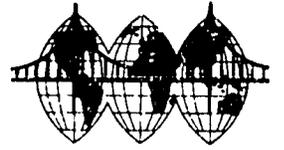


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THE
HARVARD
INSTITUTE FOR
INTERNATIONAL
DEVELOPMENT

**The Well-Managed
School System**

Trainer's Manual



THE WELL-MANAGED SCHOOL SYSTEM

Trainer's Manual

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The Well-Managed School System

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Background

Note to Trainer

The activities in this module are developed for a wide range of uses; they are not designed specifically to fit a particular group's needs. It is important for the trainer to assess the needs, cultural aspects and learning styles of the participants well in advance so that the presentation can be best tailored to the group.

Some material included in this module has been taken directly from the research for BRIDGES by Winkler, McGinn, Bray, Wheeler, Raudenbush, Passigna and others. The material in this module comes from various sources within BRIDGES and is meant to present this material in a succinct manner. We have not cited sources to a great extent since the material is part of BRIDGES. We assume the trainer is thoroughly familiar with the research background and prepared to give further explanations of the research and cite sources as needed.

Suggested time guides are given. It is recommended that the trainer prepare and present with these guidelines in mind, and let the participants know the length of time for each activity as it is begun.

Background (cont.)

THE SIGNIFICANCE OF THE WELL-MANAGED SCHOOL SYSTEM

The well-managed school system is like a garden. It needs thoughtful planning by a caring gardener. Knowing when to add water and when to withhold water; choosing the correct richness of soil; whether to fertilize or add pesticides -- these are all ideas that can be correlated to the delicate process of making decisions that will affect how the plant/school system will grow. And because every plant grows differently -- affected by variances of germination and weather and hungry rabbits that are beyond the gardener's control -- we can also equate the gardener's role in the metaphor as being a learner as well as being a planner. The gardener/planner needs to be constantly open to the derivations along the path of knowledge and be willing to learn along with the student.

THE ESSENCE OF THE ALTERNATIVE VIEW

The exercise of looking at the school system through a different lens is the essential part of this module. It is not expected that every idea discussed would be applicable or even appropriate to each participant's home country system. Much of the value will be derived by the **exercise of considering** an alternative framework. The option of discarding the alternative idea is always available.

Goal and Objectives

GOAL

To develop policies that encourage an environment of **cooperation, collaboration and participation** between schools and school systems that will positively affect the student.

OBJECTIVES

The purpose of this presentation is to:

1. Provide a setting for educational policymakers to reflect on their role in the educational system of their country;
2. Provide a framework for a trainer to use in disseminating research on this topic to persons involved in educational policymaking;
3. Enhance the possibility for an educational policymaker to make more informed decisions;
4. Initiate and strengthen the dialogue among educational policymakers;
5. Emphasize the link between school-level and system-level management practices;
6. Summarize the impact of centralization and decentralization on principal goals of education;
7. Review Thailand's experience with school clusters;
8. Illustrate how recent management reform in Sri Lanka facilitated improvement of specific groups of schools.

Physical Setting / Materials Needed

PHYSICAL SETTING

The room for the presentation should have chairs and desks, an overhead projector and screen. This room should be located near a place where the participant can take a short break. The chairs and desks for the participants should, if possible, be in a semi-circle for most of the activities. Each person should be in a chair so that the overheads are clearly visible. The desks may be set up for one person or there may be tables for seating two to four participants. If there are individual desks for each participant, work in small groups may require the participants to move two, three or four desks and chairs together or simply face a chair toward a partner. A blackboard will be needed for the trainer to clarify vocabulary and to use for diagrams.

MATERIALS NEEDED

1. Note cards
2. Overhead projector
3. Marking pens for overheads
4. Trainer's Manual
5. Overheads from Trainer's Manual
6. Participant's Manuals and pens for participants
7. Watch or timer to monitor time
8. Game Board
9. Materials for Game (See Page 45 of Trainer's Manual)

Note to Trainer

Please read Handbook Description of the Training Program before implementing this module.

Part I: Introduction

(20 minutes)

Overview

- A. Introduce trainers and participants;
- B. Orientation of the approach to be used;
- C. Feedback from the participants on their interests -- involve the participants from the very beginning;
- D. Short group dynamics (if appropriate).

Note to Trainer

The purpose of the introduction is to enable the participants to focus on the topic, feel more comfortable with the trainers and other participants, and engage them in learning. If this group has worked together on other modules, please adapt this introduction to fit the needs of the group. If following another module, this section may be shortened to conserve time.

A . Introduce Trainer and Participants

(5 minutes)

Objective:

The purpose of this first activity is to:

- 1) Enlist the participants in active participation;
- 2) Open channels of communication among the participants through their backgrounds and common interests;
- 3) Establish the trainer's interest in the individual needs of the participants;
- 4) Set a positive and open tone for the presentation.

Responses to look for:

The trainer should be looking for responses that are candid and relaxed, and that show a personal and professional interest in school system management. Some participants may feel inhibited at this early point in the presentation, so the trainer should prepare for this by positively rewarding responses with nonverbal gestures like a nod of the head, careful listening to the response, and repeating some part of the response.

A. Introduce Trainer and Participants (cont.)

Note to Trainer

Greet each of the participants as they enter the session. When the majority have come, call the session to order.

—> *Display Overhead 1A and read aloud.*

The Well-Managed School System

A. Introduce Trainer and Participants (cont.)

Note to Trainer

After reading *Overhead 1A*, introduce yourself as the trainer for the presentation. Give a short background on yourself and your interest in the topic of school management. Ask the participants to introduce themselves. Tell them they may use your model of introduction, giving a short background and interest in school management, to get started.

—> *Display Overhead 1B and read aloud.*

Short Background

Interest in Management of School Systems

B. Orientation of the approach to be used

(3 minutes)

Objective:

The trainer should orient the participants to the approach to be used in the presentation so the participants will be aware that different types of responses will be expected of them in each part.

Text for Trainer

The approach of this module is **MULTI-FACETED, ACTIVE LEARNING**.

As participants you will be actively involved in this session. Over the course of this session, the format will vary -- from lecture, to writing, to discussion. Your interests and experiences are as important as the information presented. My role, as the trainer, is to help facilitate discussion so that you, the participants, can learn from me and from your fellow participants.

Responses to look for:

The trainer should be looking for nonverbal and verbal responses that show the participants are willing to take part in this form of presentation. If these are not obvious, the trainer should be prepared to elicit responses more directly to learn about the attitude of the participants. The trainer may need to explain the rationale for direct participation as necessary to facilitate learning.

C. Outline of the Presentation

Text for Trainer

This overhead outlines the entire session.

—> *Display Overhead 1C and read aloud.*

Part I: Introduction

Part II: Presentation

Ideas on Implementation

School Reform in Thailand and Sri Lanka

Part III: Reflection / Vision Statement

Break (20 minutes)

Part IV: Presentation on the centralization and decentralization of decision making

Part V: Activities to analyze the effects of centralized and decentralized decision making

Part VI: Conclusion

C. Outline of the Presentation (cont.)

Text for Trainer

At this time, I'd like to know if any of you have any questions that especially interest you concerning the topic of management of school systems. Knowing your interest in school management will help me better mold the presentation to your interests.

I will now hand out the Participant's Manuals. On Page 4 you can write out any questions you may have about school system management, either now or later in the session as the questions arise.

Note to Trainer

Answer these questions if the answer can be given very briefly. If not, answer by saying that you will get to this person later in the session. If the situation demands, rephrase the question to acknowledge it or ask the person to clarify an aspect of the question.

Hand out the Participant's Manuals.

C. Outline of the Presentation (cc nt.)

Objective:

The purposes of this activity are to help the participants feel more comfortable about the session; assist the participants to focus their thinking about management of school systems; and involve the participants actively in the session.

Responses to look for:

Expect that the participants will ask questions that are directly related to the topic and questions that are very specific. Acknowledge each of the questions and respond to each appropriately. Questions that will be answered thoroughly in the session may be acknowledged by noting how this topic is important and will be lectured on, discussed or available in literature as part of the presentation. Questions about specific topics should be answered very briefly if the expertise of the trainer is in this area. The trainer should feel free to let the participant know that the answer to this question cannot be made at this time, but that the question will be noted and the trainer will respond to the participant as soon as information can be found.

D. Short group dynamics

(7 minutes)

Suggested activity:

It is suggested that some form of activity to help the group relax and get to know and trust each other be tried at this point. The trainer will have to judge what, if any, activity would be appropriate to the setting. If this is done, please remember to bring the group together to discuss what happened in the activity and why it worked or did not work.

