discussion with the officers of the zone for the solution of problems identified through the analysis of information

Step3

Prepare a list of priorities regarding the necessary physical and human resources consequent to the consensus arrived at during the discussion

Step4

Take necessary steps for the provision of resources that can be supplied by the zone

Activity 2

Step 1

Identify the resources that cannot be supplied by the Zonal office but are possible to acquire at school level.

eg: school name board, welcome boards, outdoor seats, play area, rain gauge, anemometer, play house/shop, garbage bins, compost pit etc. can be prepared at school level. These could be combined with learning teaching programmes

Step 2

Organize a meeting to inform principals of SSs in the zone regarding these aspects

Step 3

Instruct the principals on the need to initiate strategies to harness community support to fulfil the resource deficiencies at minimum cost.

Special Instructions

For this purpose study the handbook on multi-grade teaching *developed* by the Department of Primary Education, NIE, (2003), Maharagama.

VIII. Management

Different management styles and skills required to specific situations in relation to the managerial skills of SSs principals Related to the issue ofMGT in SSs, the principal, has to intervene in a professional manner than that of another principal in a normal school where MGT does not prevail. Therefore, in the use of MGT in SSs new styles, patterns, strategies have to be adopted in handling the affairs of the school. These relate to space, equipment and slots in the time table especially, there is a need to manage the learning teaching process arising from teacher shortage and teacher absenteeism. Apart from intervening in daily routine administrative affairs and providing solutions it also becomes necessary

for the principal to intervene in special matters of the school as in MGT situations. In such circumstances, it is also necessary for the principal to teach, manage classes, and oversee multi-grade teaching strategies in instances of teacher absenteeism. Therefore, when functioning as principal of SSs it is important that one has understanding of all these factors, knowledge and training He should also instill confidence on the parent community that MGT properly implemented will be as efficient as taught under normal classes by a single teacher, seen in resourceful schools. Apart from these concerns for the provision of resources on time and helping to develop a congenial learning teaching environment are signs of an efficient principal.

Activity1

Step 1:

Organize sessions for the education of all the principals of SSs in the zone on MGT.

Step 2:

During the course of these session initiate a case study relevant to management highlighting the following. More practical activities would be welcome.

- Knowledge of content of the curriculum and its structure.
- Education management
- Day to day administration
- Time management
- Process of internal supervision
- School and community participation

Step 3:

Initiate a discussion forum with the participants, on the material required for the case study

Step 4:

Having prepared a report on the information elicited, arrive at a consensus regarding SSs and MGT

Activity 2

Step 1:

Elicit information through discussion regarding activities carried out by principals into corporation with the community of the zone.

Step 2:

Study the information received. Based on such information inquire into schools where such programmes are not implemented.

Step 3:

Implement similar programmes (shramadana, processions, health clinics, nutrition programmes.

elders' day, sil campaigns, art festivals, sports meet etc.) in SSs. Provide guidance in relation to the above.

Activity 3

Step 1:

After obtaining information from principals of SSs regarding their day to day activities complete the table below.

Step 2:

Having studied this table provides necessary guidance and instructions for the proper implementation of that task.

Step 3:

Supervise whether the management of the school are implemented according to the guidance and instructions provided at the workshop.

7.2   PRINCIPALS' HAND BOOK

The present module is introduced in order to provide principals with guidance on the actualization of the objectives below with respect to the development of SSs. Given below is the programme that needs to be implemented initially by the school. In compiling the following the experiences of the editor in conducting a research in relation to management of refugee schools in Pakistan became pertinent. Though the refugee schools are not exactly as those we see elsewhere the poverty and related issues were more or less similar This research was later transformed into a publication titled 'Management of Primary Schools Under Stress' and is used as a resource book in refugee schools (MOPSUS,UNESCO, 1996, Baker J. 1988 ch. VII)

7.21   Objectives

1. Identifies the physical and human resources in the school and implements an optimum/ excellent management
2. Employs management strategies in order to implement the management of the SS at optimum level.

7.22   Role of the SS Principal

1) Identity of the school
2) Management of the school
   a) Day to day works of the school
   b) Learning teaching process
   c) Contextualization of the curriculum
   d) Internal supervision and monitoring
   e) Finances
   f) Physical and human resources of the school
   g) Education of the school
3) Relation of school with other institutions
4) Various situations and styles of management of the principal

1.   Identity of the School

School mapping is important in the preparation of suitable programmes for the purpose of implementing the learning teaching process effectively and efficiently subsequent to the identification of the physical and human recourses of the school and its feeder area. The planning of the education process of the school should be based on the vision and mission of the school. The vision and mission statement of SSs should be so designed as to conform to the culture and community of the school. The

school name, flag, school anthem, motto and uniform of the school. Should be prepared specific to the institution. It is essential that necessary measures are adopted to ensure the security of the students, teachers and physical resources of the school.

1.   Identification of the physical and human resources in the school and its feeder area
2.   Preparation of the vision and mission statements of the school in order to highlight the needs of the school and community
3.   Identification of procedures to ensure of the security of the physical and human resources of the school
4.   Identification of appropriate procedures in order to confirm the identity of the school

Activity 1

a.   Create a plan showing the location of the school, its buildings, their types and how they are scattered
b.   Broaden the map to include resources in the school feeder area that can contribute to the development of the school.
c.   Also include a detailed report regarding the human and physical resources that can be obtained from the feeder area(Refer table 6 below)

Table 6. Support from human resources feeder area

Human resources	Name	Profession	The support that can be got
Parents			
Old boys/girls			
Well wishers			
Institutions ❖ Religious ❖ Agriculture ❖ Health			

Activity 2

a.   The vision and mission statement of the school should be realistic one that suits the school environment and also could be practically implemented to conform to the needs of the school community. Therefore, it is important that the views of the community are obtained in the preparation thereof. For this purpose, the principal should summon a meeting, but he should decide on whom to summon and what to discuss in advance. In this regard, religious leaders of the area, Grama sevaka, Public Health officer(PHI), Samurdhi animator, family health worker, and other distinguished social leaders and also past students of the school and members of the school development society should be necessarily included. Discuss with them what sort of citizens should be produced by the school to serve the future needs of

community of the school environment and list them. List such information in order of priority and ensure that they conform to the requirements of the vision and mission statement of the school. It is best that the Principal, a senior teacher of the school, a knowledgeable individual are included in this. In order to arrive at a consensus regarding the vision and mission statement so prepared present same to the past students, society and school development society and have adjustments made if and where necessary. Obtain community support in order to prepare and install display boards such that they are within constant attention of teachers also to educate the community.

Activity 3

1. Organize a meeting jointly with staff and the school development society.
2. At the meeting, discuss the importance of setting up a school security/protection committee
3. Set up a school protection committee
4. Explain the powers of the protection committee.
5. Implement a suitable programme for the security of the school with the cooperation of the committee;

    E.g. Construction of the school fence, Construction of the school gate, Cleaning up of the school environment
6. If necessary, set up a programme for the security of the staff and students

Activity 4

1. Summon a meeting with the participation of parents, well-wishers, past students and the staff.
2. At this meeting, select resource persons from the community in order to confirm the identity of the school, through the preparation of the school name board, school anthem, school flag and school motto(in this regard, take care to obtain resources from the environment itself).
3. Obtain the assistance of the community in the creation of a tie or badge in order to make the uniform specific to the school. Take action to get the assistance of well-wishers in the provision of these uniforms to students.

2.   Management of the School

A)   Day to day management of the school

Research has disclosed that although functions of all schools should be similar that it is not so in the instance of SSs. The shortage of physical and human resources in SSs has caused this. Therefore, it is essential that the principal of SSs should make a special effort to manage the day-to-day affairs of the school making maximum use of the available resources. In this regard,

1. Identification of the day to day functions of the school

2. Understanding how these functions should be adjusted to suite the school are of utmost importance.

The following activities are suggested in that regard.

Activity 1

Prepare a priority list of the day to day activities of the school

e.g. Cleaning of the school, Commencement of School, observation of religious practices, Morning assembly, deployment of teachers to classes, Maintenance of staff signature book, Marking of attendance registers, allocation of time for each subject, Recess and provision of meals, rituals for the termination of the day

Activity 2

1) Display a list of students assigned to the task of cleaning the school each day.
2) Assign the student groups responsible for cleaning to their caretakers.
3) Supervise that task get teachers to carry out this supervision. If there are no other teachers you yourself carry out that task.
3) Any adjustment to the commencement of school should be implemented with the knowledge of the school development society for PSI. Ensure that there is no change in the duration of the school session.

Activity 3

In conducting religious rituals and morning assembly follow the procedure below.

1. Select a permanent place for the assembly
2. Ensure that students go to assembly in order
3. Select a group of students to chair the assembly. Rotate this group on monthly basis
4. Provide instructions and guidance to the group selected to conduct the assembly
5. In order to overcome the problems of teacher shortage, make the morning assembly also a teaching situation

Examples: environmental activities, agriculture, aesthetic activities etc.

6   Compliment the student for attending the assembly

Activity 4

1. Taking teacher attendance into consideration, have an arrangement in place to cover the work of absent teachers
    *   Employ multi-grade teaching method
    *   Small library

- Set up a programme to utilize the services of identified resource persons in the community (e.g. Pensioners) during school mapping

2. In the assignment of time for each subject adopt a flexible method.

Activity 5

1) Implement a nutrition programme during recess (interval) to encourage good habits. For this purpose, pay attention to the following.
   a. Washing of hands before meals
   b. Religious observances before meals
   c. Expression of gratitude to those who make meals possible

2) Inculcate good food habits during meals
   a. Placing of serviette under plate
   b. Avoiding spilling during meals
   c. Avoiding making sounds while eating
   d. Avoiding talking during meals
   e. Drinking water after meals
   f. Economy of water during washing of hands, plate and the dumping of such water on a flower bed
   g. Cleaning up after meals
   h. Provide children the opportunity to play after meals.

Activity 6

1) Conform to the following when school is let for the day
   a. Train the students to replace materials used in their day to day activities in the correct place
   b. Train students in religious observation and salutation of teachers at close of school
   c. Assign a student to lock up the classroom and hand over key
   d. Train students leave the classroom in an orderly and disciplined manner

Activity 7

1) Assign a time daily for the development of SSs by cleaning up its environment and beautifying it
   Example
   a) Cleaning the environment of the school
   b) Flower gardening
   c) Cultivation of Fruits and vegetables
   d) Implementation of a programme for the security of the school with the cooperation of community, students and teachers

b.   Learning Teaching Process

Vertical equity displays provision of equal opportunities in education according to the circle of equity in Education (Ekanayake, 2010). The Child Rights of students is violated through the absence of equal opportunities in education. SSs have had to face the problem of lack of equal opportunities due to the shortage of resources. This has an adverse effect on the child's future. In order to minimize this situation maximum use must be made of the available resources. Accordingly, it is necessary to function on the assumption that the teacher is the prime resource of the SSs. Therefore, action should be taken to identify methodologies for the development of a background appropriate to the strengthening of the teacher.

