Qualitative Evaluation of Child Friendly Schools (CFS) in Badulla & Batticaloa

HARSHANI SAMARAJEEVA

For Unicef Sri Lanka
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TABLE OF CONTENTS

1. Introduction to CFS.......................................................................................................................... 5

2. Purpose of study ................................................................................................................................. 5

3. Process of the study .......................................................................................................................... 5

4. Limitations ......................................................................................................................................... 7

5. Introduction to Badulla & Batticaloa districts: ................................................................................. 8
   5.1 Badulla ........................................................................................................................................... 8
   5.2 Batticaloa ...................................................................................................................................... 9

6. Best practices, lessons learned and challenges – CFS Badulla ......................................................... 9
   6.1 CFS training and knowledge ......................................................................................................... 9
   6.2 Rights based & proactively inclusive ............................................................................................ 11
   6.3 Schools are gender responsive ..................................................................................................... 21
   6.4 Promote quality learning outcomes .............................................................................................. 22
   6.4 Schools are healthy, safe and protective of children ................................................................... 28
   6.5 Students, families and communities are actively engaged with schools: ................................. 30
   6.6 Supported by the child friendly system:......................................................................................... 33
   6.7 Present challenges – Badulla ....................................................................................................... 33

7. Best practices, lessons learned and challenges – CFS Batticaloa ................................................... 36
   7.1 CFS training and knowledge ......................................................................................................... 36
   7.2 Rights based & proactively inclusive ............................................................................................ 38
   7.3 Schools are gender responsive ..................................................................................................... 46
   7.4 Promoting quality learning outcomes ........................................................................................... 47
   7.5 Schools are healthy, safe and protective of children ................................................................... 52
   7.6 Students, families and communities being actively engage with schools ................................. 55
   7.7 Child friendly systems, policies, practices and regulations are in place .................................. 56
   7.8 Challenges faced by schools: ....................................................................................................... 57
   7.9 How CFS structure helped to overcome the stress faced due to war: ...................................... 58

8. Best practices, lessons learnt & challenges – NPS Badulla ............................................................. 60
   8.1 Rights-based and proactively inclusive ......................................................................................... 60
   8.2 Schools are gender responsive ..................................................................................................... 63
   8.3 Promote quality learning outcomes .............................................................................................. 63
   8.4 Schools are healthy, safe and protective of children ................................................................... 65
   8.5 Students, families and communities being actively engage with schools ................................. 66
Abbreviations

FGD  - Focus Group Discussions
CFS  - Child Friendly Schools
NPS  - Non Project Schools
WFP  - World Food Programme
SMI  - Schools Medical Inspection
SSA  - Schools Self Assessment
SDP  - School Development Plan
CCM  - Child Centered teaching Methodology
MoE  - Ministry of Education
DDE  - Divisional Director Education
ZED  - Zonal Director Education.
PDE  - Provincial Director Education
1. Introduction to CFS

The concept of Child Friendly Schools was formulated so that for a child, schooling should mean the joy of shared learning, the development of their potential and the enrichment of their lives, a very positive experience that can change their future for the better. It attaches equal importance to creating a space for children to express their opinions as well as learning to follow rules and regulations and showing deference to the school authorities. It concerns itself with the health, security and psychological wellbeing of the child. It envisions school as a pleasant, safe, protective and caring environment; one that encourages the child to enjoy learning, to achieve the desired levels of competence and complete the school cycle. It views the involvement and participation of parents and community as vital and actively attempts to change their views and attitudes towards the child’s education in a manner that will ultimately benefit all of them.

Child Friendly Schools (CFS) are schools which proactively fulfil the needs of all children as defined in the UN Convention on the Rights of the Child.

These are the currently accepted CFS dimensions in Sri Lanka:

- Rights-based and proactively inclusive
- Gender responsive
- Promoting quality learning outcomes relevant to children's need for knowledge and skills
- Healthy, safe and protective of children
- Actively engaged with students, families and communities
- Supported by child-friendly systems, policies, practices and regulations

The CFS concept was introduced to Sri Lanka in 2002. A new phase of the CFS programme, led by the MoE, supported by Unicef was launched in 2007, aimed at consolidating and mainstreaming CFS as a key approach to improving quality in primary education, with prospects for extending it to secondary education as well. A national framework has been developed to fully integrate, extend and deepen the scope of the CFS approach. The programme is shifting from a project-based approach to a more systemized and coordinated national strategy for school development, with the goal of mainstreaming the CFS concept into the overall national plan for education.

2. Purpose of study

The AusAID funded education programme is implemented in six districts in Sri Lanka with a view to improving both access and quality of education in primary schools within the framework of Child Friendly Schools. The purpose of this study is to assess progress to date in reaching the targets set by the project by collecting, collating and analysing selected indicators from the schools where the project has been implemented since 2008.

3. Process of the study
The study was based on the 6 Dimensions of CFS; Rights-based and proactively inclusive, Schools are gender responsive, Promoting quality learning outcomes, Schools are healthy, safe and protective of children, Students, families and communities being actively engaged with schools, Child friendly systems, policies and practices and regulations are in place.

Questionnaires were designed based on the above dimensions targeted at Principals, teachers, students and Parents. The study covered Badulla District from the Central province and Batticaloa district from the Eastern province.

Qualitative data were collected through Focus Group Discussion (FGD) with the aid of open ended questionnaires. FGDs were limited to 2 districts due to time constraint of FGDs taking longer durations in executing each questionnaire. FGD covered 15% of CFS schools and a limited number of Non project schools (NPS) as a control groups in each district. Fifteen CFS schools from each district and 5 NPS from Badulla and 3 NPS from Batticaloa were covered in the study. Four open ended questionnaires were designed for Principals, teachers, students and parents. Principals faced face to face interviews, while teachers, students and parents took part in Focus Groups Discussions. All primary teachers present in schools at the time of the FGDs were invited to take part in the study. This was possible as most primary schools were small and each grade had only one or two classes (other than in Batticaloa). Five students, each from grade IV & V, mixed (total of 10 girls & boys) selected at random and 10 primary school parents randomly selected were invited to the FGD. In Badulla district, the CFS study covered Passara, Kandaketiya & Meegahakiula Divisions in the 2 Educational Zones. In Batticaloa district, Batticaloa Central, Paddiruppu and Kalkudha Zones were covered.

**Badulla CFS:** Fifteen principals took part in face to face interviews, of the fifteen (15), only three (3) were women. Each interview took 2 hours or more. Of the seventy one (71) primary teachers, only eleven (11) 15% teachers were male, from all fifteen schools that participated in the FGDs. One hundred and thirty seven (137) primary school parents and one hundred and fifty six (156) children from grades VI & V too were part of the FGDs. Majority of the schools had approx. 100 students.

**Badulla NPS:** Of the 5 non-CFS that took part in the FGDs, 3 schools were headed by female principals. All schools had a total of 372 students, of which 182 were girls and 190 were boys. 66 students, 175 parents and 29 teachers participated in this exercise.

**Batticaloa CFS:** Of the 15, 04 schools that took part in the study had more than 1000 students. None of the schools had less than 100 students. All 15 principals were male. Of the 118 teachers who took part in the FGDs, 95 were female. 163 parents were a part of the FGDs, of whom 129 were women. 163 girls and boys from grade V and IV, too participated in this study. Batticaloa CFS schools were much bigger than Badulla CFS with comparatively a bigger number of students.

**Batticaloa NPS:** Schools were from Batticaloa were from Batticaloa and Kalkudha divisions. All 3 principals were male. All three schools had a total of 535 students of which 327 students were girls. Of the 7 teachers who took part in the study, only one was male. Twenty four students (10 boys
and 14 girls) and 14 parents (7 each male & female) also took part in the study. Manchenthoduwai Mohiden Vidyalaya and Mandoor 40 GTMS were mixed schools while St Theresa was a girl’s school.

### FGD participants - CFS:

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<th>Badulla</th>
<th>Batticaloa</th>
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<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Principals</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Teachers</td>
<td>11</td>
<td>60</td>
</tr>
<tr>
<td>Students</td>
<td>70</td>
<td>86</td>
</tr>
<tr>
<td>Parents</td>
<td>137 (majority female)</td>
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<td>Principals</td>
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<tr>
<td>Parents</td>
<td>175 (majority female)</td>
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Each FGD took one to one and a half hours while the interview with principals was longer. All principals, teachers, parents and students were very supportive of the study.

### 4. Limitations

Although principals were requested to invite parents at random, majority of the parents who participated were either living close to the school or parents who were actively involved in school development and had a good relationship with the school. Lack of public transport made few teachers in several remote schools rush through the questionnaire or leaving the group discussion intermittently. In Badulla, too many non project parents participated in the discussions.
5. Introduction to Badulla & Batticaloa districts:

5.1 Badulla

Badulla district is an agricultural district situated in a higher elevation in the Hill Country. It is a major tea growing region with large tea plantations covering over 40000 hectares. People living in rural mountainous Badulla have difficulties in accessing main roads due to the topography. They would need to walk through tea plantations or take woodland treks to arrive at the main road or rural schools.

The main livelihood of the people living in this community are agro based, being either agriculture farming or employment in tea estate. The majority of the people in the area fall in the low and middle income groups. The economy in the Uva Province, in comparison to the other provinces is relatively poor. In 2007, the Uva Province contributed less than 5 % to the national economy (census 2007).

Badulla had two Zonal Education offices, being Badulla & Passara. The total number of schools in the district is 570, of which, 157 are ‘small schools’. There are 133 primary schools (Grade I-V) in the district. Numbers of students in these small schools are decreasing annually, while the student population of nearby popular schools are increasing rapidly. Some of these schools are facing the danger of being closed due to lack of students. If these schools are closed, children in some areas will not have a school within the vicinity of 10 square kilometres.
5.2 Batticaloa

Batticaloa district is in the eastern coast of Sri Lanka on a flat coastal plain boarding the sea. The population in Batticaloa is predominantly Tamil and Muslim. The economy is based on rice production, fisheries and trading, but the district was devastated with a 30 year war upto 2009.

The Batticaloa District occupies the central part of Eastern Province, covering a total land area of approximately 2,633 km² with a population of 580,817. The District is divided into 14 Administrative Divisions (Divisional Secretariat Divisions) and 12 Local Authorities (including 10 Pradeshya Sabhas, 1 Urban Council and 1 Municipal Council.

In December 2004 Batticaloa was badly hit by the deadly Tsunami, in addition to the destruction due to the war. People’s lives and livelihood were destroyed, resulting in the poor becoming poorer. Families in Batti were traumatized due to the war and Tsunami. Older children faced further devastation of being abducted from homes and schools as child soldiers. People in Batticaloa have been reborn over and over again due to the war and the Tsunami.

Since the end of the war in 2009, people are free to travel & child abduction have stopped. Acres and acres of arable land that that was neglected during the war are now being cultivated improving the incomes of rural populations. Infrastructure has improved & people are getting about in day to day life as normal as in the other parts of the country. In the towns, trading is happening even better than prior to the war.

Batticaloa district has 4 educational Zones, being, Batticalloa, Kalkudah/Valchchenai, Paddirippu and Batticaloa Central/Eravur. Total number of schools in the district is 325, of which, 136 are primary schools (grade 1-V).

6. Best practices, lessons learned and challenges – CFS Badulla

6.1 CFS training and knowledge

Participating principals have received CFS capacity building the earliest being 2005 and the most recent event being in 2009. None of the principals in Badulla have taken part in CFS training in 2010. Of the 60 teachers that took part in the FGDs, only 22 (37%) got CFS training in either 2008 or 2009. Other than Millabedda & Sapuroda, all other teachers were trained or ‘awareness created’ on CFS by the school principal and/or by the teachers who got direct CFS training.

Of 137 parents who participated in the FGDs, 77 (56%) knew that their child’s school was a CFS. They knew it through the principals or they saw the school board with CFS written on it. In one school all 10 parents knew the school was a CFS but none had any idea what it meant. But, they felt that it was because when they compare the school with other schools, children in these schools were friendlier with teachers and among students.

Out of 150 students, 70 (47%) knew their school was a CFS. All children in 5 (33%) schools (Namunukula, Puhulwatta, Wellewelathenna, Wewathenna & Wewabedda) knew that their school was a CFS. In 3 (20%) schools none of the children knew. In the remaining schools, all grade 5 students and principal’s or teacher’s children knew that the schools were CFS. However, what CFS means was questionable among majority of children.
Despite of CFS being introduced in 2005, it had lost its momentum up in Badulla until 2007. Of the fifteen principals, two principals (14%) (Ledgerwatta #2 & Welwelwelathenna) were introduced to CFS in 2007. Both these principals have brought in positive changes to the school. Ledgerwatta #2 is a small school with 113 students right on top of a high grown tea estate with a rundown Estate Road leading to the school. There is no public transport to the school. Students and teachers have to walk to the school either along the long estate road or taking the short cut (climbing the mountain) through the tea bushes. The clean and colourful physical environment of the school with flower beds, play area, stood out among the tea bushes. The commitment of lady teachers to be present at the school on time daily was commendable (male teachers have motorcycles). Welwelwelathenna too is a very remote school situated among Chena cultivation, with only 88 children. The school is beleaguered by elephants that come in search of food to the corn farms surrounding the school. There is one bus in the morning and one in the afternoon from the school. Physical environment had its own beauty with flower beds and foliage and rock fences etc. One teacher of this school is from Matale. She has been serving this school for more than 8 years, proving attachment to the school.

75% of CFS training in the Badulla District took place in 2008 & 2009. Three principals (20%) have had no training at all, by the time of the interviews, as they were appointed new to the school in 2010. Three other principals received CFS training twice. There is a significant difference between these three principals (who had training twice) and the others, who were met by the consultant, towards commitment to CFS. All three schools were in very difficult terrain - one school (Meeriyabedda) had 100% attendance & the other (Welwelwelathenna) had 96% attendance proving that the children are happy to come to school even with a challenging access. Meeriyabedda is an interior school where children and teachers have to cross a river to get to the school. A slight rain would flood the causeway. Elipathuthenna was the most difficult school to access. The last few kilometres of the road to the school was not motorable. Children came from the other side of the mountain (catchment area). They have to walk approx. 4-5km (one way) over the mountain, along a hazardous jungle trek. Young children coming over the mountain did not normally come to school on Wednesdays as little ones were too tired of walking & they took a break in the middle of the week. This school did not even maintain an attendance register prior to CFS training as there were too many absentees. The school now monitors the attendance and follow up on absenteeism and as a result, attendance has improved. All three schools had more than 100 students. All three principals knew each child by their name and their background showing an affirmative relationship to all the children. Having CFS training twice has made the principals more committed towards implementing what they have learnt.

All principals spoke of the dimensions of CFS in differed order when asked what they learnt from the CFS training. The most popular fact that they remembered was that the ‘school should create a happy environment for the students’. Second being ‘the importance of community participation in development of the school’ and the third being ‘Giving equal opportunity to girls and boys’. Only 3 principals spoke of reducing school dropouts. At the time of the interviews school dropouts in the primary school, was not an issue to 14 (93%) schools. This could be the reason of not mentioning it. Three principals spoke of corporal punishment. Only one principal spoke of ‘access to all’. Welwelwelathenna principal who was trained twice on CFS said: “To have a school protecting the
child's rights, and to have a school that the children would like to come. Both girls & boys have equal rights. Have a good relationship with students, parents and teacher and build the school, attend to children's health and nutrition", thus proving that refresher trainings are effective.

All **teachers who had CFS** training or ‘awareness creation’ from the principal or from other teachers who were already CFS trained, said that they learnt that the school should be a conducive and a happy place for the child to learn. Several spoke of reducing punishment, using CCM, involvement of parents in school activities, education for all including back to school children, leadership for all students, equal number of female students and male students in each activity, to do the SDP etc. All said that they have either stopped or reduced corporal punishment. All classrooms have changed the appearance for the better. All class rooms had the desk arrangement suitable for group work, but, in a few, children sat according to the traditional classroom style. The relevant teachers said that they sat according to the classroom style for simple common explanations & sit round the table for group work.

### 6.2 Rights based & proactively inclusive

Other than for two principals, all 13 (87%) principals said that they create awareness on [*child rights*](#) informally at parent-teacher meetings. Millabedda & Sapuroda principal have had no CFS training and said without a proper training they were unable to create awareness to others. Only in Meeriyabedda, all parents knew of child rights as the principal had conducted awareness creation at class level. The consultant felt in all other schools the little knowledge most parents had was what they had gathered from the media rather than from the school. Wewabedda celebrates children’s day annually and creates awareness on child rights on that day.

Only 49 (36%) parents out of 137 knew of ‘child rights’. All parents knew that children have a right to education and it is compulsory for children to go to school. Of 150 students who took part in the FGDs, only 21(14%) knew of child rights. They said that they were informed by the respective principals of their school. This shows that not much effort has been made on advocacy on child rights by the schools and Education Office.

All principals other than Wewabedda have plans to conduct child rights awareness creation for parents, teachers and students in the future. One principal plans to bring police officers and child protection officers (*parivasa*) for this programme. Few others too planned to bring outside speakers for the programme. Narangala principal felt that child rights awareness creation need to be done separately for the students not along with parents and teachers.

Participating schools had introduced a class attendance chart which was hung on the wall (where there were walls), or a daily attendance sheet with the teacher. Some classes had a picture of the child while others had colourful symbols. This chart would show the class teacher at a glance who is in school and who is not. Children did not like having a blank space in front of their name and they tried coming to school every day. All CFS schools also gave a prize to the student with best attendance at their annual prize giving. Class teachers gave a round of applause to the monthly best attendance at the end of the month in the classroom. All above activities improved attendance in all schools. As a result of
improved attendance, children have increased their learning capacity and better results compared to previous years.

Every single child who took part in the FGDs liked coming to school. According to them, reasons for coming to school were: to learn, to be disciplined, to play and to meet friends. Children in Maliyadda preferred coming to school rather than staying at home. They said they can play in the play area and meet friends, water the plants, etc. Children in two schools said that they didn’t want to get ‘0’ in front of their name in the attendance register.

100% Parents who took part in the FGDs said that they saw a difference in schools compared to 2-3 years before (meaning since becoming CFS). All parents confirmed that the children are happier coming to school and they like to learn. According to the parents, children in 7 (47%) schools did not want to miss school as they didn’t want ‘0’ in front of their name in the attendance register. Moreover they were applauded if they had full attendance in class and in addition to getting a prize at the end of the year. Parents in Elipathuthenna, Meeriyabedda, Wellewelathenna, Wewathenna (27%) schools said that they couldn’t keep the child at home even for an urgent situation. If they were to keep the children behind, parents would have to get permission from the teacher. (Elipathuthenna is a school with high irregular attendance. Parents who were present at the FGDs from Elipathuthenna were parents living closer to the school. Children living within close proximity to school had regular attendance.) Others said that children like coming to school but if the parents insist they could keep the children behind. Two parents in one school said that their children would gladly stay behind as they didn’t like the teacher. One parent said if the child didn’t go to school, the teacher would reprimand the child. Therefore the child didn’t like missing school. Parents said that most children like coming to school early to clean the classroom & school grounds.

CFS training has improved all the 15 (100%) schools visited. All principals confirmed that as a result of the CFS training they had, teachers and students became conscientious in making the school attractive and clean. Ledgerwatta #2 was the most colourful school with all the walls painted in vibrant colours. Namunukula had an attractive entrance (not the gate) to the school artistically done using natural material. In this school all primary classrooms had colourful murals (different from the mural in other schools) on the outside walls. Almost all schools had an open air classroom (like summer huts). All CFS principals said the new look of the school attracted new enrolments to the school. According to the principals and the teachers, the colourful children’s play area was the main attraction for new enrolments and the young children already in school liked coming to school due the play area. Two principals mentioned that children from outside their catchment area too are coming to the school since it became CFS. Puhulwatta a Sinhala school, now have more Muslim & Tamil children than previously. This proves that the outwards beauty of the school is a pull factor for enrolment.

As for implementing the CFS system in schools by the teachers, only Sapuroda teachers said “We did changes in the school environment and the classroom”. None of the other participating teachers said that they changed the school garden, although all teachers mentioned changing the
classroom. This shows that the credit for improving the school garden goes exclusively to the principals.

CFS system has vastly helped to decrease school **drop-outs and increase attendance.** Only 3 (20%) schools found School-drop-outs as an issue since 2008. The system has resulted in reducing under age marriages too, as most girls are now happy to come to school (Some senior classes are still facing this problem). Six (40%) schools out of 15, principals and the teachers were making an effort to either bring back school drop-outs (if any) or reduce absenteeism. Approx. 16 children have come back to school in all schools since 2008.

The main **reason for school drop-outs** and **irregular attendance** was poverty according to all principals and teachers. When parents are poor and they are unable to provide books, stationery and other material needed for the lesson, children tend to drop out or not attend school till parents provided the necessary items. Irresponsible and indifferent parents took the second place, where the parents were not concerned whether the child went to school or not. Majority of these parents were either illiterate or uneducated. The 3rd factor was when children are living with grandparents or living with a single parent. In this instance grandparents will be too old to handle the children and also to help them with homework and where there is only a single parent, that parent would be busy earning an income to support the family and therefore the children would be neglected. Single working parents would also keep older children at home to look after the younger siblings.

There were instances when children were asked to miss school to water the crops, to help out during the harvesting time and to run errands for the family. There were also instances when parents fought at home children wouldn't come to school the following day. According to the teachers, most of the time drunken fathers would physically abuse the mother in front of the children. In this instance children are either too sad to come to school the following day, or the mother is not prepared (with food & clean uniform) to send the little child to school. Three principals (all Tamil schools) stated that if there is a function or a festival in the village, children would miss school. There were instances where children who have not had a proper first few years in school, found it difficult to catch up in the higher classes, as a result they drop out of school. This was prominent in Elipathutenna as young children found it difficult to walk a long distance to school. Schools where poor children had to travel to school by bus didn’t come when they didn’t have bus money. Instances where children having to walk far to take the bus to school, if they miss the 7am bus, the next bus to school would be an hour later. Children then would go back home without coming to school as they cannot be in school on time. For two schools a reason for irregular attendance was having wild elephants on the road in the morning when children are walking to school.

Unemployed parents sending older children to work in houses to bring in an income for the family, under age marriages (girls) & taking up jobs in the town (mostly boys) were other reasons for older children dropping out of many rural schools. According to some teachers; some Tamil children in Sinhala schools drop out at higher classes, as they do not have enough language skills to follow lessons in Sinhala. Children who have dropped out, due to their parents being indifferent in sending them to school, come to school during the sports meet and other school functions and drop out again later as parents don’t make an effort to ensure attendance.
To **overcome school drop outs and irregular attendance** all schools have their own strategies. The most common action being, calling such parents to school or principal & teachers visiting the homes and talking to parents. If parents still do not send the child to school, the Samurdhi officer & GS is informed to speak to the parents. Principals get the support of the Divisional Office - Education too.

**Maliyadda school had its own strategy:** Each prefect is given in charge of a village in the area, they bring information of school drop outs and irregular attendance. The principal & the teachers follow up on the information to bring back children to school. In addition to SAC, this school had a special committee with a teacher in

To **improve student attendance schools had numerous strategies such as:**

- **Telling students that opportunities are given to take part in sports activities, only to students with good attendance.**
- **Showing the attendance register to the student with all the 0s in front of their name, to prick their conscience.**
- **Best attendance in class getting applauded in the class monthly and a certificate at the annual prize giving.**
- **Giving stars and reading out the best attendance children’s names at the assembly held at the end of the month.**
- **If the child was not going to school due to not having stationery, teachers personally provided them. Samurdhi officer too provided stationery for poor children occasionally.**
- **Providing the WFP morning meal. (Many teachers said that most poor children come to school for this meal).**
- **Calling parents and finding out why children were absent, therefore parents send them to school & children too hesitate to play truant.**

To encourage parents to send school drop-outs **back-to-school**, all principals said that they would talk personally to the parents and explain the importance of having an education and how it would change their lives. One principal got the midwife (the local midwife is an important person in the village) to ask the parents to send the children to school. Failing everything all principals would scare the parents saying that they would take legal action involving the police. In the Passara division, back to school children were given a special scholarship by the Provincial Council to continue the education (Rs. 500/= a month).

School drop outs were not an issue to majority (80%) of the schools due to taking above action since becoming CFS. All fifteen principals were also very positive towards educating back-to-school children if there were any. All principals felt that these children need to be educated so that they wouldn't become a burden to society. Also if they pass grade 8 they could get a job at the acceptable age. Some principals said that these children have other skills and with a very basic education they could have a decent vocation. Narangala principal: “I sponsored one child with my personal money to bring her back to school.. she is now doing A/L”

To ensure that children will not drop out again, principals facing the issue had different strategies developed. Elipathutenna principal gave these children clothes, books, pencils & other things they needed. “We have made a project document to give to the Zonal office – non-formal education requesting for stationery the child needs. One child should be in grade 6 but is in grade 3, one should be in grade 7, but is in grade 4, one child is not even enrolled in the school – all 3 children are from the same family”. Kanvarella #3principal; “These children didn’t know their letters, I have advised the teachers to treat these children special”. Ledgerwatta #2 principal; “We speak to children and encourage them to study. We give a prize for best attendance”. Maliyadda principal; “The teachers are aware of these children. They are given responsibilities and leadership. Teachers
are friendly with the children”. Narangala principal; “I will help to give them an educational kit (from the teachers welfare)"

In 9 (60%) schools, the School Attendance Committee (SAC) functioned properly. But in 5 (33%) schools it did not function properly. The school Sapuroda did not have a SAC as they did not have a school drop-out or a non-enrolment issue. The principal was from the same catchment area and was aware of the village situation. In Kanvarella #3 SAC existed but the principal stated “they don’t like coming to the school on a working day as they have to miss work to come to a SAC meeting or go to a house to meet the parents”. The principal felt that the Samurdhi officer & the GS didn’t consider being a member of the SAC as part of their responsibilities. Narangala principal; “It is difficult to bring SAC members to school as they are all working (in the estate). We need to dissolve SAC and get new members. Present SAC has more females. They are not active members”. Elipatuthenna, the GS and the Samurdhi officer lived very far from the school. They never came to a SAC meeting. The principal of this school met both officers individually to discuss school drop-out issues. Wendesiyaya also did not have a functioning SAC as the school belonged to another GS division away from the school. Millabedda; “We do not get support from other government officers such as GS/Samurdhi officer.

All teachers had guidelines to support slow learners. Schools that had very few students in class (less than 10), teachers would give individual attention to all children at all times. In one school there were only 19 students in the whole of the primary. The most common ways of giving attention to slow learners by all teachers were: Fast learners were given extra work to do on their own, while the teacher worked with the slow learner. In addition slow learners were kept after school for ½ an hour to an hour, to give extra attention free of charge. Teachers also kept a fast learner with slow learners in class mostly in the same group, so that children could help each other. Some teachers gave extra work and others gave less work to slow-learners depending on their ability to improve their learning. Elipathuthenna, one teacher said that all students in the class were slow learners; therefore it was easy for the teacher to go slow with everyone. Kanwarella #3 principal had even laminated the pages of Paldara Kappittal and given it to primary school teachers to keep as guidelines. One principal (Wewathenna) had not done much to support slow learners.

Teachers had innovative ways to encourage students who are not motivated to learn. Giving leadership and group work, personalized attention in class and after school, showing appreciation, giving stars, and applauding when they achieve something were common practices to all schools.

All parents endorsed the fact that teachers were taking trouble to support slow learners as shown above and they were very happy with the attention their children got from the teachers. Additionally, parents stated that majority of the teachers in the primary schools call children ‘son & daughter’ confirming their love to the children. Wellewelathenna parents; “Teacher gives more time to slow learners...our children come home and tell us. My child said that the teacher took more time to teach a weaker student and there was a delay in the lesson”. This confirms that at least one teacher in this school supports slow learners.
Below are other ways how teachers motivated the slow learners in addition to the above:

**Kanvarella #3**: “They like to play... we teach them through activities... make songs & dramas”.

**Ledgerwatta #2**: “We give them an opportunity to write on the blackboard & in charts. We use practical ways to teach”.

**Maliyadda**: “Telling the child to wait to go for a competition (to keep after school). The child do not know that we are helping them to learn”.

**Meeriyabedda**: “Put a BIG star on the uniform if they do something good”. One parent in Meeriyabedda said that the teacher takes her child home to help in school work (for free) as the parents were not capable of helping the child.