Text for Trainer

Some of the activities we will be doing today will involve working closely with one another. This activity is one of them. Please turn to the person next to you. Working as a team, please decide which of you will play the role of an administrator and which will play the role of a teacher or local education official. **[Trainer should pause here]**

Having done that, those of you in the role of the teacher will now make a request to your partner, the administrator, for funds for a specific program. Those of you in the role of the administrator, should call on your own experience in selecting a program for which you will advocate.

Those of you cast as administrators should show some resistance to the idea. Make your partner justify his or her request, but please don't be rigidly opposed. Your role in this activity is to be reasonable, but also to make your partner a more forceful advocate.

Note to Trainer

Bring the group back together after four or five minutes and discuss what they learned through this exercise.

Text for Trainer

What did you learn about the relationship between teachers and administrators as a result of this exercise?

Part II:

A. Ideas on Implementation

B. School Reform in Thailand and Sri Lanka

(30 minutes)

Text for Trainer

The purpose of this section is to discuss effective implementation methods and to discuss the school reform work in Thailand. Important educational reforms often become lost because a practical, effective means of introduction to the target audience is not emphasized. It makes little difference if the initiative is designed for the policymaker, the principal, the trainer or the student: Without clear and concise information on how to apply the initiative, it is easily misinterpreted.

The individual areas chosen for school reform will vary depending on what is needed in a particular country. The process of effective implementation is generic, however, and can be adjusted to fit the local cultural requirements.

Note to Trainer

Let the participants know that all the information written on the overheads is in their manual so they can more easily take notes.

Responses to look for:

Participants should show an interest in and understanding of the reform work in Thailand and how it may apply to their school system.

A. Ideas on Implementation

—> *Display Overhead 2A and read aloud.*

A. Effective implementation requires. . .

1. Commitment from the leaders of the country
2. Commitment from their followers

B. Effective implementation requires. . .

1. Inputs
2. Outputs
3. Inputs must be distributed
4. Outputs must be received

C. Effective implementation requires. . .

1. Mobilization of those who will be served
2. Mobilization of those who will serve

Note to Trainer

In the course of the following discussion, please pick **just one** of the suggested "Discussion points." They are designed to facilitate discussion, and you need not cover every point.

Text for Trainer

Discussion points. . .

- 1) Explain your interpretation of the four points in **B**.
- 2) How can the communication channels in the school system be improved to relay the **commitment** and the **results** among the participants?
- 3) What are some suggestions on how to effectively mobilize participants toward a common cause?

A. Ideas on Implementation (cont.)

Text for Trainer

Next, let's think about how you can tell whether an initiative has been successful. Some signs of success are shown on *Overhead 2B*.

—> *Display Overhead 2B and read aloud.*

Conditions for "successful implementation"

1. An initiative must actually influence the ways schools are managed -- the way principals and teachers act.
2. These changes must affect students.
3. The resulting change in classroom process must lead to more satisfactory accomplishment of some goal (i.e. student learning).

Text for Trainer

Discussion points. . . (Pick just one)

- 1) Ask one participant to give an example of their experience that would support *Overhead 2B*.
- 2) Who should evaluate whether successful implementation has taken place? Students, teachers, administrators, external evaluators? Why?
- 3) When should the evaluation process begin?
- 4) What forms of program evaluation have been most successful in your country?

A. Ideas on Implementation (cont.)

Text for Trainer

Certain factors are required in order for an implementation to succeed. *Overhead 2C* lists some of those factors.

—> *Display Overhead 2C and read aloud.*

Factors required for "successful implementation"

1. New techniques, materials, concepts are used by teachers and principals.
2. Once used, the initiatives contribute to desired result.
3. Strong united central government support.

Text for Trainer

Discussion points. . .(Pick one)

- 1) How do you know when the "desired result" has been achieved?
- 2) Who has input into this decision?

A. Ideas on Implementation (cont.)

Text for Trainer

BRIDGES research has found that, for any initiative to be successful, it has to be supported by some key people. These people are often community leaders, or people whose opinion is respected. Who could these key people, or implementors, be? *Overhead 2D* offers some possible implementors.

—> *Display Overhead 2D and read aloud.*

Implementors include:

Students	Parents
Teachers	Communities
Principals	Employers
Policymakers	Political Parties

Text for Trainer

Discussion points. . . (Pick one)

- 1) How do you engage parents or communities in the work of educating children?
- 2) How do you reassure principals and teachers of the value of having parents or communities join the process?

B. School Reform in Thailand and Sri Lanka

Text for Trainer

The research from Thailand investigated combining the centralized concept of **Accountability** with the decentralized concept of **Capacity-Building**. It found that the natural tension that forms when aspects of both concepts are used can bring about educational improvements.

—> *Display Overhead 2E and read aloud.*

Goals of Thailand Reform Effort -- BRIDGES

Accountability (Centralized) =

- Implementation of norms and goals.
- Use of external assessment devices to ensure norms and goals are being followed and met.

Capacity-Building (Decentralized) =

- Training and development of forms of school-based management.
- Teachers and principals have more choices, not only on how they will pursue objectives, but also about which objectives will be pursued.

Text for Trainer

Discussion points. . .(Pick one)

- 1) How could a diagram illustrate centralized vs. decentralized systems?
- 2) What are some of the challenges in persuading teachers and principals to attempt some capacity-building programs?
- 3) Why is it important for teachers and principals to at least consider capacity-building techniques?
- 4) Name two examples of Accountability Initiatives; of Capacity-Building Initiatives.

B. School Reform in Thailand and Sri Lanka (cont.)

Text for Trainer

Three factors can help support capacity-building for teachers and principals. These factors are listed on *Overhead 2F*.

—> *Display Overhead 2F and read aloud.*

What factors build teacher and principal capacity?

Collaboration

Cooperation

Participation

...To stimulate quality instruction

...To stimulate administrative leadership

Text for Trainer

Establishing partnerships and opening communication links with any and all of the implementors listed earlier will create more opportunities for widening the circle of potential gains using the **collaboration, cooperation and participation** model.

B. School Reform in Thailand and Sri Lanka (cont.)

Text for Trainer

In Thailand, school reform was accomplished using a series of changes. Both direct classroom-application interventions and indirect interventions were introduced.

—> *Display Overhead 2G and read aloud.*

School Reform Effort --- BRIDGES Research in Thailand

Direct Interventions

- Improved teacher training
- Staff development programs
- Principal training
- Monitoring teachers
- National testing system to monitor and improve achievement
- Teacher incentives

Indirect Interventions

- Bicycle-lending program
- School lunch program
- Inform parents of programs
- Stimulate student participation in school life
- Dropout prevention

Text for Trainer

Discussion points. . .(Pick one)

- 1) What are some other interventions that could be added to either side of this list?
- 2) Who would be good sources to solicit appropriate additional interventions? Students, parents, teachers, principals, policymakers, etc.