It is essential that small school children presented for common examinations should be given the opportunity to display skills similar to those of children from other schools and appropriate learning teaching methodologies should be introduced to the curriculum and general competencies be given to students from small schools also. In this regard, it should be emphasized that one should function with knowledge of methods of developing the subjects, use of appropriate teaching aids and planning of teaching methods.

The following points are emphasized in this section

1. Understanding that equal opportunities in education should be implemented with respect to students of SSs.

2. Understand that it is essential for students of SSs to be provided with all the subjects and all the competencies in the curriculum

3. Understanding that a learning teaching process should be implemented that enables students of SSs to display their skills at common examinations on par(at the same level) with students of other schools

4. Identifying the facilities and methodologies required to empower the teachers for this purpose.

5. Provision of understanding regarding various techniques that can be applied in the teaching process.

6. Usage of various programmes to enhance students' creative ability.

The following activities are suggested in this regard

Activity 1:

(1) Complete the form given to you. Provide one copy to the Zonal office. Identify areas that should be developed in the School. Develop a programme appropriate for the areas identified.

   E.g. -   If there is no English teacher in the school, make arrangements to get the service of a qualified person(Eg. Retired English teacher) in the community identified during school mapping

Activity 2:

1. Study the booklet attached for the development of the learning teaching process
2. Developed programmes for your school using those programmes as your model and use them in your school.
3. Prepare activities and learning aids to match the level of knowledge of the students in the schools and conform to all the subjects in the curriculum that have to be provided to students. (Make use of resources found in your environment to match each competency and activity as presented in a handbook.)

Activity 3:

1. Supervise so as to identify the teachers strengths and weaknesses when teaching
2. Tabulate the strength and weaknesses identified.
3. Investigate procedures that can be adopted to overcome weaknesses.
4. Below are some examples of how such weaknesses can be overcome ;

   - Ensuring that teachers participated in teacher training programmes. Provision of opportunities to the staff to participate in workshops conducted for small schools at Zonal level.
   - Provision of the opportunity for the observation of teaching situations of teachers in other small schools.
   - Provision of opportunities for the study of appropriate literature on multi -grade teaching, Remedial teaching etc., relevant to small schools.
   - Provision of the opportunity to prepare teaching aids and visual aids.
   - Organization of a teacher circle with the participation of similar schools in the neighborhood.

   1) Getting to know teachers.

   2) Exchange of learning teaching methodologies.

   3) Increasing subject knowledge.

   4) Identification of new teaching aids and constructing them.

   5) Provision of the opportunity for teachers to get involved in action research.

   - In this regard, provision of facilities for the teacher to participate in training programmes conducted by the Zonal office.

Table 7. Observations on Teaching Learning Process

Matters relevant to the learning teaching process	Your observations	Situation requiring development / Situation requiring development in the future
1. What are the teaching methods used? 2. What are the material used? 3. What are subjects taught most in the school? 4. What is the subject taught least in the school? 5. What is the subject not taught at all? 6. How are daily /weekly terms notes prepared? 7. Are teacher guides, texts used? 8. What material is obtained as from quality inputs? 9. Are there instances where several grades are combined and taught? 10. Are visual aids adequately displayed in the classroom? 11. Has the opportunity been provided for the display of the creations of the students?		

C)   Contextualization of the Curriculum

In Sri Lanka, a curriculum common to all schools is implemented. While all students have the right to acquire the concepts and competencies expected to be provided by the curriculum, their provision is also mandated. Yet this is not the practicality. Shortage of teachers in SSs has a bearing on this situation. It is necessary that the content of the curriculum should be simplified and taught in order to raise the achievement levels in concepts and competency development of SSs students in view of the shortage of teachers in these schools. In this regard, it is important that suitable learning situations and teaching methods as well as learning teaching aids are developed. For this purpose, it is essential that principals and teachers of SSs are educated.

1) Identification of teaching methods and learning situations that can be used in SSs in the learning teaching process

2) Acquisition of understanding regarding the adoption of subject content to suite children's levels of achievement

3) Learning regarding the construction of teaching aids to suit each subject content

Activity 1

If there is a teacher shortage in terms of grades and the number of teachers, adopt multi-grade teaching. In this regard, make a study of the model lesson plan and relevant details provided. Accordingly, utilize the multi-grade method to suit your school.

Multi-grade Method

What happens in the multi-grade method is the combination of several grades in teaching. This need arises due to teacher shortage and teacher absenteeism. In this regard, when several grades are combined and taught though the syllabus is the same the subject content varies. This situation should be taken into consideration when planning lesson. Here, lessons can be planned through the selection of similar units from subjects competencies that are spread over common themes. Included in the appendix are several model lesson plans for this purpose. Lessons can be planned through the integration of several subjects containing similar competencies taking the given plans as examples. It contains material that can be presented in common to two or three grades under one subject as well as material specific to each grade. It is important that these be taken into consideration in planning lessons (Refer Appendix 2-5).

Inclusive Education

Inclusive education is enabling differently able children to be taught alongside normal children in normal classrooms. Modern inclusive education expects to avoid discrimination and separation of children according to the concept of education for all. Inclusive education does not mean the admission of children with severe handicaps like inability sit up straight, inability to keep head erect etc. in to these classes. Admitted in this grade to the inclusive class are profoundly or partially hearing impaired children, children with mild or medium level mental retardation. In the provision of inclusive education, attention is paid to children displaying the qualities below (See Table 8 too).

- Indifference to learning
- Chronically silent
- Children with abnormal behaviour
- Disobedient children
- Children with ADHS
- Disturbing
- Withdrawn children
- Slow learners
- Students reluctant to work in groups
- Lethargic Children

Accordingly, understanding the children in the class very well during the task of classroom teaching is one of the functions of the teacher. It is not necessary that the inclusive teacher should be an individual with specialized knowledge regarding disability or teaching of differently able children. It is adequate that the teacher maintains a warm and close relationship with the child. It serves the purpose the teacher investigates an a uses teaching strategies that suit all children. The teacher

implementing inclusive education should be one with an optimistic attitude possessing training in the use of remedial teaching methods for children of various levels of achievement.

Table 8. Language problems and suggested remedial actions

Behaviour exhibited by student	Remedial actions suggested
Lethargy in studies	Simple activities, stories, Dramatic performance, presentation of lesson outside classroom
Reluctance to talk	• Arranging for simple roles in dramas to be presented • Provision of simple speech exercises • Involvement of teacher in convivial discussion with student • Making arrangement for other students to discuss with particular student • Show of love and concern by teacher • Getting student involved choral singing
Disobedience	• Assignment of class leadership • Assignment of responsibility in group activities • Assignment of responsibility of getting the cooperation of other students to deliver talks, recite poems, sing, dance, present dramatic skits at morning assembly/ in relation to classroom activities
Restlessness	• Assignment of the responsibility of handling wall paper • Assigning task of colouring picture drawn
Desire for solitude	• Getting students involved in group activities • Getting students involved in group games • Involvement in choral singing and acting • Encouragement of student for involvement in convivial discussion with teacher

The teacher personally observes the child and adopts appropriate teaching methods that would serve the needs of the child. The teacher should be flexible. The tasks assigned by the teacher should be so assigned as to match the child's leaning requirement and learning style. The teacher should have the desire to adopt various methodologies and teaching aids.

The child should not be made to feel that one is guilty by insulting, embarrassing or accusing the student. With regard to problem children, subject areas should be selected and taught using appropriate teaching methods in the classroom. In the inclusive education process, the teacher has to identify each child through observation and maintaining correct records regarding the problems and needs of the child. For this purpose, observation sheets, check lists and anecdotal records can be utilized. Apart from these, action research may be made use of for the development student achievement by paying due attention to the child.

Apart from these, peer learning, group activities, assignments, clinical teaching methods can be applied as suitable teaching methods

D)   **Internal Supervision and Monitoring**

Internal and external supervision and monitoring are extremely important in a successful learning teaching process in a school. The process of supervision and monitoring is specially important in view of deficiency in human and physical resources, specially in SSs. In this process intervention and supervision of the principal has a profound effect upon the development of education in SSs. The main role of the principal of SSs is the identification of problems that arise through observation and the planning of strategies for their solutions

1. Understanding the necessity of a process of supervision and monitoring for the purpose of identifying deficiencies in the learning teaching process.
2. Identification of the problems revealed through supervision
3. Application of various strategies for the purpose of solving the problems.

Activity 1:

Observe lesson of your teachers in the school and prepare a report on the inclusion of the following in the report is emphasized

- Subject
- Lesson
- Grade
- Is there a lesson plan (days/ weeks/terms) ?
- Subject matter taught
- Quality inputs used
- Teaching methodology adopted
- Was the lesson taught so as to conform to aims /competencies ?
- Students' attention
- Assessment and evaluation
- Were several grades taught simultaneously?
- Were multi-grade teaching method s followed?

Activity 2

Note your observation of the following activities

- Absence of teachers in proportion to the number of classes in the school.
- Unsatisfactory level of student attendance
- Failure to conform to the time table in teaching
- Failure to complete subject areas within time limit given
- Irregularities in the maintenance of class records and attendance registers
- Absence of text books and teacher guides

- Physical and mental weaknesses and nutritional deficiencies in students
- Construction and use of teaching materials
- Projects implemented in school
- Co-curricular activities of the school
- Formal operation of the classroom
- Various learning opportunities for students

Table 9. An evaluation sheet

No	Expected points	Good	Satis-factory	weak
1	No of teachers adequate in relation to the classes			
2	Student attendance			
3	Students engage in learning according to the time table			
4	Completion of subject content			
5	Management of class record book, register,etc systematically			
6	Receipt teacher guides and students text in time			
7	Physical and Mental wellbeing of the students			
8	Preparation of equipment and their use in the learning teaching process			
9	Implementation of various projects			
10	Implementation of co-curricular activities			
11	Proper maintenance of classrooms			
12	Learning opportunities for students inside classroom			
13	Implementation of action research in the school			

Activity 3

If according to the observation of the activities above there are problems relevant to the school, minimize these problems by using the strategies below or following other strategies

- Using the Multi-grade /getting the assistance of identified resource persons in the community
- Transforming the school into a very attractive place/creation of child friendly classroom /provision(delegation) of responsibilities to students/Implementation of activities to suite the desires of the students /preparation of a flexible time table/provision of nutritious mid-day meal
- Preparation of a flexible timetable/implementation of the same time table for the whole school Eg; teaching the same subject in all grades at the same time
- Multi-grade teaching/peer teaching/group teaching
- Providing responsibilities to the class teacher
- Taking action to obtain both physical and human resources from the Zonal office/ Divisional office / another school
- Commencement of nutrition projects(with community participation/health clinics)
- Initiation of the construction of teaching materials through exhibition.