**Namunukula**: “If they don’t like to write, we ask them to draw, sometimes we make them act”. Parent of this school said that 9/13 children in class are Tamil, learning in the Sinhala medium. The teacher goes slow to the whole class so that the Tamil children can learn. Sometimes they work after school.

**Narangala**: “We give small gifts like pencils when they do something good”.

**Nooraniya parents**: “Before the teachers had a separate class for slow learners, we protested. Now all are in the same class... they help during the interval”.

**Puhulwatta**: “We use stories, we do it the way the child wants, we use interesting games, whatever they do we appreciate it, we give them easy work”.

**Millabedda**: “We always tell the students on importance of education. Sometimes we speak with the parents”.

**Wewabedda**: “Rewarding for even a small positive behaviour. Assigning small tasks by giving small responsibilities

All principals and teachers said that they have reduced **corporal punishment** in their schools. Two principals confessed that they used to hit before but do not do it anymore. Nooraniya principal mentioned that before CFS he never left the principal’s office without the stick in his hand. But, since the CFS training he does not hit any children and have advised the teachers to do the same. Namunukula principal said that his school has reduced corporal punishment by 90%.

Meeriyabedda principal said that they did not have many miss behaving children in the school. He said “I don't have a cane in the school. I talk to the children.. they are like my own children”

One reason for reducing corporal punishment by principals and teachers, was due to children dropping out and/or not coming to school regularly as children were too frightened to come to school. When a child does something wrong, principal and teaches said that they would first speak to the child and find out the reason for the wrong doing. They would advice the student rather than hitting the student. “There was one child who couldn’t hear and was very boisterous in the class. We knew the reason for his behaviour & gave him a hearing aid. He is now good”. Principal would call the parents to discuss the issue if the child continues to do wrong. Some of the teachers the consultant met were young and looked very kind and said that the students loved them and did not do any wrong. Some teachers said that after speaking to the child and if the child continues to do the same wrong doing, they would show the stick. Some teachers said they would hit only if it is absolutely essential. But, before the child leaves the class they would somehow or other get friendly with the child. Some teachers believe that “without hitting one cannot correct a child”.
Below are some actions teachers took with misbehaving children:

- We give leadership to these children. We ask students to report other naughty students. We tell them to look after the class. We give them other responsibilities like collecting and distributing books, bringing record books from office, etc.
- We tell the child that they are hurting us when they do wrong.
- We give work they like to do, still if it doesn't work, we discuss with other primary teachers and send the child to the principal.
- We talk to them kindly first, then we scold them... then we are kind again.
- If we have to hit, we hit with the hand. But we keep a stick to scare them.
- We show more love and give stars. We actually don't have too naughty children any more. Since we became CFS we don't hit children. We actually did before.
- Grade 5 teachers will hit with a stick.
- We make the naughty child the monitor.
- We give extra work during the interval; water the plants, clean the toilet, clean the garden etc.
- If we can't handle we discuss among primary teachers and find a solution. Failing everything, we send the child to the principal. Worst-case we ask them to kneel. Parents of seven schools said that the teachers & principal did not hit children, but 45 children in these seven schools got hit by the teacher with the hand or with the foot ruler.

Below are some other actions individual principals took with misbehaving children:

- Bring the wrong doers to the front at the morning meeting and would punish them if it is absolutely necessary.
- Before CFS, the principal would scare them with a stick. Now he makes them the monitor, address them kindly, and look into the reason why the child is naughty, if still naughty he would speak to the child and to the parents.
- The school has a disciplinary committee for big offenders. E.g. love affair with a boy at tuition class. Most of the time he would discuss the issue with the child and parents.
- Only 2% are naughty children in the school. Before he used to hit & does not do it anymore. He makes the children understand what they did wrong. The school brings all the children to the temple to a sall programme every month. He organises a lot of religious activities like meditation, being hopeful that children would mellow down.
- After finding out the reason for misbehaving, he would call the parents and get the parents involved. If necessary to punish, the child would be kept standing. Very bad cases would go to the school's disciplinary committee.
- Before CFS, I had a stick in my hand all the time. I thought the only way to get children to study was by using the cane...children were scared of me at that time. Now children are friendly with me, and I don't hit. I talk to them kindly.
- I speak to the child and explain the repercussions... then speak to the parents. I don't hit.
- Not many do wrong things now... I get the wrong doers to water the plants, weed the garden etc. during the interval.
- I bring them to the office, I advice them and if I have to punish, I will hit them on the hand... Eg. for stealing.

Meanwhile all parents (other than one) met by the consultant, didn't mind the teachers hitting the child (without physically harming), to correct the child. Furthermore all children the consultant met said they did not mind being punished to correct
them! Children believed that they come to school to get an education and to be disciplined. According to many teachers and principals, corporal punishment was given in the school mostly not to improve the education of the child but if children were physically harming other children or for stealing. According to the children the main reason for getting punished was for not doing homework.

Children of Nooraniya & Wewabedda said that their teachers and principal did not hit them. Eighty (53%) children out of 150 got hit with a stick (or foot ruler), smacked or the ear squeezed by the teacher. Other punishments children received were making them kneel, weed the garden, water the plants, put water to the toilet, wash round the water tank, walk around the hall 10 times saying “I will do my home work” etc. Children who got punished said that they were first advised not to do it again or got scolded, and punished when the wrong doing was repeated.

All parents felt that differently able children (not severe) had access to schools in their relevant area. Other than for three (2%) parents in one school, all others in all schools did not mind having a differently able in their child’s class and taking the teacher’s time. They felt that children with disabilities too should learn to have a better life. It was said more from a humane point of view rather than as a right of the child to education. All principals and teachers were very positive towards providing an education to differently able children. They were enthusiastic in providing a comfortable learning environment for differently able students, if they were to such children in the school or in the catchment area. All principals said it was their right to have an education. But, the consultant felt that not much effort was made by several principals to locate children with disabilities and encourage them to come to their respective schools, as all principals said if there were any such children they were already in the school and they were unaware of any other children with disabilities in the area. Speaking with the teachers and parents, there were still few children with disabilities not going to schools in different areas.

Three schools had differently-able children studying in the school. Where there were differently able children in the school the relevant principal & teachers gave special attention to these kids. They provided school kits, sent the child to clinic and organized getting necessary equipment with the support of the Zonal office, such as providing hearing aids, spectacles, etc. Wendesiyyaya principal; “we give special attention to slow learners. I have given the responsibility of ringing the bell to a slow learner. Now he knows to read the time and to ring the bell”. All teachers taught the children with learning disabilities separately, while they stayed in the class with others. “We give them work first thing in class, before teaching others so that they too become a part of the class” was what many teachers said.

**Few actions some teachers took to support differently able children:**

- **Maliyadda**: One child in my class can’t see well…I have covered her books in a different colour so that she can identify her books. I give her special attention”.
- **Meeriyabedda**: “One child who cannot see, passed the O/L by using a magnifying glass…couldn’t wear glasses as she had to undergo an operation and had to take a month off before O/Levels. Now she is wearing spectacles”.
- **Namunukula**: “There is a child in grade 4 who couldn’t hear, we got her an earphone with the help of the Zonal office. The child is doing well. She is talking now and her writing has improved”.
- **Millabedda**: “differently able children have hidden potentials, like other children they also can become productive citizens in the country with an education. We pay special attention for such kind of students by putting them together with all other students. As example we have one differently able child in grade one, he is coming to school happily. He is showing good progress”.
Good practices of teachers improved grade one enrolment and marks of the grade 5 scholarship in comparison to 2007, in all schools other than Kanawarella #3. This school had only 2 proper teachers for the whole of the primary. Two church volunteers who are in the school to teach religion help out with the teacher shortage. Attendance increased in all schools. School drop-outs reduced and there were no drop-outs at all since 2008 in most schools. Teacher attendance too increased. Children who were not motivated to speak or read & write in class are now studying better and participating in class work due to group activities. Children, who were slow learners, have improved their learning competencies. Wewathenna teachers said that children take responsibility seriously...“they will do work whether the teacher tells them or not”.

Some other changes made by principals due to the CFS system were: using the 5S system, having information charts in the office room, naming the equipment in the classroom & garden, using all teacher training opportunities, training prefects (leadership skills) to change their attitudes (to protect the school and to be responsible citizens) and sending two over aged children for vocational training rather than having them in lower classes.

CFS system has made the teachers make an effort to be friendly with the students. Eight (53%) principals confirmed this statement. The consultant noted that in many schools, when the primary school closed for the day, the children would come to say bye to their teacher even while the FDGs were going on, thus proving the friendly relationship between the teacher and students. Elipathutenna principal stated “Teachers now care about the students and they take individual responsibility, they are motivated to educate the children, without feeling that it is their job.” All teachers and principals have noted as children are now closer/friendlier with the teachers, “they study better, getting better results”. Some teachers themselves said “before children and the teachers were not so friendly...but now we are more friendly”

Below are some other ‘Good Practices’ of individual principals:

**Puhulwatta** Discussing with the teachers the limitations and the problems the school is facing and getting the parents involved in finding solutions to the problems. As a result the school is managed better. The school became the best school that got more than 100 marks (33 out of 43 students got more than 100) at the grade V scholarship exam in 2009 in the Zone.
CFS schools have developed a system to increase the books in the library. Principals have requested children who would normally bring birthday treats to the school, to donate a book for the library instead. The book was labelled as a donation from the particular student and was presented to the school by the child at the morning assembly. The whole school would sing ‘happy birthday’ to the child on this day. This makes the child feel important as s/he is recognized by the school.
Four (27%) principals started **agriculture projects** as a result of the CFS training. In one school each child was asked to bring a plant of value to plant in the school premises. The child is responsible for looking after that plant for the whole period of his/her school life. Another school cleared the land to start a new environment project to plant saplings of medicinal value. Narangala school had a banana plantation where each child owned a banana tree and the proceeds from the banana would go to fulfill a requirement in the school or class, the child wishes to donate. One child bought a pair of shoes for an underprivileged child in the class. In all schools the principals mentioned that the teachers are more and more using the environment to teach. They either have lessons in the garden or use the information in the garden for the lesson. Children are taken outside the school as well to show actual situations. E.g. visiting the market, temple, river, home gardens, etc. Elipathutenna principal stated *“Because students work not only in the classroom, they show an interest to study”*. 

### 6.3 Schools are gender responsive

CFS training has had positive changes in all schools where both sexes are encouraged to participate. None of the principals or the teachers has had any exposure to gender dimensions prior to CFS training. It was through the CFS training that principals and the teachers became proactive towards equal participation in school’s activities. All principals, teachers and parents stated that irrespective of sex differentiation, all students have equal access to facilities provided by the schools. Principals & teachers were encouraging in having equal numbers for girls and boys in all school activities. But, the consultant did not get the opportunity to assess the quality of the participation of girls & boys. When schools appointed prefects, student society committees, etc. they had not considered the representation, but equal numbers only. Principals had developed guidelines for equal participation among girls & boys (eg. equal number of girls & boys as prefects), as a result of the CFS training. While following those guidelines, principals have not ignored the competencies of the individual students when they had to represent the school & participate for competitions. Teachers in one school said “We do not consider about their gender. We are giving opportunities to children whoever would like to participate in any activity”.

![Image](image_url)

Although all principals & teachers stated that boys and girls participate equally in sports, FDGs with students revealed that boys played recognized team games such as cricket, football, elle, etc., while girls played traditional games such as hopscotch, hide & seek etc. in the primary. But both sexes participated equally in athletics in the sports meet. Gender disparity in participation in school activities was not prominently visible in the primary school. In all primary schools, the principals and the teachers stated that the girls are far ahead of the boys in all school activities and they take leadership rather than boys. The consultant too experienced this in the FDGs with students, some girls were more vocal and prompt in answering than boys. Although teachers & principals were positive of equal participation of girls and boys, the consultant noted that girls and boys who participated in the FDGs always sat separately and also noted that most children played separately during the school interval.
Only four (27%) principals out of 15, demonstrated their belief in stereotypical gender roles such as only boys can play the dole (drum), boys collecting garbage in the wheel barrow and disposing of it, girls sweep the playground as they are better at sweeping and boys collect the leaves girls have piled up and disposing it, etc. Due to ethnic specific cultural beliefs one principal did not encourage girls in physical activities such as home gardening prior to being a CFS. But since being CFS, girls are encouraged to be involved in such activities. According to this principal girls are performing better than boys in outdoor activities such as home gardening.

6.4 Promote quality learning outcomes

To promote quality learning outcomes in the school, the principals needed 87 teachers. But, the schools had only 68 (78%) teachers at the time of this report. Out of the 68 teachers, only 40 (59%) were trained teachers and only 37 (54%) had CCM training. Puhulwatta had 9 primary teachers and all nine were trained teachers and 5 had CCM training. All principals with untrained teachers had different strategies to train the untrained teachers in their respective schools. The most popular strategy was to send the untrained teachers to seminars that were conducted by the Ministry of Education. One principal did school based training in the classroom, by making untrained teachers work with trained teachers. Ledgerwatta #2 principal hopes to bring a trained teacher from another school and have a training session as none of his staff got CCM training. In five (33%) schools none of the teachers have had CCM training. Some were practicing it from what the principal thought them. One principal whose teachers were not trained in CCM said that sometimes the teacher becomes teacher centred. Untrained teachers themselves said that they were learning CCM on-the-job.

Teachers who were exposed to CCM changed their teaching methodology. Teachers in 12 (80%) schools had started activity based, group work in class. All teachers exposed to CCM said that they do not lecture in class any more, but facilitate the lesson. Children learnt in groups. Teachers gave opportunities for all children to be group leaders. Children confirmed that they did group work. Groups were mixed groups with a leader selected by the students. But there were instances where girls and boys sat separately in groups. All children confirmed that they get the opportunity to be the leader. But becoming a leader depended on their popularity. There were a few students who had never become a leader even by end of June (6 months into the year). All teachers said that they do lessons using experiential teaching and teaching aids, children encouraged to collect information using different media. Teachers appreciated children by giving stars for their performance. Puhulwatta teacher said: “We are not too stuck to the time table. We do what the children need first, before we do what we want. Once we allow them to do what they want, and once that activity is done, they will listen to the lesson. Otherwise their mind is on what didn't happen”. All parents confirmed that teachers are using different methods to teach in addition to teaching in front of the class (lecture method).

Children too established that teachers were using teaching aids and taking the class out to the field other than sitting in the class using the text books. They said that “teachers give activities, show pictures, shows shapes, makes drawings, show models, real examples, makes creations, goes out to show home gardens, showed us directions in the garden, counted vehicles on the road, went on educational excursions to factories, tell us stories, play games”, etc. Going on the educational excursion was the most memorable school event for all children. Not all schools took children on excursions and not all children participated in these tours either due to financial restrictions.
Due to the changes in the teaching methodology, majority of the children changed their attitudes and behaviour in class. According to the teachers, children were friendlier with the teachers and were happier in class. They also said that all children participate better in the classroom and children who were not motivated to learn were showing an interest to learn. All children said that they were free to ask questions from the teacher & they did ask when they couldn't understand the lesson. Some children said that they seek information prior to the lesson and were excited about doing activities. Parents confirmed that when comparing their older children while in the primary and the present child, the present child was happier coming to school and the level of knowledge was higher than the older sibling at the same age.

Furthermore, parents said that teachers are teaching better, children are studying better and getting better marks compared to 2007. Earlier the children were not keen to do home work, but now they do their home work. They feel children are cleaner, cleverer and their creativity has improved. Teachers and children are friendlier. One parent said “children and the teachers are very close to each other.” “They don't repeat what happens in school at home, but what happens at home is repeated to the teacher in school”. Children care for each other, e.g. one child sold his banana harvest (grown in school) & bought a pair of shoes for a poor student. Teachers too come to school on time and are more responsible in teaching. Teachers stay after school to help students. Of all the parents, only one parent stated that her child did not like going to school. This was due to the teacher announcing the weaknesses of the child in front of the whole class. A group of parents said “our children like to going to school, but some days they do not like going, that is, if they could not do their homework”. One parent in Wewathenna said “my child was lazy to come to school approx. 5 months ago. But likes coming to school now. They are given responsibilities in school and they don’t want to miss those responsibilities”

Teachers too made an effort to improve their own knowledge & skills. All newly appointed graduate teachers met by the consultant were doing the post graduate Diploma in Education. Many were attending Teacher Training courses. Few A/L qualified young teachers were doing the GAQ. It was noted by the consultant that young teachers were very much interested in getting higher qualifications than the older experienced teachers. The most popular mode of improving teaching skills among all teachers was participating in seminars conducted by the Divisional or the Zonal office. All teachers appreciated the training they get from the ISAs. Not having ISA training in Tamil in one Division was a constraint for improving skills for a few teachers. All principals too were encouraging all teachers to follow courses to improve their knowledge and skills. Teachers from 4 schools are either doing distant learning or the Diploma in Education. Principals had diverse systems developed to monitor teachers’ teaching skills. Puhulwatta principal had a system where teachers monitor each other. Principal will monitor the teaching skills of a teacher with another teacher. As a result each teacher will get involved in each other’s monitoring and learn from each other. “At least once a year I do formally, but I do it informally very often”. Only Elipathutenna & Millabedda principals had a schedule to monitor the teachers. Ledgerwatta #2 & Maliyadda had teacher monitoring committees. Monitoring of teaching in all other schools were done at random, weekly, monthly, bi-monthly or once a term by the principal, vice principal or the sectional head. All teachers were happy with the school management & the principal. They all said that the principal was pro-active towards teacher development & student development. According to the teachers many principals spent a good part of their day at the school working late. They all said
that the improvement of the school which they see at present was due to the commitment of the principal.

Thirteen (87%) principals were happy with teacher attendance. The principals of the other two schools were happy to a certain extent. Two (14%) schools had 100% attendance. Some teachers are facing transport problems due to the inaccessibility of the school. These teachers get late, but they stay long hours after school according to the principal. To improve teacher attendance one principal was trying to organize staff quarters. Giving a medal or a certificate for the best attendance was practiced by two schools. One school had flexi-time so that the teacher missing the bus need not take time off for the whole day. One principal took harsh action “Earlier I had a problem with one teacher regarding the attendance. I managed to transfer her from our school. Now there is no problem with teachers’ attendance”. In case a teacher takes leave, the teacher hands over pre-planned class activities for the day to the teacher in the adjoining class or to a senior student who supervises the class. There are instances where the principal takes the class in the absence of the teacher mainly in grade V. According to all teachers they have to hand over the class to another teacher prior to applying for leave. In the situation where a teacher takes leave suddenly, another primary school teacher would provide the class activities and supervise the class. In schools where there is a shortage of teachers; work is given to the subject leader (student) to give to the class in the absence of the teacher. The teacher next door would keep an eye on the class. In schools where there is an English teacher, the English teacher took the class.

All schools assessed students Essential Learning Competencies (ELC) using standard format in the Teacher Guide. They assessed the ELCs of each student at the end of each lesson/unit with ongoing observation. For older students in the primary, learning competencies were measured at the end of each lesson by asking questions and giving written assignments. Assessment reports are maintained properly. Term tests are conducted at the end of the first and second term.

All schools had novel ways to increase students’ learning competencies. The most common way was having after school classes. The primary school closed before 1.30. Therefore primary teachers had an hour and a half to give extra attention to students without having to wait after school. Six (40%) schools were having extra classes weak students. All schools had extra classes for grade 5 scholarship class. Some teachers took weaker children home to help them free of charge. The consultant noticed this in Puhulyaya and parents confirmed it in Narangala.
Below are how children in each school changed their behaviour due to the CFS structure, (teachers views):

*Elipathuthenna:* Children are now more involved in classroom activities. They come forward without inhibitions “idiripath weema vadiy”, groups compete with each other, therefore are faster in learning.

*Kanvarella #3:* Children are happier in learning, they show an interest to study; slow learners pick up the lesson faster, they love the teachers.

*Ledgerwatta #2:* children are happy to come to school, they are more friendly with us, they study better, less absenteeism, They do happily what we tell them to do.

*Maliyadda:* Children try to do something new all the time. They have become very creative. All children participate, even the slow learners also come forward. Competition between the groups have made children help each other.

*Meeriyabedda:* Children take leadership and do work without waiting for the teacher, children are happier in studying, their knowledge have improved, children make an effort to collect information from newspapers and other media. Helps each other in the group, Compete with others.

*Namunukula:* They are more active, they feel they can do things, they have better personality, they have increased their knowledge, they know how to find information.

*Narangala:* children work happily and they like working. They are not scared of the teacher any more.

*Nooraniya:* Children are happier in learning. They speak out and tell the class what they know so that all children participate in the lesson. They volunteer quickly to do things.

*Puhulwatta:* Children are forward, they are not scared of the teachers any more. They are very active and want to be the first. Children are very friendly with the teacher.. they even tell us what to wear.

*Wellewelathenna:* Children are now more friendly and do things together, they are closer to us. Their learning absorption level has improved. Children who didn’t talk before now speak out in the class. They now feel that they ‘can’ do things. They are keen to learn.

*Wendesiyaya:* Children became more involved in the classroom. Slow learners got involved and became interested in the lesson.

*Wewathenna:* The child has improved leadership, reading & writing ability has improved, child’s knowledge & skills have improved

*Wewabedda:* children and teachers have a better relationship now.
Below are the other innovative ways principals used to increase students learning competencies:

**Puhulwatta:** Every Friday is an English day. Children are encouraged to speak in English. At the morning assembly, children will have a spelling game. Teachers gave small gifts to slow learners when they achieved something. At the annual prize giving, there is a prize to students who suddenly improve. Teachers make special test papers for slow learners so that they can answer the questions. Conduct lessons till 1.30 for slow learners.

**Elipathuthenna:** For grade V; the principal brings question papers from other schools and make children practice them. Teachers work extra hours form 12-1.30.

**Kanvarella #3:** We give extra classes after school. We encourage students to self study. The teacher keep books in the library and encourages students to borrow books.

**Maliyadda:** We do special programmes, we bring outside resource persons, have subject seminars.

**Meeriya bedda:** We do projects with children. We had an English camp. We take children on educational excursions, have extra classes. We keep children till 1.30 to help the slow learners.

**Namunukula:** We have had leadership camps for prefects. With the support of a well-wisher we have a small library. I have organized with HNB to donate a computer for the children who are learning IT.

**Narangala:** Have afternoon classes for grade 5 students.

**Wellewelathenna:** Provide educational audio visuals (CDs/DVDs) to children to view when they are free. I keep a record of the marks and discuss it with the teachers. We give extra classes and support the teachers who give special attention to slow learners.

**Wendesiyaya:** Give children opportunities to write to national newspapers. Encourage students to participate in national speech, and essay competitions. I show educational videos during the interval.

**Millabedda:** Organizes co-curricular activities in such as exhibitions, study tours, competitions and prize giving in addition to the teaching learning process.

**Sapuroda:** Regularly organize co-curricular activities such as New Year celebrations, Language days, and news reading etc. In addition to these all the teachers are conducting evening classes.

**Wewabedda:** Does projects for language skills development & aesthetic activities.

All parents believe that their child's educational achievements are through effective teaching in school, although some children went for tuition for additional help. Parents of Meeriya bedda, Nooraniya, Wellewelathenna and Wewabedda said their children's educational achievements are purely due to the school as these schools are remote and children have no opportunities to go for extra help. Wellewelathenna parents said “there are less students in class (only 6 children in grade 5), the teacher gives individual attention”. Parents of few schools said that “most of the time one teacher has to take two classes at the same time. Then the children get neglected”. Parents of thirteen schools believe that their children are receiving a good education even with teacher shortages. Parents of two schools were definitely unhappy with the education as teachers have to teach two grades in one class (multi-grade). Parents were certain that children were getting neglected at some point (even though some classes were small). Parents said that they see the trend of schools getting better marks at the Grade V scholarship and O/L compared to previous years. There was only one school that did not show a change (for better or for worse). This school was facing a direct teacher shortage.

If children missed a lesson, they were supposed to learn what was missed when the teacher recaptured the lesson the next day. If they still couldn’t understand, the teacher would teach them individually. Students who have missed lessons were expected to copy missed notes from another child the following day and do the activities related to the lesson at home. Peer learning was widely encouraged by all teachers. Two teachers in Namunukula asked the parents to send the child’s ‘homework book’ to school through another student in the neighbourhood and would send ‘homework’ to the house. In this same school, another teacher got other student to copy the notes for the absent student (where books were sent to school by the parents). In small schools teachers did initiate new lessons unless all students were in class. Above facts were confirmed by the
parents of the schools. According to some parents (not many), some teachers did not repeat the lesson but expected the child to learn the missed lesson from another child. *Wewabedda parents:* “Earlier we had to worry about these things. Now school takes care of it. Also children do not stay home if they are not sick”. This confirms that the teachers were taking care of the children’s education and that children like to come to school.

All children said that they ask questions from the teacher, but it was only when they couldn’t understand a lesson. In one school, Grade V students preferred asking friends or older siblings as the first choice if they didn’t understand the lesson. In this particular school the principal was also the class teacher. In general, the teacher would repeat the lesson in front of the whole class. But if the student still wouldn’t understand, according to the children the teacher would teach it again individually. If the child still wouldn’t understand, the child would ask a friend, older siblings, parents, aunty, etc. This was also encouraged by the teachers according to the students.

When the principals were asked whether children take *initiatives* in school, other than for one school which did not give an answer, all school principals stated that primary school children took initiatives in school activities. The consultant understood that most of these initiatives were either cleaning & decorating the classroom or cleaning & decorating the garden. Children got a free hand to conduct the morning daily assembly where the principals said that children took the initiative to be innovative in conducting the assembly. Wewathenna teachers said that as children take responsibility seriously, they take the initiative to work whether the teacher tells them or not. Kanvarella #3 “During the ENV lesson they come out with new ideas to do the lesson which is sometimes even better then my idea. when I show a picture with one thing in my mind, the children come with other ideas and the class then go according to their idea”. Some other initiatives children took were writing essays and putting it up on the notice board, some add their experience to the lesson, some make dramas and show their teacher, writing kavi, organizing meetings & religious activities, organizing the International teachers day. When the same question was asked from the children, all said they take initiatives, but as said before all actions were related to drawing, singing, acting or decorating the school. Few students requested the teacher to take them on educational excursions.

Elipathuthenna, Meeriyabedda, Namunukula, Nooraniya and Wewathenna (33%) *children had confidence* in confiding with teachers their problems. Children in other 10 schools (67%) said that they rather confide in friends and family than teachers with their problems, although there were a few children who still would speak to the teacher in those schools. In one school all ten children said they definitely wouldn’t tell the teacher. If the problem was related to the school, all said they would tell the teacher.
6.4 Schools are healthy, safe and protective of children

Since schools becoming CFS, all principals & teachers said that health and hygiene of children have improved. All children wore cleaner uniforms and foot wear. Children were asked to bring drinking water from home. According to the teachers only four schools had children with malnutrition. They said giving the WFP morning meal has improved children’s health. Prior to giving the morning meal, at least 3-4 children would faint at the morning assembly.

All fifteen principals & all teachers said that they would know if a student had a psychological problem from the difference in their behaviour. Teachers and other students would inform the principal if there were such cases. All principals were prepared for these situations. Three (20%) schools had ‘disciplinary committees’ that would take action to support the child. Only one school had two teachers trained for this purpose. The most common action by the principals was speaking to the child, the teacher and the parents in a way that did not harm the child. Male principals would appoint a suitable lady teacher to handle the situation if the psychological problem was with a girl student. All principals were taken aback when asked what mechanisms are there to address psychological problems of teachers. None were prepared for psychological problems of adults. Five principals said that they have never had such problems and did not further elaborate. Other principals although not trained to handle adults, said that they would take it on a case by case basis and act accordingly.

All schools conducted the ‘Schools Medical Inspection (SMI)’. Thirteen (87%) schools did it annually, while two (14%) schools did it once a term. In some schools the Public Health Inspector (PHI) would come once a term. All principals followed up individually if children needed attention. Parents were informed and the children were sent to clinics. If the child needed special equipment, that was organized with the support of the Zonal office.