B. School Reform in Thailand and Sri Lanka (cont.)

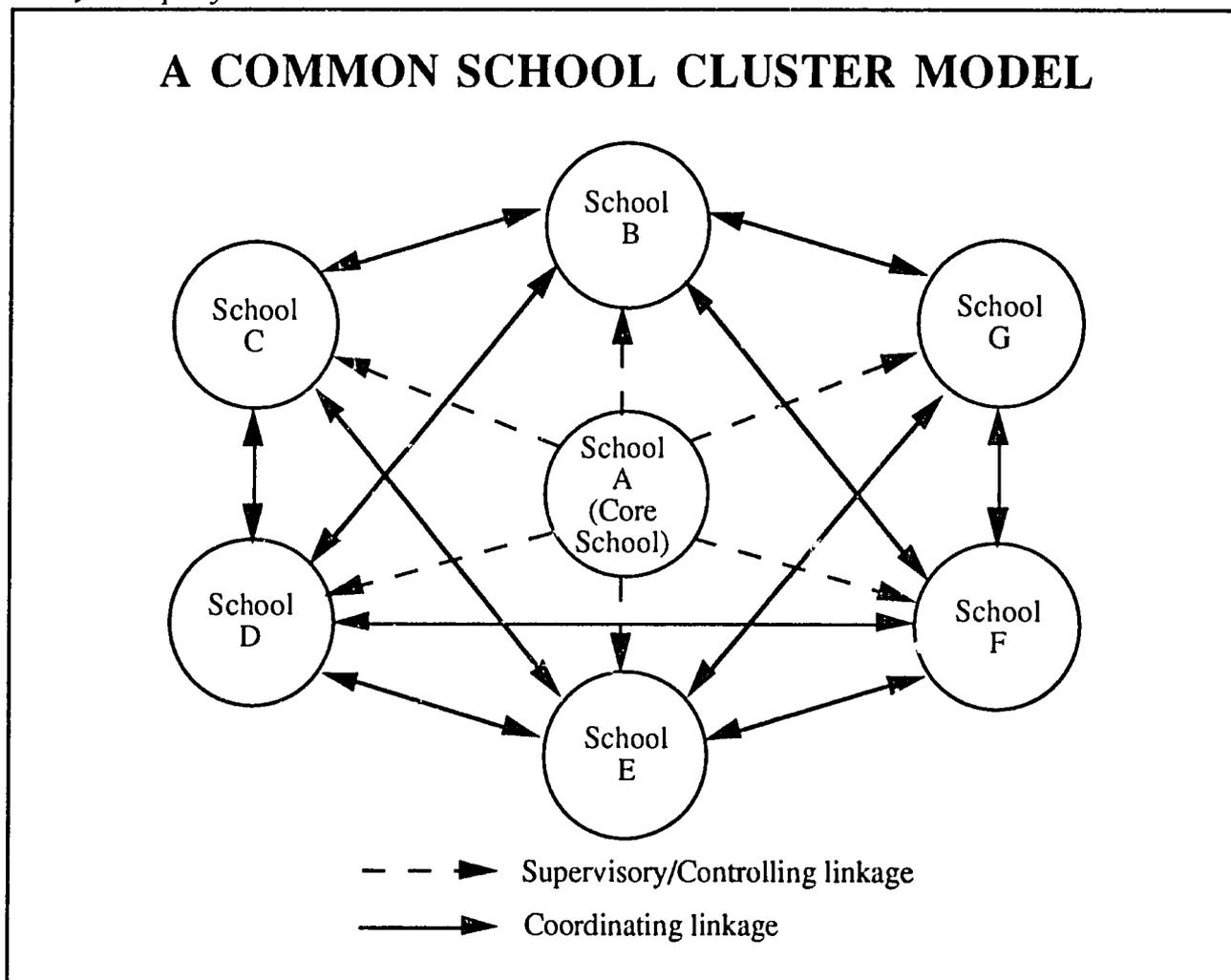
Text for Trainer

In Thailand and Sri Lanka, a number of other innovations were added to improve the teaching-learning process. In Sri Lanka, the goal was to improve teacher skills and the learning environment. This was accomplished through increased training for teachers via improved pre-service and in-service systems and upward adjustments of the incentives offered teachers.

Thailand's goal of improving accountability and capacity led to the institution of improved in-service training and the introduction of Reduced Instruction Time (RIT). RIT is designed to provide effective, efficient and economical mass primary education by reducing the time spent in direct instruction and student-teacher interaction, and by increasing student involvement in directing the learning process (Project RIT, 1978). In addition, Thailand initiated improved school management techniques through additional testing, principal training, school clustering and increased incentives.

B. School Reform in Thailand and Sri Lanka (cont.)

—> Display Overhead 2H



Text for Trainer

The school cluster concept is a strategy to link dispersed and isolated schools so they can share experience and resources. While the school in most societies is related vertically to a district or regional office with little contact with nearby schools, in a clustered system the horizontal ties between schools are encouraged. Although Thailand has used this model since the 1950s, recently the major new positive development has been the focus of so many clusters on staff development.

The BRIDGES research suggests that the reforms used in Thailand tend to improve the accountability of schools, but sometimes have the negative effect of encouraging unhealthy competition.

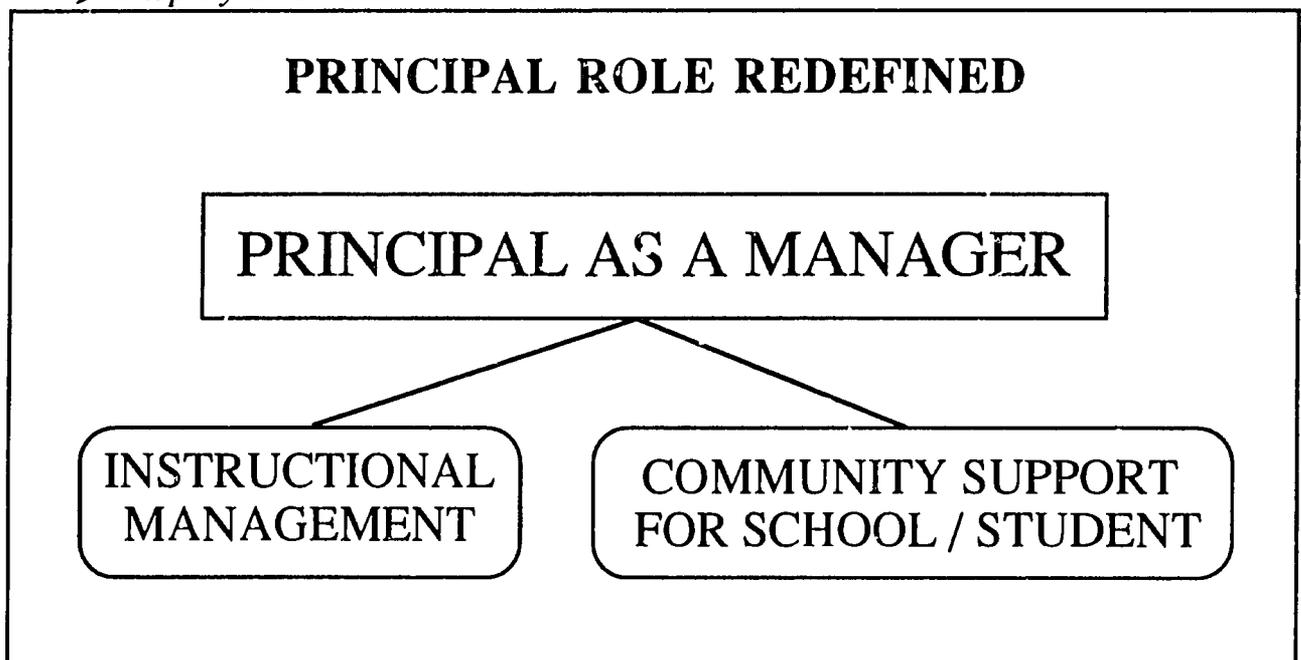
B. School Reform in Thailand and Sri Lanka (cont.)

Text for Trainer

Sri Lanka also incorporated the cluster concept in school reform. A second thrust included a move to transform the roles of principals. The principal was expected to become a first-line manager who would become active in instructional management and in the enlistment of community support for the school and the students. Increased, improved training for principals yielded positive results. The impact of training was greatest in schools that were members of smoothly operating clusters.

An important theme in the Sri Lankan research was the differential impact of the reforms. Reforms are rarely implemented on a uniform basis, and the pattern of implementation may reflect longstanding interests that are not fully consistent with the goals of the reformers.

—> *Display Overhead 21 and read aloud.*



Part III: Reflection / Vision Statement (50 minutes)

Objective:

The purpose of this section is to allow the participant to reflect on the proposed behaviors of a student in the educational system. In this way, the **goals, processes, procedures** and **programs** of the whole system can be examined.

Text for Trainer

In this section, our goal is to allow you to reflect on the goals you have for students. From there, we can look at appropriate **PROCESSES, PROCEDURES** and **PROGRAMS** to achieve those goals.

Please turn to Pages 12 and 13 of your Participant's Manual. In this activity, you are asked to develop two lists. One list describes student behaviors you would like to see in the future. That is, what you would want students to be able to do. The second list describes procedures or programs that must be in place for this behavior to occur. *Overhead 3A* provides a brief outline of how this activity will work.

—> *Display Overhead 3A and read aloud.*

<u>Student Behavior</u>	<u>Procedure, Program</u>
Example: <u>Students will work in groups with peers.</u>	<u>Policy to encourage students to work in groups with peers.</u>
_____	_____
_____	_____
_____	_____

Reflection / Vision Statement (cont.)

Text for Trainer

Please form into groups of four and prepare to brainstorm about ways of making your goals for improved student behavior a reality.

Note to Trainer

During this part of the session, the trainer presenting the module should share information from programs that have been implemented. This should provide the participants with new ideas and help make possibilities for change more concrete and possible.

Text for Trainer

We have already discussed some programs that address this issue. One example is the "clusters" system that was used in Thailand and Sri Lanka. If the intention is to encourage student behavior that is more time-engaged in learning, a program such as staff development could be called for. The clusters system in Thailand and Sri Lanka showed that schools organized in this way provided a learning center that had staff development as one of its major new features.

Reflection / Vision Statement (cont.)

Text for Trainer

Overhead 3B provides further instructions for your group's activity. Be prepared to share the results with your fellow participants in the form of a brief presentation.

—> *Display Overhead 3B and read aloud.*

1. One student behavior you would like to see changed;
2. One program, procedure or process you would put in place to bring about this behavior;
3. What organizational support would be needed to bring about this change.

Please try to finish in 5 minutes.

Reflection / Vision Statement (cont.)