- Shramadana/Health clinics/nutrition projects/ societies etc.
- Sports meet/Exhibition/Concerts/Prize giving's/Field trips/ Scouting/Saukyadana/ Subject days/Bands/national cultural festivals/art festivals/Small school days/student societies/media circles
- Transforming the class into a child friendly environment
- Exhibition of teaching Aids relevant to the subject and their systematic storage (Assistance of the community can be got in the construction of this material). The classroom should contain an environment corner, mathematics corner, class library, First aid box, reading corner, wall newspapers, creations board etc. Students should be given the responsibility of ensuring that these articles are clean and maintained systematically.
- An environment classroom/ its use as a laboratory-
- Field trips/explorations/Exhibitions/Drama/peer learning library use/ can be employed as learning opportunity for students.

E)   Finances

The responsibility of the maintenance of the school development account and facilities and services account of SSs devolves totally upon the principal. This situation has arisen because of the difficulty of maintaining a finance committee as in other schools. Therefore, it has become necessary for principals of SSs to acquire knowledge regarding financial administration.

It is but a very small allocation that the school development account and quality inputs account of the SSs receives. Therefore, Principals of SSs should be able to solicit funds from well-wishers and voluntary organizations for the purpose of education at development of schools. Accordingly, he should possess the skill of identifying well-wishers and various voluntary organizations, develop liaison with such individuals and organizations and use various strategies to get the necessary financial support

As such, the principal should be capable of winning the trust of others through the acquisition of a high level of awareness and displaying transparency in the financial administration of the school for its development. In this respect the following two points are important

1.   Implementation of excellent management of the resources available to SSs.

2.   Transparency and good management of School accounts

Receipts				Payments		
Type of Account	**Date**	**Cheque No**	**Amount**	**From whom received**	**Inventory Number**	**Amounts spent**
Quality inputs						

Activity 1

Prepare an account sheet for the school as below

1. Classify accounts of your school
2. Name the cost columns
3. note functions of these columns

Activity 2

- Maintain separate statements of accounts for each type of account
- Maintain separate records for receipts and payments

F.   Management of Physical and Human Resources of the School

In the management of resources the school should have the ability to make the maximum use of the available resources and the realization of new resources. In the development of SSs the management of resources occupies a very important position. In the flow of resources there should be equity of such resources. But in the flow of resources in SSs a deficiency in resources is evident. This situation contributes to the deterioration of the level of achievement of the school. In the maintenance of the level of achievement of SSs on par with that of other schools, the principal should be capable of skillful use and management of resources. In this regard, the principal should have the skill or acquiring resources from the community, their exchange, and acquisition of adequate resources available in the environment. The following points are very important in this regard.

1) Identification of physical and human resources of the school and its feeder area
2) Use of available resources to derive maximum benefits
3) Preparation and implementation of plans appropriate for the acquisition of deficient resources

G)   Education of the School: Provision of Experience for Living

Education is expected to provide competencies for the satisfaction of the desires of the community according to the vision of SSs. In this regard, it is important that competencies provided are in accordance with life experiences. For this purpose, the learning teaching process of the school should be planned with the environment as its basis. Here, the responsibility of the SSs is the planning and implementation of learning opportunities in keeping with those obtaining in other schools and in association with various organizations and individuals. In such situations, the principals style of strategic management is necessary for the preparation of such situations. In this regard the following points need to be taken into consideration

- Identification of areas important in the provision of competencies in day to day life.
- Identification of methodologies in the provision of essential competencies necessary for activities of normal life.

Activity 1

- List out appropriate areas with the environment as the basis for the provision of life experiences
- Eg; Paddy field, the farm
- Meet the officers responsible for the fields identified and lead a discussion along the following areas
  - Make the objectives of your presence clear
  - Obtain a date when the students could participate
  - Explain, on that day the participating students should be provided the knowledge of the tasks involved in the field, implements used, how they work, and their uses.
- Before performing in the areas identified educate the students about them.
- Prepare a list of information that student should be provided and provide same to them

  *e*g: identification of individuals in the area

           equipment used by them

           tasks they perform

           functions of the institutions

           uses

- On the following day discuss in the classroom the experiences derived by the students.

A)   Making the School Environment a Learning Situation

Provision of life experiences through education is not something restricted to the class room. Experiences can be got from what is seen and heard in the environment. The Learning - teaching process is facilitated by the organization of the school environment so as to provide experiences in that manner. A modality to make the maximum use of the resources available in the environment can be exercised to overcome the quality of resources, both physical and human, especially in small Schools. For this purpose students can be provided the opportunity to acquire the necessary competencies through the optimum management and collation of the school environment and its resources in terms of each subject. The implementation of a suitable program with the support of the community is the responsibility of the principal and the staff.

- Identifying how the school environment is adjusted as a learning situation
- Identification of methodologies for the planning of the school environment so as to nurture learning situations with respect to various subjects
- Acquire understanding as to how learning opportunities in the school environment can be used with each object

Activity 01

Prepare a list of the resources found in the area extending from the main gate to the boundary of the school.

Activity 02

Decorate the school name board using the resources in the school environment, prepare a welcome board targeting visitors to school.

Activity 03

Name the trees and plants in the school garden in all three languages (Sinhala, Tamil & English.)

Activity 04

Display slogans in suitable locations in the school environment.

Activity 05

Step 1: Study the syllabi relevant to the grades in your school.

Step 2: Identify the subject sections in the syllabi on which a learning situation can be constructed within the environment of your school.

Step 3: Select appropriate locations on the school grounds where such creation can be prepared.

Eg: A model of a pond, medicinal garden etc. A Zoological garden, bird sanctuary, model farm, ornamental Plant nursery, the moonstone, artwork, maps, Sinhala, Tamil, English alphabets, play garden etc.

Step 4: Prepare creative plans for the purpose of making the school environment suitable for the provision of learning situations with the assistance of special creative individuals identified by you, Past students and well-wishers. Assign the task of the preparation of these situations to suitable individuals. Supervise whether this is carried out as required.

B) **Learning opportunities relevant to mathematics**

Presentation of Geometrical shapes, three dimensional objects, multiplication tables and tables related to measurements can be considered as learning opportunities available in the environment.

1) **Geometrical shapes**

Arrange the flower beds in shapes like the square, rectangle, circle, and triangle. Decorate these beds with colourful plants.

2)   **Three Dimensional Objects**

Trim the ornamental plants in the school garden in the shape of a cylinder, Sphere, cube, cuboids, and Pyramid.

3)   **Paint the Outer Walls of the School**

Decorate school building walls at the students eye level with multiplication tables from 2- 12

4)   **Exhibitions of Measurement Tables**

    a) Measurement of length

    b) Measurement of volume

    c) Measurement of weight

C)   **Learning Opportunities Related to the Mother Tongue**

Students can be provided mother- tongue learning opportunities by writing and drawing admonitory verses, folk reverse, idioms, short applications, patriotic verses, Heroic verses, exemplary characters, synonyms, antonyms, alliterations etc on the outer walls of the buildings.

D)   **Learning Opportunities Related to the Environment**

1.   **Medicinal Plant Nursery**

Plant various kinds of medicinal plants that can be found in the environment, name them and display a board giving their names and applications at the entrance to the medicinal plant nursery.

2.   **A Pond**

Build a small pond and stock it with aquatic plants and varieties of fish.

3.   **Model of a Tank**

Build a miniature model of a tank with all its attributes and name them.

4.   **Zoological Garden**

Make out of clay or wood miniature models of quadrupeds, bipeds, millipedes, reptiles, insects, amphibians, name them and display them suitably.

5.   **Birds Sanctuary (Aviary)**

Stick pictures of birds on Styrofoam, cut them out and display them along with their types of food to form a bird sanctuary. Name the birds in all three languages.

6.   **Animal Farm**

Prepare models of the cow, Pig, chicken, goose, Turkey etc and enclose them appropriately to make an animal farm. As at the entrance of the herbal nursery display a board with the names of the animals in the farm at the entrance of the animal farm.

7. **Model Farm**

Prepare the model farm by planting plots of various kinds of vegetables, and yams that grow in the school environment. Name the vegetables grown in each plot in All three languages. Display boards on each plot giving the types of fertilizer used with each variety of vegetable, including a model watch hut, a ladder and a compost pit in the model farm.

8. **Maps**

A contour map of Sri Lanka including all the principal cities and towns.

3. **School and the Relationship with other Institutions**

One main aim of educational reform is the creation of equal opportunities for all students of the country. Yet, when compared with other schools, there is a lack of physical and human resources in SSs. Although other schools have the privilege of obtaining their resources conveniently the community of SSs does not have the ability to provide all the facilities required by the school on account of their illiteracy and poverty. Therefore, it becomes necessary that SSs obtain the required aid and cooperation from well-wishers, voluntary organizations, banks and other government and non-government organizations. As such it is essential that the principal of SSs develops the ability to identify such institutions and obtain their assistance and cooperation for the development of the school. For this purpose, it is desirable that the principal applies strategies developed by him. The presence of the capacity in the SSs principal to maintain liaison with such organizations contributes to the total development of the school.

- Identification of institutions that can provide aid and cooperation for the development of the SSs.
- Organization of a suitable programme in order to obtain aid from such institutions and student welfare.
- Implementation of a programme suitable to obtain necessary assistance for identified physical development of the SSs.

Activity 1

Prepare a list of institutions and type of assistance they can provide for the development of your school.

Activity 2

Initiate a discussion with the community for the identification of institutions/individuals from whom assistance can be obtained with the support of the community.

Activity 3

- Set up a committee with the membership of the community for the purpose of harnessing institutions/individuals necessary for you to build up relationships.
- Preparation of a suitable programme to get such individuals/institutions to visit the school..
    - Eg -An exhibition, concert, SSs day, new year festival shramadana etc. Making arrangements to give such individuals a position of importance at these festival.
- Invite the health officer, doctors, PHI, Public health nurse,etc from the health office in the implementation of the school health programme. Conduct health clinics for students of the school and the community.
- Participate in competitions like Essay competitions conducted by Various organizations associated with Agriculture, Fishery, Environmental conservation and disaster management.
- Provide Essential opportunities for the school and the community.
- Guidance and counselingprogrammes (organization of programmes on contemporary problems with the knowledge and understanding of the principal). The need for a joint programme - School, Temple, Kovil, Church, Mosque etc

4   Various Situations and Styles of Management of the Principal

In the management of small schools, the Principal, who is the chief manager has to intervene in a management situation more specific than that of an average manager. Therefore, it is necessary to manage its affairs based on a new style / pattern / methodology in the management of small schools, contributing, specially, to the teaching learning process in instances of teacher shortage and teacher tardiness by identify the consequent difficulties and endeavoring to minimize them while intervening in the day today activities of the schools and finding solution for them, he has also to implement extra ordinary tasks of the school. In this regard, it becomes necessary to employ multigrade methods of teaching because of teacher shortage, teacher absenteeism, and for class management. Therefore, as the principal of the small school, one needs to process understanding, knowledge and training regarding all these. The presence of a principal with a capability to implement an appropriate methodology for the minimization obstacles that arise through the shortage of resources like class texts, teacher handbooks etc will not only create a congenial learning atmosphere but will also contribute to the wholesome educational development of the school.