Eleven (73%) schools did not have sufficient toilets. Wewabedda had one toilet for the whole school, for 76 students (43 girls & 33 boys) & 6 teachers. In all schools there were 28 toilets for 1188 girls averaging one toilet for 42 girls (1/42). In the case of boys, there were 33 toilets for 1099 boys averaging one toilet per thirty three (1/33) boys. Twelve (80%) schools said that they maintain the toilets while 3 (20%) schools did not have water to clean. Maliyadda had new toilets but they too did not have water to clean it daily. They cleaned it once a week! Children above grade 6 cleaned the toilets in all schools. The health committee was responsible for cleaning the toilets. They had a schedule for toilet cleaning where each class above grade 6 had to take the daily responsibility. There was a teacher in charge to supervise this activity.

Not having water was a problem to only three (20%) schools. One school had a water system but that was destroyed by road works twice. They are waiting for the road works to complete to set up the new water system. Five (33%) schools had water from a natural source, but two (14%) schools said that their water was not safe for consumption. Tube wells running dry when rain stops was a problem for Maliyadda. Namunukula has a temporary system that breakdown at each rain. All schools have asked the children to bring boiled water to school for drinking

Only two (13%) schools had students with malnutrition. All schools gave children the WFP morning meal. Four (27%) schools gave Kolakenda once a week, one school once month and another school once a term to add nutrition to the primary students. The kolakenda is provided voluntarily by the parents.
All principals act according to the government’s directives to prevent epidemics in the school. All fifteen schools have created awareness among students & parents and would keep the school grounds clean. Maliyadda school took a special interest in preventing infectious diseases. They have special programmes to create awareness with the whole school’s participation. They performed a street drama in the village, prefects would go from house to house advising the community, etc. In Wendesiyaya, teachers and students would visit the houses close to the school and clean the premises personally. All children who participated in the FGDs knew how to prevent dengue. They were taught either by the principal, PHI or teachers. They all said that they keep the school and their home premises clean. They all knew the importance of washing their hands and drinking boiled water.

Ten (67%) Principals said that their school was safe, while five (33%) found their school not safe. The main reason for the schools being not safe was not having a secure fence around the whole school or a watcher. Seven schools did not have a permanent fence around the whole school. Small schools in the middle of the village with parents involved in the school, found the school safe with or without the fence. They said the villages looked after the school after school hours. But, small schools in the far corner of the village, even with some active parents found vandals damaging their children’s play area due to not having a fence or a watcher. One school built a play area on tiers, did not have proper steps. This could cause injury to children. Namunukula has taken remedial action of having prefects and teachers coming to school at 6.15 am & staying in school until 4pm on a roster basis. This was done for the safety of children who are in school for additional classes. Karwanella #3 was faced with older children having access to pornography as they are right in the middle of an Estate community. Two schools had problems with wild elephants and monkeys. But the danger was not for the students but to school facilities.

Teachers of four (27%) schools said that the classrooms were not safe either for children or their material & equipment. In Puhulwatta: Grade 1 & 3 the roof was old. On rainy days the roof leaks, birds have made nests on the roof and destroyed children’s work. There are rats in the class. Nooraniya: Grade 2 class is in a temporary building belonging to the department of Forestry. Part of the building is in a dilapidated state, ceiling and the roof are broken, walls could fall down on a bad rainy day (no classes are held in this section). Nothing can be locked in this building. The locks we put are stolen/broken. Vandals tear the charts, dogs dirty in the class room, have rats. Two other schools too complained of leaking roof, and not being able to lock the doors.

Other than for children in one school, all children in all other schools found the school safe. They said that there were lots of children and teachers to take care of them. Few students mentioned the fence and having a watcher too. Reasons for children in one school to say their school was unsafe is due to the school having unsafe places such as: surrounding area near the tap being slippery, branches falling down from the nearby tree, broken pieces of glass in the ground where children hang around, unprotected pit in the school, broken barb wire, broken play park equipments etc.

Nine schools had safe access to school while five schools did not. Schools with safe access were situated either in the middle of the village or closer to a main road. Access problems were mainly for children coming from far.

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**Problems schools were facing with safe access were:**

- Children having to walk 4-5 km through a jungle trek over the mountain. On rainy days this trek becomes slippery and dangerous.
- Three schools had wild elephants on the road early morning.
- Children having to cross rivers/steams with no bridges which become dangerous on rainy days.
- Children walking to school more than five kilometres away having to pass lonely locations
To surmount harm that children would face in coming to school, principals have asked parents to accompany grade 1 students to and from school. Children who come unaccompanied by parents/adults are asked to come and leave the school in groups. No primary school child is allowed to go home alone. Children who have to cross the river are requested to take alternative routes on rainy days or to come with parents who could support them to cross the river.

All principals assured that all their children were safe from harm and abuse within the school. Prefects and teachers kept an eye on the children. Children were not allowed to loiter in lonely areas in the school premises if the school ground was big. Majority of the schools were small and did not have lonely spots away from the eyes of the teachers. Ledgerwatta #2 students and teachers received a training from the child protection department and as a result students and teachers are aware of abuse and repercussions. If there was a need for students to stay after school, all principals made sure that there will be a teacher in school for that duration. Many a times the principal would be the last person to leave the school.

Twelve out of the fifteen (80%) principals predicted the weather & prepared for consequences that could affect the school and children.

Krawanella#3; There was a big tree in front that split into two... we cut it down before the rainy season and strong winds. Ledgerwatta #2 faced strong winds. We have therefore cut all the big trees around the school. To stop the mist coming in to the classroom we have built the walls high. Meeriyabedda: sends children home early on rainy days with thunder. Children are asked not to wear shoes as the mountainous road becomes slippery. Narangala: Schools are practically empty on rainy days. Very few children come to school. We therefore work later on Saturdays. Wellewelathenna: creates awareness on consequences prior to the rainy season. Wewathenna: dig pits & water drainage systems before the rainy season. Millabedda: took action to remove collapsible trees with the support of the parents before the monsoon started. Sapuroda: Identifies possible threats. Wewabedda: conducts awareness creation and have plans for wind prevention.

Only 3 (20%) school principals were prepared for emergencies and disasters. One school had prepared the children to gather on the school ground when the emergency bell rings. No child is allowed to leave the school without the principal’s permission. One school has asked all children to stay in class till they are allowed to leave. One school had signs posted near possible land slide areas. Other school principals said that they have not faced any emergencies or disasters and their area was safe.

6.5 Students, families and communities are actively engaged with schools:

Seven (47%) principals out of 15 stated that since being trained in CFS, they have involved the community in the development of the school. Wewabedda principal did not wait for UNICEF support but managed to get a computer, books for the library & office furniture for the school from a group of well-wishers. Wendesiyaya principal stated "We have a good volunteer programme. Three parents come weekly (according to the schedule) to school to do repairs, clean and to help teachers". One principal said that the new look in school attracted the parents to the school. According to him parents would not come to the school before, but since the school started looking attractive the parents voluntarily wanted to be involved in the school. Teachers stated that due to the
involvement of the parents in the school, children do their homework and that the parents send what the teachers request to bring from home for the lesson. Teachers confirmed that children with parents who supported them with homework showed greater progress. Slow learners with parental support too showed improvement.

Wewathenna & Puhulwatta principals gave 6 teachers the responsibility of implementing the 6 indicators with the support of the past pupils and the parents. Teachers were asked to write a project to improve the indicator they were responsible for, and follow up on implementing them with the community. These principals said that writing proposals and implementing the projects enhanced teacher capacity building as they were acquiring skills and experience in addition to teaching.

SSA and the SDP were developed with active participation of parents, teachers, students, past pupils and the principal in fourteen (93%) schools. Of the 71 teachers in all the FGD schools, 47 (66%) teachers had participated in developing the SDPs. Ledgerwatta #2 invited the cricket captain of the local sports club, estate union leader, poosari, estate welfare officer too to participate in addition to the above list. Elipathuthenna that is located in a very remote area (according to the principal not many staff from the Divisional/Zonal office go there), only the principal, vice principal and the head of the primary did the SSA and the SDP. Same people prioritized the needs as well. Teachers who participated in developing the SDP in all schools, were quite confident when speaking of school development as a whole.

Most common requirement was a permanent fence. Nine (60%) schools needed a fence or a repair to the fence. Eight (53%) schools needed toilets, six (40%) schools needed proper water system and five (33%) schools needed either a new building or a repair to an existing building. Other individual needs were: Electricity, Huts for the garden for children to stay during the interval, increase grade five scholarship results, kids play area, training CCM, play ground, reducing school drop-outs, improving school attendance, making the classroom attractive, conducting extra classes for the students, school feeding programme and construction of steps between two main buildings. Some of these needs have already been fulfilled either by UNICEF or by the community.

Wellewelathenna and Wendesiyaya principals were very proud of developing the SSA & the SDP involving all stake holders (students, teachers, parents and opinion leaders in the community etc). They were very happy that they involved the community to make a plan suitable for the school. They also mentioned that they learned how to do it involving everyone. Wewabedda parents; “Now we have a target. We are a team and would like to join teachers and the principal to bring quality into our children’s education”. Only 30 parents had participated in conducting the SSA & developing the SDP. Parents who participated feel that they own the school and are committed towards supporting the development of the school. None of the parents from four schools knew of the SSA & the SDP. Parent teacher meetings were held to update parents of the children’s performance in school. Eleven schools had parent-teacher meetings at class level once a month, while two schools each had parent- teacher meetings at school level once a term and twice a term. Schools situated in the middle of the village allowed parents to come to school at any time to meet the teacher with the principal’s permission. Also teachers would meet them in the village. Test papers too were sent home for parent’s signature at the end of each term. If there was a necessity, teachers would send a message for parents to come to school. Schools with fewer children, the principal & teachers knew all parents individually. Wedesiyaya: At least 3 parents came to school once a week to make kolakenda. The teachers and parents took this as an opportunity to meet each other. Elipathuthenna: “We call the parents of weaker children individually, but we have to tell over and
over again to make some parents come”. Some parents just walk in to the school to ask about the child. Parent-Teacher meeting are twice a term – most parents don’t come as many are from far away. Most parents come only for the SDS meeting once a term”.

Other than meeting the teachers, concerned parents of eleven (73%) schools checked children’s homework and school books according to the children. Parents from six (40%) schools supported children with homework. But there were parents in these schools who were illiterate. Parents who were illiterate, were worried that they were unable to support the child with homework. They solely depended on the teachers and older siblings for their child’s education. There was one parent who was illiterate but paid a neighbour to help the child with homework. Due to CFS few illiterate parents who were indifferent towards children’s education are now showing an interest.

All schools said that when the school request parents to come for Shramadana or to a function they all came. The Shramadana (voluntary labour) with parents happened at the beginning of each term. The main purpose of this school level Shramadana is to clean & decorating the school grounds and the classrooms prior to beginning of lessons in the new school term. Consultant noted that all schools had a good relationship with the community as they were able to gather around 10 primary school parents at short notice for the FGDs. All principals (other than Elipathuthenna) said that parents were happy to give their time and energy to the school at our request. “They are ready & willing to help the school at any time”. In some schools parents of grade 1& 2 come daily to sweep the class. But, all principals said the parents who are there, are always there, others would come only during the beginning of the term Shramadana. Bigger schools closer to town had parents and past pupils supporting the school immensely; this was due to getting the child into school in grade 1.

In addition to participating in shramdana and donating money; the community supported their child’s school in numerous other ways:

**Elipathutenna**: They made desks for the English unit. This school had problems in getting parents participation due to its location. Parents who supported the school were always there.

**Kanvorella #3**: Community built the devale. Insurance Co. and parents bought the paint. If we are taking a child to the hospital, parents in the area help us out.

**Ledgerwatta #2**: Parents worked morning and night to paint the building and do the repairs. They are estate workers, they come after work.

**Maladayadda**: They come every Friday as groups according to the schedule, and do what they are asked to do. We have made a list of things they need to do. They help in repairs, cleaning, etc.

**Meeriya bedda**: parents make make Kolakenda. Villages, bank, shop owners… Helps at the sports meet by sponsoring awards, gave first aid boxes, some sponsored the bus to go on educational excursions.

**Namunukula**: Parents helped in planting banana trees, make kolkenda once a month, of 91 parents 87 came to the last Shramadana.

**Nooraniya**: People give school books and stationery.

**Puhulwatta**: They built the well, school gate, fence, banana plantation. During the war time two parents used to patrol or stay in school daily. Two parents still take turns to patrol the school in the evenings to protect the school from thieves.

**Wensesiyaya**: They come once a week to repair and clean the school on a roster basis. They give kolakenda once a week.

**Millabedda**: Removed a tree that was about to collapse.

**Wewabedda**: Provides Kolakenda once a week.

Principals and teachers both said that above support was due to the school being a CFS. Parents also confirmed that they were getting more involved with the school and they were happy to be a part of it. As a result of improved parent-teacher relationship, the school has improved.
6.6 Supported by the child friendly system:

The schools were very happy with the support they received from the Divisional Office, but eight schools were not satisfied with the Zonal Office. One remote school principal said “Our connection with the Division is less. ISA is less. As we are far away we are not recognized by the Zonal office” Tamil principals had a language problem. All official letters go to them in Sinhala and the Tamil principal has to wait until a teacher who is conversant in Sinhala arrives to get a translation. They also do not get training in the Tamil language although the teachers are invited to seminars and training opportunities that were happening in the Division in Sinhala language. This was one reason for one school for not having CCM training. Some principals who were happy with the support they got from the Divisional Office were very happy. They said they would not have come to the level they are now in if not for the support they got from the Divisional Office.

Tamil medium schools need training in Tamil especially in the Karandaketiya division. There are no Tamil ISA’s in the Division. They send Tamil teachers to the Passara Division’s training programmes whenever possible.

6.7 Present challenges – Badulla

Teacher shortage was a challenge to 11 (73%) schools. One school needed 6 teachers for the primary, but had only 2. Teachers being transferred in the middle of the year was an issue to 6 (40%) schools. Where a teacher was transferred in the middle of the year, that vacancy was not replaced immediately. Also some of the new teacher recruits will come without training or experience, hence the continuous flow of teaching in the class is disrupted. Many teachers in ‘difficult schools’ do not remain in the school for long after getting their teaching appointment, as the teaching conditions and access to the schools were posing problems. They would use political influence to arrange a transfer to a more convenient school. Schools facing this challenge of retaining teachers are rural schools situated far from the main road. In many instances, there is only one bus that would come to the area before school starts. If the teachers (or even students) miss this bus, they would go back home. Ellipathuthenna & Ledgerwatta #2 did not even have a bus service. As a result of this hardship, principals stated that good teachers do not remain in the school. Four (26%) principals reported of not having staff quarters and this was another reason for not being able to retain and get experienced good teachers from outside the district. Shortage of English teachers, Tamil teachers for Sinhala schools and Sinhala teachers for Tamil schools were also an issue. There were instances where the principal took lessons or kept the library assistant to look after the class when a teacher got absent. This was due to not having enough teachers to replace the absent teacher.

Not having classroom space was the biggest challenge for 10 (67%) school principals. One school used a shed as the grade 5 classroom. Four (26%) schools had converted the staff quarters as Primary classrooms, classroom for aesthetic studies and library. During the rainy season these rooms become dark (originally bedrooms with few windows) and teachers found it very difficult to teach. Nooraniya was using a rat infested, old quarters of the Department of Forestry adjacent to the school as the grade 2 class. In several small schools, two primary grades shared the same room without permanent or even temporary dividers. The principal and teachers complained that children lose concentration and at times children even listen to the more interesting lesson of the...
other class. Schools where teachers handle multi-grades, the students in one grade would become unhappy when the teacher focuses on the other grade.

Limited **resources & equipment** in sports, science lab, and aesthetic studies was the next challenge that was common to 9 (60%) schools. The schools that had science labs did not have equipment. Small schools did not have equipment for aesthetic subjects or sports equipment. One major issue common to all these schools was not having enough long lasting teaching aids. Teachers in these schools improvised handmade temporary teaching aids that could be used only for the intended lesson. They said having permanent teaching aids would save time and money of making them over and over again & also would add value to the lesson. Two principals found not having a public address system, an OHP, Roneo machine, photocopier and a DVD player (to show educational DVDs) as limitations for providing a quality education. Duplicating machines were very important to schools as they could give the same activity paper to all the children at the same time enhancing the quality of the school.

Five (33%) schools faced the challenge of little **security** of classroom and school. All five schools did not have a permanent fence around the whole school. Some schools had temporary fences made by the students and parents, and some schools had a permanent fence to a section of the school. The temporary fences were destroyed by cows and sometimes by village vandals. In one village the only place for the cows to grace was the school ground. The villagers would break the temporary fence to let the cows into the school for gracing. There were instances where the village hooligans would just destroy the temporary fence just to get in to the school for no reason. All schools without fences had the problem of keeping their plants. The plants were either eaten up by the cows, stolen or destroyed by hooligans. Schools with classrooms with no doors or locks to the doors were facing the problem of losing things from the classroom. Teachers were unable to keep the teaching aids they have sweated out making, and exhibit craft made by children in the classroom. Monkeys too played a major role in losing things from the classroom. In addition to the above, the classrooms with no windows & doors faced the problem of wind destroying the charts and children's work put up on the walls. One principal stated that the Elephants too damaged school facilities due to not having a barrier (fence) to the school.

Lack of school **furniture** was a challenge for 5 (33%) schools. These schools not only had few desks and chairs per classroom, but also didn't have teacher tables and chairs. Some teachers used senior students' desks and chairs as teacher tables & chairs. In one school the teacher had tied two planks to a desk and improvised it as a teacher table with a table cloth thrown over it (see picture). Lack of cupboard space in the classroom was an issue to 4 schools. The teachers were unable to protect the teaching aids, children's books etc., due to this limitation.

Lack of trained teachers and limited teacher training opportunities was a challenge to four (26%) schools.
Poor parental support on their children’s education was a challenge faced by the principal and the teachers of 7 (47%) schools. Parents who were illiterate, uneducated or facing financial hardships were more prone to be indifferent towards the child’s education. This was very prominent among estate related parents and children who were either living with grandparents or a single parent. One principal stated that some parents who were poor (not very) would spend money on buying ‘gadgets’ for the house instead of buying books & other necessities for schooling of the children (showing they have no/little value placed on education). Parents who lived far away from the school (eg. Elipathuthenna) never came to the school other than to enrol the child to the school. One principal stated that mostly fathers are not keen to send children to school as they rather have children at home helping in the cultivation. Another principal stated that the limited interest in the child’s education by some parents is a frustration to the teachers as the teachers plan lessons and expects the child to do part of it as homework. These parents do not take the responsibility to help the child with the activities. The principal stated that these parents expect the teachers to do all the work.

Although only 4 (27%) principals stated not having a library as a challenge for providing a quality education, Most schools visited did not have a proper library. These schools had only a cupboard as the library. Elipathuthenna the most difficult school visited by the consultant, had converted a room of the teachers’ quarters as the library. This library had books (to fill a shelf) donated by well-wishers. In this school, each class had a ‘book bag’ that kept reading material for the students. The consultant felt that the principals who did not mention not having a library as a challenge, would have been happy with their book cupboard as they had bigger issues that needed attention. One principal stated that all the books they had in the library were read by the students over and over again and that they needed new books for the library. All schools needed supplementary books to go with the curriculum.

Four (27%) principals mentioned that their teachers didn’t have primary training or CCM from Unicef. Principals of both Tamil schools visited by the consultant in the Kandaketiya division stated their teachers needed teacher training in Tamil medium (Kandaketiya division office did not have any Tamil speaking staff).

Four (27%) schools each did not have a running water system. Not having enough toilets, no play area and not having computers for the computer unit were challenges for three (20%) schools.

All principals confirmed that poor students in all schools were not keen to come to school because they lacked exercise books and stationery (cause for drop-outs & irregular attendance). Principals & teachers personally provided books & stationery to several poor students but they stated that they were unable to carry out this task for all poor students or continuously do this. Their challenge was finding alternative support.

Two schools did not have electricity, but had solar power. These two schools were unable to use computers. In one school the solar panel was still under repair since 8 months. All rural schools in Meegahakikuila division were given solar power according to the DDE for the division. Few other schools where the consultant managed to use the laptop, electricity was supplied only to the staff quarters. Few principals took an unofficial electricity line from the staff quarters to the principal’s office room or to the computer room.

Children still suffering from malnutrition, not having staffroom, not having steps to the ground, not having the opportunity to give child psychology training for all the teachers, were some of the other challenges faced by several principals.
Welewelathenna principal said that they have very little opportunities to give external knowledge to the children as they are in a very remote area and the children in the school only mix with the same children & they have very little alternative opportunities to widen the horizons of the children.

Elipathutenna principal found irregular attendance as a challenge. This was due to “50% of primary children having to walk approx. 3-5 km in rugged terrain, over the mountain, one way. This situation was mentioned previously. By the time these children who have missed school regularly come to higher grades, they drop out as they have missed lessons in the lower classes. Parents of these children never come to school although they keep requesting them to do so. Actually the fathers are not very keen to send the children to school”. Nooraniya principal also found irregular attendance a challenge as there was an estate village in his catchment area where almost all parents are not interested in their child’s education. But, all these parents would come to school when celebrating a religious festival.

**Below are some of the statements made by a few principals of the CFS system:**

Elipathutenna: I have understood that I have to do more for the children... My school was neglected...due to CFS programme my school is highlighted in the Divisional office. We wouldn’t have had even this number of children if not for CFS. In another two years this school would have closed as we would have less than 50 children.

Nooraniya: I had no knowledge of gender. There was no equal participation of boys and girls in this school before. The little bit of knowledge I have of gender is from the CFS training. Before CFS I never walked around the school without a stick in hand. My way of controlling children was by scaring them. Before CDS parents didn’t come to school now there are a few active parents who support the school all the time. CFS changed everything for us, especially for me.

Wendesiyaya: (a small primary school) Since CFS, students, parents, teachers and I, are a team. “If we work hard we can do anything” the teachers and students believe in it. The principal knew each child by name and all were very friendly.

Wewathenna: Due to UNICEF now I know to do work systematically. Developing the SDP, and arranging the classroom in an attractive way. Involving the parents and past pupils in developing the SDP has resulted parents being more involved in the school

7. **Best practices, lessons learned and challenges – CFS Batticaloa**

7.1 **CFS training and knowledge**

Participating **principals** have received CFS training earliest being 2006 and the most recent training being in 2010. Five principals were exposed to CFS training more than 3 times since 2006, while one principal had the training or awareness creation 4 times. Three principals got training only once between 2008-2010. One principal had no training or exposure to CFS system at all by the time of the interview as he was newly appointed to the school in the same month. Vishnu MV principal did not get CFS training but has been in a CFS meeting at the Zonal office. He said that he went on the exchange visit to Nuwara Eliya which was very informative and helped him to understand the concept better that helped him to implement new projects. All other principals had either training or awareness creation twice by the time of the interview. Having CFS training several times had helped the principals to grasp the CFS concept better and just one CFs visit without a training has also helped to grasp the concept to a great extend.

Of the 188 **teachers** who took part in the FGDs, 69 (37%) were trained on CFS. Only 3 teachers out of 8 received CFS training at Al Hamra. Teachers said that the principal trained the remaining 5 teachers. This was practiced by many other principals too. At Al Hidaya none of the 8 teachers received CFS training and the new principal too did not have any exposure. Teachers & the
principal who have had training in this school had not shared their knowledge with others and were already transferred. In 7 schools all teachers who took part in the FGDs received CFS training within 2006-2009. Eleven teachers participated in the FGDs from Birainthraichenai Azhar, but only 1 teacher had CFS training. (this school has made a lot of positive changes with only one teacher and the principal receiving training). All teachers who were exposed to CFS & CCM were aware of the CFS dimensions and were practicing them to their best ability. Schools should have a system to ensure that teachers & principals who are trained impart the knowledge gained to others and there should be follow-up action to obtain feedback from the teachers and principal of action taken.

87% children knew that their school was a CFS. They knew it due to their principal and teachers informing them or CFS written on the school name board or the wall. Children from 4 (25%) schools did not know what being a CFS meant. Children from Kalumunthanvely GTMS, Thalangudah Sri Vinayagar, Birainthraichenai Azhar (19%) knew more than the name board. They said, CFS means: no quarrelling, being united, well disciplined, respecting others, obedient, keeping the school clean, being attentive to teaching, children should be happy, school is a safe environment for children and better relationship among parents, teachers and principal. It is important for children to know what CFS means in a simple way, not only knowing the schools is CFS.

When assessing their knowledge of CFS of the principals, the 2 (14%) principals who attended the CFS training in 2010 knew most of the CFS dimensions and the indicators by heart. Ten (67%) principals mentioned increasing community participation while 7 (47%) said that schools need to be an attractive place where children are happy. Principals did mention all other dimension now and again, other than equal participation of girls & boys. Not a single principal mentioned anything related to the CFS dimension related to Gender (not even the three principals who were trained in 2010).

65 (55%) teachers out of 118 received CFS training. All 8 teachers in Kudiyruppu Kalaimahal received CFS training annually for 5 years since 2006 up to 2010. Teachers in 7 (47%) school had CFS more than twice, although same teacher hardly ever got the training twice. In 7 (47%) schools out of 15, nearly all teachers received CFS training. In Birainthraichenai Azhar, only 1 teacher out of 11 got CFS training in 2010.

In Al-Hamra school only 3 teachers out of 8 received training. Only in this school the rest of the teachers said that they got training from the principal. Keeping the school attractive and making the school a joyful place to learn was the fact that the teachers in thirteen (86%) schools remembered. The 2nd most remembered fact was building relationships between parents, teachers and the school. Teachers in nine schools remembered it. 3rd most remembered fact was using CCM. Teachers of 7 (47%) schools mentioned it. Teachers of 4 (27%) schools mentioned of corporal punishment. But, only teachers of Eravur Arafa mentioned of equal participation of girls and boys. None of the 8 teachers or the present principal of one school have had CFS training at the time of executing the FGDs. Of the 8 teachers 1 teacher knew the concept of CFS from the previous school. According to present teachers, the former principal & 2 former teachers were trained in CFS and the knowledge was not passed down. None of the primary teachers in this school even got the opportunity to go on the CFS study tour to Uva. According to present teachers it was the former principal & a senior school teacher who went on this tour (this teacher had changed his grade IX class with desks arranged in the way suitable to have group work and children’s work displayed on the wall). Other than for one teacher in the school, who got his 1st appointment month ago, all others have been in the school from 10 – 3 years. They say they don’t know the concept of CFS, although the school is a CFS. Teachers were not very friendly with the parents… seems to be having a problem in doing things together. 70 % Parents in this school want only the education they knew about (traditional style of teaching). They were not keen on children doing co-curricular.
183 parents took part in the FGDs. Of which 129 (70%) were women. Of the 15 schools, parents in 9 (60%) schools who took part in the FGDs, some knew that their child’s school was a CFS. But, in one school although all parents knew that the school was CFS, as the principal informed them at a meeting, they said they were unaware what being a CFS meant. Majority of the parents were informed of the CFS status by the principal at parent / teacher or at other meetings. There were occasions where the children too informed parents of the CFS status. Few parents from Siththi Vinayagar had even participated in a CFS seminar. Only parents of Vishnu M V and Kudiyruppu Kalaimahal said that they saw it in the school name board in addition to the principal informing them. Kandalady Arunthathy parents were briefed when the Zonal Education Office staff visited the school.

Majority of the parents (parents of 6 schools) said being CFS is that “teachers should treat the children in friendly manner”. Parents in 4 schools said that parents, teachers and students need to work in a partnership. Parents from 3 schools only said that teachers cannot hit children. Some parents also mentioned that the school should look nice.

Kalumunthanvely GTMS principal said “CFS training made a positive changes in my attitude and helped me to take decision to develop the school”. Three principals said that they have reduced corporal punishment. Siththi Vinayagar principal said that CFS training gave him with “lots of ideas and examples” to improve the school to attract children.

Principals were very grateful for the CFS exchange visit. Almost all principals made a CD of the visit and showed the pictures to students, teachers and parents. Seeing these pictures of other schools doing well in another part of the country has motivated parents, teachers and students to improve their respective schools. All principals replicated something form what they learnt from these visits. One principal made a sit-out for students. One replicated the daily attendance chart, another made a stage inside the class room so that children could perform to show their talents and to inhibit their shyness. Birainthraichenai Azhar introduced the wall magazine so that children can up-date information every week through research and display their work which could helped for teaching & learning. This shows that by seeing they learn more than getting advocacy lectures.