Note to Trainer

When the participants in each of the groups have completed their work on this activity, they should be given five minutes to develop a short presentation to the other groups about the programs they have discussed and how these programs would bring about changes in student behavior and learning at school. (10 minutes should be allotted for group time.)

Text for Trainer

At this time each group should take five minutes to prepare a short presentation to share with the rest of the groups. Please use the instructions on Page 12 of the Participant's Manual. The presentation should include the parts shown on *Overhead 3B*. The group's presentation should be short and help the other groups understand what you decided on, and how you made the decision to go about addressing the problem in this way.

[This section is optional]

Reflection / Vision Statement (cont.)

Text for Trainer

Here is a review of what we have covered so far:

—> *Display Overhead 3C and read aloud.*

PRESENTATION FORMAT

Part I: Introduction

Part II: Presentation
Ideas on Implementation
School Reform in Thailand and Sri Lanka

Part III: Reflection / Vision Statement

Reflection / Vision Statement (cont.)

Note to Trainer

Ask the participants to evaluate the first part of the session by completing Page 15 of the Participant's Manual.

Break (20 minutes)

The trainer should use a few minutes to go over the responses to the evaluations and then spend time with the participants at the break.

End of Break

Reconvene the group at the end of 20 minutes. Use a minute to remark on the comments on the first part of the presentation. Explain that the rest of the module will consist of three parts: a presentation, an activity and a conclusion.

Part IV: Presentation on centralization and decentralization of decision making (20 minutes)

Note to Trainer

The following information is presented for the trainer to use as lecture material, but is also reproduced in the Participant's Manual.

Text for Trainer

The purpose of this part of the presentation is to create a greater understanding of the concepts of centralized and decentralized decision making. A working definition of the centralized and decentralized educational policy models will allow a clearer focus on the discussions to follow.

The ultimate **centralized** system is one in which **all decisions are made in the nation's capital**; the ultimate **decentralized** system is one where **all decisions are made by individuals, community organizations, and small local governments**.

Responses to look for:

Participants should show that they are willing to see the need for centralized control in some situations and show the willingness to consider decentralized control in others.

Centralization and Decentralization (cont.)

Text for Trainer

The following are broad generalizations and may be useful in providing additional lecture material:

—> *Display Overhead 4A and read aloud.*

Access/Equity

Centralized model = The only way to provide a uniform spread of resources and services is through systematic distribution from the center.

Decentralized model = Decentralizers believe the equitable distribution of resources depends too much on an individual's position and ability at the local level.

Centralization and Decentralization (cont.)

Text for Trainer

When we look at the broad goals of education, it is interesting to think about how they can be manifested through a centralized versus a decentralized model of education.

—> *Display Overhead 4B and read aloud.*

Academic Quality

- | | |
|------------------------------|---|
| Centralized model = | Centralization attempts to raise the quality of education by establishing high standards. Such standards would indicate what the curriculum should cover and how much students should achieve. Measures of these standards are indicated in promotion rates and by entrance examinations. |
| Decentralized model = | Decentralizers maintain that higher quality can be realized if those directly responsible for the classroom process (and most in touch with student progress) have control over the setting of curricular goals, the acquisition of resources, and the determination of progress. |

Centralization and Decentralization (cont.)

Text for Trainer

Extended explanations of the differences are provided in your Participant's Manual on Page 17.

—> *Display Overhead 4C and read aloud.*

Values

Centralized model = Centralizers stress the importance of conveying a common social code so that society will have order.

Decentralized model = Decentralizers stress the importance of individual or local values treasured by the community or religious groups.

Centralization and Decentralization (cont.)

Text for Trainer

Sometimes, advocates on both sides make similar claims.

—> *Display Overhead 4D and read aloud.*

Internal Efficiency

Centralized model = Centralizers argue that multiple centers for the production and distribution of resources and services lead to much duplication of effort and waste.

Decentralized model = Decentralizers point out the economies of scale associated with smaller units of production. They also observe that smaller units enhance the relevance of education and improve the speed of distribution.

Both sides = Both centralizers and decentralizers maintain that their approach minimizes graft.

Centralization and Decentralization (cont.)

Text for Trainer

Most commonly, the term decentralization refers to the devolution of some degree of decision making power to the local government or community organizations.

—> *Display Overhead 4E and read aloud.*

External Efficiency

Centralized = Centralizers who focus on the relations between societies argue that schools need to convey the knowledge and skills that will serve the national interest in international competition.

Decentralized = Decentralizers observe that citizens live their lives in local and regional cultures and economies. They need to acquire the knowledge and skills appropriate to those settings. Uniform national curricula fail to prepare individuals for local circumstances; moreover, they cause difficulties for students as the language and symbols used in the curricula include "foreign" material.

Text for Trainer

Although educational decentralization policies have been adopted or are under consideration in a number of developing countries, little is known about the economic and educational consequences of decentralization. Three economic criteria are used commonly to evaluate decentralization: **social efficiency, technical efficiency, and equity.**

Centralization and Decentralization (cont.)

Text for Trainer

By their very nature, decentralized policies need the following factors, as explained in *Overhead 4F*.

—> *Display Overhead 4F and read aloud.*

Decentralization policies are most successfully implemented if:

1. There is a tradition of self-reliance by local communities.
2. Local governments or communities have their own sources of tax revenues and voluntary contributions.
3. The pressure for decentralization originates with the community rather than ministry planners.
4. All important affected political groups, especially teachers, are involved and informed about development of decentralization plans.
5. Administrative capacity at the local level either already exists or is trained.

Text for Trainer

Without this local capacity and support, successful implementation is endangered.

Discussion points. . . (Pick one)

- 1) Who should decide whether to decentralize certain aspects of the school system?
- 2) Who should act as a mediator if one is needed?

Centralization and Decentralization (cont.)

Text for Trainer

Overhead 4G looks at motives for decentralizing.

—> *Display Overhead 4G and read aloud.*

Why decentralize?

The rationale for educational decentralization can be grouped into three broad categories:

1. Educational finance
2. Efficiency and effectiveness
3. Redistribution of political power

Text for Trainer

Discussion points. . . (Pick one)

- 1) If a decision to decentralize certain aspects is made, how is that information most effectively communicated?
- 2) How can supervisory and evaluative techniques be successfully incorporated into a decentralization model?

Part V: Activities to analyze the effects of centralized and decentralized decision making

(30 minutes)

Objective:

The purpose of this section is to allow the participants to analyze and discuss the effects of centralized and decentralized forms of decision making. Two activities are noted here and in the Participant's Manual. With little time available, the trainer should choose the activity that best fits the needs of the group.

Note to Trainer

It is recommended that both of these activities be tried in advance by the trainer to better understand the questions participants will ask while engaged in the game.

Activity A is best suited for small groups wishing to analyze the pros and cons of centralized and decentralized decision making. This may also be set up as a large group activity and used with participants who may not feel very comfortable working in small groups.

Activity B is best suited to groups who wish to analyze the fiscal control and responsibility of various levels of the educational system. Participants should be willing to partake in a simulation/board game and analyze their participation in this type of activity. This activity might be very useful for groups who wish to know each other better. Time for discussion after this game is essential to allow the participants to analyze and articulate how their participation in the game applies to the educational system.

Activity A -- Debate: To Centralize or Not?

- 1) Small Groups or Large Group
- 2) Time required (20 - 30 minutes)

Activity B -- Fiscal Control and Responsibility

Game simulation focused on fiscal control/responsibilities in educational system

- 1) Small Groups -- familiar
 - 2) Time required (30 - 50 minutes)
-

DEBATE: TO CENTRALIZE OR NOT?

Activity A
(20 - 30 minutes)

Responses to look for:

Encourage the participants to be open to the question of centralized and decentralized decision making. An effort should be made to let the participants see the value of centralized decision making in some cases and decentralized decision making in other cases.

Text for Trainer

Now we will work on an activity that asks the question:

—> *Display Overhead 5A and read aloud.*

"Should we centralize decision making?"

Activity A

DEBATE: TO CENTRALIZE OR NOT? (cont.)

Text for Trainer

I will now ask the group to consider this question in groups of two, three or four. One person should be a recorder. The recorder should write the ideas of the members of the group on Page 21 of the Participant's Manual. Let this part be brainstorming and ask that members just say ideas without explaining them or commenting on the ideas of others. The recorder should decide where the comment best fits and write the statements under Pro or Con.

—> *Display Overhead 5B and read aloud.*

"Should we centralize decision making?"	
<u>PRO</u>	<u>CON</u>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Activity A

DEBATE: TO CENTRALIZE OR NOT? (cont.)

Note to Trainer

When this is finished, show *Overhead 5C* and ask the group to do the same exercise for the next question.

Text for Trainer

Now a second activity questions:

—> *Display Overhead 5C and read aloud.*

"Should we decentralize decision making?"