- Educating principals of small schools regarding various management situations that a principal should be aware of
- Introduction of the background and methodologies necessary to build up a good leadership style for the implementation of the school management based on the school environment, the community, culture and community expectations

- Providing awareness to principals regarding exercise of flexibility as desirable, in the employment of the curriculum, flexibility of the time table, internal supervision and day to day management activities etc.

Activity 1

Step 1:

Organize awareness session regarding the principal's management for all small school, principals of the zone

Step 2:

In the course of the session build up a case study relevant to management, emphasizing the following

1. Knowledge of the content of the curriculum and its structure
2. Educational management
3. Day to day administration
4. Time management
5. Internal supervision process
6. School and community participation

Step 3:

Lead a discussion forum involving all the participants regarding basic information necessary for the case study.

Step 4:

Prepare a report on all the information derived and arrive at a common consensus regarding school management.

Activity 2

Step 1: Through a discussion, gather information regarding activities carried out by the small school, principal jointly with the community of the zone.

Step 2: Study the information gathered. Based on this information, find out about schools where such programs are not implemented.

Step 3: Have each program (Shramadana, processions. Health clinics, Nutrition programs, Senior citizens day, Sill campaigns, Religious programs, cultural programs, arts festivals, sports meet etc.) Implemented in small schools. Provide necessary guidance for this purpose.

Activity 3

Step 1: Table Details of Maintenance of Documents

Serial No.	School	Uses curriculum as desirable	Works to a flexible time table	Internal supervision present	Maintenance of documents							
					Attendance register	Admission records	Teachers' leave register	Salary particulars	Quality inputs	Inventory	Circulars	

Get information from principals regarding day to day activities of the schools and complete the table above.

Table No;   Information regarding the day to day activities of the school If, according to the information provided by the principal, the relevant information is available, mark (right) otherwise mark *(X)*

Step 2:   Study this table and provide necessary guidance and advice for the proper execution of these tasks

Step 3:   Supervise the schools to see whether the management of the school is implemented according to the guidance and instructions provided at the workshop

7.3   TEACHERS' HANDBOOK

This module provides necessary guide lines for the teacher how to use "A Model for Small Schools in Sri Lanka" which is a model developed to implement remedial measures to upgrade the quality of education in small schools in Sri Lanka. It was stated earlier that almost one third of the total number of schools are considered small schools based on the criteria of student numbers. The very nature of SSs, bearing special characteristics related to complex disadvantages, demand special attention in relation to both remedial measures and educational policies. These characteristics include the following.

- Located in isolated places serving marginalized and disadvantaged communities
- Geographical barriers,
- Deprived nature of the socio-economic background of parents and past pupils
- Composition of a few students in each class
- Low achievement levels of the students,

The model developed addressed these deprived characteristics and related issues. The model has presented multifaceted solutions to overcome the adverse effects that bear on small schools and community.

7.31   Objectives

To develop the skills in the teacher on in depth understanding of issues in relation to education and the development of village community.

- To transform the behavioral nature of the teacher from that of a pure pedagogue to an agent of change in disadvantaged environments.
- To develop contextual teaching learning styles of the teacher in the SS to enhance achievements amongst children.
- To create an awareness in the teacher to develop relationships for mutual benefit of the school and community.

7.32   Responsibility of the SS Teacher

- Ensure inclusive educational opportunities and right to education for the children in SS.
- Enhance the quality of learning and creativity of the students in the SS
- Provide leadership in community development programs to improve quality of life of the community.

To achieve the above objectives this module has developed eight main topics based on the eight dimensions given earlier. The topics are as follows.

i. Teacher education

ii. Implementing the instructional process

iii. Personality development of the child through co-curricular activities

iv. Conducting school and community projects

v. Developing the school plant

vi. Promoting community development

vii. Changing negative attitudes about the SS

viii. Protection of the Rights of the Child

i Teacher Education

Specific objectives would be to

- Identify specific problems and issues within the SS.
- Develop special teaching learning methods to upgrade the quality standards of the students in the SS
- Be a change agent to develop the society.
- Develop positive relationships between the school and community for mutual benefit
- Teacher training is provided through two main sources . These are as follows:
  a. Pre service teacher training (3 year training before entering the profession)
  b. In service teacher training (short term training while in the service)

A) **Pre Service Teacher Training**

- National Colleges of Education are the main institutes for pre service teacher training in Sri Lanka. The trainees obtain a Diploma certificate after a three year teacher training, two years internal education and one year internship teacher training period in a neighboring school. During the internal two year period of the teacher training in the NCOE provides a depth awareness about 'school and community relationship' through three subjects namely; **Social Studies, Education Practice** and **School and Community** of the curriculum stipulated in NCOE. In the theoretical part of the subjects the trainee is expected to learn about the different types of community groups in Sri Lanka, their education and development. Other than that ,they acquire a knowledge about new concepts in education such as Education For All, Equal education ,Child friendly education, Environmental friendly education and also on different education concepts such as teaching a second national language, remedial education, inclusive education, multi grade teaching which helps the trainee to work in any type of school in the country.
- During the same period the trainees are also exposed to practical programmes on school and community development based on a small school in a disadvantage environment as part of a

compulsory project. In this project the trainees are expected to identify the needs of the relevant SS and conduct programs to mitigate the identified issues and problems as a group with the help of the staff and community. At the end of the project a project report is mandatory

- In the final year of the training program the teacher trainee has to conduct a community related project, in the school where he is undergoing internship, individually and submit a report.

In brief those who under go pre-service training in the NCOE are exposed to some components which provide skills that would be useful in SSs, as well. However, they would need further experiences and sharpening of the strategies at later stages since they have experienced more of simulated situations than hard core realities during the trainings in the NCOE.. This could be achieved through realistic exposures provided time and again while serving SSs. The responsibility of the SS staff and ISAs attached to Zonal offices. The details of their responsibilities were discussed earlier.

B) **In Service Teacher Training**

- All the teachers in small schools should participate in the special training programs related to SSs conducted by the education officials in the Province/Zone, to identify the specific issues relevant to SSs and undertake strategies to mitigate the disadvantages encountered in SSs and their environments..

- The following Departments & Institutions will be responsible in conducting the programs
  - Ministry of Education
  - Divisional Education Office
  - Zonal Education Office
  - National College of Education
  - National Institute of Education
  - Department of Examinations and
  - Departments dealing with other services leading to socio economic aspects of the villages

The programs could focus on different development aspects given below.

C) **Educationally Focused Programmes**

- Contextualized curriculum development programs specific to SSs
- Special methodology in learning teaching process
- Field dependent and environmental friendly practices as against field independent approaches
- Awareness of rights of the child
- New trends in education

- Development of supplementary reading materials

- Remedial education techniques

- Peer supervision.

- Conducting action research to improve the quality of learning

- How to conduct life focused instructional process

- Using technology

- Changes of the time table

- Demonstration lessons

d)   Rural and Community Development Programmes

- Special training programs with resource personals from relevant departments dealing with the community such as Agriculture, Health, Disaster Management Centre. etc.

II.   Implementing the Instructional Process

This chapter will provide specific guide lines to implement the classroom teaching process and to conduct co-curricular activities in the SS

Specific Objectives

- Provision of equal opportunities to the students in the SS in education by using special learning teaching methodology

- Develop a child friendly atmosphere in the SS and reduce the dropout rate.

- Conduct continues assessment and adopt remedial measures to develop the students in the SS

- Overcomes the problem few students using special methods in collaboration with SSs in the neighboring areas fostering quality education and encouraging co-curricular activities

A)   Classroom Teaching

As stated earlier the achievement level of the students in the SS will be very low due reasons well known. They have less opportunity to be exposed to the outer world. The contents of text books and the subject matter would likely to contain concepts focused to cognitions beyond their natural horizons. Teaching styles would also be beyond their levels of comprehension due to their deprived environments and resources. However, materials and process involved in the education are of a common nature catering to all uniformly overlooking the disparities. Thus the principle of free education falls short of equality providing education specific to the deprived taking into consideration the deprivations. Education is free all the students in the country should have equal opportunities in education. The teachers of the SS should be guided in methods that would compensate these

deprivations and anomalies. It is attempted here to provide some guide lines on special methods and instructions that may help to overcome the deficiencies and constraints while working in SSs.

- Apply non formal methods when implementing the curriculum specially using field dependent (FD) approaches for the children to understand the subject matter easily. FD is a strategy where the teacher uses the natural environment and local examples to explain concepts which are otherwise difficult for the child in deprived environments to comprehend.

- Use relevant activities and examples from the environment other than the activities given in the text book or the teacher guide as for the students to understand easily

  eg.
  - observation of animals coming to the school campus
  - listen to various sounds at the environment (mother tongue)
  - counting elements in the environment (mathematics)
  - use the compound to write letters (mother tongue)

- Use visual aids to explain new subject matters
  - pictures
  - charts
  - real things

- Use materials from the environment to make visual aids creatively. Seek the help from the students (seeds, leaves etc.)

- Expose to real situations and give chances for creativity
  - gardening
  - observation of trees
  - cleaning

- ERA subject is integrated with many subjects and also link with the other main 3 subjects at primary level. When taking the students to the environment for one subject plan to cover many subjects as much as you can

  Eg. ERA- theme:- The earth& the sky
  - concern time (mathematics)
  - playing with image (physical education)
  - singing songs and drawing (aesthetic)
  - good habits (religion)

- Encourage the SS students to observe more and do experiments. Let them display their findings and creations. Appreciate them. Provide feedback.

- Organize field visits in order to make the students to love the environment
  - historical valuable places
  - beautiful sights / scenic places
  - places of geographical value and interest
  - work places

- Train the students to value and protect the nature through your lessons.
  - eg. To cover the topic 'The professionals, persons who are helping us", go to the working places of the parents of the students rather than inviting them to the classroom as the teacher guide states. Let them explain about their job. Appreciate whatever the job is. Teach the students to respect others.

- School and the environment have to be made as a laboratory.
  Guide the students to conduct experiments in the environment and understand the facts. Make them to be a part of the nature.

- Design environment friendly activities as projects. Projects are very useful method to solve a problem or to get something done within an expected time as scheduled. Here are the steps to plan a project;
  - Set the objectives.
  - Plan the necessary activities which need to reach the target from the beginning to the end
  - Plan to whom the responsibility of each activity has to be given
  - allocate time for each activity
  - organize the needs for each activity
  - commence from the first activity
  - monitor each and every thing
  eg.
    - using of natural materials
    - developing mini garden
    - repair of classrooms

- If the number of students in the class is very low or the teacher carder is insufficient in the school use multi grade teaching method. More details about multi grade teaching is attached in the annex.