### 7.2 Rights based & proactively inclusive

All principals declared that they have done Child Rights awareness creation to students, parents and teachers. Monday morning assembly, for students and parent teacher meetings for parents were the most popular methods. All principals celebrated the International Children’s Day annually & made use of this occasion to create awareness on Child Rights. Many schools used song, dance & drama on this day for this purpose. Al-Hidaya, sent children to an awareness creation workshop at the GS office. Kalumunthanvely GTMS received support from other NGOs that provided reading material and training programmes to the school. Manchanthiduvai Bharathi was creative in awareness creation. They organize cultural programmes in which a part was used for child right awareness creation. This school plans to do more of such programmes and also hope to display child right related articles and advices on the outside boundary wall. Anaikaddiyaweli plans to make a CD on child rights and abuse in the near future. One school had Child Rights written on the wall. But, sad to say only one child knew about child rights in this school. One school had not done anything specific on this line other than celebrating the Childrens Day. This principal did not have any plans at the time of the interview for any future activities either. Writing on the wall is a good way of creating awareness, but that need to be designed in a way that it captures the attention of children. Just writing things on the wall will not have an impact.

68 children out of 157 (43%) knew at least one element of Child Rights. Compulsory education and security from family being the most remembered rights. All 10 children of Eravur Arafa knew most
of the rights, while children in 3 schools did not know anything of child rights. Anaikaddiyaweli children, 11 knew where to report violation of child rights and mentioned the phone # 1919 to report such cases. 56 (34%) parents out of 163 from all schools have participated in Child Rights awareness creation at some level. Majority have been oriented during the school meeting through Unicef funded activities where principals would brief about Child Rights. Although rest of the parents did not obtain formal training, they all knew that it was compulsory for children to go to school and many knew of corporal punishment. At Vishnu Maha Vidyalayam, although none of the parent who participated in the FGDs were formally oriented on child rights, they said were aware of police officers coming to school to conduct awareness creation programmes to parents on child protection. This shows that children and parents are not aware of all child rights.

Parents in 11 (73%) schools said that the teachers in the schools are friendlier with the students compared to before and now children like coming to school. Some parents said “children used to get late to come to school before. But now, by 7 am they are all in the school”. As a result, attendance have increased. Parents in Anaikaddiyaweli said; “There were few children and teachers who were rarely seen in school before CFS. But now it has changed. Whether parents are supporting or not, some children come to school, children get ready to go to school even before parents wake up”. In the same school parent said “even when sick, children tell us to take them to hospital or to doctor only after school”. Vishnu MV; principal “Before, children would not come to school if there was a temple function. Now they don’t cut school for such functions”. Temple functions are important festivals in the East. Normally people attend these functions as a family unit at the expense of cutting school. But this has changed now. This shows that the schools have changed due implementing the CFS concept.

Parents in 8 (53%) schools said that the school is attractive with plants and colour. Some other reasons for the school looking good was the transformed the play ground, new buildings etc. They also said that children are making an effort to keep the school clean and maintaining it. Schools had a roster to clean the school but this was for students higher than grade V. Some parents said that their children treat the school like their home. All parents in Anaikaddiyaweli said earlier the school looked like a ‘cattle shed’ but now it is attractive with improved physical infrastructure including buildings. One parent in this school said “When I came from Middle East, I saw that miracles have happened to the school”. Parents of Eravur Arafa appreciated the principal. They said “Due to the principal and his leadership school has developed remarkably”. Siththi Vinayagar parents said “Now grade 1 has furniture, before they sat on the floor”. ‘Due to schools being attractive, children are attracted to come to school’, his statement was made by principals, teachers & parents. Children's attendance has improved in all schools and children are getting a continuous education. Grade 1 enrolments have increased 4 (27%) schools. Attractive schools pull parents and children towards it, thus improving the enrolment rate.

Of the fifteen schools that took part in the FGDs, according to principals and teachers 14 (93%) schools had changed the external environment of the school and class rooms to be attractive with the support of parents, teachers and students. Although the one schools did not mention it, the consultant noted at the visit that the buildings in front of the school were colourful with plants near
the principal’s office. Principal & teaches said “one reason for increased enrolment for grade one especially in rural areas was the attractive children’s play area and colourful building”. All principals and teachers the consultant spoke to were very proud of their school looking better than before.

Three parents took their child’s school leaving certificates after qualifying for the scholarship. But the children returned after 1 week as they felt the new school was not so conducive for learning. Birainthraichenai Azhar principal said “most of the children who perform well in higher classes in other schools are the student from this school. This has created an image among the parents, resulting in increased enrolment for this school”. Children are enrolling at Al Hamra, Thikkodai Ganesha and Kanchirankuda Kamachchi from outside their catchment area (outside villages). Kanchirankuda Kamachchi principal said “due to lack of space we had to limit the intake”. Napathuwattai Vipulananda, children who were displaced due to war and went to other schools in town, came back to the school after becoming CFS. Al Hamra teachers said “Children don’t leave the school to another schools after passing the scholarship exam”. In this same school, the principals said “In 2005 grade 1 had only 15 children, in 2010 grade 1 has more than 100 due to CFS”

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<thead>
<tr>
<th>Below are some good practices of principals:</th>
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<tr>
<td><strong>Al Hamra</strong> principal became transparent and accountable. The school plays different tunes over the public address system. Children take action according to the tune and for the duration eg. cleaning tune after the interval) without being told.</td>
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<tr>
<td><strong>Thikkodai Ganesha</strong> introduced the ‘talking wall &amp; trees’. This school is a modal school for CFSs in the Zone. Others come to this school to gain knowledge of practicing CFS. The school won the 1st prize for the home garden at provincial level.</td>
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<td><strong>Anaikaddiyaweli</strong> principal formed a quality circle. Arranged evening classes for slow learners (60 students) by past pupil and assigned a teacher in charge.</td>
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<td><strong>Eravur Arafa</strong> formed a health club and a literary association and teacher’s quality circle. Changed the office management /filing system. children said that principal repeat over and over again ‘no corporal punishment’ and it is displayed in principal notice board as punishment is prohibited.</td>
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<td><strong>Birainthraichenai Azhar</strong> principal introduced a class room magazine &amp; common to all wall magazine. This principal changed the previous inefficient system of doing things to a more productive way of doing things. An efficient system was developed for documentation of school information. The principal sent staff to neighbouring schools with good practices where the teacher can observe and bring experience. School had a library week in 2010, 110 books were collected from children as birth day gift. Shows parents CDs on school’s performances. Principal also established a systematic garbage disposal system.</td>
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<td><strong>Napathuwattai Vipulananda</strong> built a waiting area for parents &amp; for children to hang around in the interval</td>
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<tr>
<td><strong>Thalangudah Sri Vinayagar;</strong> Leadership qualities of teachers improved so that they will come forward without inhibitions.</td>
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Other than for teachers of one school, all others made a special effort to make the class room a special place for children, improve parent’s participation, practice CCM etc. Few teachers sent children for competitions.
School drop-outs was not an issue to 9 (60%) schools. Few of these schools still had a few dropout children in higher classes. The school with no CFS training did not know the figures in the primary section.

Reasons for school drop-outs and irregular attendance according to principals and teachers were; when due to poverty, parents cannot afford to provide exercise books, stationery etc, they stop sending children to school. Older children start working at young age to supplement the family income. In one school according to the principal, there were few children who come to school with their home key. Most drop outs are due to children being neglected in single parent families, where one parents have died due to war, remarried or gone abroad where the remaining parent lacks interest on education. Instances when children are living with guardians. In this case the children are neglected as the guardians are either too old or do not know the importance of education. Children helping parents at harvesting and at other income generating activities, older children looking after younger siblings, early marriages, parents are sick or injured due to the war and need looking after, alcoholism related family problems, Leaving the village with parents to other areas with no schools, Muslim parent not sending the girl child to school after they reach puberty, were other reasons for irregular attendance and dropping out. Principals & teachers also said that for young primary children who have a long distance to walk to, become irregular. These children sometimes do not have people to accompany them to school.

According to Principals who had drop-outs, most cases were of bigger children. Napathuwattai Vipulananda “In 2009, one child dropped out as he lost his father and he was the sole income earner for the family” Siththi Vinayagar; in 2008 had 100 children as drop-outs, taken as child soldiers. School drop-outs still an issue this school. Birainthraichenai Azhar find that drop-out children motivating other children about earning money. This has an impact on other children wanting to drop out.

Al Hidaya principal said “May be the way the teachers treat the children. When teachers do not promote the child to the higher class, they stop coming to school”. Three schools mentioned the war situation as irregular attendance and reasons for dropping out at the time of the FGDs even in July 2010.

Below are some other ‘Good Practices’ of teachers:

Al Hamra; Teachers meet every month to discuss issues facing each class. Encouraging children to sort out garbage without dumping all together. Setting up a Quality Circle. Previously, teachers only made the teaching aids, now children make them at home with the support of the parents (without guidance) as a result teaching has become easier.

Thikkodai Ganesha; To show cooperation among the staff, all staff wears a uniform together 1 day a week.

Vishnu MV; To appreciate the student I put their names up on the wall. Have competitions class wise and give prizes. It is not only studying...there is dancing and singing too.

Birainthraichenai Azhar; Attitude & behavior changed towards positive thinking

Erafur Araf; field exposure visits to apply best practices and more room for co curricular activities.

Thalangudah Sri Vinayagar; School has also a note book for monitoring late attendance. Produce from school garden is added to the morning meal as additional nutrition. Celebrating children’s birthdays to motivate them.

Vishnu MV parents said “teachers take the trouble to collect test papers from other schools – we only make a payment”.
Approximately 123 students both primary and older students have come back among the 15 schools that participated in the FGDs. To bring children back to school, most schools had a kind of a ‘Civil Committee’ consisting of the principal, police, GS, clergy, and other village opinion leaders in addition to SAC. This group met approximately once a month to discuss school dropout issues and to bring back children to school. The most common mode of bringing children back to school was making house visits to relevant homes and speaking personally to parents. This was first done by teachers and principal, failing which; the civil committee would take action by visiting the home.

All schools created awareness on compulsory education and consequences of not sending children to school, at school functions. Principal and teachers supported children whose problem for not coming to school was due to lack of exercise books and stationery. Several principals said the catch-up education kits and the WFP meal helped immensely to bring children back to school. Kanchirankuda Kamachchi said he requested the parents to use the children for errands, in the cultivation etc. only after school hours.

Thikkodai Ganesha principal sent a strong letter to parents copying the letter to the police and the Samurdhi officer. Although this letter showed that it was copied to the police and Samurdhi, the principal actually did not send a copy to the police or to the Samurdhi officer. He did it to scare the parents. As a result of this letter, on the day of the FGDs in the school, there were 12 children who had come back to school. Of the twelve students, 2 were primary school children. Three Girl students were not happy at all to be back to school. Principal also got support from a NGOs to solve the problem of children not coming to school due to long distance resulting in irregular attendance. The school got 10 bicycles from the NGO to give children who had to walk from far. The principal in this school donated his own son’s bicycle as they were short of one bicycle for a child.

Birainthraichenai Azhar principal targeted bringing back not only his school’s drop-outs, but also drop-out children from other schools in order to ensure their right to education. Napathuwattai Vipulananda children had a street drama and one child came back to school on his own. Vishnu MV had a 9 member ‘Essential Education Committee’ consisting the principal, GS, Samurdhi officer, a member from SDS, AD from non-formal education in the Zonal office to bring children back to school. This committee has met 3 times for the year. The Samurdhi officer played an important role in this school. There were several other schools that linked the civil committee with the SAC to bring children back to school. In all schools it was mostly the efforts of the principal that brought children back to school. Teachers played a supporting role.

Several principals said that since children started coming back to school, they are happy to be in school and many are showing an interest to studying. In Kalumunthanvely, one back to school child became 1st in class. Kandalady principal said that “the war situation has changed, now parents are aware of their children’s studies and parents themselves are taking care of the children. The students are also interested on their studies”.

To make sure that these children would not drop out again all principals and teachers are personally supporting needy children with stationery and other school supplies. Kudiyuruppu Kalaimahal deputy principal has allocated a part of his salary to buy stationary for these children.
Eravur Arafa principal is linking private donors to support needy families. He is linking the families with NGO and charities that can make a monthly educational assistance to the child.

All schools appreciated students with good attendance. Best monthly attendance gets applauded at the end of the month in the class room and the overall annual best attendance gets a certificate or prize at the annual prize giving. Principal and teachers said that providing the morning meal has vastly improved attendance of students coming from poverty stricken families. Kudiyruppu Kalaimahal teachers had a chart where they paste an apple when children are in the class. When they are absent, they take out the apple. Children didn’t like the apple taken out in front of their name. Birainthraichenai Azhar had a system where big students charging a fee of Rs.5 from children who make it late to school and use the collection for purchasing class room materials. All children who took part in the FGDs said they like coming to school and they didn’t like missing school unless they were unwell. Parents too said that children like going to school as they are motivated to study due to the method of teaching, attractiveness of the school & the play area, kind teachers etc. Eravur Arafa, Kudiyruppu Kalaimahal and Vishnu MV parents said “if we want to keep them behind for a reason, children ask us to get permission from the teacher to keep them at home”. Thalangudah Sri Vinayagar parent said “Before we had to try hard to send them school, but now, they make it to school by 6.45am. Even in the weekend it is difficult to keep them at home as they want to come to school by lying to us saying they are having lessons”.

All 15 schools believe in SAC in bringing back school drop outs back to school. Vishnu MV principal believes more in their class wise system that is functioning efficiently at present. Therefore feel that the SAC is not that necessary for the school. Although principals believed in SAC, it did not function properly in 2 (14%) schools. Thikkodai Ganesha principal “ GS & Samurdi officers have other work. They don’t come for meetings. Napathuwattai Vipulananda principals feels that the Zonal office should give some training to SAC. Al Hidaya principal thinks that the school should make a payment for SAC members for coming to meeting. He also feels that the SAC should include leaders in the mosque.

Below are some statements made by few principals regarding retaining back to school children:

**Vishnu MV principal;** “We have a class-wise arrangement where the teachers ask the parents in front of the student why the child is not coming to school continuously. Due to this the attendance is regular”.

**Birainthraichenai principal;** “Children themselves come & tell us about their issue; some children come without our intervention as they are motivated by hearing of reintegration news of ‘drop-outs are welcomed’ in the school”.

**Manchanthiduvai principal;** “Children drop out again due to poverty. We tried linking commercial banks to give credit facilities for the parents”.

All principals believed in giving an education to differently able children, slow learners, and back to school children. They all said that these children too need to be given opportunities for an education. They felt that including all the child into the education system is their duty. Kanchirankuda Kamachchi already has 2 children in grade V. Birainthraichenai too had 2 children in the primary. In Napathuwattai Vipulananda teachers provide transport to one child who is unable to walk. They bring her to school in the bike and drop her home. This child is now showing an improvement in her performance. Kalumunthanveli teachers make home visits with principal; provide some medical support; refer the case to the hospital, motivate the parents to send the children to school and providing stationary. Teachers in Vishnu MV said differently able children have another school. In 2 (14%) schools teachers said that nothing was done to bring differently able children to school. They said “We know there are differently able children in the area”.
Teachers in 8 (53%) schools did not mention anything regarding bringing differently able children to school.

All parents felt that children with physical disability should come to the same school. Few parents said that there are special schools for differently able children. All parents (other than one) didn’t mind differently able children, slow learners in the same class as their child. They didn’t want the school to segregate special children. One parent was very vocal and insisted that she didn’t want her child to be in the same class with slow learners she said that such children must have a separate teacher. In another school all parents did not want their children with slow learners or with differently able children. These parents were totally focused on the education. The schools were a comparatively a big schools closer to the main roads. Parents in rural schools were very open to having differently able children and slow learners in the same class with their children. Some said that “even if they don’t come up to others level, they still need to come to the society”.

Every single child who participated in the FGDs (157 of them), were very happy to have differently able children or slow learners in their class. They were all enthusiastic to do whatever they could to support such children. Children opened their hearts and were talking with excitement how they could help differently able children. They were very sincere. They said differently able children too should have an education to be a good citizen and to have a good future.

All teachers in all schools were giving attention to slow learners in numerous ways such as giving extra time, giving appropriate work, encouraging peer learning, giving more responsibility like class monitor etc. In addition to teaching according to the slow learners teaching scheme; Anaiakaddiyaweli teachers organised special combined classes with grades 2 &3 and 4 & 5 for slow learners. Once the child attained the required competencies the child was put back to the original class. Kanchirankuda Kamachchi principal personally took a class of slow learners. Once a child came up to standard, the child was sent to the correct class. Kandalady Teachers identified slow learners and sent them for extra class that were conducted by a NGO in the area.

In one school one teacher tried her best with one child in grade 4, who was not learning to write or bring even a book to school. She said “I hit the child and ask the parents to come; he is still not interested in learning”.

All children said that the teachers were giving special attention to slow learners. They said teachers will repeat again to the whole class and if a child cant still understand will teach individually. Children in 8 (53%) schools said at times the teachers would keep them after school to help individually or as a group. Anaiakaddiyaweli students confirmed that the teachers would group the slow learners and teach separately in the class.

Parents of 8 (53%) schools confirmed that the teachers are keeping slow learners after school to give additional attention free of charge. Other than for 3 (20%) schools all parents of the remaining 12 (80%) schools confirmed that teachers were making an effort to support slow learners. Parents of one school said they don’t know what the teachers are doing with low learners, but whatever that is done, is done during school hours. In one school parents said that grade V class was given lot of attention during and after school and the no attention was given to slow learners in lower classes. In one other school parents were very angry. They said that nothing was done in their school to support slow learners. Even being CFS 20% schools are not giving attention to slow-learners according to parents.

One school had the whole of grade V divided to; best students, ok students and not good students. Other than for one parents all other parents opposed this division. Parents of another school mentioned that in that school it is always the same talented children who get opportunities to
perform in school activities. They feel that other children too would have hidden talents and should be given opportunities to perform. Parents feel that in this school some teachers de-motivate some slow learners even if they do well in exams.

When children **miss a lesson**, teachers expect the child to catch up the lesson from the following day's review of lessons. Teachers said that there is continuity of the lesson throughout the week and therefore students wouldn't miss much. Teacher would normally ask children to copy notes from another child & if they still wouldn't understand, they would teach during a free period. Peer learning was generally encouraged by all teachers. All students too confirmed this practice.

All principals and teachers said that they have reduced **corporal punishment** in their schools. Of the 15 schools, 5 (33%) schools had disciplinary committees and 3 (20%) schools had counselling teachers. Majority of the principals and teachers said before CFS they all hit children for the slightest mistake. But, since CFS they do not hit unless it is absolutely necessary. All principals the consultant met have advised their teachers to abstain from hitting children. In one school only the principal was allowed to hit (according to the principal). All schools had the same routine such as; 1st the teacher will advice, then send to principal, disciplinary committee will guide the student, if still a problem call the parents. Most of the time teachers would deal with the misbehaving children within the class room. Teacher would make them leaders, giving more responsibilities such as, making the child the class monitor, bringing the register to class, opening the class room, give extra work (more exercises/home work), miss the interval and play time etc.

According to parents of 6 (40%) schools, teachers have either reduced or stopped **corporal punishment** children. 100% participating parents didn't mind teachers hitting children to correct without physically harming them.

![Below are few methods principals practiced to control misbehaving children:](
Al Hamra principal use the religion. Made wrong doers to read the Holy Quran for ½ hour.
Al Hidaya has a counselling teacher. Her work load was reduced so that she could spend time with difficult children.
Siththi Vinayagar got a letter from the child saying s/he will not do it again and filed the letter. The school had a separate folder for this with the vice-principal. The vice principal said “Small children are scared of the parents and they don’t want us to call the parents. We don’t hit, we show the cane only”
Manchanthiduvai Bharathi teachers gave badges which children did not like wearing, and making wrong doers to rewrite the same sentence for 20 minutes. This school had complaint box for children to make complain against teachers if they need to. The principal said that there were hardly any complaints.

Children from 8 (53%) schools said that their teachers didn’t hit them. Birainthraichenai Azhar principal said “Teachers must set an example to children by inculcating the sentiment that teachers are committed to help children to learn” Children in this school confirmed that teacher did not hit them.

Eravur Arafa principals had religious speeches at the morning assembly. Napathuwattai Vipulananda principals said “If we hit, children won’t come to school and parents are not very interested in sending children to school either; we will end up with school drop outs”.

Parents in one school were very angry that teachers and principal allowed prefects to punish younger children. They said “Boy prefects keep a stick and hit children at the gate when they do something wrong or come late by 5 minutes. Prefects hit children very hard till it injures them. Prefects hit more than the teachers”. In this school Save the Children Fund has kept a complain box for children. Teachers said that they didn’t hit children because they were sure that the children would write about it and put it in the box. Children too said that its only boy prefect who hit them. Children confirmed that teachers in the school didn’t hit them.

### 7.3 Schools are gender responsive

All principals, teachers, students and parents stated that irrespective of sex differentiation, all students have equal access to facilities provided by the schools. Principals and teachers said “Both groups equally participate in all activities including extracurricular activities” and “we have equal numbers of boys and girls in everything we do”. Kalumunthanvely principal said “Girls are willing to participate more in sports activities compared with boys”. Eravur Arafa principal said “some sports activities are gender specific among the upper grade children due to cultural and religious factors”. In the same school according to children; girls cleaned inside the class room while boys cleaned outside, showing that they still have gender specific activates in the school. The consultant felt that all principals and teachers did not have much exposure to ‘gender concerns’.
Although all principals & teachers stated that boys and girls participate equally in sports, FDGs with students revealed that boys played recognized team games such as cricket, volleyball, football, elle, badminton, etc., while girls played traditional games such as hop-scotch, ‘odi-pudichchi’ and occasionally ‘elle’ etc. in the primary. In one school both primary boys and girls played 'Kabadi', but separately. All girls the consultant met said they like to play cricket, but boys don’t call them to play. When enquired from boys, why they didn’t call the girls to play, they said girls can’t run or catch the ball. They also said that girls cry at the slightest thing. Girls responded immediately saying that they don’t cry and they can run! It is encouraging to say that both boys and girls participated equally in athletics at the sports meet. Eravur Arafa students said “We have the option to decide according to our interests. There are no rules that girls cannot play”. This was the opinion of all students, teachers and the principal. But, in one school all girls said they did not do team sports.

Other than for the Muslim schools, according to teachers, all children were mixed in groups in the class room although out of the class room they stood separately. But there were many instances where the consultant noted that groups in classes were still gender segregated. Even at FDGs, most of the time girls and boys sat separately. Principal of a Muslim school said “Grade V upwards boys and girls sit separately in the class room due to cultural reasons”.

Regarding girl’s participation in leadership, Manchanthiduvai Bharathi principal said “During the morning assembly, girls are given the leadership role for guiding / conducting the physical exercise. Announcing and compeering of programmes during other school functions are also given to girls” All other said that they do give leadership opportunities to girls but were unable to give proper evidence.

7.4 Promoting quality learning out comes

Due to introduction of CFS& CCM, according to principals, grade V scholarship marks have improved in 8 (53%) schools. Education level has vastly improved in Thalangudah Sri Vinayagar. Kanchirankuda Kamachchi and Kudiyruppu Kalaimahal; lowest marks in grade V scholarship exam has got better since 2007. Teachers from other schools (non-CFS) come to Napathuwattai Vipulananda to get ideas to improve their schools.

According to parents of 10 (67%) schools, students are showing an interest in studying compared to before, and consequently, students are showing better results. Eravur Arafa parents said “we feel school is providing quality education as children are getting higher scores in exams and the school got up-graded”. Thikkodai Ganesha “Children do assignments to make educational charts for the class which they didn’t do before”.

Some parents said that the teachers have changed their attitude and are kind to the students, teaching better, have lesson plans and all lessons go on schedule, give free evening classes, show exam papers to the parents and discuss with the parents the students education level, teachers take less leave etc.
All 15 schools needed 163 teachers. But they had 153 (94%) teachers all together. 8 (53%) schools had the requires number of teachers while 3 (20%) schools had more than they required. Of the 153 teachers presently in schools, only 12 (7%) were not trained in primary education. Of the 12 untrained teachers, 3 were already following distant education courses. 111 teachers participated in FGDs and 91 (82%) of them were CCM trained. Teachers who were not directly trained were being trained by other teachers in the same school. Eravur Arafa principal said “Those trained on CCM become resource persons to train untrained teachers at school level, at teacher quality circle meetings”. This was repeated by all other principal who had teachers who were not exposed to CCM. Thalangudah Sri Vinayagar principal was planning to send secondary school teachers too for CCM training as secondary school teachers too carry out relief duty for the primary school.

As a result of CCM all teachers changed their teaching method to facilitation rather than teaching. Most lessons were activity based and teachers used plenty of teaching aids made by children or teachers. All teachers had changed the class room to be suitable for group work, children’s work were on the wall (where there were walls), and colourful posters/picture hung on the wall. Principals too said that the class rooms were very colourful than before.

Below are some other changes teachers made due to CCM:

Al Hamra teachers; “Before were like dictators, we told the children what to do, now they take the lead”
Al Hidaya teachers; “We check the child’s knowledge before we teach a new lesson. Children bring paper cuttings. They act real situation”.
Kudiyruppu Kalaimahal teachers; “Children are encouraged to seek and learn. When we learn about medicinal plants, the children will look for the plants and bring them to class”.
Napathuwattai Vipulananda teachers; “Before we were like dictators. We just instructed or informed the children. Now we are facilitators.. children decide”
Siththi Vinayagar teachers; “We show things rather than writing on the black board”
Thikkodai Ganesha teachers; “We used to teach with only the black board, now we give the students activities..we play games”
Vishnu MV teachers; “ We are now using other media like OHPs”
Anaikaddiyaweli teachers “we encourage self learning”
Eravur Arafa teachers; “motivating children to take initiatives and assisting self learning”
Kalumunthanvely teachers “observing and identifying children who would need special attention of teachers”. “Encouraging children to study independently”.
Manchanthiduvai Bharathi teachers “Encouraging children to search for information for direct learning, field visits, using 5 E methods, introducing games and competitions to make learning enjoyable”
As a result of teachers changing the teaching methodology, children too have changed their attitude and their performance. All teachers said that children like to coming to school and the majority like to study. Children are happier in class, they are not inhibited any more, they come forward showing leadership, they do research, help each other, their achievement level have increased, they have more opportunities to show off their skills, they have become competitive, they are happy taking part in co-curricular activities. Due to group work they have learnt to share.

Below are some other changes teachers saw in children due to CCM:

**Napathuwattai Vipulananda:** unlike before, when children used to wait for the teacher to give the answer, they now look for the answer and tell the teacher.

**Thikkodai Ganesh:** Children remember better now.

**Vishnu MV:** slow learners too actively participate in groups.

**Anaikaddiyaweli:** There is no fear. Class rooms are stress free.

**Biranthraichenai Azhar:** Children have the habit of sharing what they know with the class. Although there is free expression, there is little noise in class.

**E ravur Arafa:** Children do not fear the teachers any more. They are more disciplined. Children come to school neat & clean.

**Manchanthiduvai Bharathi:** Children are not fully dependent on books any more. Children are also using negotiation skills as conflict resolution mechanisms rather than fighting with each other.

Kanchirankuda Kamachchi, Kudiyruppu Kalaimahal, Anaikaddiyaweli, Manchanthiduvai Bharathi changed the teaching methodology to CCM. Principals said that they did not have child centred method of teaching prior to CFS.

All young untrained teachers were making an effort to improve their teaching skills. 12 (11%) untrained teachers who were at the FGDs were either following the Diploma in Education or other similar courses. All teachers said they are constantly improving their knowledge and skills through collecting notes on the lessons, reading books, conducting research, browsing the internet, attending seminars and workshops, attending ISA training, discussing among primary teachers and having quality circles. Biranthraichenai Azhar teachers were making use of mass media like print, radio & TV, and also learning best practice from other schools.

Principals too encouraged teachers to improve their capacities in numerous ways in addition to releasing them to attend seminars and workshops, using of quality inputs, having quality circles and sharing of experience. Biranthraichenai Azhar principal made arrangements for teachers to participate in competitions, and to write to national newspapers. This principal gave a prize at the end of the year to the best organised and maintained class room. Manchanthiduvai Bharathi principals brought external resource persons to the school to build variety of capacities of teachers. Several other principals too used external resource persons to improve the proficiency of teachers. Al Hamra principal gave copies of teachers guide books of all subjects to all teachers. Napathuwattai Vipulananda principal said “If I see a suitable course, I encourage them to do it”. The consultant noted a press cutting for MEd & MA pinned on the wall near this principal’s table. Siththi Vinayagar principal gave confidence building tasks to encourage teachers to learn and improves skills beyond teaching.