Text for Trainer

I would now like to ask the group to pick three items in each of the four lists formed during brainstorming. These points can be written on Page 22 of the Participant's Manual.

Please discuss what structure, process or program must be in place to bring about centralization and decentralization.

I will then ask each group to write a few sentences concluding their discussion. These ideas can be written on bottom of Page 23 of the Participant's Manual.

To conclude the activity, assign a member of your group to share your summary with the rest of the groups.

FISCAL CONTROL AND RESPONSIBILITY: A SIMULATION

Activity B (30 - 50 minutes)

Objective:

The purpose of this activity is to examine the processes, programs and structures that can lead to granting local autonomy while maintaining some degree of two-way fiscal responsibility.

Getting Started:

Materials needed: A total of \$6,000 in "Play money" to be allocated equally -- \$1,500 each -- to the four participants in each group; thin cards with scenarios and wide cards copied from the following pages; game board; *Overhead 5D*; and pencils for each participant.

Responses to look for:

Policies produced in the game should reflect the above objective while maintaining social efficiency, technical efficiency and equity. Discussion should show participants are ready to look critically at their system of education and apply ideas from the game.

Setting up for the game:

Ask the group to form small groups of four. Distribute \$6,000 to each group. Place a set of Situation Cards (found on Pages 51 and 53) and a set of Accountability Cards (Pages 55 and 57) with each group as well. Each of the scenarios on the Situation Cards describes a situation a school authority might face.

The situations described are meant to present a tension between the need for local autonomy and central control. The trainer is encouraged to work closely with the participants during the first parts of the game to emphasize the importance of discussing the contents of the Accountability Cards that are to be filled in. It is this discussion that will generate the exploration of ways to deal with the tension between central control and local autonomy.

Activity B

FISCAL CONTROL AND RESPONSIBILITY: A SIMULATION (cont.)

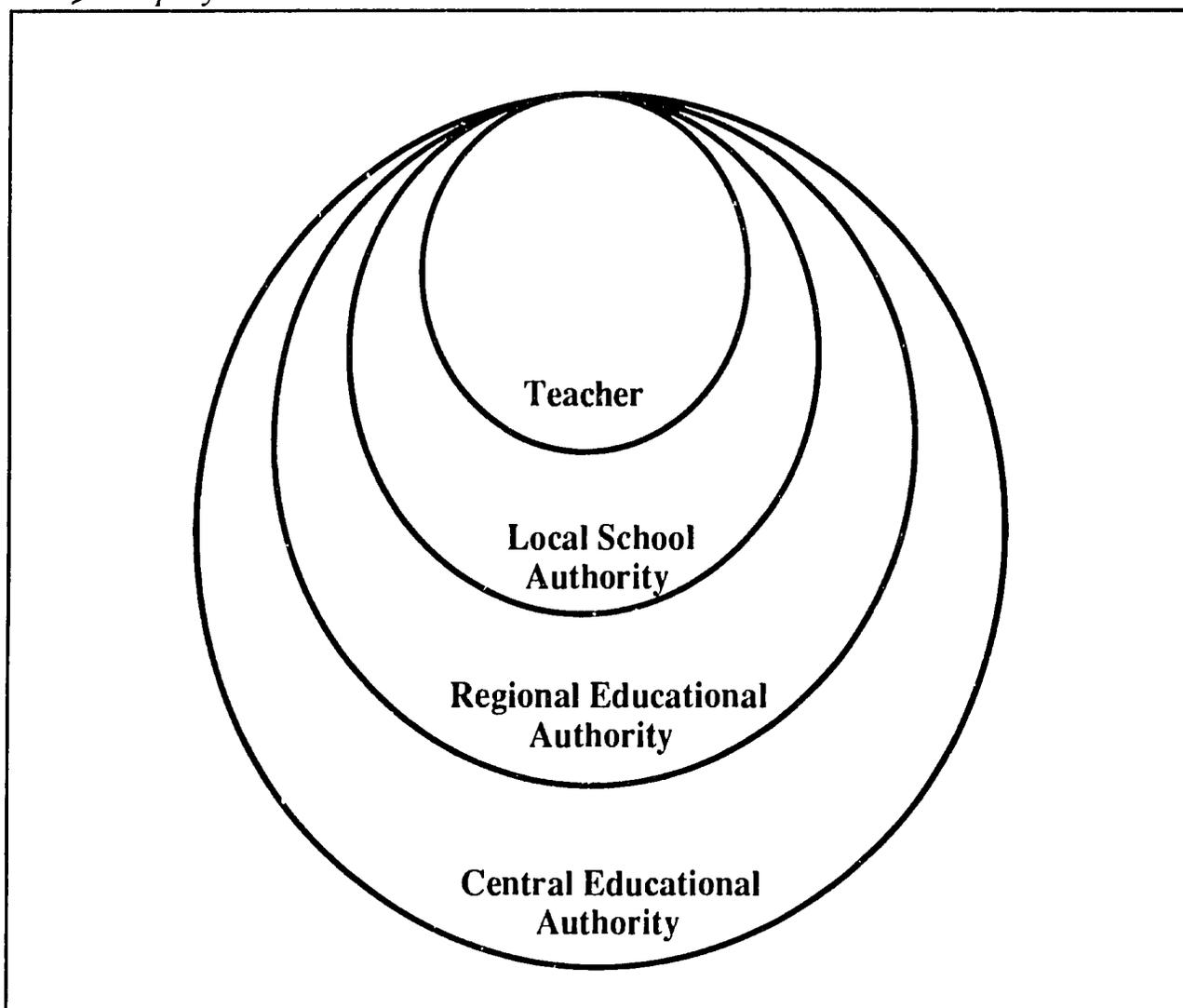
Text for Trainer

I am now going to explain how to play the game. The four members of each group will be given different roles to play. One member in each group will be the **central** educational authority, one a **regional** educational authority, one a **local** school authority and one a **teacher**.

Note to Trainer

Show *Overhead 5D* and ask the group to use the concentric circles of the board game as shown on Page 25 of the Participant's Manual.

—> *Display Overhead 5D*



Activity B

FISCAL CONTROL AND RESPONSIBILITY: A SIMULATION (cont.)

Text for Trainer

Rules of the game:

The largest circle on the board game represents the responsibility of the central educational authority, the medium-size circles represent the regional educational authority and the local school authority and the smallest circle represents the fiscal authority of the teacher.

The \$6,000 is to be used in such a way that there is social efficiency, technical efficiency and equity. As groups you will try to set up a system by which there is some degree of local autonomy and some degree of fiscal responsibility. The \$1,500 has been allocated to each player through an emergency or discretionary budget, and can be used at the discretion of each participant.

I am going to ask you as participants to play the board game according to the rules on Page 27 of the Participant's Manual. I will be available for questions throughout the game.

Please complete one situation and then stop. Assess how your team has absorbed the rules of the game. Assist those teams that have questions before allowing teams to complete the game.

Note to Trainer

The Situation Cards should be shuffled and placed on the game board. Each Situation Card designates one of the four players to take the lead in resolving the issue described on the card.

Activity B

FISCAL CONTROL AND RESPONSIBILITY: A SIMULATION (cont.)

Note to Trainer

Rules of the game (cont.):

Each situation card raises three questions:

- 1.) Which of the four participants is best equipped to provide the solution to the issue raised in the situation?
- 2.) Where will the funds come from?
- 3.) How does the distribution of the funds reflect the responsibility and/or ability to resolve the issue?

The Situation Card details how much money is required to "solve" the particular issue or problem that is raised. The player designated to take the lead on the situation will lead the discussion as to how the money should be allocated.

Discussion should be guided by the three questions listed above, and on the issue of Accountability. The allocations are finalized when the participant in the lead role convinces a majority of the participants to agree on a set of allocations.

Each time a situation is resolved, the participant in the lead role must fill out an Accountability Card. On the Accountability Card, a short statement that explains how the funds were allocated and why should be written.

The game ends when all the situations have been resolved. If a participant has spent all of the \$1,500 that was budgeted, the game will continue, although that participant will no longer be required to fund the resolution of a situation. That participant is still allowed to take part in discussion of other issues.

Time line for the game:

Instructions and rules:	10 minutes
Preparation to play:	5 minutes
Playing the game:	20 minutes
Processing the activity:	5 minutes
Discussion:	10 minutes

Conclude the activity with a discussion. Ask one person in each group to explain how they arrived at a consensus to offer social efficiency, technical efficiency and equity in programs or procedures.

Activity B

FISCAL CONTROL AND RESPONSIBILITY:

A SIMULATION (cont.)

Text for Trainer

As a group, write notes on how you organized your system of fiscal accountability. You can share this with the rest of the group to show how you arrived at a consensus as to processes, programs and procedures to offer social efficiency, technical efficiency and equity. The lines on Page 28 of the Participant's Manual may be used for this if you wish.

