The text explores the longer term consequences for school management once reorganization is over, and it builds up a retrospective account of the earlier proposal-development stage that forms the backdrop to reorganization. The paper is divided into three sections. First, details of the research design are given, and elements of the initial conceptual framework for the study are outlined. Next, selected findings are used to exemplify aspects of the complexity of reorganization initiatives and their implications. The essay concludes with some prescriptions for managers that might help them cope. Like other organizations, educational organizations exhibit characteristics of complex adaptive systems. At this point, Keshavarz, Nutbeam, Rowling and Khavarpour (2010) state that understanding schools as social complex adaptive systems may help education professionals to explain some of the challenges of starting and sustaining transformations in schools. Complex adaptive systems like informal human architecture of a school are self-organizing entities. The systems without central control mechanisms are supposed to be dynamic and adaptive, not rigid and invariable. At this point, resistance specifically, Wallace and Pocklington offer a highly nuanced and insightful analysis of the vast educational reorganization of British schools throughout the latter half of the 1990's. This book offers an important opportunity to rethink how we view complex educational change, especially in regards to the individuals involved. Wallace, M. and Pocklington, K. (2002) Managing Complex Educational Change: Large-scale Reorganization of Schools (London, Routledge/Falmer). Wiggans, K. (2005) Should the research assessment exercise be scrapped? The Independent, 26 May. Google Scholar. Managing Change in Education. A concept paper for the Chief Secretary, Northern Province. The Performance Improvement Project works with the Public Administration of the North and East of Sri Lanka and is funded by the German Federal Ministry for Economic Cooperation and Development (BMZ) and the British Government’s Department for International Development (DFID). The primary and secondary school system is failing the majority of secondary school leavers in most of Sri Lanka’s schools outside the main urban centres failing to provide them with the necessary skills to become productive and effective members of a changing society.