Principals of schools formally monitored the teachers using the format given by the Ministry. In addition, majority of the principals had ongoing informal monitoring on an ad-hoc basis. Principals in 3 schools monitored the teachers according to the schedule while others did at random, with the support of the deputy principal and sectional heads. Napathuwattai Vipulananda principal
encourages self assessments. Anaikaddiyaweli principles said “Sometimes teachers do not know they are being monitored”. Biraithraichenai Azhar principal said “Unplanned supervision will also be done to put teachers on alert”. Manchanthiduvai Bharathi principal does indirect monitoring by checking the performance of each child. The principal sometimes takes the class when a particular teacher is absent from school to check children’s knowledge. He also walks by the classroom while teachers are teaching to observe teaching.

All principals are more or less happy with the teacher attendance. Only in 1 (7%) school the principal was not happy with teacher attendance. Two principals said they were satisfied but needed improvement. Kalumunthanvelly principal was making arrangements to organise a three wheeler for lady teachers who were travelling form far with no frequent public transport. Principals who were not 100% satisfied were making efforts to improve teacher attendance. One principal said that they discuss the issue at the staff meeting. Manchanthiduvai Bharathi principal encourages teachers by appreciating those who are not taking unnecessary leave and setting them as examples to other.

All students in all 15 schools said that their teachers are teaching them using other methods other than writing on the black board & reading out of the text book. Children said teachers are encouraging them to read children’s new papers and do research on the lesson. They said teachers show real samples, charts, pictures, make name cards and use equipment etc. Children also said that teachers take them to the garden to learn and to learn from it. They also played games to learn things and teachers took them out of the school to show places relevant to the lesson. Children in Vishnu MV & Thalangudah Sri Vinayagar did cross word puzzles. Schools in towns used multimedia and OHPs too. Children confirmed that all teachers did group work and all children were allowed to be group leaders. But, 50% of children who took part in the FGDs, had never been a group leader, 6 months into the year. In three (20%) schools, children sat in groups and were gender segregated. Children said that they sat in mixed groups in class but at the FGDs they always sat separately.

All children asked teacher questions when they did not understand the lesson. Other than for children in 2 (14%) schools (who were not encouraged), all other children were encouraged by teachers to ask questions outside the lesson. Children in 2 (14%) other schools got teachers to help them out with cross word puzzles. Only 2 children (out of 157) in one school said they didn’t ask questions as they were shy. All children said when they don’t understand the lesson & ask teacher a question; the teacher would explain it in front of the whole class and if they still don’t understand would teach individually. All children preferred asking the teacher 1st if they didn’t understand the lesson. Eravur Arafa children explained their process; “teacher encourage children to raise hands when they don’t understand, they help us by explaining in our exercise books when we struggle, give us simple methods/steps to follow and then give an exercise to check whether we have done it properly”. Children in Eravur Arafa were empowered to the level that they even correct the teacher. They said “we will tell the teacher if we find any incorrect answers marked as correct or when a wrong answers given to a question”. According to the parents of Al Hamra, children in this school too can question the teacher if test papers were erroneously marked.
All children said that the teacher comes to school daily unless they are not well. The day the teacher is absent a replacement teacher comes to class. In 3 schools the principal too took the class. Normally if the teacher knows that s/he is not coming to school the next day, s/he prepares the assignments and handover the class to another teacher. There were few instances where older children took the class, children free to go to the library, do self study in class or classes combined. In one school, children would go looking for a free subject teacher to take the class. In another school, children just had a good time making noise till someone came to class to give work. All teachers said that they arrange an acting teacher prior to taking leave. They would prepare the activities and hand it over to either to the monitor or to the teacher who would supervise the class. In Birainthraichenai, teachers said “the teacher will send a letter to the monitor indicating the subjects that should be taught in the class (by the teacher) and children will take care themselves”. Children then would go looking for a free teacher and invite that teacher to the class. Al- Hamra teachers said “Class monitor handles the class, monitors are trained” Parents of one school said that children are kept free to fight and shout, no replacement teacher comes to class. One school sends children home early if they are unable to find a solution to attend to the class with no teacher.

All teachers were assessing ELCs of students according to given guide lines based on the lesson and achievements to be gained. Teachers were also conducting continuous assessments of children by observation, orally or on work sheets. Formal assessments were conducted as usual according to the school calendar such as monthly tests and end of term tests etc.

According to teachers and principals all children took initiatives mainly in cleaning and decoration the class room or garden, making handy craft or drawing. In one school principal and teachers both said that children didn’t take much initiative do things. In this school according to teachers children took initiatives to draw only. In some schools the class room had a corner stage. Children were allowed to do whatever they like to do on that stage. This activity was done to remove inhibitions of children and to show their talents.

Other than children in 2 schools almost all children would speak to the teacher if they had a personal problem. Few children said that it depends on the problem. If the problem was personal they would speak to friend or parents. If the problem was school related, they definitely would speak to the teacher. All children in 2 schools would tell friends if they had a personal problem.

Teachers and principals let parents know of their children’s performance in school mainly through monthly class meetings and end of term parent teacher meeting. Sending test papers home for signature, sending competency assessment reports, having exhibitions to show students skills etc were also practiced. In one school the principal said only parents of grade IV & V were interested and would come for the parent teacher meetings. Parents of lower grades were not interested and would not come when they are requested to come to meet the teacher. The principal

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<th>Below are some initiatives children have taken in addition to the above:</th>
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<td><strong>Al Hamra</strong>, a grade 1 student made an musical instrument.</td>
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<tr>
<td><strong>Kanchirankuda Kamachchi</strong>; children do the primary school magazine. But the principal was sad that children are not exposed to anything external as the village didn’t have TV and that they do not have many ideas.</td>
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<tr>
<td><strong>Kudiyruppu Kalaimahal</strong>; Children make charts of topics we discuss in class and bring it to school. They do more that what the teachers expect.</td>
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<tr>
<td><strong>Siththi Vinayagar</strong>; some children did what the teacher taught in a different way, a way much better than the teacher.</td>
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said he could not do much to make parents to come to the school. He also said that interested parents whichever the grade would come to school in any case to check on the children's education. All principals confirmed the same.

In addition to the above below methods too were practiced:

- **Vishnu MV & Siththi Vinayagar;** had an open day on Friday for parents of grade V students.
- **Kanchirankuda Kamachchi;** 5 parents take turns and come to school daily for volunteering. Teachers meet these parents to discuss issues relating the child.
- **Eravur Arafa and Manchanthiduvai Bharathi;** communicate with parents over the phone

**Parents supported the children in their education** in numerous ways. They said that they would look at books to check on the child's level at school in addition to meeting teachers when necessary and looking at test papers. Mostly mothers knew what children were studying and how they were studying, although fathers were aware of the situation. Children in 11 schools went for tuition classes paid or un paid. In the some rural areas tuition was provided free by a NGO. Tuition was mainly on English, Tamil, Sinhala & Maths. In two schools closer to the main road some parents sent children for paid tuition starting from grade I, as these parents felt the education from the school was not enough.

In Kanchirankuda Kamachchi only 4 parents out of 26 checked their child's books or helped with home work. All others were illiterate and were unable to check the books. Those parents did not know what the children were studying. This statement was made by another parent. But all parents said that they know what their children tell them.

Parents from 13 (86%) schools believed that the educational level their children have is mainly due to the efforts of the school. Napathuwattai Vipulananda parents said “We are not educated, the only education they get is from the school”. Thikkodai Ganesha parents said “We don’t know English, but our children know it, they learn it in school”. Manchanthiduvai Bharathi, one parent said “Because our children do not go for tuition but get good results. My child got 40 marks last year and 70 marks in the first term this year”.

In one school the consultant felt that parents and teachers seem to be having a problem in doing things together. 70 % Parents of this school wanted only traditional education. Parents weren’t keen on children doing co-curricular activities. They felt it was playing, not studying.

**7.5 Schools are healthy, safe and protective of children**

Since schools becoming CFS, all principals & teachers said that health and hygiene of children have improved. All children wear cleaner uniforms and foot wear. Schools with no safe drinking water, children were asked to bring drinking water from home. Children in 8 (53%) schools still suffer from **malnutrition.** Three (20%) schools had 40-80% suffering from malnutrition. In the other schools, there were only 2-10 students. Principals said they add other nutritious vegetables to the morning free meal to reduce malnutrition. Thalangudah Sri Vinayagar parents confirmed that statement by saying that the produce
grown in the school garden was added to the WFP morning meal as supplementary nutrients.

Parents of 7 (47%) schools said that their children are more conscious of **health and hygiene** and have good health habits. They said that unlike before, children now take baths regularly, wash their hands and dress neater. The consultant noticed lots of children in all rural schools without foot wear.

All principals said that they would identify students with psychological problems by their behaviour. Sometimes other student or family member would tell the principal or the teacher. Other than one school all schools had a designated counselling teachers or a teacher who was capable of counselling children. Counselling teacher would counsel the student and speak with the parents too if it was necessary. As for a teacher with a psychological problem, most principals were not prepared for such cases. They said they don’t have such problems. But, they would still ask the counselling teachers support to help such teachers if necessary. One principal said he will request Zonal office for support if he has to deal with adult’s psychological problems.

All schools conducted the ‘**Schools Medical Inspection (SMI)**’. PHI comes to the schools but not at regular intervals. Children are given vitamins and de-worming treatment. Kanchirankuda Kamachchi was a very rural school. The principal said “Even if MoH comes, they just visit, don’t do anything. I have informed the relevant authorities. Last was visit was in 2009”. Vishnu MV were luckier, PHI visited 3-4 times an year. If children needed special attention after the SMI, they are sent to the clinic at the hospital (Vishnu MV was located closer to the main road).

Six principals out of 15, said that they had enough **toilets**, Toilets were an issue to 9 (60%) schools. Among all schools an average of 1 toilet per 142 boys, and 139 girls per toilet was available. Of the 6 principals who said they had enough toilets, Thalangudah Sri Vinayagar had 1 toilet each for 237 boys 205 girls. This shows that some principals do not see the importance of having toilets.

Nine (60%) schools badly needed toilets with water. Napathuwattai Vipulananda had 1 toilet for the whole school (161 student +staff) with no water. Al Hamra had 1 toilet for 300 girls and 4 broken urinals for boys. Kudiyurppu Kalaimahal had 1 toilet for 412 boys. Vishnu MV had 2 toilets each for 753 boys and 877 girls. Birainthraichenai Azhar had 1 toilet for 658 girls. Eravur Arafa had 1 toilet each for 484 boys and 483 girls. Manchanthiduvai Bharathi had only semi permanent toilets. Thalangudah Sri Vinayagar had 1 toilet each for 237 boys and 205 girls. These toilets were cleaned mainly students approx. once a week. Toilets the consultant had to walk past in two schools were stinking badly. Many schools cleaned their toilets only once a week due to lack of water.

Ten (67%) schools had well **water** that was good for consumption. Two (14%) schools had well, but the water quality was not good for consumption. Anaikaddiyaweli & Napathuwattai Vipulananda had wells with no water. It was the boys job at Napathuwattai Vipulananda to fetch water from the nearby village well for the use in the school. Kalumunthanvely too collected water from the village well. All these schools with water problems asked students to bring drinking water from home. All children knew the importance of drinking boiled water.

To **prevent epidemics**/infectious diseases in the schools all principals had activities such as awareness creation for parents & children, constantly cleaning the school, encouraging children to practice good hygienic habits, putting up posters, inviting PHI to speak to parents and students at morning assembly etc. Six schools adhered to the Monday morning 1 hour of school cleaning to eliminate dengue. In Siththi Vinayagar all teachers and student stayed 5 minutes after school to clean the class room and the school. Manchanthiduvai Bharathi children did a ‘walk’ to create
awareness to parents and surrounding communities. Children in Al Hamra cleaned the school daily by picking litter for 2 minutes after the interval. In the same school according to the schedule children came on the weekend to clean the school.

Other than for one school (where majority of parents being illiterate), all other parents knew ‘dengue prevention’ through school’s awareness creation activities, children telling at home, public awareness creation campaigns in mass media and announcements through loud speakers in the village. All parents participated in school’s shramadana campaigns to clean the school and the surrounding.

Below are some of the issues pertaining to safety raised by teachers:

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<th>School</th>
<th>Issues</th>
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<tr>
<td>Al-Hidaya</td>
<td>has a 4 foot high open well, and some classes are in old buildings with leaking roofs. Parents too mentioned the open well and the old building in the school.</td>
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<tr>
<td>Napathuwattai Vipulananda</td>
<td>have jungle area surrounding the school which has poisonous snakes. The time the consultant went, the jungle area was cleared by parents.</td>
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<tr>
<td>Siththi Vinayagar</td>
<td>had open tin sheds as class rooms. All parents mentioned again that small children are hit hard by older boys (not girls) with sticks to control. They feel it is not safe as older boys are also children and cannot be kept responsible.</td>
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<tr>
<td>Thikkodai Ganesha</td>
<td>had a damaged roof in the grade 1 class. There had been a cobra on the roof. Vishnu MV, wild monkeys jump on the roof and tiles fall into the class. Tiles could fall on a child. Access to school was fairly safe for children other than for children who came from far. Parents felt the barb wire fence was not child friendly.</td>
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<tr>
<td>Anaikaddiyaweli</td>
<td>teachers said during rainy season, children have a severe problem of crossing the river to come to school. Children have to remove their clothes to cross as there is no bridge. There were times when children coming from far faced wild elephants in the morning.</td>
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<tr>
<td>Kandalady Arunthathy</td>
<td>parents said that the first floor has an open space, sometimes the small children could fall from there</td>
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All principals said that they find their school safe. But, at the same time teachers in 5 (33%) schools said that the school were not safe at times. Four schools had boundary walls and 2 (14%) schools had a night watchman. Most parents that took part in the FGDs were from the close vicinity to the school. They all said that the schools were safe as the community was living close to the school. Some children walked to school from far. Kanchirankuda Kamachchi and Thikkodai Ganesha provided bicycles for students coming 4km and beyond. Napathuwattai Vipulananda principias has requested for bicycles for children who have to walk long distances.

All students felt that their school was safe due to having a fence/wall, teachers, principal, watcher, older siblings in school, good friends, Police station close by etc. Children in Napathuwattai Vipulananda said they feel safer in school than at home. Thikkodai Ganesha children said “School is prepared for emergencies, we have fire drills, and we have water, sand & sacks to stop fire”. Principals whose schools got affected by monsoon rain predicted the weather and were prepared for consequences. During flooding, it would become very risky for both students and teachers to access school and principals would take action accordingly. Mostly schools were closed early on bad weather days.

All schools were prepared for emergencies and disasters. Many schools had emergency preparedness training programmes in the schools or teachers sent for training. Six schools had disaster management teams. Al Hidaya and Anaikaddiyaweli had senior students trained in Emergency Response. One school principal happily said the ‘war is over’.
7.6 Students, families and communities being actively engage with schools

Due to efforts of all principals and teachers in increasing community participation in developing the school, contribution from parents to the school have increased. According to the principals, parents frequently visit the school. They mostly provide material needed for education and to make the school attractive. Parents of 7 (46%) school said relationship among school and community have improved.

How community participation improved few schools:
Anaikaddiyaweli; CFS helped to improve the image of the school and become a model school for others due to the strong commitment of principal, teachers and parents. This school had a low ranking and was seen as a ‘joke’ by others in the past.
Napathuwattai Vipulananda principals said that the community worked towards getting land for the school’s ground. According to the principal, parents worked hard to get approvals from the government. Again with the support of the community the school had their first ever sports meet in their own school ground this year.
Thikkodai Ganesha & Napathuwattai Vipulananda parents cleared the jungle surrounding the school that had serpents. The school is a safer place now. Three schools won environment related awards for their school gardens.
Siththi Vinayagar principal appreciated making the 5 year plan with parents, students & the teachers.
Anaikaddiyaweli requested parents to support in constructing school wall and built a hut to solve the problem of not having enough class room space.
Kanchirankuda Kamachchi built a fence a cycle park/garage with the parents help. Birainthraigeni Azhar School managed to put up a toilet with teachers contribution;
Eraur Arafa Parents repaired 50 numbers of furniture, supplied plastic furniture.

SSA and the SDP were developed with active participation of students, parents, teachers, staff member from ZEO and other well wishers. In addition Eraur Arafa had the participation of the Child Protection Officer, Samurdhi Officer, Grama Niladhari. SSA & the SDPs were developed according to the instructions given to the group. Prioritising of needs in the SDPs were also done by the same group that developed the SSA and the SDP. Sixty four (39%) parents (out of 163 parents) have participated in developing the SSA & the SDP. None of parents in 5 (33%) schools participated in this activity. Parents in 1 school said that it was senior school parents who participated in developing the SSA & the SDP. Sixty seven (57%) teachers out of 118 teachers have participated in developing the SDP. Kanchirankuda Kamachchi formed a committee to prioritise and implement the SDP. The two new principals did not know anything about the SSA or the SDP.

According to all principals as per their SDPs, the most common need was, the need of class room buildings. Nine schools had prioritised it among the 1st three. Six schools needed water and sanitation facilities while another 6 schools needed a fence or a boundary wall. Three schools needed library facilities. Two schools did not have children’s play areas and another 2 schools needed play grounds. Land for school, Electricity (2 schools), science lab, building repair, teachers’ quarters, Morning meals for children, teachers furniture, conducting additional classes for all subjects were other items identified as priorities in the SDPs. Anaikaddiyaweli’s priority was
upgrading the school up to grade X. Eravur Arafa had already implemented and achieved their top priority needs as per their SDP. A gate for the school was supplied by the PC member. The school garden was up graded by parents and furniture repairs too done by parents.

Parents supported school development in numerous ways. They offer the school their skills, particularly their time and labour. Several made financial contributions too. According to the principals, parents would come to school whenever they are requested to come especially for the Shramadana. Generally each school had a shramadana prior to the beginning of each school term. In addition to the shramadana, according to the principals, parents supported school by fixing the fence, coming daily to cook, planting trees & beautifying the garden and class room, painting the school, making teaching aids for educational activities in the child’s class, helping in school functions such as; sports meet, prize giving, religious events and farewell parties to retiring teachers. Al Hamra; parents supported the school financially to purchase land for the play ground, Napathuwattai Vipulananda; parents spoke to the RDA and got the RDA building for the school and influenced govt authorities to allocate land for the play ground for the school, in addition they financially supported to prepare the play ground to hold the 1st ever sports meet. Thikkodai Ganesha parents met with an NGO to request for a school building and they also met the officials at the Zonal office to request to upgrade the school. Thalangudah Sri Vinayagar parents had a brick collecting campaign for parapet wall and a book collection campaign for the library. Al Hidaya complained saying “we have 1000 odd students only 100 parents will come to meetings”. In many schools principals said that it was the same group of parents who are pro-active in school development and they would be there for the school any time any day. ZED Batticaloa confirmed that parents of a school influenced him to upgrade a school up to grade X. One hundred and twenty two (122) parents out of 163 parents have participated in school's management and 126 parents were happy with the school’s leadership and the management, while 37 parents said the leadership and management were satisfactory.

Parents of Kalumunthanvely GTMS; “Now the community is inside the school and better Relationship among parents, teachers and principal”. “Children, parents, principal and teachers feel that this is ‘our’ school”.

Manchanthiduvai Bharathi; There is unity and happiness among children, children respect each other and have learnt good habits. Children do not damage the school after school any more

7.7 Child friendly systems, policies, practices and regulations are in place

Ten school principals were happy with the support they get from the Zonal office. Five principals said not enough support. Of these 5 schools, 4 were located in very remote areas. None spoke of a divisional office. Zonal office was supporting schools with ISA/ADE visit, admin. support, inputs (inventory & consumable) training opportunities, conducting exams, distribution of text books, uniform material, technical advice, seminars and in service trainings, fund allocations, quality inputs, teaching aids and guides, computers etc. one principal said “ We don’t get much financial support as most of the support is going the liberated area”.

7.8 Challenges faced by schools:

All principals faced numerous challenges. Principals in 5 schools said they have a challenge of not having enough **physical resources** to give a quality education to primary school children. Open buildings with not separated classrooms and shortage of furniture and teaching equipments were the main issues. Al Hamra needed more class rooms as the student enrolment was increasing. Some school that had class rooms needed them modification according to Govt. standards. Siththi Vinayagar had temporary grade 5 class rooms with no separations and side walls. These class rooms were wide open sheds with just a tin roof. On rainy days these class rooms cannot be used at all. This was a common occurrence to few schools. In Birainthraichenai Azhar classrooms are narrow and situated so close creating disturbance for teaching and learning. Also both primary & secondary classes are mixed in the same building. One principal said they did not have a staff room. In this school teachers used a part of the library as the staff room.

Only the principal at Birainthraichenai Azhar mentioned not having adequate separate **toilets**. Napathiwattai Vipulananda has a **water** tank and a motor but the well was dry. Not having water was a problem only for 2 other school.

Lack of **technology** such as multimedia and OHPs, usage of new latest technology in teaching & learning, quality inputs not arrived on time are a few more challenges faced by some principals.

**Parents participation** in education was still a challenge to 4 schools. Principals said nearly 50% of parents don't participate in school activities and are not interested in the child's education. Children either come from single parent families with broken homes or with parents who have gone abroad and not supporting with education. Some parents/grandparents are illiterate/not educated therefore they don't follow-up the lessons at home or help with home work. Also parents don't provide children with items the teacher needs for the lesson. Neglected children are not even bringing basic stationary they need for studying. We personally provide such items, but, cannot provide them endlessly. As a result teachers find it difficult to have a continuous flow of teaching. According to the principals, parents who are living under the poverty line (and uneducated) are not keen on the child's education. They rather send older children to work to supplement the family income. Siththi Vinayagar "Most of the children in the primary school don't have proper meals or money to buy books. We have to take care of these children. Parents don't take much notice of them. It is challenge to teach them. These children don't do their home work. Parents are uneducated to help them. Most of these children have very violent behaviour". According to a principal of a very rural school, “parents who were from former LTTE are beating children and sending children for manual labour"
Irregular attendance was a challenge common to 6 schools. Single parent families, living with grandparents, indifferent parents were some of the reasons for this challenge. Some schools closer to the sea are also facing the challenge of absenteeism more than others. One principal said "attendance on Friday become low due to fishing as fisherman take children for other works after spending 4 or 5 days in sea". Only one school had school drop-out as a challenge.

Grade 1 children not attending pre-school prior to enrolling in school was challenge faced by 3 schools. Kanchirankuda Kamachchi principal said that there was no pre-school in the area and when new children come to school they don't know anything. Therefore the teacher has to start from zero level with year 1 students. It was even more difficult for the teachers in Vishnu MV. Principal said "children without preschool mixing with other children in grade 1, don't know anything. It is a challenge teaching them". Kudiyruppu Kalaimahal had too many students for one class teacher in grade 1. (40 students for 1 teacher). Lack of English teachers, lack of Sinhala teachers and some teachers taking leave were some other challenges faced by several principals.

Only one principal said that he faced lack of dedication of primary teachers in his school. (None of these primary teachers had CFS training or CCM). Another said new teachers come without training and experience. Transportation issue for lady teachers due to the distance from main road was a challenge to several principals, lady teachers in many schools were unable to conduct extra classes. One school with teachers without CFS & CCM were not very friendly with the parents.

Teachers being transferred to other schools after getting CFS training. New replacement teachers not having CFS or CCM training. Lack of staff quarters, electricity, no play ground, not enough monitoring from the Zonal office were a few other challenges faced by several principals.

One CFS school with more than 1000 students did not show signs of being a CFS. The school had a new principal and a new deputy principal. CFS concept was not practiced as no one knew of it. Wrong teacher got the opportunity go on the CFS field trip (Grade 10 science teacher). 8 primary teachers have been in the same school for 3-10 years. No CFS support reached the primary section. With funds received to make the external environment attractive, few buildings on the main side (senior side of the school were painted. Grade 9 class room looked like a primary class room with students work on the wall, due to the senior school teacher getting the opportunity go on the CFS exposure visit to UVA. Grade 1 & 2 classes didn't have any of children's work on the wall. This could be due to some building undergoing repairs in the primary part of the school.

7.9 How CFS structure helped to overcome the stress faced due to war:
(of principals, teachers and students)

Al Hamra principal; "Clean environment, the friendliness and the attention due to CFS made everyone forget the stress when they come to school."

Kanchirankuda Kamachchi principal; 'It actually made an impact on the children. After displacement, the children were very happy to come back to the school. The school is nice looking, children are free ...teachers and principal are kind. They have a play area”

Napathuwattai Vipulananda principal; “Even with CFS, war stress was too much... nothing gave a relief”.

Siththi Vinayagar principal; “Earlier, we fell difficult to teach children, but the CFS way for teaching helped us to teach and the children to learn, forgetting the stress”.


Thikkodai Ganesha principal; "Children are happy to be in the school. We have a play area. They forget the stress. Teachers are happy to be with other teachers. They like the school environment.”

Anaikaddiyaweli principal; “The CFS contributed, but that is not the only factor. The child-friendly environment made children happy, feel comfortable with teachers & friends and put them in ease to continue education without interruption.”

Erauvur Arafa principal; “Children feel relaxed due to the love and kindness of teachers. Children are attracted to the nice-looking school environment.”

Kalumunthanvely teachers; the CFS system, the environment and approach of teachers & principal towards children make the children happy during the displacement.

Kandalady Arunthathy parents; “At the time of war and the displacement, children faced a lot of difficulties. During that time children went to school and the teachers helped them a lot providing stationeries (by UNICEF) and they occupied with joyful learning. They spent more time playing and with friends. That really made them calm down from the problem.”

Kandalady Arunthathy teachers; “The school was one among many schools that got affected due to the war and we were displaced. However, the CFS helped us to reorganize our activities and support children’s education the quickest ways possible.”

Manchanthiduvai Bharathi students; “We feel safe and happy here. We have good kind teachers and friends are also very good. We all help to each other and forget the sadness.”

Manchanthiduvai Bharathi teachers; “We came to school with stress and fear. But the school environment, the teachers, principal and the children usually make our stress go away - we are all one family.”

Thalangudah Sri Vinayagar students; “We have opportunities to solve problems. CFS supported for those who lost parents and take care us.”

7.9 Comments parents, students and principals made regarding CFS (Batticaloa):

Anaikaddiyaweli parents; “The area was isolated and displaced frequently in previous years due to war and students, teachers and we were not so interest either in education or employment. CFS helped us to restart. CFS programme made the school friendly for children and the community. Now each child has to bring a plant and both student and parents have to take care of the plant. Because there is not water in the school, each child has to carry two cans of water from home, one for consumption and the other for the plant”. Parents gave example of other school children entering university for medical and engineering and they wanted their children to become at least a teacher.

Anaikaddiyaweli students; “Previously school was a bit boring and teachers were not friendly but we like this school and want to come daily”

Aravur Arafa parents; “Your investment is not a waste and your support is not in vain; we are satisfied with the CFS programme.”
Kalumunthanvely parents; “During the war and displacement, and also after displacement, there were drop outs and that situation is now under control because, children below 18 are brought back to the schools by the support of parents, principal and the teachers. These students are enjoying studying in school now”.

Kanchirankuda Kamachchi principal; “ I lost my 2 children with the Tsunamy, after the CFS training, I got very much involved with parents, teachers & students. It took my mind away from my sadness. CFS actually made a difference to me and to the school. Now I can compete with schools in the town. I have confidence”

Kudiyruppu Kalaimahal principal; When comparing the CFS school and other school everything is different. After the exposure visit we made lot of changes to the school. Now I’m working very hard and enjoy working. I’m being appreciated by my superiors. The teachers cooperate with me better than the non-CFS school I was with before”.

Vishnu MV principal; “CFS system is a good system. I’m very happy to get to know it. IT changed my attitude. I didn’t know of it till I came to this school last year. The learning environment is very free.. children can tell their opinions and they learn themselves... There are lot to do to make a better learning environment. Learning is not only from text books. I’m motivated to do more for the children”

Thalangudah Sri Vinayagar teachers; “There is a triple effect due to good performance; children are doing better, school is doing better and neighbouring schools too are doing better”.