—> *Display Overhead 5E*

How did your use of tokens and Accountability Cards fulfill the following three categories:

Social efficiency

Technical efficiency

Equity

Activity B

FISCAL CONTROL AND RESPONSIBILITY: A SIMULATION (cont.)

Situation Cards for Part Five, Activity B

Make one set for each small group. Please cut along the dotted lines.

The trainer is encouraged to write other Situation Cards that present the tension of local autonomy and central control in ways that are more applicable to the needs of the participants.

Text for Trainer

Each situation described is one a school authority is likely to face. The situations described are meant to present a tension between the need for local autonomy and central control. No one response is considered correct. This is meant to help the policymaker become more aware of the processes and programs needed to better make decisions concerning centralization and decentralization.

Situation Cards (cont.):

Parents in a community would like to have a reading text published in a local dialect. Funds from the regional authority are needed to print the material, but local funds will cover the research and writing.

*Resolution will cost \$400. The discussion will be led by the participant in the role of the **Teacher**.*

A contagious disease has broken out in one local area. Teachers would like to educate the students about the disease, but expertise and materials are lacking.

*Resolution will cost \$700. The discussion will be led by the participant in the role of the **Local Authority**.*

There has been a change in government. The new Prime Minister would like to see every local school teach in a style that will prepare the students to work outside their local area and learn the languages and cultures of other regions.

*Resolution will cost \$600. The discussion will be led by the participant in the role of the **Central Authority**.*

One new school will be built in each of the regional districts. Extra funds are needed for each of these, but none is available.

*Resolution will cost \$750. The discussion will be led by the participant in the role of the **Regional Authority**.*

A large number of students have just moved into the western regional district and emergency funds are needed there.

*Resolution will cost \$250. The discussion will be led by the participant in the role of the **Regional Authority**.*

Situation Cards (cont.):

Teachers in one local community have been given a 10% raise in pay. Others are demanding the same.

*Resolution will cost \$400. The discussion will be led by the participant in the role of the **Central Authority**.*

A flood has just destroyed all school materials in the local school.

*Resolution will cost \$600. The discussion will be led by the participant in the role of the **Teacher**.*

A new technology has just been successfully introduced and piloted in one school.

*Resolution will cost \$300. The discussion will be led by the participant in the role of the **Local Authority**.*

Accountability Cards for Part Five, Activity B

Please cut along the dotted lines.

Write a short statement that explains how the money will be accounted for.

Write a short statement that explains how the money will be accounted for.

Write a short statement that explains how the money will be accounted for.

Write a short statement that explains how the money will be accounted for.

Accountability Cards (cont.)

Write a short statement that explains how the money will be accounted for.

Write a short statement that explains how the money will be accounted for.

Write a short statement that explains how the money will be accounted for.

Write a short statement that explains how the money will be accounted for.

Part VI: Conclusion

Note to Trainer

The trainer should summarize the presentation by showing *Overhead 6A*. If possible, the trainer should ask the participants to remark on each of the parts and make a note of this on the overhead.

Text for Trainer

I would like to summarize the presentation and ask for your feedback.

—> *Display Overhead 6A and read aloud.*

Part I: Introduction

Part II: Presentation

Ideas on Implementation

School Reform in Thailand and Sri Lanka

Part III: Reflection / Vision Statement

Part IV: Presentation on the centralization and decentralization of decision making

Part V: Activities to analyze and discuss centralization and decentralization of decision making

Part VI: Conclusion

Conclusion (cont.)

Text for Trainer

Next I will summarize the goals and objectives of the presentation with *Overhead 6B*.

—> *Display Overhead 6B and read aloud.*

To reflect on the role you play in the educational system;

To learn about research in the field of well-managed school systems;

To enhance informed decisions and policymaking;

To initiate and strengthen the dialogue among policymakers;

To enhance an appreciation for the various forms of viable systems and how these could affect policymaking;

To emphasize the link between school-level and system-level management practices;

To summarize the impact of centralization and decentralization on principal education goals;

To review Thailand's experience with school clusters;

To illustrate how recent management reform in Sri Lanka facilitated improvement of specific groups of schools.

Conclusion (cont.)

Text for Trainer

It is hoped that this experience will help the participants further develop policies that encourage an environment of **cooperation, collaboration** and **participation** between schools and school systems that will impact positively on the student.

Note to Trainer

The trainer should ask the participants to fill out the evaluation form in the Participant's Manual on Page 29. The trainer should thank the participants for their input, point out recommendations for follow-up in the Participant's Manual, and suggest ways to keep in touch.

MODULE EVALUATION

Please take a few minutes to complete this simple evaluation at the end of the module presentation. Responses will remain anonymous and you may hand in your completed assessment to any member of the HIID team.

MODULE NAME:

Your Name (OPTIONAL): _____ Title: _____

Institutional Affiliation: _____

Address: _____ City/Town: _____

PLEASE RATE THE MODULE ON A SCALE OF 1 (lowest) TO 5 (highest)

	1	2	3	4	5
CONTENT	1	2	3	4	5
STYLE OF PRESENTATION (LAYOUT/DESIGN)	1	2	3	4	5
CLARITY OF CONTENT PRESENTED	1	2	3	4	5
RELEVANCE TO TEACHERS AND SCHOOL ADMINISTRATORS	1	2	3	4	5
RELEVANT TO POLICYMAKERS AND PLANNERS	1	2	3	4	5
USEFULNESS TO YOUR PROFESSIONAL NEEDS	1	2	3	4	5
OVERALL (GENERAL EVALUATION OF THE MODULE)	1	2	3	4	5

Use the space below to write a short paragraph suggesting how best to improve the format and presentation of the current module.

Please comment on the strengths of the module that you noted during the presentation.

GLOSSARY

Accountability

In educational terms, the assignment of responsibility for the accomplishment of goals and objectives. The imposition of norms and goals. The use of external assessment devices to insure norms and goals are being followed and met.

Administration (School System)

Those individuals charged with the performance of executive duties for the school system on a nationwide basis.

Administration (School Building)

Those individuals assigned to the leadership position within a single school building. The job description generally relates to the execution of curriculum, personnel and public affairs objectives as distinguished from policymaking assignments.

Autonomy

The quality or amount of self-governance assigned to an individual school or school system.

Brainstorming

A group problem-solving technique that involves the spontaneous contribution of ideas from all members of the group.

BRIDGES

Basic Research and Implementation in Developing Educational Systems, a project sponsored by Harvard Institute for International Development.

Budget

A statement of financial position of an administration for a definite period of time based on estimates of expenditures during the period and proposals for the financing.

Capacity-Building

Training and development of forms of school-based governance. Teachers and principals have more choices not only on how they will pursue objectives, but also about which objectives will be pursued.

Glossary (cont.)

Centralized Decision making

A school system philosophy in which most decisions tend to be made by the central governing agency for the system on a nationwide basis.

Cluster Concept

A strategy to link dispersed and isolated schools together so that they can share experience and resources.

Collaboration

Work done with others in a collective effort.

Collaborative Learning

The process of a group of students working together to attain a collective educational goal.

Commitment

The willingness of individuals united by a common educational system to work together for the improvement of the system.

Communication (Two-way)

A process of trading information between individuals united in a common school system through both vertical and horizontal actions.

Cooperation

An act of moving toward the accomplishment of common goals in a school system through common effort.

Curriculum

The unified set of courses offered by an educational institution or one of its branches.

Decentralized Decision making

An educational philosophy in which more decisions tend to be made individually by local school systems employing self-governance techniques rather than by the national educational ministry.

Decision Making Process

The methods employed by a school system in reaching determinations on given topics.

Glossary (cont.)

Dropout Prevention Program

An attempt, through a variety of activities, to persuade students to recognize the importance of staying in school.

Encumbered Funds

Money that has been earmarked for a specific purpose in the budget, but has not yet been spent.

Equity

An attempt to arrive at a fair conclusion that will have a positive educational outcome on the most students possible.

Evaluation Process

The method by which any aspect of an educational system is assessed as to its relative value.

Evaluators (External)

Implies using judges from outside the given school system to make the appraisal.

Evaluators (Internal)

Implies using assessors from within the given school system to make a judgement.

Feedback

The process of returning to the point of communications origin with evaluative or corrective information about an action.

Fiscal Control

The method by which a school system sets up and implements its financial and budgetary program.

Goals

Those educational aims and objectives that a school system creates for itself both on a building and system level.

Group Dynamics

A series of activities that a group participates in to encourage a stronger feeling of collective unity.

Glossary (cont.)

Headmaster

The individual heading the staff of a school. See also principal.

Implementation

The actual putting into practice of a projected school reform.

Implementors

Those groups or individuals within a school system charged with the responsibility or obligation of guiding a reform into movement.

