

Title of the Study : **School Based Management**
Researcher : **Mr. T.C.D.C. de Silva**

Objective / Terms of Reference

The objective of the study / survey was to review and monitor the progress made under the SBM programme under the New Education Reforms and specifically to ascertain the extent to which SBM activities have been / are being implemented in 27 Schools spread over nine education Districts / Provinces (Tables 2.1 and 2.2).

The expected outcome of the exercise is to provide feedback information to the National Education Commission, the Policy Makers and those in charge of implementation, both at National and Local Levels, as inputs to future programmes and activities in the reforms process (Appendices. 2. i, 2 ii show the outline of the study and the operational plan of study).

Sample Selected

A 20% random sample of 27 Schools in nine Educational Districts / Provinces was selected; Anuradhapura (NCP), Kurunegala (NWP), Matale (CP), Badulla (UP), Ratnapura (SabP), Galle (SP), and Colombo (WP) from a list of 1AB / 1C Schools (Where students enrolment was over 2,500) made available by the Secretary, NEC (Table 2.3).

The Schools selected represented the following categories.

- i. 1AB and 1C type schools (27 Nos).
- ii. Rural, Semi-Urban and Schools from the city of Colombo.
- iii. Sinhala and Tamil Medium Schools.
- iv. Co-educational and single sex schools.

Methodology

Several documents / publications available were studied and examined to ascertain and determine the scope of the survey / study.

Conclusion

1. Dissemination of information relevant to school based management (SBM) and the creation of an awareness in the different 'actors' - Principals, Teachers, Parents and Educational officials were very crucial activities.
2. All principals in sample has had prior training in management
3. Relevant resource material - guide lines on SBM and other documents related to SBM were not made available to the majority of schools.
4. The schools' management structures had been established in the schools. 2nd line management personnel had been identified and selected and their responsibilities and the functions had been devolved and the procedural steps had been taken to setup management committees.
5. Central Management Committees (CMC's) the equivalent of the School Management Boards (SMB) and anumber of other sub committees had been

setup. None of the schools had setup equivalent to School Management Teams (SMT) as required in the guidelines in SBM.

6. With many constraints and impediments, the implementation of the SBM programme had generated some positive and encouraging innovative practices in schools. These are some noteworthy developments.
7. The study identified that monitoring and supervision by provincial and central level education officials had not taken place as intended
8. Management Training imparted through the training programmes conducted by the CPDEM has had its positive impact on Principals' performances in the schools.
9. Principals together with the 2nd line management and the teachers expressed their concerns regarding the large size of their schools and specifically the large size of their classes. These remain the major factors that threaten the successful implementation of school based management. Excessive numbers in classes affect classroom management and also learning-teaching.
10. All principals have accepted school based management as an effective instrument to bring about positive transformation within the school system to promote efficiency.
11. A major issue of concern in the education system has been the disparities in the provision and outcomes of education that have reinforced socio-economic disparities.
12. There models were identified to be in operation in the school system. Their impact on the school system had been both positive and negative, when the impact was negative; harmful and destructive repercussions had been recorded.

Recommendations

Recommendations presented below are based on the finding of the study.

- A. The basic documents, guidelines and other resource material ought to be made available to schools, well in advance of the implementation of SBM and also in adequate numbers to meet the needs of the schools and the 2nd line management.
- B. The need for training at implementation level ought to be recognized. Training needs surveys ought to be carried out periodically to identify the unmet needs and demands of each school throughout implementation.
- C. The provincial and zonal administration should organize monitoring, progress control and review action and offer constructive guidance to principals and teachers. This vital process needs to be sustained throughout.
- D. The education officials should be trained periodically to carry out meaningful supervisory functions.

In service advisors must be meaningfully trained so that they could move away from superficial supervision and undertake in-depth analytical study of learning-teaching and be able to guide teachers to overcome their genuine difficulties and problems.

The curriculum designers, school based assessment designers, specialist education officers and inservice advisors ought to be trained on a collective basis to undertake experimental work to discover ways and means of reducing the load of paper work of teachers involved in SBA activities.

- E. The education officers at Provincial / Central levels need practical level training to perform meaningful co-ordinated supervisory work in schools to meet emerging needs and to counter constraints surfacing during implementation of SBM.
- F. Conduct periodic review sessions / work shops with principals, 2nd line management personnel, education officials, specialist education officers and In-service advisors working together to generate remedial action plans and strategies to overcome constraints at management levels and at class room level to increase and ensure efficiency and quality performance.
- G. There is a need for additional class-room space
Primary level creative and project work.
- H. The CPDEM has a new role to play in training, with the school based management programme catching on.

A 3-Tire approach is suggested, in order to provide rapid training for principals and 2nd line managers and also the teachers through "on-site" training.
- I. The premier instructions like IAB and IC schools in the education system should provide for the education of the children who need special care and attention and those with learning disabilities. This section of children should not be discriminated against. They should have access to education in IAB and IC schools in Sri Lanka.
- J. These models in operation had slight variations from what had been suggested in the SBM guidelines. Both positive and negative impacts had been recorded. Some negative impacts have been very damaging and destructive.
- K. The policy makers, the central authorities as well as the provincial authorities ought to work in collaboration to take urgent and decisive action to:
 - i. Reduce school size and class size.
 - ii. To minimise and also eliminate political interference and influence.
 - iii. To develop other schools as centres of excellence so as to reduce pressure on admissions to existing IAB and IC schools.