- Supplementary reading materials and work books must be used for special needy students. Develop such materials with the help of the teachers in other SSs in the division. Exchange the supplementary materials with the other neighboring schools /get help from NGOs

- Continues assessment and evaluation system according to the curriculum should be conducted to understand students individually and use remedial education techniques when in need. Develop checklists according to the nature of the students and maintain continually to identify the progress

- If materials and resources for teaching, are not available request help from the neighboring leading school. If possible send the students to that school to use the available resources in there. Get help from the ZEO.

B) **Co-curricular Activities**

To improve personality and expose the child to the society co-curricular activities are very important. In fact this is a critical requirement and also a factor that distinguish children of SSs with that of those in the more resourceful schools. But with less number of students in schools it will be difficult for the teacher to organize / conduct extra-curricular activities.

One way out of this impasse would be combining of co-curricular activities with the help of parents and community.

List of such activities that can be organized by the school with the help of the school community are given below;

- Cultural festivals
  - New year
  - Aesthetic activities
  - Independence day
- Fostering local games and folk activities
- Religious activities
  - Vesak, Poson
  - Hadji
  - Thaipongal
  - X'mas
- Sramadana campaigns
- A special Small school day
- Disaster Risk Management. programs
- Medical clinics
- To minimize the problem of less number of students combine few classes, if the programmes are to be classroom based

- Plan the activities that will involve parents and the community.

- Keep the special SS unit of the ZEO informed

- Get necessary help from ZEO, NGOs, well-wishers and other Departments

C)   Conducting Action Research

Conduct action research to improve the quality of learning of the students and also to develop material specific to the school. Conducting action research is a very effective method that a teacher can easily follow to identify solutions in a scientific way regarding problems involving instructional process in a school. Details about action research are attached in the annex. To get a better understanding about action research, it is essential that the teachers participate in the training programs organized by the ZEO.

Some of the major areas on which action research can be conducted :are as follows.

- education practices

- co-curricular activities

- personality development of students

- participation of parents on children's' work

D)   Solution for the Insufficient Teacher Cadre Problem

Insufficient teacher cadre problem is being recognized as a major problem in the SSs. Though there is a less number of students in the school they are sparsely distributed amongst the grades. To cover the whole school is a difficult task for a single teacher. Here are some solutions for that;

- Use multi grade teaching method (details about multi grade teaching is attached.)

- Organize resource persons from the community on regular basis. It will also increase positive relationship between the school and community

- Take the students wherever possible to the nearby school and allow them to participate in lessons in the classes. Request for instructions from the special SS unit of the ZEO

- The help from the resource persons from the community is useful in many ways;
    - classroom teaching,
    - as an assistant to the class teacher,
    - as an assistant to co-curricular activities
    - organize festivals

The school can get the following persons as resource persons;

- Retired teachers

- Other retired professionals

- Past pupils

- Young students who are expecting employment

- Persons with special talents

iii. Personality development of the child through co-curricular activities

The student in the SS must develop a good personality as well as develop capacity for high achievement levels in studies enabling them seek admission in the leading schools in the higher studies. Not only for higher studies even to become a competent citizen it is essential to develop ones personality. Helping the students to build a personality is one of the main responsibilities of the teacher in the SS. The following guidelines will help the teacher to face these challenges.

Maintaining High Standards in the School

- Maintaining high standards in relation to a specific school culture with ethics and norms; rules and regulations similar to the practices followed in the leading schools. In this This has to be done with the help of the parents, well-wishers, past pupils and community should be solicited. Guidance and assistance, under the supervision of the Principal according to the instruction of the ZEO should be requested.

Conducting Co-curricular Activities in Collaboration with the Neighboring SSs and their Communities

Organize combined activities with all the SSs in the division with the help of the ZEO. A list of such activities is given below. The SS could pick what is appropriate for their school.

- A special SS day; All the SSs in the division has to participate. The DEO, NGO, political authorities and other stakeholders and media has to be invited for the function.
- Year ending competitions which would include aesthetic related activities, exhibitions, festivals depicting local cultural themes with the participation of the community
- New year festival
- Sports meet
- Multi religious and cultural festival
- Agriculture day (with the help of Agriculture Department/DEO)
- Health campaign with emphasis on the more current health problem eg dengue, malnutrition, rabies, water borne diseases etc.
- Celebrations of special national days of the country
- Shramadana camps

Continuous interaction with the neighbouring leading schools

- Continuous interaction with the neighboring leading schools with the help of the education authorities is another effective way to develop personality of the students in SSs.

- Creating awareness amongst the students in the SS of the significance of modern technology specially computer and inter net facilities by conducting programs in the leading school.
- Provide opportunities for students to participate in the functions of leading schools such as annual sports meet, aesthetic festivals, English day.
- Provide opportunities for the students to visit the libraries of the leading schools / an exposure to better resources
- Seek human and physical resources and assistance from such schools on a regular basis to develop the SS in areas such as the improvement to the playground, developing a computer laboratory, seeking assistance for aesthetic activities and requesting for used sports equipment.

Organizing educational trips and tours

Organize educational tours for the students facilitating them to know the world around. Get assistance from the parents. Solicit assistance from well-wishers and NGOs. Also encourage students to collect money through sale of their crops cultivated in the school garden or at home or through small savings. The latter could come through collaboration with banks as part of a regular savings campaign and part of a school activity. Banks also possess funds allotted for social responsibilities which could be harnessed for development activities of this nature.

Conducting awareness programs and organizing camps for the students and parents
- Conduct awareness programs and camps for the students and parents in the school with the help of resource persons from different departments. This would provide opportunities to develop their knowledge and awareness of basic aspects related to life needs enhancing their abilities to confront problems leading to confidence building of the individual.
  - health,
  - agriculture,
  - managing disasters
- Develop positive attitudes to share the institutional recourses with the community by allowing the community to use the school facilities
- The achievements of SSs should be highlighted in the media providing motivation both to the school as well as the community.

IV   Conducting School and Community Projects

as part of the curriculum requirement in the NCOE This was discussed briefly earlier under pre-service teacher training section. Here the same is attempted to be implemented on modest

scale through the initiative of the DEO. School and communityproject is a practical activity planned for the teachers of SS in order to develop the SSs in a division through in service.

A group of teachers go to a selected school and find out issues and problems in that school by conducting a discussion with the school staff and the parents. With the help of the staff of that school and community of the same school action to be taken to mitigate the problems and issues The teachers would stay and work for a few days in the school. The teachers are expected to conduct micro level projects in these schools , both in the community and the school.

The above approach would enable the teachers to participate in School and Community development projects conducted in different SSs in the area, under the supervision of the DDE and ISA. All the teachers of SSs in a Division are expected to participate in this project as this will part of the development plan of the DDE .

The methodology of the programme under the School and Community project plan is as follows.:

- selection of a school

- discussions with the Principal, staff and community

- identification of needs

- plan and conduct programs to mitigate the identified issues.

    eg. :-

- **Development of classroom instructional materials.**

  - develop visual aids

  - conduct practical lessons in the use of learning teaching methods and materials

  - cover-up the lessons left out so far

  - develop a learning environment in the classroom

  - develop out door classrooms activities

- **Development of the professional career of the SS teacher**

  -update the skills and knowledge of the teacher

  - introduce new teaching methodology

  - provide materials including guide books

  - empower the teacher

- **Development of the physical environment – school and locality**

  - develop a beautiful and safe school environment

  - develop a playground and the fence

  - exhibit the vision mission statements

  - ensure safety health practices in the school

- **Conducting health programs for the students and parents**

- protection of teeth
- balanced meals
- good health habits
- **Conducting parent's awareness programs**
  - child rights
  - child psychology
- **Conducting cultural programs and exhibitions**
  - conduct a cultural shows and organize an exhibition with the students and community on last day of the program

All these activities can be completed in a few days. This practical experience will lead the teachers to understand the situation in their own schools.

V. Developing the School Plant

Contribute to develop an appropriate vision and mission statements to the SS

- Collaboration with the staff and the community in the preparation of these statements.
- The vision should be adhere to general principles of the UNCRC
- Should reflect SS as an institution that requires emergency support, greater attention and provision of resources.

Participate to develop school specific identification elements based on socio economic culture and environment factors

- school uniform
- school song,
- motto,
- school flag,
- rules and regulations
- norms and ethics (Similar to the leading schools)

Develop the school as a safe haven for the children physically and mentally, should be same as for the Parents.

- make sure all the students are safe in the school.
- make the school clean and healthy place
- love the students
- talk to them kindly
- treat all equally without any barriers

- all the development measures should create a friendly environment in the school

     Use the available physical resources flexibility as to help to conduct multipurpose activities for the students.

- use the environment as the laboratory
- conduct classes outside, if furniture is not available sufficiently

VI.   Promoting Community Development

1   maintain a friendly relationship between the school and the community considering as a main responsibility.

2   provide leadership to bring about linkages with organizations to empower the community.

3   provide physical and human resources for the village functions organized by the community, when and where necessary.

4   provide extension programs for the school according to the needs, specially in agriculture and health.

5   provide the school facilities such as the computer, TV, the playground for the usage of the community.

6   Conduct awareness creation and skills development programs with the help of other departments to reach community development.

7   be an active member in social work

VII.   Changing Negative Attitudes about the SS

Conduct programs to avoid negative estimation about the SS in the community and develop positive attitudes to use the SS as the catalyst of the development of the village.

- Uplift the students achievement level in the school and improve the quality of life
- Conduct awareness programs for parents about the behavior of the children and their learning styles, especially for mothers.
- Conduct programs with the help of professionals in the SS for the community to be aware of the concepts of Education For All and Education Above All
- Promote more environment related activities under the guidance of the principal of the school.

- Develop a system with the help of DEO to highlight the progress and the spread of successful stories of SSs and its environment through the media.
- Design and develop activities to promote the concept of " living together",
- Develop self-confidence and activities to enhance better life style of students.

- Make the school as a model of good practices in relation to social cultural milieu in the village.
- Encourage the school children and youth for creative activities to transfer the knowledge by providing resources
- Develop information bulletins regularly for both SS and community by the younger generation in the village.

VIII Application of Right of the Child

- Conduct awareness about the United Nations Child Rights Convention to parents
- Encourage the students to learn other languages and provide opportunities. for the same
- Treat all the students equal.
- Maintain continues contacts with parents to exchange information on the child privately, instead of whole group discussions.
- Implement nutrition programs focusing on the use of indigenous food available in the village.

7.4   THE COMMUNITY

Some of these dimensions were discussed in earlier sections. However, we have added some more in detail and repetetion should be understood by the reader for emphasis of the role of the SS in the context of its community.The resulting new challenges for the principal, teacher and community can be summarized as follows:

- Significance of the community in the context of SS.
- Identification and use of resources.
- Suggested activities.
- Integration of learning with community development activities.
- Application of appropriate methodologies.