Improvement

The act or process of taking a given educational situation and creating changes to make a positive impact.

Incentives

A series of steps designed to motivate or stimulate a faculty or group of students to experiment with an educational change.

Innovation

The introduction of something new and theoretically better.

Input

To elicit information on a given educational question from individuals affected by that subject.

In-Service

Additional and ongoing training designed for school staff members to enhance and improve their skills.

Leadership (Administrative)

The capacity to guide others toward a projected educational outcome.

Learning Environment

The classroom milieu offered to the student, that is created by a cooperative effort including educational policymakers, building administration, faculty, students and parents.

Management (School)

The act or art of directing a school through leadership and organization.

Glossary (cont.)

Ministry of Education

A department presided over by a minister in the central government.

Output

The outcome that is produced in a school reform attempt through collective effort.

Participation

The act of involvement or sharing in the common goals of a school system.

Partnership

A relationship in a school that creates an alliance involving a close association between policymakers, administrators, faculty, students and parents.

Policymaker (School)

Those individuals or groups charged with the authority to set general guidelines, goals, and objectives for the school system.

Principal

The individual heading the staff of a school. See also headmaster.

Procedures

A particular technique of accomplishing something within a school system.

Processes

The means by which educational goals are analyzed and attained in a school system.

Programs

A plan or system under which an action may be taken toward a goal.

Reform (School)

An attempt to make changes within a school system that will have a positive impact in creating an improved learning, working, or fiscal environment.

Results

The consequences, outcomes, or conclusions that are evident in the evaluation of a school reform.

Glossary (cont.)

RIT (Reduced Instruction Time)

A method of school reform instituted in Thailand to provide an effective, efficient and economical mass primary education by reducing the amount of time spent in direct instruction and student-teacher interaction, and by increasing student involvement in directing the learning process.

School System

The umbrella organization that holds the responsibility and policymaking obligation for all schools within its control.

Simulation

The imitative representation of an aspect of an educational system by setting up a theoretical situation.

Social Efficiency

One aspect of the economic criteria used commonly to evaluate decentralized school systems.

Staff Development

The ongoing process of improving and enhancing the potential skills of existing employees for greater effectiveness.

Teacher Training

The educational program designed to fulfill national proficiency requirements and produce effective, efficient, dedicated teachers.

Technical Efficiency

One aspect of the economic criteria used commonly to evaluate decentralized school systems.

Request Format Sheet

Your Name: _____ Title: _____

Institutional Affiliation: _____

Address: _____ City/Town: _____

Please circle those modules that you are interested in for your country/organization.

Part 1: Issues in Education: Tools for Planning

Module 1: The HIID Training Modules: An Introduction

Module 2: EPICS: Investing in Basic Education for Development

Module 3: OPES: Setting Goals and Policies

Module 4: Understanding Access, Equity and Gender in Education

Part 2: Research Informs Policymakers

Module 5: Issues in Teaching: Training and Implementation

Module 6: Internal Efficiency

Module 7: School Quality and Learning Outcomes

Module 8: The Well-Managed School System

* * * *

Please indicate whether or not you would be interested in a consultation regarding the training programs with members of the HIID staff.

Yes

No

The Well-Managed School System

Overhead 1A:

**THE WELL-MANAGED
SCHOOL SYSTEM**

The Well-Managed School System

Overhead 1B:

Short Background :
**Interest in the Management
of School Systems**

7

Overhead 1C:

PRESENTATION FORMAT

Part I: Introduction

Part II: Short presentation
Ideas on implementation
School Reform in Thailand and Sri Lanka

Part III: Reflection / Vision Statement

Break (20 minutes)

Part IV: Presentation on the centralization and
decentralization of decision making

Part V: Activities to analyze the effects of centralized
and decentralized decision making

Part VI: Conclusion

Overhead 2A:

**A . Effective implementation
requires. . .**

1. Commitment from the leaders of the country.
2. Commitment from their followers.

**B . Effective implementation
requires. . .**

1. Inputs.
2. Outputs.
3. Inputs must be distributed.
4. Outputs must be received.

**C . Effective implementation
requires. . .**

1. Mobilization of those who will be served.
 2. Mobilization of those who will serve.
-
-

Overhead 2B:

Conditions for "successful implementation"

- 1. An initiative must actually influence the ways schools are managed -- the way principals and teachers act.**
- 2. These changes must affect students.**
- 3. The resulting change in classroom process must lead to more satisfactory accomplishment of some goal (i.e. student learning).**

Overhead 2C:

Factors required for "successful implementation"

- 1. New techniques, materials, concepts are used by teachers and principals.**
- 2. Once used, the initiatives contribute to desired result.**
- 3. Strong united central government support.**

Overhead 2D:

Implementors include:

Students

Parents

Teachers

Communities

Principals

Employers

Policymakers

Political Parties

Overhead 2E:

Goals of Thailand Reform Effort --
BRIDGES

Accountability (Centralized) =

- **Implementation of norms and goals.**
- **Use of external assessment devices to insure norms and goals are met.**

Capacity-Building (Decentralized) =

- **Training and development of forms of school-based management.**
- **Teachers and principals have more choices, not only on how they will pursue objectives, but also about which objectives will be pursued.**

Overhead 2F:

What factors build teacher and principal capacity?

- **Collaboration**
- **Cooperation**
- **Participation**

. . .To stimulate quality instruction

and

. . .To stimulate administrative leadership

Overhead 2G:

School Reform Effort in Thailand -- **BRIDGES Research**

Direct Interventions

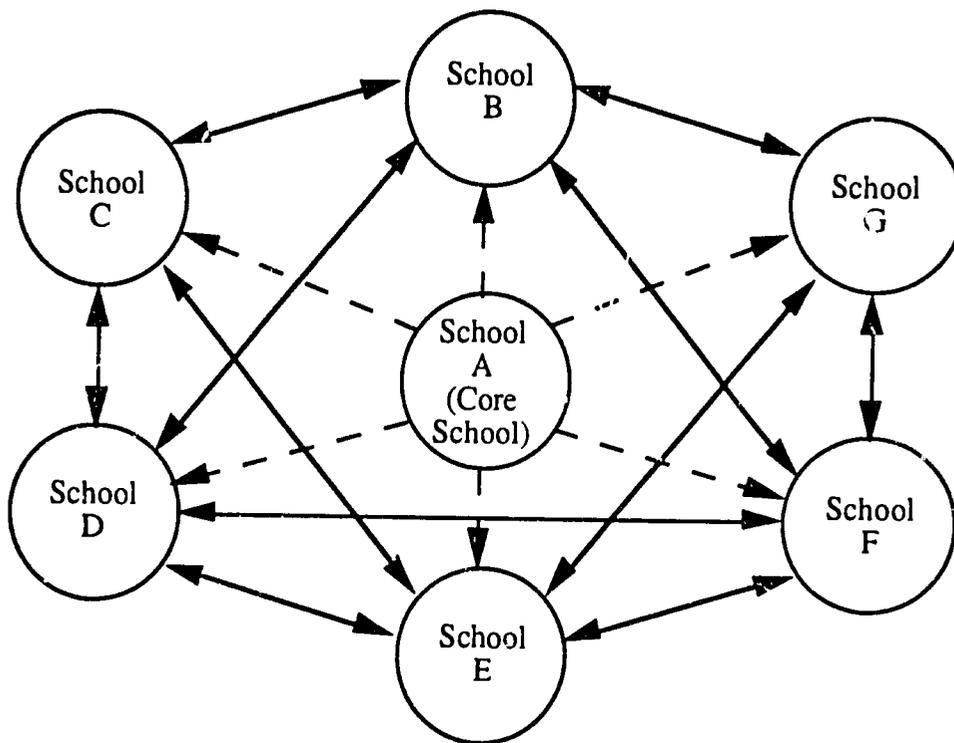
- Improved teacher training
- Staff development programs
- Principal training
- Monitoring teachers
- National testing system to monitor and improve achievement
- Teacher incentives

Indirect Interventions

- Bicycle-lending program
 - School lunch program
 - Inform parents of programs
 - Stimulate student participation in school life
 - Drop-out prevention
-
-

Overhead 2H: School Cluster Diagram

A COMMON SCHOOL CLUSTER MODEL

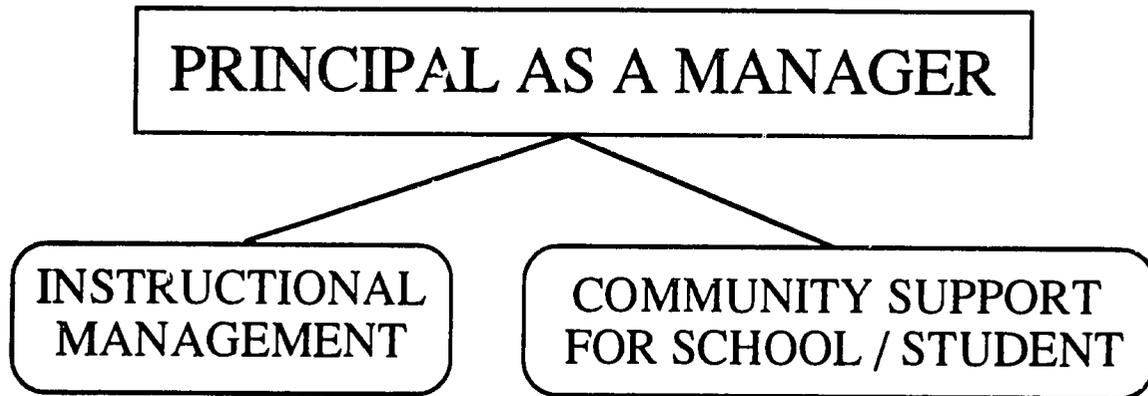


- - - ➔ Supervisory/Controlling linkage

— ➔ Coordinating linkage

Overhead 21:

Principal Role Redefined



The Well-Managed School System

Overhead 3A:

Student Behavior

Example:

Students will work
in groups with peers.