8 Best practices, lessons learnt & challenges – Non Project Schools (NPS) in Badulla

Of the 5 schools that took part in the FGDs, 3 schools were headed by female principals. All schools had a total of 372 students, of which 182 were girls and 190 were boys. 66 students, 175 parents and 29 teachers participated in this exercise

8.1 Rights-based and proactively inclusive

Only Soranatota school (20%) had a colourful appearance. Other four (80%) were very mundane and needed improvement. Cleanliness of the garden and class rooms in all schools was at a satisfactory level. Other than for one school, all (80%) schools displayed children’s work on walls.

All 5 (100%) schools did not have any school drop-outs. According to the principals, children entering the school in grade I, continues to grade V and beyond. Kriororuwa principal stated that “Dropouts from other schools have been brought back to this school”

Principal and teachers said that poverty, ignorance of parent of the importance of education, parents not knowing that education is a right of the children, children staying behind during harvesting season, looking after siblings, children not wanting to go to school, parents not forcing children to go to school, sickness, household work, Accompanying parents to visit the town were the reasons for irregular attendance or for dropping-out.

Kirioruwa principal got very close to these children and address them affectionately. She said she advised parents to send them to school. She assured that these children would not drop out again because she feels that they are very close to the principal and the teachers. She also said that their achievement level is good. Teachers at Kirioruwa said that they visit homes of drop-out children. One child was absent for 1 year and has now come back. Attendance of this child is closely followed up by teachers. Home visits were confirmed by
40% of principals did sporadic activities to follow up on absenteeism, although principals did not have a strategy to bring children back to school. Teachers (in Soranatota & Thimbirigaspiya) said they follow up on absenteeism and make home visits when necessary. Teachers created parental awareness as well. The other 60% principals did not say anything regarding bringing back children back to school. This could be due to the schools not having any drop-outs.

Two (40%) principals were making an effort to reduce irregular attendance, retain children and increase enrolment. Kirioruwa; Teachers stay after school to give extra lessons. If a child is absent for more than one day, the Principal or a teacher visits the school to find out the reason for not coming. This Principal already had information about children in the catchment area who complete 5 years of age ready to enter school next year. Thimbirigaspiya principal used a variety of methods to retain children. This principal used computers to arouse interest of children and introduced Activity Based Oral English (ABOE) in Grades I & II.

80% schools found SAC useful. In one school SAC met once a month. Another school principal said that the SAC creates an interest about schooling and education among parents. 50% of the principals did not mention the functioning of the SAC.

All 5 principals said believed in teaching differently able children, slow learners and back to school children. Three principals felt ‘it was their right’. Two felt, “if the opportunity is missed at the school enrolling age it can never be recaptured” and “it will give a value to life in the future”. Children in two schools felt sorry for differently able children and felt it was their duty to help them, these children said “they should come to school and study. It is important for their future”. Children in these two schools did not mind having them in class. Children in one school said it was their right to come to school. Children in the two remaining schools said they haven’t seen such children in school and didn’t know what to say regarding having them in class.

When asked what the principals have done bringing differently able children to school, two principals said “Nothing special. If they come they will be admitted”. One principal (20%) would speak to the parents. The other two (40%) principals said “it has not become necessary”. Teachers in two (20%) schools did not reply. Kirioruwa teachers said that they send a message to parents, and that they already have one physically handicapped girl who is happy to come to school. Soranatota had a hearing impaired child in grade 5. The school provided a hearing aid. Thimbirigaspiya & Soranatota (40%) gave attention to children with disabilities so that they would not drop out. Teachers from the other three schools (60%) did not comment on how they would make sure that differently able children would remain in school without dropping-out.

Teachers in all schools were happy with student attendance. They said children get absent only for a day or two even during harvesting time. If children get absent for more than 2 days either the teachers visits the home or send a message for the parents. None said what they do to encourage regular attendance.

Children in three (60%) schools liked coming to school to study & play. Children in one school said they like coming to school and teachers were strict with absentees. Two student in one school were weak in studies and they got absent very often. They did not like coming to school as they cannot cope with new lessons. Those two got punished often. Other children in this school did not say whether they like or dislike coming to school. Other than the two weak students all children in all schools came to school daily. Parents of all children said that their children like coming to school. Parents of Kirioruwa said “Principal and teacher like them very much even more concerned than
Meegahawela parents felt that there was a good learning environment in the classroom.

Parents confirmed that all children went to school every day unless they were sick. Parents of Kirioruwa said that their children went to school every day, “Because they are very close to teachers. Principal inquires or sometimes send somebody home to find out the reason for not coming to school. So, unless very ill they do not keep away from school”.

Teachers in 4 (80%) schools took some kind of trouble to encourage children who are not motivated to study. Batuyaya and Meegahawela provide incentives like stars, stickers, selected the best student in each class etc. Soranatota encouraged peer learning. Thimbirigasitiya teachers said that they give individual attention. This school recently provided library books for children to motivate them. All (100%) teachers paid extra attention to slow learners. Soranatota teachers recognized that children who are slow, are unable to follow the normal curriculum. Although not being trained to teach at multilevel, they planned lessons for multilevel in the same class.

All principals and teachers said they have reduced or eliminated corporal punishment in the school. In one school parents were aware of human rights and teachers therefore no one hit children as there has been an issue due to hitting.

<table>
<thead>
<tr>
<th>Ways how principals dealt with misbehaving children:</th>
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<tbody>
<tr>
<td><strong>Batuuya</strong> principal had a competition to select ‘good children’ from each class. Each child is given a card with 100 squares. A square is crossed for every wrong deed. Three children retaining the largest number of squares remaining from each class are given prizes. Teachers said that they make misbehaving children leaders., give marks for good deeds, advise them and inform parents.</td>
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<tr>
<td><strong>Kirioruwa</strong> principal said it was not an issue for the school. Teachers said that they very rarely give physical punishment. One teacher said there are instances where they had to punish children.</td>
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<tr>
<td><strong>Meegahawela</strong> principal advise children, inform parents, gave leadership opportunities to misbehaving children. The principal said “caning is not practiced as parents consider corporal punishment as a breach of Human Rights”. Teachers said that they give friendly advice. Inform parents of the wrong doing.</td>
</tr>
<tr>
<td><strong>Soranatota</strong> principal advised children, informed parents, gave leadership opportunities in various events.</td>
</tr>
<tr>
<td><strong>Thimbirigasitiya</strong> principal advised the children, gave incentives for good behaviour such as giving stars, stickers etc. Teachers said that they very rarely give physical punishment but, there are instances where they had to punish children.</td>
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</table>

According to students in two (40%) schools all children got hit by the teachers other than one exception who was the principal’s daughter. In Soranatota children said that the teachers did not hit but scolded and sent messages to parents and parents too scolded them at home. Children in the remaining schools did not mention being hit. They said that teacher advice the wrong doer. Sometimes they call parents and inform them.

Other than for Thimbirigasitiya, none of the other principals (80%) had organized programmes to create awareness among teachers, parents and children on child rights. Thimbirigasitiya principal got the District Development Council (Pradeshiya Saba) Officers to visit the school and address parents and children. Kirioruwa principal said that parents have been told that it is an offence not to send school going age children to school. But they did not have any organized programmes. Meegahawela principal had few events to tell parents about compulsory education regulations and parents of this school knew Child Rights. All parents knew that it was compulsory for children to go to school, and parents in Batuyaya knew child rights in detail although he principal did not mention doing anything to create awareness in the school. None of the children in
three (60%) schools knew of child right, but children in two (40%) schools said that children should attend school.

8.2 Schools are gender responsive

All principals, teachers and parents stated that irrespective of sex differentiation, all students have equal access to facilities provided by the schools. Principals and teachers said “Both boys and girls are elected to posts in the Literary Association”. “Both groups equally participate in all activities”. “There is no segregation. Boys and girls study and play together”. “They are given opportunities to hold different offices in school associations”. “Provide opportunities in sports, literary association work, religious festival time activities, for both boys and girls to take part”. “Every child is given the opportunity to address the Morning Assembly”. These statements do not show actual participation of girls & boys equally. It could be only girls /only boys / more girls or more boys, participating in these activities although it is open for both sexes. Researchers felt that principals and teachers did not have ideas of how equal access is ensured. Just said every one participates as normal.

8.3 Promote quality learning outcomes

All five (100%) schools had more than required number of teachers. Generally rural primary schools need only 6 teachers including the English teachers. Soranatota had 16 teachers (including the principal for 182 students). Thimbirigaspitiya had 7 teachers.

None of the teachers in any of the (100%) schools had specific training on CCM, but they use methods learnt during pre-service training. All teachers received In-Service Training provided by the Division when curriculum revisions took place. According to the teachers, they were presently following instructions given at in-service sessions. As a result of above training, only Kirioruwa teachers said that they introduced “competitive environment” in the class. None of the other teachers mentioned any of the changes they did to the class. More over none of the teachers mentioned any changes in the attitude or the performance of the child as a result of using this training methodology. But, both researchers saw children’s work on the walls of the class room showing that these teachers are using child centered teaching to a certain extend.

Principals monitored teacher’s teaching skills by observing occasionally. This was done either by the principal or the Section Head. None of the schools had a schedule or a plan for this activity. Other than for two (40%) schools where the principal said “The teachers themselves are motivated”, the remaining three (60%) principals made an effort to encourage teachers in improving their teaching skills. They encouraged the teachers to participate in training programmes organized by the Divisional and Zonal officers. Batuyaya principal pointed out shortcomings of the teachers. According to this principal, teachers in Batuyaya are self motivated as they do not want the student number on register to go down. Meegahawela asked teachers to use funds from ‘Quality Inputs’ to purchase teaching aids. Thimbirigaspitiya principal said that any new experiences relating to teaching that the she come across are passed on to the teachers. All teachers in all schools were Trained Teachers. To improve teaching skill, only teachers in Meegahawela said they were doing B.Ed., Computer Literacy Programmes etc., in addition to in-service training.

All principals were happy with the teacher attendance. Only in one school there was one teacher who took leave more than expected. Principals did not mind teachers taking leave as long as their cover the missed work. As an encouragement for teachers to have regular attendance the Batuyaya principal recognized teachers who took least leave by mentioning about them at school meetings.
When teachers take leave, prior to taking leave the teacher prepares the assignments for the children and hand over the class to relief teacher. Kirioruwa had 20 children and 7 teachers! Therefore teachers taking leave was not a problem to this school. Parents and students in all schools confirmed the fact that another teacher coming to class when the teacher took leave. But, there were also instances where the student would go to another class and sit in there.

When asked from the principals, what actions do you take to improve student’s learning competencies? All principals gave a very technical answer such as ”Assessment and recording of ELC’s is done as per instructions provided by Divisions/Zone”. Batuyaya principal; gives extra help to students after school to reach the expected level. Kirioruwa; Principal has instructed the teachers not to give home work, but to do as much as possible in the school itself. This has resulted in teachers working after school hours to help students to achieve the ELC s. These extra classes are free of charges. Only teachers in 3 (60%) schools assessed students ELCs at the end of each lesson. Both other schools spoke of tests & assignments, and one school did not even keep a record!

All children in all five (100%) schools said that the teacher uses visual aids in the lesson. Children were requested to bring samples from home too to aid the lesson. But none mentioned using the environment outside the class room, for lesson related activities eg. Counting cars, visiting home gardens etc. Parents said that teachers took lessons in the garden. But they did not say whether the information from the garden was used in the lesson.

According to the children, two (40%) schools did not do group work other than for school environment related activities. Classroom activities were done individually. Three schools that encouraged group work gave opportunities to all children to become leaders. Children in these schools said that can ask questions from teachers if they didn’t understand & the teacher would explain. But, in two schools, children asked people at home if they didn’t understand although they could ask the teacher. According to children, teachers in one school did not encourage children to ask questions. Children in this school said that they were frightened of teachers. In this same school if children did not understand the lesson there was no one they could ask.

When students miss lessons, they were encouraged to copy the note & learn the lesson from other students who were in class. Students in one school said the lesson was repeated the following day. In one school children were given more home work to catch missed lessons. If the child did not complete home work, according to the children in this school they would be reprimanded. Children in Thimbirigaspitya said that they could ask the teacher if necessary. All teachers in all schools said they would give either individual attention or repeat the lesson to the class. All parents in all five schools confirmed that if a child missed lessons, they were advised to ask a friend who was present at the lesson. Parents were unaware that the lessons were repeated by the teachers the following day.

Parents were happy with the level of education their children receive from the school. Other than for parent of one school, all other parents said their children’s high level of education was due to the school. Parents of Timbirigaspitiya said they confirm it, “because children who have left school after Grade V are able to continue studies in the new school successfully”.

The principal in one school said that children did not take any initiatives in the school. But, according to other principals, parents and teachers, children did take initiatives related to the school garden. Batuuya parents said that their children do innovative things at home associated with what they have seen or learnt in school. Students in one school said that their suggestions are
not taken in to consideration at any point. This was at the same school where children were scared of the teachers.

**Parents supported** the child’s education by finding out how their child is doing in school, by coming to the monthly class meetings and looking at the report card. Children confirmed that their parents attended such meetings. Children and parents both said that teachers will call the parents if necessary to meet them individually in addition to the monthly meeting. According to students, parents helped them with home work in addition to providing clothes, books and stationery.

### 8.4 Schools are healthy, safe and protective of children

Principals of 60% schools said that they would know if a student had a **psychological problem** from their behaviour & decline in performance level. Two principals were not aware of such children. All principals were totally unresponsive when it came to psychological problems of teachers. Meehgahawela and Thimbirigaspitiya schools had guidance and Counselling available in school for students according to the principal. Other three schools were oblivious to what needed to be done. According to the teachers there were no mechanisms to support students with psychological problems. In one school, Class teachers would take action on their own, such as speaking to the relevant parties.

All schools conducted the **SMI** those with defects were referred to clinics. Those who are in need of spectacles are given them with the assistance of the Zonal Ed. Office

All schools had a **toilet** each for girls and boys. In all Non-CFS school average of 36.4 girls shared one toilet while 38 boys shared one.

All children are advised to bring drinking **water** from home. Two (40%) schools did not have water at all, although Pradeshiya Sabha distributes once every 2 days to one school. Other 3 (60%) schools had water but in one school the principal said the water was polluted.

There was no sign of **malnutrition** in the school according to both teachers and principals. All schools were giving the WFP midmorning meal. Three (60%) schools provided kolakenda too.

All schools with the assistance of the PHIs, conducts awareness creation programmes to students and parents on infectious **diseases and epidemics**. When children were asked what they do to prevent epidemics and diseases, children of two (20%) schools just said that they don’t come to school when they are sick, children in other three (60%) schools confirmed that PHI visits the school and created awareness. These children did not have special activities on dengue prevention either.

Children in three (60%) schools worked according to the schedule or the roster, took turns to clean the school environment. Whereas, children in the other two (40%) schools cleaned the school only on days when parents came for the school Shramadana.

**Safety:** All principals and teachers found the school and access to school safe although one school said that they lost things after school. All schools also had safe access to school. All students too said that their schools were safe. Only children in two schools clarified slightly why they feel safe
by saying that “parents often come to school. They repaired the boundary fence of the school. Principal and teachers are also very concerned about us”. Other three schools just said “yes”.

Principals of two (40%) schools did not predict the weather. Meegahawela principal predicted the weather during the rainy season and prepared for consequences. In this school according to the principal awareness was created among students on impending disasters such as floods, droughts, earth slips etc. Thimbirigaspitiya principals said that they get ready for the rainy season. Soranatota principal also predicted the weather during rainy season because to reach the school children and teachers have to cross a small water way which will be difficult during heavy rains. This principal did not mention this when discussing ‘safe access to school’.

8.5 Students, families and communities being actively engage with schools

Just like in CFSs all 5 schools prepared SDPs. Two (40%) schools the SDP was designed by the School Development Management Committee (SDMC) of which Principal and some teachers are members. Two (40%) schools did with Principal, the teachers and SDS, and one (20%) school it was only the principal and the staff. Community members supported the school in numerous ways. Participating in ‘Shramadana’ Sil campaigns, religious programmes, prize giving, and making teaching aids were some of the activities of parents. Batuyaya: This school has a good library donated by a well-wisher. Children are given Library Cards to borrow books. There was very close collaboration between the school and the parents. Parents have also promised a gate for this school.

8.6 Supported by the education systems

All principals said that they get enough support from the Divisional and Zonal office. But, most support is from the Divisional office and less from the Zonal office. They receive teachers without delay when requested, invitations to participate in In-Service Training and other similar programmes, quality input money etc.

8.7 Present challenges

Of the 5 schools that participated in the FGDs. Only four (80%) school principals stated that they were facing challenges in providing a quality education to all Primary students. Batuyaya; Economic problems and low level of education of parents were the challenge this school was facing. Kirioruwa; The previous principal who was serving the school since 1999, had not admitted any child to grade 1. According to the present principal, he had been planning to close down the school with his retirement. Therefore the present principal found it difficult to retain and admit students. Meegahawela; did not show that they were facing any challenges. Soranatota found the negative attitude of teachers a dilemma. Thimbirigaspitiya; Low number on roll, not having a playground, low economic conditions of pupils were the challenges facing this principal.

9 Best practices, lessons learnt & challenges – NPS Batticaloa

9.1 Rights-based and proactively inclusive
All 3 (100%) of schools were mundane in appearance and needed improvements. In Manchenthoduwai Mohiden school, just a section was painted. Cleanliness of the garden and class rooms in all schools was at an acceptable level. Manchenthoduwai Mohiden & St Theresa had a few of children’s work on the wall and the other school did not have any of the children’s work on the wall. St Theresa was a new school built after the Tsunami very close to the town. It was designed and built according to the MoE standards/specification. This school although looked impressive from the buildings point of view, didn’t have a single tree/plant planted purposely in the garden. The school did not attract new enrolments.

Mandoor 40 & Manchenthoduwai Mohiden (66%) faced the problem of having school drop-outs. But, the numbers reduced in 2010. School drop outs was not a problem to St Theresa. Irregular attendance was a problem to all school. Majority of the children in St Theresa came from ‘Children's Homes’ in Batticaloa. The management of the Children’s Homes assured the attendance of children. Poverty, protection issue, under age marriages, lack of parents commitment due to parents going abroad or remarrying, living with guardians who are indifferent towards education, single parents, strict discipline at orphanages/Childrens Homes, keeping older children behind to look after younger siblings, being the sole breadwinner, lack of transportation were some of the reasons for school drop-out and irregular attendance faced by the schools.

Principals facing the dropout dilemma made an effort to bring children back to school. SDS supports the 2 principals facing the issue. In Manchenthoduwai Mohiden of the 5 drop out children 4 came back. In Mandoor 40, of the 34 children dropped out since 2009, 20 children have come back to school. CUE support, home visits with the police and the SDS helped to bring these children back to schools. St Theresa children are not allowed to drop out by the orphanages. Teachers in all the schools said the WFP feeding programme helps to increase school’s attendance. Once children were back in school, teachers gave them opportunities, became closer, gave leadership and extra support to these children.

100% of principals believed in educating differently able, slow learners and back to school children. Principals & teachers in Manchenthoduwai Mohiden and Mandoor 40 said it was their right to be educated and need to help them integrate with other children, although they did not do anything towards encouraging differently able children to enrol into school. The principal of St Theresa said he had a teacher’s daughter with a physical disability in school. According to the teacher in one school who took part in the FGDs, there were a few other teachers in school who did not welcome differently able children. The teachers who met the consultant said; “we need to make a sacrifice even if they take more of our time”. In this school according to the teachers there were 2 children differently-able children in the primary. But the new principal knew of only one child (The
principal has been in school for 9 months). This school had only 139 children in the whole school and only 17 children in the primary. This confirms the indifference of principals towards differently-able children. In all schools differently-able children were enrolled like any other children if they come to school. No special efforts were made to encourage them to come to school. 100% children were very happy to have differently able children in their class and believed that they too should learn like other children to become good citizens. All parents too agreed that differently-able children too should have an education.

Teachers in all 3 schools were not happy with the student’s attendance. Mandoor 40 gave a certificate at the prize giving for best attendance and teachers made an attempt to be kind to the students. Teachers in one school said attendance is a little bit low on Fridays, and to overcome the problem they advocate parents, showing that this issue is taken casually as nothing was done to encourage the child to come to school. Students from orphanages showed regular attendance.

All children (100%) liked coming to school to study and to 'have a good life' in the future. Children in Mandoor 40 said they come to school; “to get -through the scholarship exam, to celebrate birthday and gift a book as donation to remember us, we can do worship, to participate in singing and other functions, and can play” etc. These children also said that the school has a happy environment where they can sing and talk to each other. They preferred staying in school as they could play in school. They also felt that there were more people at school unlike at home. Few children in one school said they cannot come to school every day as sometimes they have to look after younger siblings or to run errands. But they all preferred coming to school than staying at home doing 'other' work. Parents too confirmed that their children liked going to school but, they would be able to keep the children behind for a reason.

Teachers in 100% schools said that they took some kind of trouble to encourage children who are not motivated to study. In one school teachers said they use stories, sing songs, showed pictures, encourage co-curricular activities and talk on the importance of education etc while the students said that the teacher will punish, throw chalk at them, scold them for not doing work. Children also said that the teachers sometimes show kindness and care and repeat the lessons. Teachers in Mandoor 40, encouraged children through games, giving more group work, having competitions etc. Children in this school confirmed that teachers help them by giving simple work and encouraging peer learning. St Theresa classes were so small (5-6 children), teachers did what the children liked to motivate them to learn, and the children confirmed it.

All principals and teachers said they have reduced or eliminated corporal punishment in the school. To discipline misbehaving children a principal in one school (33%) said he would first advise and use the cane if the situation is too difficult to control. Teachers in this schools said they would advise the children but show the cane as a warning. Children confirmed that they were advised first and if the teachers were very angry they get beaten. One principal would advice children in the morning assembly, show love but hit slightly with hand or cane if necessary. Children in this school said that they too were advised and the teacher used the cane not to punish but to guide the lesson on the board. The other principal said, children coming from Children's Homes were misbehaving and the disciplinary committee took care of the situation. According to the children from Children's Homes, if the teachers hits them, representative from the Home would come to meet the teacher. Children in St Theresa school loved their teachers although they all got hit by hand. Parents of one school said teachers beat children only as the last resort. One mother in this school reported that one teacher beat her child severely. Other than for Four (36%) parents, rest were acceptable of teachers hitting children to discipline them, without physically harming them.
Regarding the knowledge of Child Rights, only 2 (8%) children out of 24 knew at least ‘right to protection’. None others knew anything of Child Rights. Only parents in one school knew of child rights. Eight out of 11 parents from Mandoor 40 knew of Child Rights where several NOGs have implemented programmes on Child Rights in the school. Principals of all 3 schools did not have plans for the future to have any advocacy programmes on Child Rights.

9.2 Schools are gender responsive

All principals, teachers and parents stated that irrespective of sex differentiation, all students have equal access to facilities provided by the schools and they all participate equally in all sports, cultural and co-curricular activates. According to principals and teachers as there was participation of girls and boys in activities there was no necessity to encourage equal participation. No special action has been taken to encourage girl’s participation in leadership other than the child taking leadership in the class room. Teachers and Principals have no idea of gender concerns. Five girls from St Theresa Girls School visited Portugal as a Tsunami response project, thus expanding their horizons and developing self confidence. Girls did not play any recognised team sports as in the CFS.

9.3 Promote quality learning outcomes

Two (66%) schools needed 5 teachers each, Both schools had 1 teacher less (had 4 teachers each) than requires. St Theresa had only 17 students in the whole of primary and needed only 3 teachers, but had 5 teachers. Of the 13 teachers 11 (85%) are primary trained teachers. Of the 13, 2 (15%) teachers were CCM trained although not from a CFS. They did not share their CCM knowledge with other teachers. None of the teachers mentioned of the child centred training they received in the In-Service training. Principals too did not have plans to provide CCM to teachers.

All principals monitored teachers’ teaching skills through informal internal supervision. Manchenthoduwai Mohiden principal would review children’s exercise books and would conduct class room supervision. Mandoor 40 principal and the sectional head would monitor the primary teachers , while the management committee was responsible for teacher evaluation. Principal in St Theresa did not mention specifically how he would monitor the teachers’ teaching skills in the school. Principals in all 3 schools said that they encourage teachers to improve their teaching skills. All principals sent teachers to seminars & training programmes organised by the Zonal office. Manchenthoduwai Mohiden & Mandoor 40 principals ensured that teachers had teacher guides, initiated 5E method, provided support through ‘quality inputs’ and established quality circles. Teachers themselves said that they attend seminars, buy books & use the library and get support from ISAs. Few were following the Diploma in Ed.

All principals were happy with the teacher attendance. Only in one school there were teachers taking leave during festival season. When teachers take leave, in all 3 schools the teachers would hand over the class to another teacher. Manchenthoduwai Mohiden, the principal will take the class if there were no teachers available. Mandoor 40 & St. Theresa, will have combined classes if a relief teacher is unavailable. Students in all schools said if an acting teacher does not come to class, some girls do self study and boys go out to play. They also said that sometimes children quarrel with each other. Majority of the children were happy if the teacher did not come to class so that they could play. According to parents in one school, principal would send the children home early to avoid chaos and conflict among children.
When asked from the principals, what actions they took to improve student’s learning competencies; All principal mentioned additional sessions by teachers in addition to class level assessments. Mandoor 40 principal would link grade V children for further support to the neighbouring CFS, which offers support to these children free of charge. He would bring sample exam papers from other reputed educationists and also send students to sit for external exams. Principals and teachers said that the schools assessed students ELCs through continuous assessments. But none mentioned using the grid provided by the MoE. Mandoor 40 principal said that they have an ISA designated to help the school to assess the ELCs.

Children in two schools (66%) said the teacher uses text books, revision papers and picture cards, drawings as teaching aids. Only children in one school (33%) said that in addition, the teacher shows samples, models, and that they go to the garden for activities such as looking at the shadow etc. 86% parents did not know whether the teachers in school used visual aids in class or not. Nine parents out of 11 in one school (64%) said that they feel activity based teaching could disturb the class, proving that parents are oblivious of the teaching method.

All teachers used group work to teach children. St Theresa classes have only 5-6 children and they are continuously a group. The two mixed schools had mixed groups. But, the group leader in two schools changed only once a term. In one school, in a group of 5, 2 have become leaders, after 6 months into the year other 2 haven’t been leaders yet. In all schools backwards children would never get a chance to be group leaders. All children said that could ask the teachers questions if they don’t understand the lesson or if they have a problem. Children in Mandoor 40 in addition to clarifying what is not understood, children got teacher’s help solving crosswords puzzles. 100% children said that the teacher would repeat the lesson if they didn’t understand.

100% of students sought after peer support to catch up with missed lessons in case of being absent from school. Teachers in 100% school too encouraged this practice. In 66% of schools, children had the option to ask the teacher if they still didn’t understand. But in one school the only option was asking friends. Three parents (21%) out of 14 parents felt that teachers couldn’t repeat the lesson due to time constraints, but they would help individually if necessary. 79% parents said peer learning was the only choice children had.

Only two 14% parents out of 14 felt that the children were receiving a good education from the school, as it was their only alternative. Rest of the parents taking into account the limitations the school was facing, such as, teacher shortage and commitment of teachers, said that children were getting an average education form the school. But all these parents depended on the school for the child’s education as they were poorly educated and was unable to provide children with external support. According to parents, none of the schools gave extra lessons to the children. 42% children attend tuition classes.

Only the principal & teachers in Mandoor 40 said children in their school takes initiatives. But they were related to cleaning the environment and goodwill gestures such as giving a ride in their bicycle to others to come to school. 100% children said that do not take initiatives, but do what the teachers tell them. But, all children in Mandoor 40 said that they can make handicraft & drawings without the teachers instruction.

50% of parents knew what their children were learning in schools and how they were performing. Only two (14%) parent said that they look at the child’s books. 50% Parents supported the child’s education by finding out how their child is doing in school, by meeting the teacher and reading through the child’s record book. 54% (9/10 & 4/4) children said that their parents don’t know how
they are doing in school. When children were asked how their parents help them in their education, All children said that their parents and guardians provided them with stationery, clothing and sent them for tuition. One teacher in Manchenthoduwai Mohiden school has been trying to get a particular parent to come to school to discuss the child’s progress for the last 3 years and was not successful. This teacher finally deliberately failed the child by making the child repeat the grade. As a result, the parent came to school immediately to find out the reason for ‘failing’.