The teacher and the principal should view their new role in relation to the new dimensions outlined earlier. These specifically relate to

(1) Rural Developer which includes guidance towards a) creation of opportunities and provision of basic needs

(2) Health Worker providing a) guidance in preventive methods vis-à-vis health, nutrition and family health care   b) provision of knowledge in the use of safe drinking water, proper feeding habits, use of locally available fresh vegetables and proper cooking habits c) providing a knowledge of about common diseases to treat their root causes d) importance of the use of latrines e) engagement in home gardening f) importance of the environment and understanding of pollution g) use of available clinics and health services h) dental care and i) education in home economics.

(3) Social Skills Provider supporting leadership skills through a) developing the skill in himself through practical   training b) transferring the skill to the community and c) identifying leaders at the village level

(4) Productive Skills Developer assisting villagers in a) identification / classification of local resources b) providing skills to develop and use resources d) training of youth for worthwhile crafts and minor industrial activities relevant to resources e) providing information to obtain bank loans and marketing facilities

(5) Innovator in the Provider of Skills in Appropriate Technology in areas such as a) wind, water and sun as sources of power b) techniques in seasoning of wood for various purposes - harrow/wheels/timber/agricultural implements c) use of the village blacksmiths to make of equipment to suit different purposes such as various types of harrow, blades, fans d) traditional methods of medicinal preparations, oil extraction   e) development of different forms of fishing gear

Table 10. Possible study areas and activities to be adopted by the teacher / principal / adults / youth

	Key Activity	**Sub Activities**
1	Mapping the community area	Distribution of people, crops, vegetation, water etc
2	Comprehensive survey of the Community	Discover local needs, problems, resources etc.
2	Study of community organization at the village level	Organizational patterns, activities, constraints etc.
4	Study of local laws and ordinances	Relationships to land, water and human activities, relationship to protection, welfare and education need for change etc.
5	Study of financial structure of local organization	Sources of funding, state/ taxes, earning and expenditure pattern
6	Study of minority groups	Minority groups and types, history, present population, economic activities
7	Study of recreational facilities and activities	Needs, problems, cultural, social, economic implications.
8	Study of cultural practices	In relation to agricultural activities, social functions etc.
9	Study of sources of community income and patterns etc.	In terms of regularity etc.
10	Survey of community public – opinion structure and communication pattern	Local aspirations, hopes, fears, superstitions, values, taboos, power structures
11	Plan community social activities	Depicting history of the community through dramas, songs, displays, exhibits.
12	Plan curricular and use of community resources by developing teaching source units	Physical resources, human resources, organizational structure, community needs
13	Plan community development programme	Related to economic activities, related to social and cultural aspects, plan out future development programmes with elders, youth etc.
14	Study the role of women in the social, cultural economic contexts of the village	Prepare plans and activities to improve their well-being motherhood, nutrition and health
15	Plan school community museums	Use community personnel to identify resources
16	Study community tension areas	Social, economic, cultural areas
17	Study of dropouts	Age wise, poverty wise, gender wise
18	Plan community resources day in school	Resources exhibition, use of resources persons etc.
19	Study of leadership patterns	Traditional, emerging
20	Conduct action research	Activities related to both school and community

Source: Ekanayake, 2009.

All of the above to be undertaken as when possible and in collaboration with the members of the community. The principal / teachers should also identify areas and activities that could be combined with learning teaching programmes appropriate and relevant to the school curriculum.

In the operations use of specialists from different departments should be collaborated such as health, agriculture, rural development, social services etc. It is also essential to seek help from NGOs,

both local and national without sacrificing local level resources and identity.

7.4.1 Appointment of Committees – SS Development Committee (SSDC)

Organizing committees for various projects in relation to needs and problems, is one of the ways of bridging learning to development. There should be only a few members for each activity which should be comprised of both sexes and children from the school. Further, the members selected to each committee should be ones who are competent and interested in that area. Hence, use of external experts from departments / NGOs would be desirable. The areas of activities could change once its aims are accomplished and new ones could be introduced or even combined depending on the needs and facilities.

Examples of such development committees

- Recreation committee
- Religious committee.
- Family and home committee.
- Education committee
- Farming committee
- Health committee
- Women's development committee etc.

7.42 Possible Areas of Study

The areas and problems that could be undertaken for action research studies are innumerable in areas of education, sociology, economics, agriculture, health etc.

a) Role of women in the economy of the community.

b) Identification of community resources.

c) Environmental sanitation problems.

d) Problems of education in the community- dropouts, absenteeism, achievement levels   etc.

e) Problems of credit facilities for the farmer.

f) Types of life skills in the community.

g) Significance of rural technology / appropriate technology.

h) Methods of recreation in the community.

i) Inter relationships of the community.

j) Power relationships(Ekanayake, 2010**)**

CHAPTER EIGHT
PROCESSESS INVOLVED IN CAPACITY DEVELOPMENT AND FIELD OPERATIONS

REPORT 1
WORKSHOP FOR PRINCIPALS ON SMALL SCHOOLS MODEL DEVELOPMENT PILOT PROJECT

Dates – 28 to30 September 2012

Location – Ruwanwella Central College, Sabaragamuwa Province, Sri Lanka

Collaborators –Department of Research and Development, National Institute of Education, Provincial Department of Education, Ratnapura, GIZ Sri Lanka

Figure 14. Lighting of traditional oil lamp workshop for principals of pilot schools
(Consultant, Provincial coordinator, NIE coordinator)

8.1   Introduction

Implementation process – Pilot stage

Realizing the significance of Small Schools (SS) in rural development and the current undeveloped nature of these schools, both in terms of its environment and the school per se, the NIE had taken steps to develop a research based model for the development of these schools in Sri Lanka. The study, launched in 2009, was based on a few schools in the Central Province and conducted in collaboration with the Department of Education, Central Province . The draft plan was ready in early 2012. Modest financial assistance was provided by GIZ. Where ever relevant, the experiences of the

earlier projects and studies on SS conducted by the MOE and related institutions from the early 1970s to date were also absorbed in the development of this model. The NIE greatly appreciates the avowed support of the Provincial Education Department of Sabaragamuwa in accepting the responsibility to lend its support to pilot this innovative EPPDA in their province. After initial discussions with the Provincial authorities it was agreed that the pilot phase of the EPPDA would be conducted in 15 schools. The first step in this direction was to orient the selected 15 principals of the project. Hence a 3 day workshop was planned for all stakeholders numbering 50 which included teachers, principals, in-service advisors and zonal directors of education.

8.2   Objectives and vision

The workshop constituted of three main parts which included a) explaining the conceptual framework and its vision (day I), b) field exposure to issues in a few selected small schools (day2) and c) developing a draft plan for their school (day 3). In all these activities the significance of a vision with action was highlighted reminding the participants of *Joel Barker* 's famous epithet that a *'Vision without action is a dream. Action without a vision just passes the time. Vision with action can change the world'*

The objectives and processes of the workshop were as follows.

The Overall objective was to ascertain solutions for 'inequity in poverty' through education of the poor and powerless

Specific Objectives

1) To expose participants to specific issues of Small Schools (SS) in relation to the dimensions
   identified enhancing equity to bring desired changes
3) To develop skills in the pedagogue to identify issues and resources in SS contexts
4) To plan activities appropriate to the school / environment / community
5) To develop the holistic capacity and approach of the participants in the development of SS
6) To bring about positive attitudes and need for a model for Small School development

The key words focused in the workshop were as follows
Change /small school / dimensions / equity/ community / participation / holistic /development

8.3   Major operational areas

The first task was to expose the participants to the new thinking , the need for change, to bring about an overall positive and dynamic approach to upgrade the SS from its current undeveloped state.

This was attempted through a) using the model developed by the researchers at the NIE b) providing the need for a holistic approach to the development of the SS.

The model contained the new dimensions which were the result of the study and the relevance of the principle of equity which was lacking in the overall development of the existing plans for the SS in Sri Lanka.

The dimensions included the following eight areas. 1.Pedagogical   2.Developmental- School/institutional   3.Development - Community   4.Psycho-social   5.Socio- Cultural   6. Rights of the Child   7. Management   8. Logistical

Each of the above dimensions were analyzed in relation to the Equity Issues (EI) with practical examples by the resource persons. The EI were reflected in the structure related to the existing services provided by the state. Absence of equity was highlighted as the critical factor for the current socio-economic deprivations resulting in inequalities in access to opportunities for all democratically. All these contravene the rights of the child, limits in achieving MDG and enhances abuses in democratic practices leading to disabilities and marginalization of those in the disadvantaged areas and belonging to backward groups. These EI were discussed in terms of horizontal, vertical and opportunity perspectives which should commence from the initials stages of the child. Hence the imperative need to make room for opportunities for all through innovative means and processes leading to positive discriminations to resurrect these groups from their current somber positions. Discussions on these issues provided the reality view and actions to be suitably developed and deployed to meet the gaps.

8.3.1   Day I   Proceedings
A) Historical approaches- challenges and failures
B) Providing theoretical background
C) Introducing Work Book (WB) developed for the participants

Figure 15. Workshop in progress for key personnel in pilot schools in the Province of Sabaragamuwa

A) The participants were informed about the approaches to development of SS in Sri Lanka and the new initiatives of UNESCO in the direction of quality development of disadvantageous groups and areas. These were explained and discussed. The former included **macro activities** of the MOE in collaboration with UNICEF on a national project on Small School Development in the late 1970s. The focus of this massive project was more on provision of materials and logistics for the schools and regional offices. However, the project focus did not orient towards to quality development and collaborative approaches. This was more based on funds and once funds were exhausted the project too came to a halt. The **micro approaches** were limited to teacher training directed to guiding teachers to serve SS. Hence they were provided with practical exposures. By and large, these innovations were confined to a few teacher colleges. Although the experiences led to in -house changes in the teacher training curriculum and skills of some teachers and salutary effects such as Education Commissions sitting at that time focusing on these micro innovations as important changes that should be emulated all over as part of policy, these attempts did not bring about changes universally.

B) The theoretical background related to the explanation of the 8 dimensions and its qualities reflecting on the eight areas was explained to the participants. This is considered the crux of the workshop and the participants were detailed about the way these dimensions were identified and significance of the approaches in a new design that will uplift the qualitative aspects of education in the SS.

C) The participants were also briefed on the ongoing activities of a few SS in two other districts through use of slides. This enabled the participants to understand the gaps and the need for a visionary approach to the development of SS adopting a holistic approach.
The Equity issues were also equally important since EI were the reflections of the thrust of the effects of the changed approaches which should emerge through the application of the 8 dimensions.
Since both these two factors were the critical elements of the project the participants were guided to look into the ways these have been taken care of in the schools they were to visit the next day.