Procedure, Program

Policy to encourage students
to work in groups with peers.

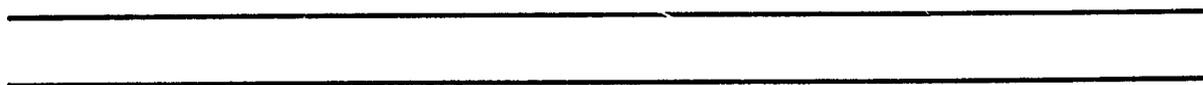


The Well-Managed School System

Overhead 3B:

- 1. One student behavior you would like to see changed;**
- 2. One program, procedure or process you would put in place to bring about this behavior;**
- 3. What organizational support would be needed to bring about this change.**

Please try to finish in 5 minutes...



Overhead 3C:

PRESENTATION FORMAT

Part I: Introduction

Part II: Short presentation
Ideas on implementation
School Reform in Thailand and
Sri Lanka

Part III: Reflection / Vision Statement

Overhead 4A:

Access/Equity

Centralized model =

The only way to provide a uniform spread of resources and services is through systematic distribution from the center.

Decentralized model =

Decentralizers believe the equitable distribution of resources depends too much on an individual's position and ability at the local level.

Overhead 4B:

Academic Quality

Centralized model =

Centralization attempts to raise the quality of education by establishing high standards. Such standards would indicate what the curriculum should cover and how much students should achieve. Measures of these standards are indicated in promotion rates and by entrance examinations.

Decentralized model =

Decentralizers maintain that higher quality can be realized if those directly responsible for the classroom process (and most in touch with student progress) have control over the setting of curricular goals, the acquisition of resources, and the determination of progress.

Overhead 4C:

Values

Centralized model =

Centralizers stress the importance of conveying a common social code so that society will have order.

Decentralized model =

Decentralizers stress the importance of individual or local values treasured by the community or religious groups.

Overhead 4D

Internal Efficiency

Centralized model =

Centralizers argue that multiple centers for the production and distribution of resources and services lead to much duplication of effort and waste.

Decentralized model =

Decentralizers point out the economies of scale associated with smaller units of production. They also observe that smaller units enhance the relevance of education and improve the speed of distribution.

Both sides =

Both centralizers and decentralizers maintain that their approach minimizes graft.

Overhead 4E:

External Efficiency

Centralized model =

Centralizers who focus on the relations between societies argue that schools need to convey the knowledge and skills that will serve the national interest in international competition.

Decentralized model =

Decentralizers observe that citizens live their lives in local and regional cultures and economies. They need to learn the knowledge and skills appropriate to those settings. Uniform national curricula fail to prepare individuals for local circumstances; moreover, they cause difficulties for students as the language and symbols used in the curricula include "foreign" material.

Overhead 4F:

Decentralization policies are most successfully implemented if:

- 1. There is a tradition of self-reliance by local communities.**
 - 2. Local governments or communities have their own sources of tax revenues and voluntary contributions.**
 - 3. The pressure for decentralization originates with the community rather than ministry planners.**
 - 4. All important affected political groups, especially teachers, are involved and informed about development of decentralization plans.**
 - 5. Administrative capacity at the local level either already exists or is trained.**
-
-

Overhead 4G:

Why decentralize?

- 1. Educational finance**
 - 2. Efficiency and effectiveness**
 - 3. Redistribution of political power**
-
-

The Well-Managed School System

Overhead 5A:

**"Should we centralize
decision-making?"**

Overhead 5B:

**"Should we centralize
decision-making?"**

Pro

1. _____

2. _____

3. _____

Con

1. _____

2. _____

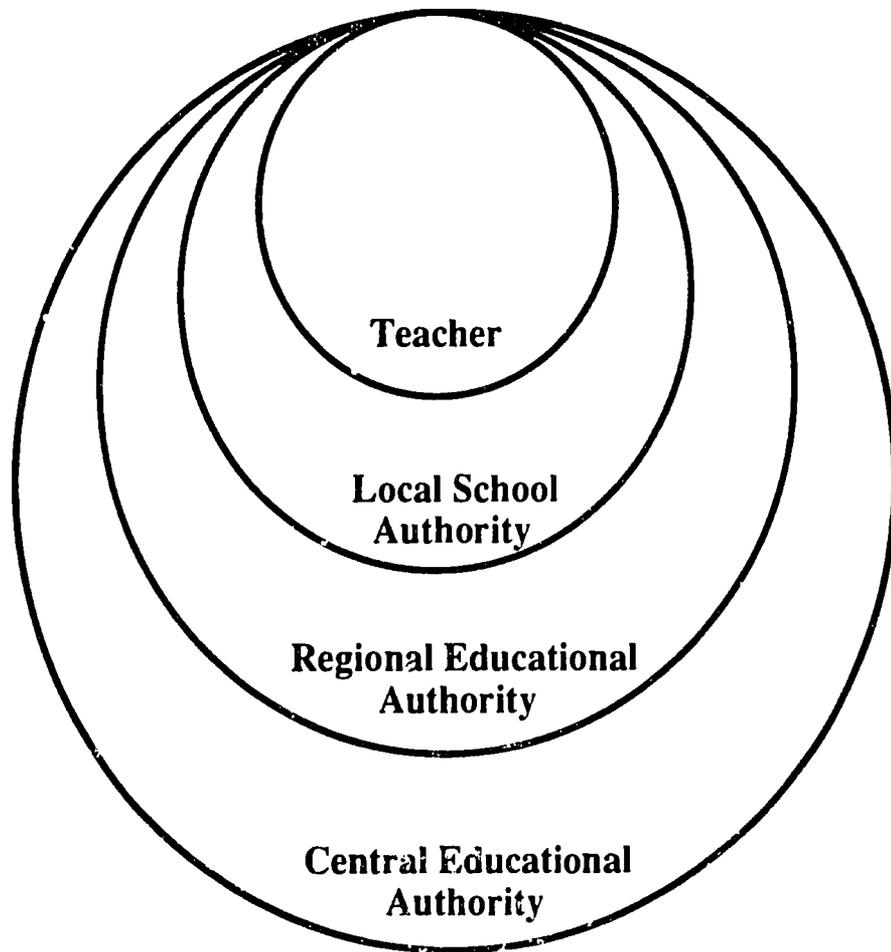
3. _____

Overhead 5C:

**"Should we decentralize
decision-making?"**

Overhead 5D

BOARD GAME TEMPLATE



Overhead 5E:

How did your use of tokens and Accountability Cards fulfill the following three categories?

• Social Efficiency _____

• Technical Efficiency _____

• Equity _____

The Well-Managed School System

Overhead 6A:

Part I: Introduction

Part II: Short presentation
Ideas on implementation
School Reform in Thailand and Sri Lanka

Part III: Reflection / Vision Statement

Part IV: Presentation on the centralization and
decentralization of decision making

Part V: Activities to analyze the effects of centralized
and decentralized decision making

Part VI: Conclusion

The Well-Managed School System

Overhead 6B:

- **To reflect on the role in the educational system;**
 - **To learn about research in the field of well-managed school systems;**
 - **To enhance informed decisions and policymaking;**
 - **To initiate and strengthen dialogue among policymakers;**
 - **To enhance an appreciation for the viable systems and how they affect policymaking;**
 - **To emphasize the link between school-level and system-level management practices;**
 - **To summarize the impact of centralization and decentralization on education goals;**
 - **To review Thailand's experience with school clusters;**
 - **To illustrate how recent management reform in Sri Lanka facilitated improvement of specific groups of schools.**
-
-