9.4 Schools are healthy, safe and protective of children

All principals and teachers said that they would know if a student had a psychological problem from their behaviour & decline in performance level. But none of the principals were prepared to answer if they would know if a teacher had psychological problems. None had a mechanism to address psychological problems of teachers. But they said if it was a child they would refer the child to the guidance and counselling teacher if there was one in the school. Teachers in Manchenthoduwai Mohiden said in addition to the principal, that they would inform the ISAA & ADEE.

Only Mandoor 40 & St Theresa conducted the SMI but, both principals did not give details how it was conducted and the frequency.

Only St Theresa had sufficient toilets (was built after the Tsunami). Among all schools there was an average of 1/41 girls and 1/52 boys. Toilets were cleaned by children other than in one school where a paid labourer attended to cleaning. According to this principal, toilets were not kept clean by the labourer. All schools had safe water sources, but in Manchenthoduwai Mohiden, the pump to the tube well was not in operation due to breakdown. The school did not have funds to attend to the repair. Children also said that the water that is collected at present was sandy and not suitable for consumption. They confirmed the broken pump and the water tank not being cleaned for a long time.

Although all principals said that the schools did not have malnutrition, teachers in one school said that few children existed in school with malnutrition. Other than for the schools feeding programme, the teachers said these children do not get any other support from the school.

To prevent infectious diseases, two principals said they would keep the school clean and advice children suffering from an infectious disease to refrain from coming to school. Manchenthoduwai Mohiden and St. Theresa the PHI visited the school and created awareness on dengue prevention. Only 50% children mentioned of keeping the environment clean and staying clean to prevent dengue and other diseases. All parents said that they would keep the child at home and keep the environment clean. All children kept the school clean by sweeping and disposing garbage appropriately.

Principals and teachers in two schools (67%) felt that their schools were safe at present. The principal in Manchenthoduwai Mohiden said that people throw cow dung to the school, school name board was damaged as no parapet wall around the school, outside garbage is dumped into the school, drug addicts use school at night and pollute the school etc. Teachers in this school said that the timber in the class room roof was damaged & the roof was leaking. They also said that there was a probability that the timber would fall down. 50% children in this school (5/10) too confirmed that they didn’t feel that the school was safe although they didn’t say why they felt so. All children in St Theresa said they felt the school was safe as the teachers looked after them. All principals said that children have safe access to schools. Teachers in one schools said that felt that
their school was safe due to having a Police check point close by. 100% parents felt that the schools were safe for their children to attend.

100% principals predicted the weather & prepared for consequences that could affect the school and children. Mandoor 40 had a committee on disaster management. But none of the principals said that they prepare for disasters.

9.5 Students, families and communities being actively engage with schools

None of the schools prepared the SSA or the SDP. Principal of Manchenthoduwei Mohiden said that community participation in schools activities was very low. Only 3 parents came for the FGDs. According to him, few parents come to school functions and Shramadana. This principal has been communicating with politicians, organisations, and well-wishers soliciting support for several school activities. According to the teachers, parents came to the school only to get their share if some goods were distributes free in the school by other organisations. Teachers in this school also said that parents quarrel with teachers. The 3 parents who were at the FGD said they "contribute a little" to the school in school's activities and development. These parents also said they come to the school when children get into trouble. In Mandoor 40, parents were not pro active. But, would support the principal & teachers in school's activities whenever needed (after being coerced several times). The school sometimes request the support of the police to get parents to participate even in the Shramadanas. The principal has been able to seek support from the community to obtain deeds for school land and forming a functioning Children Protection Unit with parents. Eleven parents participated in the FGDs in this school. In St. Theresa, not a single parent came for the FGDs, and the principal's main problem in developing the school was, parents not supporting the school. According to the teachers very few parents would come to the Shramadana and to the sports meet. Majority of the children in this school comes from Children’s Homes run by religious institutions. This could be the reason for low community participation as the school is conveniently located and should not cause problems in accessing it. 46% children from all 3 schools confirmed that their parents do not support their school. All parents were happy with the school's leadership and management.

9.6 Supported by the education systems

All principals were happy with the support they get from the Zonal office. All schools received opportunities for training, external evaluation, ISA/ADE visits etc. Mansoor 40 in addition, received support for infrastructure and the school got up-graded.

9.7 Present challenges

Of the 3 schools that participated in the FGDs. Only 2 (67%) school principals stated that they were facing challenges in providing a quality education to all Primary students. Mansoor 40 faced having lack of physical resources, teachers shortage and having untrained teachers, transportation problems in accessing the school, not having staff quarters, inadequate teaching & learning materials, children coming from poor families, low level of parents education (not even 5% educated of 1100 families), lack of parental support with home work, lack of community involvement, in sufficient drinking water /water crisis. lack of furniture, having drop-outs and irregular attendance, etc. St. Theresa said their major challenge was getting primary enrolments
even after having a newly built spacious school with extra teachers. Manchenthoduwai Mohiden principal did not mention any challenges even though this school looked as facing most challenges.

Statement made by the principal of Mandoor 40; “We hear the CFS process is a very good method to optimize the resources and improve the quality education. The nearby CFS schools are doing well and we think the CFS would be a good model to overcome education challenges”.
10 Statements made by DDEs and ZEDs of the Unicef supported CFS programme

10.1 Mr D M Premarathne, DDE, Kandaketiya, Badulla

“This is a very important programme. Each school in this country should be child friendly. The concept of being child friendly has gone to the school only because of UNICEF. Only through this programme, schools are aware of what they should do for children. Before, everything was based only on Education & involving the community. We did not give any attention to equal opportunities for girls and boys, and men & women. Due to UNICEF, schools are now pro-actively working on child rights within the school.

The productivity and efficiency of the schools have widely improved. Schools now work in a systematic way in all their activities. All schools have made their schools very attractive. Child’s learning achievement has improved and all staff are working to further improve it. The reason for achieving this is that while introducing CFS concept, all DDEs, principals, and teachers were training on CFS.

Owing to UNICEF inputs I’m compelled to monitor the schools regularly. The school and the Divisional office have a better relationship. We work closely with the schools. We have developed a special monitoring too (the pink sheet) as a result of CFS training.

Before the Government gave resources to the school without checking whether they are needed or not. There was so much of wastage at that time. Now, resources are not wasted as what is given to the school is what is actually needed by the school. The school identifies what the school needs to develop the school (SDP) which is a very effective tool.

The community is now closer to the school and helps the school better. The reason is that parents see the difference in the school now.

I see developing the SSA is the most important activity. The reason being that, all stake holders got involved and a true picture of the school’s situation was revealed.

Giving the children’s play area has improved the activities of Primary students. Giving toilets and water supply has vastly improved the hygienic condition of the children”.

10.2 Mr R M T Nishantha, DDE Passara, Badulla

“I feel the 6 dimensions of CFS are very important. This covers everything that children need to study in a school. A good relationship has been built between the Division and the school compared to before. Due to CFS we see that there is a great improvement of results in the grade 5 scholarship exam. Although UNICEF introduced CFS only up to grade 5, we have introduced the system up to grade 11.

Because of CFS, we now give lot of attention to school drop-outs- as a result school attendance has greatly improved. Also as teaching is child centred, teaching methods were revitalized, the distant relationship between the teacher and the student reduced and both parties are closer to each other.
In some schools in my division, the teachers have developed a system of self-study for children. If the teacher is absent in the school, children know what to do.

Parents have also got closer to the school - as a result the school environment (inside & outside) have vastly improved. In some areas even the parents know me.

Children take a special interest to keep the toilets clean. The principal is also making attempts to clear unsafe areas in the school. Principals have improved the school management compared to the school in the beginning of 2008. They have improved cleanliness and also displayed a lot of information in the office now.

As CFS focus is by the Divisional Office, more work is being done. Even the Divisional Directors are recognized by the principals. Before no one took any notice of the Divisional Directors, everyone by-passed us and went straight to the Zonal Director for support.

The trip to the East has helped us to bring experiences to Badulla. After sharing experience with the principals of best practices in the East, the principals have also improved their schools immensely.

I also got a lot of experience in planning and management, which has helped to make us more effective.

The CFS indicators have made it easy for us to monitor the school”.

10.3 Mr. A M E Paul, Zonal Director Education – Batticaloa

“CFS has increased the achievement level of the child, especially in remote schools. Schools are attractive and attendance has increased compared to before. Teacher/principals have reduced corporal punishment. They don’t beat & don’t send children back home just for getting late to school. ‘CFS Day’ evaluation motivated the principals & the teachers.

‘CFS tour’ made a drastic effect on the teachers... it showed a better impact than having seminars. Even the main schools in the town visit the most remote CFS schools to learn from them.

Community participation in remote CFS is very high compared to the town. Before, the community participation was only in town school. Now, CFS remote schools have better participation. The community of Panchena Pari Vidyalaya got me to upgrade the school to have O/L before it had only up to grade 9. In remote schools, community is very interested in supporting the school but they are unable to support financially - they depend on us to for financial support.

CFS concept has been adopted by 90% of the school in my zone. All ADE & ISAs are trained in CFS and they too monitor the school when they visit. CFS dimensions are included in Zonal external evaluation. We additionally look in to the CFS dimensions on top of the Department’s evaluation criteria. At each principal’s monthly meeting it is in the agenda for discussion. The ministry has advised us to include CFS in all primary schools.

Weaknesses: There is a delay in starting approved programmes due to the fund flow procedures. There are many times where there are delays in paying the resource persons and advancing money”.
## General comparison of NPS and CFS

<table>
<thead>
<tr>
<th>Dimension &amp; Indicators</th>
<th>Non project schools</th>
<th>CFS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rights-based and proactively inclusive</strong></td>
<td></td>
<td></td>
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<tr>
<td>School drop outs an issue for schools</td>
<td>Badulla: not an major issue</td>
<td>Badulla: not an major issue</td>
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<tr>
<td></td>
<td>Batti: was an issue to all schools due to the war situation.</td>
<td>Batti: was an issue to all schools due to the war/post war situation.</td>
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<td></td>
<td>Enrolment to grade I was an issue even to the new school in the town.</td>
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<tr>
<td>What schools did to bring back out of school children</td>
<td>Irregular attendance was taken casually. Interventions did not have follow-up.</td>
<td>Principals had strategies targeted at individual children with follow-up.</td>
</tr>
<tr>
<td>School Attendance Committee</td>
<td>SACs were not functioning</td>
<td>Badulla: SACs were not active to the expected level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Batti: Schools had a separate committee to bring children back to school</td>
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<tr>
<td>Schools had activities/events to make teachers, parents &amp; children aware of Child rights</td>
<td>Badulla: none of the schools have done any activities.</td>
<td>Schools have done a few activities especially on the children’s day.</td>
</tr>
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<td></td>
<td>Batti: An NGO was implementing programmes in schools in selected areas.</td>
<td></td>
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<tr>
<td>Parents &amp; students knowledge on Child rights</td>
<td>Badulla: None of the children and parents were aware of Child rights.</td>
<td>Very little knowledge. Majority of the children &amp; parents were aware of ‘Right to education’.</td>
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<td></td>
<td>Batti: Very little knowledge</td>
<td></td>
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<tr>
<td>Methods principals &amp; teachers used to discipline misbehaving children</td>
<td>Reduced level of Corporal punishment. Principals &amp; teachers were less open to talk.</td>
<td>Reduced level of Corporal punishment. Principals &amp; teachers were open to talk of corporal punishment. Where teachers hit, they were not exposed to alternative methods of positive discipline.</td>
</tr>
<tr>
<td>Teaching differently able children</td>
<td>Principals were indifferent towards differently able children, unless the child was related to a teacher. Teachers were not enthusiastic in teaching differently able children.</td>
<td>Not much effort was made by principals to encourage enrolment of differently able children to schools. Schools with such children; teachers were aware of the individual child's disability and gave appropriate attention.</td>
</tr>
<tr>
<td>Teaching back-to-school children</td>
<td>Gave special attention to bring back children.</td>
<td>Gave attention to bring back children. Mainstreaming &amp; retaining children were also</td>
</tr>
<tr>
<td><strong>Action taken in improving students’ attendance</strong></td>
<td>Made an effort. Children not coming to school for two days was not an issue.</td>
<td>Children not coming to school for one day was an issue.</td>
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</tr>
<tr>
<td><strong>Children like coming to school</strong></td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Schools are gender responsive</strong></td>
<td>All children allowed to do everything as what was done traditionally. Marginalized girl child would remain marginalized.</td>
<td>Makes an effort to have at least equal numbers in all activities. CFS training had given principals seeds for thoughts.</td>
</tr>
<tr>
<td><strong>Encouraging girls participation in leadership</strong></td>
<td>No special actions taken</td>
<td>same</td>
</tr>
<tr>
<td><strong>Promote quality learning outcomes</strong></td>
<td>Not all teachers were ‘Primary School’ trained.</td>
<td>same</td>
</tr>
<tr>
<td><strong>Teachers trained in Primary Education</strong></td>
<td>80% principals and teachers did not make an effort.</td>
<td>80% principals and teachers took some sort of an initiative to improve their qualifications and skills.</td>
</tr>
<tr>
<td><strong>Teachers improving their skills</strong></td>
<td>Badulla: 60% assessed. Some schools did not keep a record. Batti: 100% schools did not measure systematically.</td>
<td>100% schools measured ELCs systematically and kept records.</td>
</tr>
<tr>
<td><strong>School assess children’s Essential Learning Competencies (ELC)</strong></td>
<td>None. But had similar In-Service training on other aspects of primary education.</td>
<td>Approx. 50% trained on CCM in addition to regular In-Service training.</td>
</tr>
<tr>
<td><strong>All teachers trained in CCM</strong></td>
<td>Not practiced systematically.</td>
<td>same</td>
</tr>
<tr>
<td><strong>Principals monitoring teachers’ teaching skills</strong></td>
<td>Did not give much information to the researchers.</td>
<td>Dedicated CFS teachers and principals spoke with passion when talking about teaching in class and using CCM. They all had a list starting from minute changes to bigger activities. These teachers and principals were also very proud to tell the consultant the positive changes they saw in children as a result of CCM.</td>
</tr>
<tr>
<td><strong>Attitude towards teaching by teachers and principals</strong></td>
<td>Happy</td>
<td>Same</td>
</tr>
<tr>
<td><strong>Principals, students and parents happy with teacher attendance</strong></td>
<td>Replacement teacher takes the class. But, sometimes neglected due to teacher shortage</td>
<td>Same.</td>
</tr>
<tr>
<td><strong>What happens to the class when the teacher takes leave</strong></td>
<td>Principals gave technical answers.</td>
<td>CFS principals mentioned with satisfaction, making an additional effort using creative...</td>
</tr>
<tr>
<td>Methods</td>
<td>80% made an effort</td>
<td>Dedicated teachers were more analytical towards diagnosing issues facing individual child.</td>
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<td>------------------------------------------------------------------------</td>
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<tr>
<td>Encouraging children who are not motivated to study</td>
<td></td>
<td></td>
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<tr>
<td>Children work in groups</td>
<td>In small schools children sat in groups as there were only 4-5 children in the class. This does not mean that the children actually worked in groups. Backwards children would never get a chance to be a group leader.</td>
<td>Students worked in groups when necessary. All children got an opportunity to become a group leader (although some had not been a leader even after 6 months into the school year).</td>
</tr>
<tr>
<td>Teachers using teaching aids</td>
<td>All used standard prescribed teaching material.</td>
<td>Did more. Used experiential learning methods too.</td>
</tr>
<tr>
<td>Children asking questions from the teacher.</td>
<td>Some children were scared of the teacher to ask questions. Others asked what they didn't understand.</td>
<td>Children asked what they didn't understand in addition to their school work. Eg. Solving cross word puzzles.</td>
</tr>
<tr>
<td>Children friendly with teachers</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>Changes teachers have observed in children's performance and attitudes</td>
<td>Did not give much information to the researchers.</td>
<td>Very positive. They could provide lists of information in detail.</td>
</tr>
<tr>
<td>Children taking initiatives in school activities</td>
<td>100% related to cleaning &amp; decoration the garden &amp; class room.</td>
<td>100% related to cleaning, decoration the garden &amp; class room, dancing, singing and drawing</td>
</tr>
<tr>
<td>Letting the parents know about their children’s performance in school</td>
<td>Monthly class meeting &amp; report cards.</td>
<td>Same, but more organized.</td>
</tr>
<tr>
<td>Parents supporting children with education</td>
<td>Checked home work, comes for parent teacher meetings (not all).</td>
<td>Same. But, parents were more conscious of all activities.</td>
</tr>
<tr>
<td>Schools are healthy, safe and protective of children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How the principal would know if students and teachers have psycho-social problems</td>
<td>60% through behaviour, others did not answer.</td>
<td>100% through behaviour. Some schools had a suggestion box.</td>
</tr>
<tr>
<td>Do schools have mechanisms to address psychosocial problems of students &amp; teachers</td>
<td>40% prepared</td>
<td>100% prepared</td>
</tr>
<tr>
<td>School Medical Inspection (SMI) conducted in your school</td>
<td>Conducted</td>
<td>Same</td>
</tr>
<tr>
<td>Have sufficient, functioning toilets for boys and girls</td>
<td>Badulla: had enough toilets Batti: Serious shortage</td>
<td>Badulla: shortage Batti: Serious shortage</td>
</tr>
<tr>
<td>Have a safe drinking water source</td>
<td>Badulla: 40% had</td>
<td>Badulla: 80% had</td>
</tr>
<tr>
<td></td>
<td>Batti: Serious issue</td>
<td>Batti: 67% had water, but still</td>
</tr>
<tr>
<td>Having children with malnutrition</td>
<td>Principals have not measured the children and did not know whether there were children suffering from malnutrition in the school.</td>
<td>Principals and teachers were aware and had identified few children in schools. Malnutrition was not an issue. Principals added vegetables from the school garden to provide added nutrition to the mid morning meal.</td>
</tr>
<tr>
<td>Preventing epidemics/infectious diseases in school</td>
<td>Principals &amp; teachers made an effort.</td>
<td>Principal, teachers &amp; children actively participated in campaigns in preventing diseases.</td>
</tr>
<tr>
<td>Children kept the school clean</td>
<td>60%</td>
<td>100%</td>
</tr>
<tr>
<td>Safety in school</td>
<td>Did not look at safety critically</td>
<td>Principals looked at the issue critically, and were very aware of all issues. Some issues were addressed.</td>
</tr>
</tbody>
</table>

### Students, families and communities being actively engage with schools

| Community members supported the school | Some did. | Due to the development of the SSA, there was a greater participation of community members. Some even felt the school was theirs. Parent's participation is still an issue. |
| Developed the SSA & SDP | No SSA & SDPs. Some schools had a 5 year plan developed by the principal. | 93% did SDP & SSA with the same group. |
| Challenges schools are facing at present to provide a quality education to all primary children | Principals have not analyzed challenges. Challenges were in general to the school. Mainly were physical support. | Have identified challenges specifically for quality & access to education. SSA & SDP had quantified the challenges in line with CFS dimensions. |
| Best practices or innovative practices at present to overcome the challenges | Responsibility was the principal’s | Dedicated principals have tried out practical solutions with participation of other key stakeholders. |

### 12 Concluding Remarks

#### 12.1 Rights-based and proactively inclusive
Both CFS & NPS's children liked coming to school. However, CFS children liked the school better due to having the children’s play area and having a beautiful garden. Also CFS children were relaxed and showed a better relationship with the teachers. This shows the importance of appearance of the school and the role of the teacher or the manner the teacher address the children. NPS were mundane but the children were happy with what they had.

There is much evidence that CFS has reduced absenteeism. This is due to CFS treating the cause for being absent. Principal & teachers would go into the issues of why children would get absent. Most principals would follow up, find out the reasons, and address the issue. This reduced absenteeism. As a result of improved attendance, children have increased their learning capacity and better marks compared to previous years. Absenteeism was still an issue to non project schools.

Reasons for irregular attendance and dropping-out were the same social & economical conditions for both CFS & NPS. Both CFS & NPS used similar strategies to increase enrolment, bring back children but CFSs made a greater effort. CFS used creativity for this purpose. Moreover, CFS principals and teachers made an additional effort to retain them in school. Most non project schools did not show this commitment.

Almost all CFS maintained their gardens. Well maintained school and garden had a ‘pull effect’ that attracted parents to enrol children in the school. First impressions are important and are long lasting. Non project schools did not make an effort to make the school and the garden attractive, although the gardens were kept clean. A NPS with up-to-date facilities, situated centrally in town, still had problems in enrolling children to school.

In both CFS & NPS, parents and children were not certain with the knowledge of CFS and Child Rights. Their limited knowledge on Child rights was mostly due to promotional campaigns in the mass media.

There were instances where children having to walk long distances & having to miss school due to weather conditions and other hindrances. Under these circumstances they would miss lessons for more than a day or two, resulting in children dropping out owing to not being able to catch-up missed lessons.

Not much effort was made by majority of principals to locate children with disabilities in their catchment area and encouraging them to come to their respective schools. This was common to both CFS & non project schools.

In Batticaloa CFS, there were school level committees to bring back drop-outs which were effective. In Badulla, principals were still depending on SAC which were not functioning. Non project schools in Batticaloa still had SAC and they too were not functioning.

CFS schools have tried to reduce corporal punishment as children in several schools confirmed that they were not hit/smacked by teachers. Corporal punishment was more prevalent in non project schools. In Sri Lanka children and parents approve of hitting (without physically harming), for disciplining children. The main reason for having to hit a child was due to the child not keeping up the expectations of the teachers.
12.2 Schools are gender responsive

- There were girls and boys holding office in literary societies, class monitors, conducting assembly etc. This was due to principals getting gender awareness at the CFS training. Nevertheless, all principals & teachers lacked knowledge on gender equality & equity. All were with the impression that equal participation means having the presence of girls and not their actual participation. In all schools boys played recognized team games, while girls played traditional games such as hop-scotch, hide & seek occasionally ‘Elle’ etc. However, girls and boys equally participated in track and field events. All CFS principals were male in Batticaloa & Badulla CFSs had only 1 female principal.

12.3 Promoting quality learning outcomes

- Principals were the key to all the success due to capacity building initiatives of CFS. Some took success by himself while other shared it with the rest of the team. The team spirit depended on the principal’s leadership. In Batticaloa, a CFS principal shared his resources with the neighbouring NPS, building inter-school relationships.

- CFS system changed the attitude of principals, teachers, parents and students, and this led to improvement in learning achievements, including children who were not motivated to speak or read & write earlier.

- Majority of CFS teachers understood their role and were happy with the school management & the principal. They liked coming to school even under difficult conditions. Some worked long hours, came to school early or stayed longer hours. Principals too took initiatives that were not prescribed to improve quality learning/teaching by authorities. CFS teachers made an effort to develop their capacities where as 80% of NPS didn’t.

- Due to the inaccessibility ISAs did not visit remote schools. As a result teachers in remote schools did not get updated information regarding academic work and skill development.

- Going on the educational excursion was the most memorable school event for children, teachers and principals. But not all schools took children on excursions and not all children could afford to go on these educational tours.

- In CFS encouraging children's initiatives have just started to implement but, it is mostly limited to decorating and cleaning the garden or the class room or were related to drawing, singing and acting/drama.

- Quality circles were not well understood and supported in the school system as not many teachers or principals spoke of it.

- CFS & NPS both faced teacher shortages. Most schools faced multi-grade teaching where one teacher took two grades in the same class due to teacher shortage & absenteeism.

- CCM helped children to enjoy learning, to be active and develop self esteem and schools showed improved marks/results. If all teachers were trained in CCM, schools could improve results drastically.
• Non partitioned class rooms disturbed the teaching learning process. This harms the level of teaching and learning procedure. Due to the disturbances, learning/teaching procedure could not be maintained. This was common to both to CFS & NPS.

• CFS school’s achievements at the grade 5 scholarship exam were satisfactory, compared to prior to becoming CFS.

12.4 Schools are healthy, safe and protective of children

• Since schools becoming CFS, health and hygiene of children have improved. All schools provided children with a free morning meal. The free meal was an important factor for some poor children to come to school. Malnutrition too was negligible in all schools.

• In Badulla, out of CFS sample schools, 73% did not have sufficient toilets. 20% schools did not have water to clean the toilets or to drink. In Batticaloa (60%) schools badly needed toilets with water. In Batticaloa some principals did not see the importance of keeping toilets clean (this could be due to lack of water and a large number of students using very few toilets).

• Principals of all schools were concerned of the safety of children, mainly from other human beings. Many were not prepared for natural disasters. Civil Security Committees in Batticaloa schools did not show children's participation. Such committees did not exist in Badulla.

• None of the principals had any mechanism to address psychological problems of fellow teachers. Using commonsense was the common mechanism to support children with such problems.

12.5 Students, families and communities being actively engaged

• CFS schools showed better relationships among parents, teachers and students than non project schools. Community participation is the only way to sustainability of CFS and child’s continuous education. But, not much organised PR efforts were made in schools other than inviting parents to Shramadana, sports meet & religious functions. Developing the SSA & SDP added value to existing PR efforts. Involving various groups of people in developing the SSA established a relationship between the school and the public. This was valued by the principal, teachers and parents.

• In general, CFS name carried a positive association among all stakeholders, although there were few gaps in the system.

12.6 CFS capacity building
Although CFS programme started in 2006, the real impact of training was seen after 2008. This could be due to the training been more organized and based on the CFS national framework. Twice trained principals knew the dimensions better proving the importance of continuous training. Having CFS training several times had helped the principals to grasp the CFS concept better.

Principals with greater knowledge and commitment towards CFS showed better results. The success of the CFS programme was clearly in the hands of principals. Good results were achieved through the principal’s leadership and competence.

Teachers not getting CFS directly from the trainers, could dilute the quality of the training, nevertheless, teachers were motivated to implement the CFS system. Principals with their other work load may simplify the training resulting in loosing information.

Teachers especially in the rural schools have not got adequate of exposure to many training programmes. This was due to schools being located in difficult areas and facing transportation limitations. Generally only one teacher goes for training from these schools as the schools are already under staffed. Teachers are also not encouraged to go for training on weekdays.

The CFS exchange visits for the principals and teachers was a learning experience that made a change in perception. They shared with other teachers, parents and students what they saw and implemented activities they learnt from the visit, in their schools. In Batticalloa just one CFS visit without a CFS training had helped one principal to grasp the concept to a great extend.
13 Recommendations for future directions

13.1 Rights-based and proactively inclusive

- Further encourage student-teacher relationship building. Motivate and stimulate teachers for commitment and dependability to the children. Develop effective communication skills of teachers that are required for relationship building, that would make teachers needs clearly understood and to understand those of the children. Building relationships and effective communication with children will strengthen closer ties with the school thereby reducing preventable dropping out. It is important to build relationships based on trust.

- Develop a strategy to create an interest, stimulate and persuade members of the school level committee to be motivated to actively participate in actions to bring back children to school. Teachers & principals who have successfully brought children back to school need to be encouraged and appreciated. Further support need to be provided to back-to-school children to encourage them to complete their education.

- Following up on absenteeism should be inculcated as a responsibility of the principal and should be monitored by higher authorities. Building relationships with parents too would make parents themselves following up on their child’s attendance thereby reducing absenteeism. Children having to walk long distances, having to miss school due to other external factors need to be provided with home learning packages and a mechanism set up, to send work their homes.

- The ‘Pull Effect’ due to attractive schools need to be maintained and supported. Schools need to invite outside resource persons eg. NGOs/ persons working on Environment, agriculture etc, to advise the schools how to maximise utilisation of garden space to be environmentally friendly and economical while maintaining the appearance.

- A conscious effort has to be made to develop an advocacy campaign for children and parents on the CFS dimensions & Child Rights. In addition to mass media, use of street dramas and other alternative media will make a greater impact on rural communities.

- Future CFS training programmes need to emphasise on inclusiveness of marginalised groups especially the differently-able children. Create awareness of the school’s achievements and convince parents to enrol children to the school.

- Strong action needs to be made to stop the tradition of parents and children believing that ‘hitting is acceptable to correct’ a child. Zero tolerance of corporal punishment need to be constantly reminded to principals and teachers. This need to be incorporated in the pre-service training provided and in all teacher capacity building training programmes of teachers and principals. Providing advice to principals and teachers on alternative methods of maintaining positive discipline that could eliminate corporal punishment form CFSs should be practised.
13.2 Schools are gender responsive

- It is essential that higher authorities understand the inequity in gender responsiveness. It is also important that the authorities recognise specific challenges faced by girls and lady teachers. Provide opportunities and encourage lady teachers and girl child to foster exchange of experiences and learning aimed at strengthening the role of girls & women, in decision making and leadership. Girls need to be encouraged to play recognised team games irrespective of gender differentiations. Equal participation in all activities need to be encouraged with comparable representation and actual participation. E.g. Schools with more girls should have more girl prefects, and same should apply for boys. Gender sensitisation training needs to be given to parents, students, teachers, principals, ISAs, DDEs & ZDEs, if schools are to be gender responsive in the future. The training need to be provided to both parents so that fathers too could take responsibility of the child’s education.