D) The WB contained in detail the processes and guidelines that could be undertaken by the teacher, principal, officers and relevant institutions in relation to innovative practices, collaborative work, seeking funds, communication networking, evaluation and supervision, , linkages, community development and collaborations, service providers including NGOs needed commitment etc. Thus it covered pedagogy, management, school based research, networking, community development and principles of development and participation

8.3.2 Day II Activities

A)   Exposing to practical activities

B)   Report writing / discussion

Figure 16. Exposing to practical activities

Day II activities were confined to a) visits and observations of the SS in close vicinity of the workshop. They were to use the 'the dimensions' and 'equity' concepts in their discussions, observations and analysis of the findings. The groups were requested to meet the community as well. With in time limitations they were able to complete the tasks assigned to them. On their return time was allocated to reporting. Each groups presented the findings on the format provided to them earlier which enabled the resource persons to identify the extent to which they had grasped the essentials of the concepts related to the new design for SS.

In their presentations they were able to focus on the dimensions as well as the equity principles. It was observed that they made use of the theory for good application in the field.

Figure 17. Workshop : Planning related to dimensions

8.3.3   Day III Proceedings: Developing tentative plan of action Drafts, discussions and preliminary plans

After the presentations on the Day II the participants were briefed about the final days activity which was related to the development of a draft plan for each school. This was to be more of

an exercise than an actual plan for implementation. The charts and guidelines presented to them earlier in the workshop were to be used in the planning exercise.

These guidelines provided were based on the dimensions and the principle of equity. Other elements included participation, issues, resources identification, division of responsibilities, monitoring evaluation mechanisms. The activities could include - curricular programmes / extra cr. programmes / service providers / health, agriculture/religious/social / personality deve./ confidence building / creative writing / mothers development program etc. leading to development of equity and overall development.

The plans were submitted for discussion at the plenary. This was a lively session since many questions were fielded for explanation which had doubts. Seemingly, the participants had grasped the essential principles of equity and the concepts related to the dimensions and logically apply them in their plans.

8.3.4   End evaluation report of the workshop

An evaluation was conducted to ascertain the successes and shortcomings of the workshop for further refinement and changes.

The following is a summary of the comments made by the participants.

- Provided in depth focus on issues, which were not observed earlier through the introduction of new concepts, and approaches viz 8 dimensions and equity issues. These concepts and approaches were not used earlier in school development planning – an entirely new conceptual framework

- Addressed on the importance of research approach to process information in disadvantaged environments

- Exposure to field situations enhanced greater understanding of the above theoretical background

- Field exposure also provided an example of how SS could be developed through use of resources locally available – community, NGOs, physical and socio-cultural elements

- The Planning session on the final day helped to develop a model plan for the school based on the above concepts and what they observed in the field along with the discussion they had with the school personnel including the community

- More time would have been of greater help to understand the new concepts.

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REPORT 2

MISSION REPORT ON EPPDA– SABARAGAMUWA PROVINCE

FIRST MISSION - DATE OF VISIT – 20 MARCH 2013-03-21

1.0   *SUMMARY OF THE FIELD OBSERVATIONS*

- *Overall, the schools are provided with basic amenities seen universally in Sri Lankan schools. The focus of all stakeholders vis-a-vis the small school is towards achievement in the pedagogical dimension (PD) , getting higher grades at the grade 5 scholarship examination. No doubt admirable but without development in other dimensions the outcome would be an unbalanced product which grows/aggravates as the child enters higher levels at later stages seen at and beyond tertiary levels with adverse consequences.*

- *Children are dressed formally and possess materials invariably focused towards academic needs and achievements in relation to the pedagogical dimension (PD) .in the SSMDP*

- *However, even in the context of PD, teacher / principal development programmes seemingly were not of a higher order*

- * There were no focusedprogrammes for those children who are low achievers and in relation to the weaker concepts in mathematics and language*

- *Creativity was encouraged and the ongoing activities of the children indicated that the child is encouraged, his work preserved, kept orderly for them to follow the same*
  next occasion work

- *Teacher pupil ratios are in keeping with norms but shortages are seen in relation to specific skills viz art, dancing, sports. May be that TT programmes could in cooperate thee skills into the general training as well.*

- *The gaps observed in most other dimensions have to improved, encouraged evaluated and fostered enabling the child to be fully fledged products comparable to those who learn from resourceful environments, enabling them to achieve higher levels of competence in equity at all three levels (horizontal, vertical and opportunity) highlighted in the SSMDP.*

- *Achieving the competencies indicated in the dimensions would take time for these need to be a) understood and developed by the pedagogue b) considered as essential skills by the community c) supported through provision of services and resources by the authorities as part of policy.*

- *There seems to be improvements in relation to up keep of damaged buildings, playground, security of the school campus, access to the school, guidance of parents, assistance from the old boys and beneficiaries, creative work as indicated in the dimensions.*

- *In spite of the shortcomings one could say that there is hope that all dimensions in the SSMDP would be achieved with time due to the increasing enthusiasm of the teacher,*

principal and educational authorities along with the parent community.

- *Regular supervision, encouragement and guidance are three critical inputs that will lead to success.*

- *SS should be equal in all status to that of national schools in relation to all relationships and service factors.*

2.0 DETAIL REPORTS

No. of schools visited – 04

District and Zone - Kegalle District and Mavanella / Kegalle Zones

Basic facts about the schools

Basic data	Sch.01- K/ Debathgama KV	Sch, 02 –K/ Udugama Buddhist KV
Grades	1-11	1-5
No. students	142	75
Staff	14 M- 11 F- 3	06
Village population	375	600
Catchment villages	03	05
Name of principal /qualifications	Mr. Palitha Dhramaratne (B.Ed. NIE)	Ms. V.H.T.N. Ranasinghe (B.Ed. NIE)
Closest town	Aranayake	Rabukkana
Garden space	½ acre, adjoining main road	½ acre, adjoining main road, few coconut trees
Amenities	Playground, 3 buildings, toilets, gate and fence, library reading room	Playground, 3 buildings (one damaged not used),shrine room, computer room, band, well but contaminated water , toilets, gate , fence Action taken regarding well water
Environment	Very pleasant /quite surrounded by ring of mountains	Pleasant
Duration of observation	02 hours	1.45 hours

The visits to the above two schools, which formed part of pilot project, were an eye opener. It provided an understanding of the issues and commitment of the staff. We looked into the school community relationships. Observed the utilization of the garden. Also watched teaching, music lesson, examined written work, had discussions with staff (one school) and parents (one school). It was very encouraging to observe in one of the schools the principal was very accomplished when he sang and played the drum and students (grade I) too followed singing and dancing to the rhythm of the drum. The classroom was full of teaching/ learning aids developed by both the teacher and students as part of their routine work. Creativity seemed to be encouraged.

Understandably, still the concentration of the school is more on the academic dimension. Other dimensions are yet to be on the agenda of the school. The grounds of both schools have to be

kept in order through collaboration of the community and well-wishers. These gaps have to be looked into and brought to the attention of the school since the dimensions identified in the project would enhance equity and provide greater access to achieving more opportunities in later life.

Observations

1. Focus of the school is yet traditional – emphasis on academic achievements, though undoubtedly valid has to bring other dimensions to the picture as well. This is the missing lacunae / gap in our systems and specially so in the rural disadvantaged schools. Eventually, this may take place and bring the desired changes. Academic achievement is what the parents too demand. They are unable to comprehend the significance of personality development skills in advancing future challenges. The principals and staff should explain these factors to the parent community.

2. Children follow cultural norms and practices which is very satisfactory and certainly should be a must in the culture of our schools

3. Cleanliness of the campus is satisfactory, well-kept but the play grounds of both schools have to be tidied up and standards met, including fencing of the school campus. May be parental support is essential.

4.

Officers accompanied –Ms. Karunaratne, Additional Director, Mawanella Zone

Ms. Kanthi Goonewaradana, ISA , Home Science , Mawanella Zone

Officers met – Rev. Demalaheeriya Anaomadassi Thero Director, Mawanella Zone

Visited the Kegalle Education District Office to plan out the mission to other 2 schools in the zone on the 28th March 2013

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SECOND MISSION – DATE OF VISIT - 2ND APRIL 2013
KEGALLE EDUCATION ZONE

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Observations

Understandably both schools, as was observed elsewhere earlier, have concentrated more on the achievement levels. Hence the quality of learning has improved. In Mangedara KV Science results at O level has increased from 32% few years ago 100% in 2012. At Belihulwana one student has passed the grade 5 scholarship examination. In addition to these positive achievements the classrooms

are full of creative work of students displayed on the walls. However, these have to be related to the concepts of subjects taught at the relevant grades. I did not have the time to analyse these aspects. There is plenty of space in the classrooms, no crowding. The classrooms were kept clean and orderly . The garden has to be much better kept than what I observed in both previous schools.

Basic data	School 3 K/Mangedera KV	School 4 K/Belihulwana KV
Grades	1-11	1-5
No. students	68 – G 38 B 30	75
Staff	20 + 10 (volunteers)	09 – F 07 M 02
Village population	900	300
Catchment villages	04	03
Name of principal /qualifications	Mr. W.M. Ananda	Mr. PAS K Bandara (absent)
Closest town	Ambepussa (5 KM)	Hettimulla/ 15 KM
Amenities	Play ground, 4 buildings, amenities-facilities for children to play, located by the side of a metalled road, easy access, library and music room under repair, space of 1 ½ acres, crops grown and preparations for cultivation pepper etc. The campus needs tidiness and organised Parents mostly workers in rubber plantations /factories	Play ground, pavilion ,1 acre of land, kitchen for preparing meals for children, 4 buildings , one without a roof, all need repairs, floor of the kitchen in a damaged state, campus need to be cleared , no fence, water on tap, toilets in good state but needs cleaning, too close to the road. Play ground stretches to the road, 2 teachers without a time table. Parents are mostly workers in tea and rubber plantations
Environment	Crowded nature close to a by road, nearby paddy fields, adjoining private houses and land	Very hilly spot, surrounded by hills, pleasant,

Figure 18. A classroom observed during field missions
to a pilot school

Commitments

Seemingly, the principal of Mangedera and teachers of both schools are committed towards the cause of teaching. The teachers of Belihulwana have to face lot of hardships in travelling since the road is in a poor state of disrepair. The community should be involved in attending to this issue because it affects all of them.

Discussions

I met the parents of Mongedara (around 30) mostly women and had a long discussion, informed the objectives and the commitment needed from the parents to bring about quality of learning. I explained how parents, especially mother, could be of valuable guidance to the child since they spent more time with the children. The objective of this project is to improve both academic levels and personality development aspects. The latter is vital since few succeed in the academic field, true anywhere in the world. From what I observed , economically the community is not at a higher level of state of affairs. The children are well dressed in both schools. The mothers were respectfully and charmingly dressed

Addressed the teachers of both schools focusing on the dimensions and equity issues. Also highlighted the significance of extracurricular work and other skills needed today, lack of which debars them from achieving the best in life.

Bias in focus

I felt that the focus should be on other dimensions as well and advised the principal and teachers to take serious note of these lapses which help to develop the personality of the child. However, this approach of looking at child development holistically would change eventually. We look forward to these changes in the months to come.

Reporting procedure

I advised the coordinating teacher to focus on the other dimensions and responsibilities regarding this aspect for each of the dimensions to be given to individual teaches since there is no shortage of teachers. The coordinating teacher should collate these reports into one final in collaboration with the principal . Photographs to be taken to depict a) impact of the SSMDP on the schools, children, parents and b) highlight the changes / impact on the dimensions .
In all of the 4 schools the ADs and the ISAs too addressed the teachers and parents.

Cooperation

The cooperation and support from the Directors namely (Rev. Demalaheeriya Anomadassi Thero, Ms. Heamawathie Hamine) and Deputy Director s Zonal offices,   (Ms. Kaluarchchi and Ms. Karunartne) and the ISAs Ms. Kanthi Goonawaradena, Mr. Ratnasinghe, Mr. MBS Marasinghewere very encouraging. All DDs of the Zones accompanied me to the schools. They are keen to have a separate days programme for all teachers in both schools towards the end of this month on a week end. I agreed to participate.

Dr. S.B. EkanayakConsultant   EPPDA Project 3rd April 201

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Appendix 1

Research Team for the Phase One of the Small School Study Conducted in Selected Small Schools in Kandy District that Develop the Model for Small Schools in Sri Lanka in 2009-2010

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Appendix 2

Model Lesson Plan 1

Mother Tongue

Multi- grade classes: Grade 5 and Grade 6   -Competency: Listens and appreciates

Competency level: Listens to a song displays reaction.

Quality inputs: Cassette player and cassette containing songs, handout containing songs like *"Ambilimame"*

Activity/Steps	Grade 4	Grade 5	Duration (minutes)
Step1	Approach: Display a picture of a moonlit night and discuss the information conveyed. Inquire from students about songs based on the theme "moon".		5
Step 2	Get students to listen to the song		5
Step 3	Teacher sings song along with the class		5
Step 4	Grouping students and getting them to sing the song in groups		10
Step 5	Discuss the theme of the song with students. Conduct discussion based on student responses to the questions below. 1) What is this song about? 2) When do you see the moon? 3) What is nature of the environment when the moon can be seen.? 4) What flowers bloom on moon-lit nights? 5) How do animals behave on such occasions? 6) Discuss the meaning of the following terms with the students(1-Thuru (Foliage) 2-Sisil Sulang(cool breeze) 3-f(Dasatha) from all directions 4-Kusumkela-host of flowers5- *Siyalsathung*- all living beings6Surang (gods) 7- *Guwankusemanik rese 8 sirasa 9 obanibande 10 Supunsande*		15
Activity2	Represent the song pictorially.	Discuss the terms in the song further with the students. *Pulnwalayatinindan, Muhunobesmbinne, RidiiSina papa, AnduruKeladasathabalapanaladuwanne, Manik rese obasarasanne.* Assessment: Ask questions based on the song 1) What is the theme of the song? 2) Name natural features evident here? 3) What are the flowers that bloom at night? 4) Give a synonym for flower? 5) Who are *" Surang"?*	15
Assessment	Ask questions based on songs What is the theme of the song? Name natural features evident here? What are the flowers that bloom at night? Give a synonym for flower? Who are *" Surang"?*	Assign five sentences to be written about the song?	10
Evaluation Feedback	1) Have an art exhibition 2) Appreciation and exhibiting essays written.		5
Follow up work	Give an assignment to collect songs on the moon.		

Appendix 3
Model Lesson Plan 2

Mathematics

Multigrade classes: Grade 3 and Grade 4

Competency: Only unit addition of two numbers with carry over in unit, place only

Competency level:

Grade three : addition of numbers not exceeding two numerals, with carry over

Grade four: addition of numbers not exceeding three numerals, with carry over

Duration: 70 minutes.Quality inputs: Bundles of 10 ekels (Iratu) each; two sets cards of two colours.

Grade Three and Grade Four	
Step1: Approach- Types of seeds easily available in the environment, (tea seeds , rubber seeds, Oleander seeds, pebbles). • Provide seeds to two students and get them to tell the class how many seeds each has got. • Ask the class the total number of seeds both the students have. • Inquire how they arrive at the answer • Discuss the answer using the blackboard **Step 2**: • Display two cards red and yellow with numbers on them • Write out on the blackboard the numbers in the card.(use addition eg 28+55 • Get the students add the numerals in the unit place. • Separate the answer into bundles of 10 ekels and single ekels. • Explain that the bundles contains 10 ekels.in the units lot there are only 3 ekels. • Explain that the final answer can be shown like this (Include the picture in the Sinhala Doc.) • Explain this using the abacus. • Write out on the blackboard and explain how the addition is performed. **Step 3** Arrange for students to do the exercises in the text: using the material given. The teacher observes the two groups giving necessary instructions **Step4** **Assessment and evaluation** Get the students to do the exercise below.(Complete using examples in the Sinhala text) After the exercise has been done mark them, and provide necessary feedback **Step 5** **Followup work** Instruct students do the exercise in the text at home.	

Appendix 4

Model Lesson Plan 3

Duration: 70 minutes.

Environmental related activities

Multi- grade classes: Grade 3 and Grade 4 Grade 5

Competency: Appreciate the uses of plants that help in our existence and uses them

Competency level: Identifies and names trees and plants in the environment, Appreciate the uses of flowers, Tabulates the diversity and uses of plants

Grade 3	Grade 4	Grade 5
Step 1 Approach Lead a good discussion based on plants and trees in the proximate envt. For this purpose pay attention to the following		
Step 2 Identification and naming of trees and plants in school garden	❖ Identify flowering and non flowering plants ❖ Identify uses of flowers	❖ Uses of trees fruits, pods, yams, trinket. Prepare a table of same ❖ Note their uses
Step 3 List trees and creepers.	Observe the environment and table information got	Observe the environment and table information got
The teacher moves among the groups and gives necessary instructions		
Step 4 Assessment and evaluation Providing the opportunity to present songs and verses heard regarding trees flowers and fruits		
• What are the plants and trees in the school garden? • What are their uses to us? • What special features do you notice in them? Based on such questions lead a discussion regarding trees and plants found in the school garden and provide basic instructions on their observation. Group them as grades and assign the following sections		
Step 5 Feed back: the teacher recites verses and songs of his/her choice with students who do not volunteer or are backward		
Step 6 Pasting of pictures regarding trees and plants	Using pictures prepare a booklet on flowering and non flowering plants	Collect pictures of various kinds of flowers and draw and table them Collect pictures of various kinds of fruits and prepare a table pasting them

Quality inputs: Bundles of 10 ekels (Iratu) each; two sets cards of two colours.

Appendix 5

Anecdotal Records

A teacher can maintain short notes of what one sees or hears about a student. Such notes are called anecdotal records. Accordingly, these records will help in the preparation for remedial teaching programmes for slow learning students. The following information should be emphasized in the preparation of this report.

- Only one behaviour should be observed at any single instance
- The information observed should be specific
- Each note should carry date

The information collected should be tabulated as follows

A Record of Anecdotal information

Name of student ………………………..

Grade……………………………………

Date	Time	Observation
8th October,2011	9,05 a.m.	Task assigned - Writing of five sentences on an illustration given. ❖ The child drew line on the paper ❖ From time to time looked at the other student ❖ Gazed outside the class ❖ Pinched the student sitting next

Appendix 6

Checklist

Use a check list in order to identify whether the student displays given behaviour while engaged in activity or enjoying leisure.

Check list

Name of student ………………………..

Grade……………………………………

Behaviour exhibited	Yes	No
1. joins other students in activities		
2. Shares		
3. Helps others		
4. Follows teachers' instructions		
5. Cleans up after work		
6. Obstruct other students		
7. Often seeks permission to visit toilet		
8. Rocks chair		

Appendix 7

Observation Sheet

Observation sheets are used for the study of weak students and students in need of special education programmes. A conclusion cannot be arrived at through the observation of one instance of a particular behaviour. Therefore, a particular behaviour exhibited by the student should be observed several times. The number of occasions observed of that behaviour can be recorded using tally marks.

Observation sheet

Name of student ………………………..

Grade……………………………………

Behaviour	Frequency	Number
1. Cooperates with fellow students 2. Has leadership capacity 3. Respects leadership 4. Involved oneself in religious activities 5. Behaves decently **6.** Shares equipment		

Appendix 8

Peer Teaching

Peers are students of similar age groups. They develop relations, interact, and act together as a group. There is a tendency to try out new ideas within the peer environment. These relations help exchange of ideas/views, question for information, share work between each other, and gather information regarding what one does not know. Peer learning can be related to primary grades in two ways.

They are

1. Peer teaching
2. Cooperative teaching

Peer teaching

Peer teaching can be identified as one to one relationship between two peers. Here, one child is of a lower level of achievement than the other. The level of achievement of the other child is of a higher level than student mentioned first. Here, learning flows from one student to another in a linear form. When the level of achievement of the student with the higher level of achievement is compared with that of the student with the lower level of achievement there is no wide gap between the levels of achievement of the two students. Therefore, they are almost of the same level. As such, the ideas of the student with greater knowledge can be presented easily to the one with less knowledge. Questioning him also can be done without any fear or doubt? The relationship between these two is live and balanced. This method of teaching benefits both to a great extent. Through the provision of answers by the student teaching to the questions of the weak students one's knowledge is developed further. The weaker student also gets the opportunity of acquiring knowledge by raising questions and the feed back received, as a result. Discussion between peers take place at a cooperative level. There is no authoritarianism in the exchange of ideas between them. Peer teaching can be considered an effective methodology in the acquisition of subject proficiency.

Cooperative learning

This is also called small group learning. Here, various cooperative learning methods can be used. First of all students should be put into small groups. It is important that they are heterogeneous in composition. That is;

1. There are weak and clever students
2. In terms of ethnicity(combination of Muslim, Sinhala, Tamil etc)
3. Combination of Grade 3,4, 5 students as one group(if the numbers on roll are small)

Given below is an example of cooperative learning.

Group them such that each group contains four students. These groups can be composed as below.

- ❖ The teacher, first of all explains the lesson to the class. eg, addition and subtraction
- ❖ After the teacher has explained assign each task to each group eg:
    1. Several exercises in addition without carry over to first group
    2. Several exercises in addition with carry over to second group
    3. Several exercises in subtraction without borrowing to third group
    4. Several exercises in subtraction with borrowing to fourth group
- ❖ Provide an abacus and ekels to each group
- ❖ Provide each group with two sheets of blank paper to write answers. This motivates the members of the group to join and work
- ❖ Arrange for pairs to work together within the group then their answer scripts will be submitted by each group
- ❖ After this, arrange for each group to forward its answer scripts to the class
- ❖ Name the group that submits the greatest number of correct answers as first
- ❖ After group work provide feedback