13.3 Promoting quality learning outcomes

- To further develop the commitment of staff, team building activities (through goal setting) can be introduced. Teams can be given clear meaningful, quantifiable, goals (or other values that can be verified and measured objectively) to further improve quality learning in schools. This could improve the productivity of the school and improve higher standard of the service that would cater to the satisfaction of children and parents. Team work need to be coupled with delegation, as delegating is the perfect way to get more accomplished in less time. This applies at class room level and school level. ‘Working smart not hard’ concept need to be encouraged so that all parties concerned could be less stresses, relaxed and efficient.

- Encourage and appreciate good practices of teachers & principals by higher authorities. Capitalize on the strengths of the children and teachers and provide opportunities for self development.

- Introduce practices such as ‘Performance Driven Culture’ which has been proved successful in the private sector. Recognise and appreciate the performances of teachers and principals formally and informally by higher authorities such as DDE & ZED/PDE. Have a rewarding system to recognise performing principals. This could motivate all principals to achieve high CFS standards.

- A strategy need to be developed to provide CCM to all teachers by competent trainers. ISA capacities in CFS system too need to be constantly upgraded with success stories and lessons learnt from other districts and other countries. A mechanism need to be developed by the Zonal/DDE office to encourage ISAs visits to remote schools to enhance the capabilities of the teachers. Bringing training to the teachers, than sending teachers to the training is more appropriate to rural schools. More school based training for teachers in the form of quality circles need to be introduced. ISAs & DDEs should be more involved in adding value to the quality circles to sustain them.

- Teachers need to be trained to handle multi-grade and multi-level lesson planning and teaching. Principals need ‘relationship building’ training where stronger relationships might keep teachers in the school. Better relationships with the Zonal and Divisional offices could
provide the required number of teachers. Strategy need to be developed to provide appropriate accommodation for teachers.

- Educational tours are the only means of expanding the horizons of rural poverty stricken children, a fund need to be built in each school to subsidise needy children’s obligation. This need to be an annual event where children can look forward to & can be used by teachers to enrich the experiences of the children.

- As ‘children taking initiatives’ is a new area in the CFS system, a methodology need to be developed to encourage giving opportunities to children to take initiatives at class and school level. This methodology needs to be developed at Divisional/ Zonal level and passed down to the school.

- Class rooms need to be partitioned with permanent or semi-permanent partitioning. CFS need to have special architectural designs that are child friendly and could provide a better learning environment. To make the classroom a conducive learning environment, more quality teaching-learning material need to be made available & encouraged to use.

**13.4 Schools are healthy, safe and protective of children**

- Principals need to be provided health & hygiene training (not just awareness creation) and taken to institutions where clean toilets are maintained. SDPs requesting toilets need to be supported and proper usage of toilets need to be inculcated in children from initial grades. Children too should be given training (not awareness creation) on health & Hygiene.

- Children need to be provided strong, safe and attractive buildings that would support learning. Minor repairs that are neglected by the authorities need to be attended or school need to be provided with resources to attend to it. Activities pertaining to safety in the SDPs need to be given priority.

- The continuity of the midmorning meal need to be ensured while quality is maintained. It is important that schools look out for alternative sources to continue this activity in the event the present system stops.

**13.5 Students, families and communities being actively engaged**

- Public Relations (PR) activities need to be further established in the schools to maintain mutual understanding between the school and the communities. Relationship building is again the key to community participation. Support need to be given to all schools to develop the SSAs & SDPs for a short period, till it is mainstreamed in the school system.

- It is very important to maintain the positive image of CFS that is already created in the minds of the stakeholders. Strategies need to be developed to further strengthen the strengths while reducing weaknesses. Close monitoring and constant capacity building of all relevant Unicef staff, principals, teachers, ISAs, DDEs would support the project to bring in effectiveness and sustainability.
13.6 CFS capacity building

- It is important that principals should be provided with refresher trainings at regular intervals to keep them constantly reminded so that it would renew their interest in their work. This could improve the commitment of the principals towards CFS that would in return improve the quality and productivity, and help the school to keep up with the pace with the CFS system.

- Principals must be encouraged to transfer information to the teachers after receiving CFS capacity building inputs. However CFS training to teachers should be provided by professional trainers or ISAs trained for this purpose. Continuous training will maintain and improve quality and productivity of the service provided by the teachers and principals.

- As it is difficult for teachers in remote schools to go for training, training programmes need to be brought to the teachers than teachers going to the training. These training programmes need to be organised appropriately according to the time specifications and needs of the school. ISAs who are expected to do this task need to be well trained and they too need to be supported with transportation. School based training need to be systematic with a proper TOR.

- Further developing leadership qualities and guiding the principals in maximising opportunities to be effective & efficient, would help principals to do things right and how to find the right thing to do, and concentrate limited resources and efforts on them. Providing principals with skills of ‘Change Management’ would show and enhance better results, especially among principals that have been lethargic. As is it the principals that would be managing the opportunities arising as a result of the school becoming CFS, ‘Change Management’ would enable principals to manage the change towards a proactive stance, resulting in substantial benefits.

- Experience sharing need to be encouraged for better understanding and seeing CFS from a different perspective that will enhance wider learning. CFS exchange visits should be an annual event where both parties will learn from each other and will strive to improve the schools to show each other. When the tours are organised priority need to be given to primary school teachers. Culturally bound gender concerns should be addressed eg giving opportunities to 2 lady teachers to travel out of the work station. The knowledge gained need to be shared with others to have a trickledown effect.

- Schools are service providing institutions. Managing quality right through out at all levels, is essential for the success and growth of the institution. It is therefore important to have continuous quality improvement programmes integrated with the School Development Plan (school’s strategic plan), so that all stakeholders understand the basis of quality management, quality control and assurance. CFS quality standards need to be documented and disseminated to all CFS schools for repeated use (as guidelines). Encourage principals to invite Private Sector organisations/ quality specialists to make presentations on ‘quality’ at regular intervals. Schools need to be supported to develop a sustainability strategy while assuring quality services.
Annex I: Questions to Principals

<table>
<thead>
<tr>
<th>Questions (Principal)</th>
<th>Time start:</th>
<th>Time end:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of students in school:</td>
<td>girls:</td>
<td>boys:</td>
</tr>
<tr>
<td>CFS/NPS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of Principal:</td>
<td></td>
<td>Contact no:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of CFS</td>
<td>a. When did you do the CFS training?</td>
</tr>
<tr>
<td></td>
<td>b. What did you learn from the training? Please explain in details...</td>
</tr>
<tr>
<td></td>
<td>c. What are the challenges you are facing at present to provide a quality education to all primary children?</td>
</tr>
<tr>
<td></td>
<td>d. <em>(mainly for non-CFS)</em> What are the best practices or innovative practices at present to overcome the challenges you are facing?</td>
</tr>
<tr>
<td></td>
<td>e. What are the inputs you have received from UNICEF? Since when?</td>
</tr>
<tr>
<td></td>
<td><em>(if the principal has been trained on the CFS)</em></td>
</tr>
<tr>
<td></td>
<td>f. To what extent did the training help to improve the school?</td>
</tr>
<tr>
<td></td>
<td>g. What have you implemented since you were trained?</td>
</tr>
<tr>
<td></td>
<td>h. What features have you implemented most successfully.</td>
</tr>
<tr>
<td></td>
<td>i. How did it contribute to access to and quality of education? <em>(provide evidence if possible)</em></td>
</tr>
<tr>
<td>1) Rights based &amp; proactively inclusive</td>
<td>a. Do you have school drop outs since 2008. How many?</td>
</tr>
<tr>
<td></td>
<td>b. Is school drop outs an issue for your school?</td>
</tr>
<tr>
<td></td>
<td>c. Do you know the reasons why the children dropped out or irregular attendance? List 5 reasons</td>
</tr>
<tr>
<td></td>
<td>d. What did you do to bring back out of school children?</td>
</tr>
<tr>
<td></td>
<td>e. What do you do to encourage parents of out-of-school children to bring them back to school?</td>
</tr>
<tr>
<td></td>
<td>f. How many children have come back to school since 2008.</td>
</tr>
<tr>
<td></td>
<td>g. How can you make sure that these children will not drop out again?</td>
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<tr>
<td></td>
<td>h. Do you believe in School Attendance Committee – (SAC)?</td>
</tr>
<tr>
<td></td>
<td>i. Does SAC function properly?</td>
</tr>
<tr>
<td></td>
<td>j. If no, why? What do you suggest that needs to be done to make SAC work efficiently.</td>
</tr>
<tr>
<td></td>
<td>k. Do you have activities/events to make teachers, parents &amp; children aware of Child rights? What are your plans for the future?</td>
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<tr>
<td></td>
<td>l. What method would you use to discipline misbehaving children?</td>
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<tr>
<td></td>
<td>m. Do you feel it is worth teaching differently-able children? Why?</td>
</tr>
<tr>
<td></td>
<td>n. Do you feel it is worth teaching back-to-school children? Why?</td>
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<tr>
<td></td>
<td>o. What do you do to encourage to bring differently-able children to school?</td>
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</tbody>
</table>
2) Gender

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a.</td>
<td>Do boys and girls have equal access to school facilities? Give evidence?</td>
</tr>
<tr>
<td>b.</td>
<td>If no, why?</td>
</tr>
<tr>
<td>c.</td>
<td>Do boys and girls participate equally in all school activities? Give evidence?</td>
</tr>
<tr>
<td>d.</td>
<td>What have you done to encourage equal participation?</td>
</tr>
<tr>
<td>e.</td>
<td>Are there any gender-specific activities, if yes, what? &amp; why?</td>
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<tr>
<td>f.</td>
<td>What have you done to encourage girls participation in leadership?</td>
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<td>g.</td>
<td>Give evidence?</td>
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</table>

3) Promoting quality learning outcomes...quality of education, child centered methods

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a.</td>
<td>What is the required number of teachers for the primary section?</td>
</tr>
<tr>
<td>b.</td>
<td>How many are there at present?</td>
</tr>
<tr>
<td>c.</td>
<td>Are they all trained in Primary Education?</td>
</tr>
<tr>
<td>d.</td>
<td>Does your school assess children’s Essential learning competencies (ELC) in the class room?</td>
</tr>
<tr>
<td>e.</td>
<td>How do you do it in your school?</td>
</tr>
<tr>
<td>f.</td>
<td>How often?</td>
</tr>
<tr>
<td>g.</td>
<td>Are all your teachers trained in CCM (Child Centered Teaching)?</td>
</tr>
<tr>
<td>h.</td>
<td>Are your teachers practicing methods (CCM)?</td>
</tr>
<tr>
<td>i.</td>
<td>What are your plans to train the untrained teachers (if you have any)?</td>
</tr>
<tr>
<td>j.</td>
<td>How do you monitor teachers’ teaching skills and how frequently?</td>
</tr>
<tr>
<td>k.</td>
<td>What do you do to encourage the improvement of teachers’ skills?</td>
</tr>
<tr>
<td>l.</td>
<td>Are you happy with teacher attendance?</td>
</tr>
<tr>
<td>m.</td>
<td>If not, what action do you take to improve teacher attendance?</td>
</tr>
<tr>
<td>n.</td>
<td>What actions do you take to improve students’ learning competencies?</td>
</tr>
<tr>
<td>o.</td>
<td>How do you motivate teachers to handle/teach slow-learners?</td>
</tr>
<tr>
<td>p.</td>
<td>What are the constraints in providing quality education for all children?</td>
</tr>
<tr>
<td>q.</td>
<td>If yes, what kind?</td>
</tr>
<tr>
<td>r.</td>
<td>How do you let the parents know about their children’s performance in school? (other than the report card)</td>
</tr>
</tbody>
</table>

4) Healthy, protective & safety, physical environment

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>How do you know if students and teachers have psycho-social problems?</td>
</tr>
<tr>
<td>b.</td>
<td>What mechanisms are in place to address psychosocial problems of Teachers?</td>
</tr>
<tr>
<td>c.</td>
<td>What mechanisms are in place to address psychosocial problems of students?</td>
</tr>
<tr>
<td>d.</td>
<td>Is the School Medical Inspection (SMI) conducted in your school?</td>
</tr>
<tr>
<td>e.</td>
<td>Do you take follow up action?</td>
</tr>
<tr>
<td>f.</td>
<td>Do you have sufficient, functioning toilets for boys and girls?</td>
</tr>
<tr>
<td>g.</td>
<td>How many toilets for Boys.....</td>
</tr>
<tr>
<td>h.</td>
<td>How many toilets for Girls....</td>
</tr>
<tr>
<td>i.</td>
<td>Are they kept clean and maintained?</td>
</tr>
<tr>
<td>j.</td>
<td>Who cleans the toilets?</td>
</tr>
<tr>
<td>k.</td>
<td>Do you have a safe drinking water source? What is the system?</td>
</tr>
<tr>
<td>l.</td>
<td>Do you have children with malnutrition?</td>
</tr>
<tr>
<td>m.</td>
<td>What support do these children get from the school?</td>
</tr>
<tr>
<td>n.</td>
<td>What do you do to prevent epidemics/infectious diseases in school?</td>
</tr>
<tr>
<td>o.</td>
<td>Is your school safe? How do you know?</td>
</tr>
<tr>
<td>p.</td>
<td>Do children have safe access to school?</td>
</tr>
</tbody>
</table>
Observations:

Student / Teacher behavior:
Students asking questions; Students happy & friendly; Teacher using teaching material
Teacher giving attention to students; Interaction between the teacher and students

Physical appearance: Use of colour in School buildings; Cleanliness of school garden;
Cleanliness of class rooms; Children’s work on walls

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>q.</td>
<td>If no, what do you do to protect the children?</td>
</tr>
<tr>
<td>r.</td>
<td>How do you ensure children are free from harm and abuse within the school?</td>
</tr>
<tr>
<td>s.</td>
<td>Do you predict the weather &amp; prepare for consequences that could affect the school and children?</td>
</tr>
<tr>
<td>t.</td>
<td>Do you prepare for emergencies and disasters?</td>
</tr>
<tr>
<td>5)</td>
<td>Actively engaged with students, family &amp; community .....</td>
</tr>
<tr>
<td>a.</td>
<td>Did you do a Schools Self Assessment (SSA)? Who participated in doing the SSA?</td>
</tr>
<tr>
<td>b.</td>
<td>How did you collect information for the SSA?</td>
</tr>
<tr>
<td>c.</td>
<td>How did you design the SDP?</td>
</tr>
<tr>
<td>d.</td>
<td>Who participated in prioritization of needs?</td>
</tr>
<tr>
<td>e.</td>
<td>What are your main 3 priorities?</td>
</tr>
<tr>
<td>f.</td>
<td>How do the community members (other than the SDS) get involved in school activities/development (other than developing the SDP)?</td>
</tr>
<tr>
<td>g.</td>
<td>How often?</td>
</tr>
<tr>
<td>h.</td>
<td>Have you ever thought of inviting the parents when the Child gets an award?</td>
</tr>
<tr>
<td>6)</td>
<td>Supported by child friendly systems...policies</td>
</tr>
<tr>
<td>a.</td>
<td>Do you feel that you have enough support by the divisional/zonal offices?</td>
</tr>
<tr>
<td>b.</td>
<td>What kind of support do you receive?</td>
</tr>
<tr>
<td>c.</td>
<td>Did the use of CFS methodology help to overcome the stress your students and teachers faced due to war..... if yes, how?</td>
</tr>
</tbody>
</table>
## Annex II: Focus Group Discussion with Teachers

### Focus Group Discussion Questions (teachers)

#### Time start:

#### Time end:

**Date:**

**District:**

**School:**

**CFS**

**Teachers: (# of teachers m/f)**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding CFS</strong></td>
<td>a. Did you get the CFS training? when</td>
</tr>
<tr>
<td></td>
<td>b. What do you understand about the CFS? What did you learn from the training? Please explain in details…</td>
</tr>
<tr>
<td></td>
<td><em>(if the teachers have been trained on the CFS)</em></td>
</tr>
<tr>
<td></td>
<td>a. What have you implemented since you were trained?</td>
</tr>
<tr>
<td></td>
<td>b. To what extent did the training help to improve the school?</td>
</tr>
<tr>
<td></td>
<td>a. What are the main changes you have seen in the school since you have started applying the CFS approach?</td>
</tr>
<tr>
<td></td>
<td>b. How did it contribute to increase in enrolment and quality of education? <em>(provide evidence if possible)</em></td>
</tr>
<tr>
<td><strong>7) Rights based &amp; proactively inclusive</strong></td>
<td>a. How many school drop outs since 2008?</td>
</tr>
<tr>
<td></td>
<td>How many irregular attendance ?</td>
</tr>
<tr>
<td></td>
<td>b. Do you know the reasons why the children dropped out or irregular attendance? List 5 reasons.</td>
</tr>
<tr>
<td></td>
<td>c. What did you do to bring back out of school children?</td>
</tr>
<tr>
<td></td>
<td>What do you do to encourage parents of out-of-school children to bring them back to school?</td>
</tr>
<tr>
<td></td>
<td>d. How can you make sure that these children will not drop out again?</td>
</tr>
<tr>
<td></td>
<td>e. What did you do to encourage to bring differently-able children to school?</td>
</tr>
<tr>
<td></td>
<td>f. How do you teach slow learners in your class?</td>
</tr>
<tr>
<td></td>
<td>g. Do you feel it is worth teaching differently able &amp; slow learners &amp; back to school kids? Why?</td>
</tr>
<tr>
<td></td>
<td>h. How do you teach students who have missed lessons?</td>
</tr>
<tr>
<td></td>
<td>i. What method would you use to discipline misbehaving children?</td>
</tr>
<tr>
<td></td>
<td>j. Do boys and girls have equal opportunity to come to your school? If no, why?</td>
</tr>
<tr>
<td><strong>8) Gender</strong></td>
<td>a. Do boys and girls participate equally in all school activities?</td>
</tr>
<tr>
<td></td>
<td>b. If there are gender-specific activities, why?</td>
</tr>
<tr>
<td></td>
<td>c. Do they all have equal access to facilities? If no why?</td>
</tr>
<tr>
<td></td>
<td>d. What have you done to encourage equal participation?</td>
</tr>
<tr>
<td></td>
<td>e. What have done to encourage leadership for girls?</td>
</tr>
</tbody>
</table>
### 9) Promoting quality learning outcomes... quality of education, child centered methods

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Have you been trained and practicing Child Centered Teaching methods (CCM)?</td>
</tr>
<tr>
<td>b.</td>
<td>To what extent have you changed your teaching method?</td>
</tr>
<tr>
<td>c.</td>
<td>What changes have you observed in children’s performance and attitudes?</td>
</tr>
<tr>
<td>d.</td>
<td>What do you do to improve your teaching skills?</td>
</tr>
<tr>
<td>e.</td>
<td>How do you monitor students’ learning achievements and how frequent?</td>
</tr>
<tr>
<td>f.</td>
<td>How do you encourage children who are not motivated to learn?</td>
</tr>
<tr>
<td>g.</td>
<td>Do you take any action to improve students’ attendance?</td>
</tr>
<tr>
<td>h.</td>
<td>What happens to your class if you take a leave?</td>
</tr>
<tr>
<td>i.</td>
<td>What are the constraints in providing quality education for all children?</td>
</tr>
<tr>
<td>j.</td>
<td>Do children take initiatives in school activities? If yes, what kind?</td>
</tr>
<tr>
<td>k.</td>
<td>How do you let the parents know about their children’s performance in school?</td>
</tr>
</tbody>
</table>

### 10) Healthy, protective & safety, physical environment

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a.</td>
<td>How do you know if students have psychosocial problems?</td>
</tr>
<tr>
<td>b.</td>
<td>What mechanisms are in place to solve psychosocial problems?</td>
</tr>
<tr>
<td>c.</td>
<td>Are you happy with the principal’s leadership and management? Is he/she proactive in supporting the school, teachers and the students’ development?</td>
</tr>
<tr>
<td>d.</td>
<td>How do you know children with malnutrition? How many? What support do these children get?</td>
</tr>
<tr>
<td>e.</td>
<td>What do you do to prevent epidemics/infectious diseases in school?</td>
</tr>
<tr>
<td>f.</td>
<td>Is your classroom safe? Why do you say so? Do children have safety accessing the school? If no, what do you do to protect the classroom environment and the children?</td>
</tr>
<tr>
<td>g.</td>
<td>How do the community members get involved in school activities/development? How often? Are they proactive?</td>
</tr>
<tr>
<td>h.</td>
<td>Do you feel that you have enough support by parents/community? How do you encourage parents/community participation in school activities?</td>
</tr>
</tbody>
</table>

### Actively engaged with students, family & community.....

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<table>
<thead>
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<tbody>
<tr>
<td>i.</td>
<td>How is the school development plan prepared?</td>
</tr>
<tr>
<td>j.</td>
<td>How many of you were you involved?</td>
</tr>
<tr>
<td>k.</td>
<td>How are the students and the community involved in the implementation of the SDP?</td>
</tr>
</tbody>
</table>

Did the use of CFS methodology help to overcome the stress you and your students faced due to war….. if yes, how?
Annex III: Focus Group Discussions with Children

Focus Group Discussion Questions (Students)  Time start:  Time end:

Date:

District:

School:

CFS/NPS

Students (#m/f)

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Do you know if your school is a CFS? How?</td>
<td></td>
</tr>
<tr>
<td>11) Rights based &amp; proactively inclusive</td>
<td>a. Do you know anything about the Rights of the Child?</td>
</tr>
<tr>
<td>b. What do you feel having differently able or slow learners or back to school kids in your class?</td>
<td></td>
</tr>
<tr>
<td>c. Why do you feel if differently-able children should come to school &amp; study?</td>
<td></td>
</tr>
<tr>
<td>d. How do your teacher(s) teach if some students in your class are taking time to understand the lessons?</td>
<td></td>
</tr>
<tr>
<td>e. What does your teacher do if you miss classes?</td>
<td></td>
</tr>
<tr>
<td>f. What does your teacher/principal do if you or other children do something wrong?</td>
<td></td>
</tr>
<tr>
<td>12) Gender</td>
<td>a. Do boys and girls participate equally in all school activities? If there are gender-specific activities, why? Do they all have equal access to facilities? If no why?</td>
</tr>
<tr>
<td>b. Do girls participate in sports and other activities?</td>
<td></td>
</tr>
<tr>
<td>13) Promoting quality learning outcomes...quality of education, child centered methods</td>
<td>a. How does your teacher teach? other than using the black board</td>
</tr>
<tr>
<td>b. Does he/she give you group work? Is it always the same friend who leads the group? Do you also get a chance to be the leader? Do you have girls and boys mixed in groups?</td>
<td></td>
</tr>
<tr>
<td>c. When do you ask questions from your teacher?</td>
<td></td>
</tr>
<tr>
<td>d. If you don’t understand a lesson, does your teacher help you? If not, from whom do you ask?</td>
<td></td>
</tr>
<tr>
<td>e. Does your teacher encourage your initiatives/opinions? If yes, give examples..</td>
<td></td>
</tr>
<tr>
<td>f. Do you like coming to school? If yes, why? If no, why?</td>
<td></td>
</tr>
<tr>
<td>g. Do you come to school every day? If no, why?</td>
<td></td>
</tr>
</tbody>
</table>
h. Does your teacher come to school every day?  
   If your teacher is absent, what happens?

i. If you have a personal problem, whom do you ask?

j. How do your parents know how you are doing in school?

k. How do your parents support you in your education?

l. Do you go for tuition?

14) **Healthy, protective & safety, physical environment**

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Do you feel safe in school?</td>
</tr>
<tr>
<td>b.</td>
<td>why?</td>
</tr>
<tr>
<td>c.</td>
<td>How do you prevent epidemics/infectious diseases in school?</td>
</tr>
<tr>
<td>d.</td>
<td>How do you participate in keeping the school environment clean and tidy? How?</td>
</tr>
<tr>
<td>e.</td>
<td>Why is it importance to drink safe drinking water?</td>
</tr>
</tbody>
</table>

15) **Actively engaged with students, family & community..... support**

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>How are your parents involved in school activities?</td>
</tr>
<tr>
<td>b.</td>
<td>How often do your parents come to school &amp; why?</td>
</tr>
</tbody>
</table>

Did CFS methodology *(explain it to students)* help you to overcome the stress you faced due to war..... if yes, how?
Annex IV: Focus Group Discussions with Parents

Focus Group Discussion Questions (parents)

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Question</th>
</tr>
</thead>
</table>
| 16) Rights based & proactively inclusive | a. Have you been oriented on the rights of the child?  
b. What do you know about the rights of the child?  
c. Do you feel if all children, have access to the school, school facilities and activities? (especially differently-abled children, children of poor families and children with learning difficulties).  
Are there instances where children in your catchment area have not got a school?  
Would you like a child with a disability to with your child in the same class...  
d. Do you think that teacher(s) give special attention if some students are taking time to understand the lessons? What do they do?  
e. What does your teacher do if your child gets absent and misses lessons?  
f. What do the principal and teachers do if children do something wrong?  
g. Would you mind if the teacher/principal hits the child to correct the child? |
| 17) Gender                 | a. Do boys and girls participate equally in all school activities?  
b. Are there any gender-specific activities in school? what are they?  
c. Do they all have equal access to facilities? If no why? |
| 18) Promoting quality learning | a. Do you feel that the teacher encourages your children’s initiatives/opinions? Give eg..  
b. Does your child like going to school? If yes, why? |
<table>
<thead>
<tr>
<th>c.</th>
<th>If no, why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>d.</td>
<td>Would you be able to keep your child away from school for a day for a valid reason?</td>
</tr>
<tr>
<td>e.</td>
<td>Does your child’s teacher use different methods to encourage him/her to enjoy studying? What are the methods?</td>
</tr>
<tr>
<td>f.</td>
<td>Does your child(ren) go to school every day? If no, why?</td>
</tr>
<tr>
<td>g.</td>
<td>Does the teacher come to school on time every day?</td>
</tr>
<tr>
<td>h.</td>
<td>If the teacher is absent, what happens to the class?</td>
</tr>
<tr>
<td>i.</td>
<td>Do you think that your child achieve high results through effective teaching in school? Why do you think so?</td>
</tr>
<tr>
<td>j.</td>
<td>Do they go for extra lessons?</td>
</tr>
<tr>
<td>k.</td>
<td>Do you know how your child is doing in school? If yes, how do you know?</td>
</tr>
<tr>
<td>l.</td>
<td>Do you know what your child is studying?</td>
</tr>
<tr>
<td>m.</td>
<td>Are you aware of the subjects Vishaya that your child is good at or the subject that your child is facing difficulties in? How do you know?</td>
</tr>
<tr>
<td>n.</td>
<td>Do you receive your child’s competency reporting record every term?</td>
</tr>
<tr>
<td>o.</td>
<td>Do you think children of this school receive a good education?</td>
</tr>
<tr>
<td>p.</td>
<td>If yes, why?</td>
</tr>
<tr>
<td>q.</td>
<td>If no, why?</td>
</tr>
</tbody>
</table>

19) Healthy, protective & safety, physical environment

| a. | Do you think that the school is safe for your child (no danger, no violence)? Why? |
| b. | Is your child’s classroom safe? |
| c. | Do you know how to prevent epidemics & infectious diseases in the school? How do you know? |
| d. | Do you participate in keeping the school environment clean and tidy? How? |

20) Actively engaged with students, family & community ..... support for rehabilitation (psychosocial)

| a. | Do you get involved in school activities/development? (other than cleaning) If yes, how? |
| b. | Does your child’s teacher invite you to participate in discussions on problems facing your child? When? |
| c. | Does the school invite you to participate in discussions on school’s management? |
| d. | Are you happy with the school’s management and leadership? |
| e. | Did you participate in doing the SSA? |
| f. | How did you support to collect information for the SSA? |
| g. | Have you participated in developing the SDP? |

Did the CF methodology (explain CFS) help your child to overcome the stress your child had due to war..... if yes, how?