



CENTRAL PROVINCE

**THE CORPORATE PLAN FOR EARLY
CHILDHOOD CARE AND DEVELOPMENT**

2015 - 2019

Provincial Chief Ministry & the Ministry of Education

Central Province

Sri Lanka

The Corporate Plan for Early Childhood Care and Development

Central Provincial Council

2015-2019

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This document was prepared by Professor Karunatissa Atukorala

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Education - Central Province, Plan Sri Lanka,

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Greetings from the Chief Minister of Central Province

Children, the blooming flowers of today, will steer the country one day. To progress as a country, it is essential to build an artistic, grateful and nature loving young generation who safeguard our cultural qualities. As a provincial council we have a great responsibility in fulfilling this task.

In order to make this effort a success, a number of governmental, non-governmental and private institutions in the Central Province have worked on early childhood development, implementing numerous programs with various objectives. However the need existed for a program with a common set of objectives covering rural, urban and estate areas of the Province. At this instant, it is praiseworthy that the early childhood development unit of the Central Provincial Chief Ministry and Ministry of Education took the initiative to publish a five-year compound plan for Early Childhood Development.

I consider it a privilege to have this opportunity to convey my greetings as the Chief Minister of the Central Province and portfolio minister on this proud occasion of publishing the five year plan which has been prepared with the ideas and proposals of the professionals, experienced personnel, researchers, and all stakeholders of this field. I also wish this unit the courage and strength to produce a younger generation with a proper vision to take the Central Province forward with pride and prosperity.

Sarath Ekanayake

Chief Minister

Central Province

***Greetings of the Chief Secretary
of the Central Provincial Council...***

Children are the lifeblood of the country. Experts on early childhood suggest that if this period of life of a child is filled with love and care in a responsible environment, a noble citizen will be shaped for the future. As the senior generation, it is our onerous duty to bring about such mentally and physical nourished future generation.

Various activities were enacted in this regard by number of institutions that cater for early childhood development within the Central Province. In this situation it is praiseworthy to see the Chief Ministry and Ministry of Education of the Central Province taking up the responsibility of conducting it in a proper and organised manner. The Early Childhood Development Unit is established by the Ministry to achieve this objective. This programme must be commended which is launched amidst numerous challenges and difficulties with the support of many government and non-government organisations.

The research conducted prior to the establishment of ECDU and the introduction of the 5-year plan prepared based on the same will be a great strength for the future endeavours of the Unit.

On this occasion of introducing this 5-year plan, I take the opportunity to thank all the governmental and non-governmental organisations that helped to make this a success, and I wish you the strength and courage to implement this plan successfully.

M.S. Premawansa
Chief Secretary
Central Provincial Council

***Greetings from the Secretary of
Chief Ministry and Ministry of Education***

Children are the future of a country. To gift such children to the nation, their early childhood should be developed in a proper and organised manner. Understanding this situation, and as the institution responsible for this domain, the Early Childhood Development Unit of the Central Province was established by the Chief Ministry and Ministry of Education under its control in order for the early childhood development programs conducted by various institutions/ organisations to correspond with province-specific objectives and aims. The main objective of the Unit is to fully develop the potential of the children ready to take over the future of the Central Province.

As the Secretary of Chief Ministry and Ministry of Education, I take much pride in extending my greetings for the occasion of introducing the 5-year National Plan (2015-2019) for the Central Province which was prepared in accordance with the national policy with the inclusion of information from the extensive research conducted by this Ministry with contributions from governmental and non-governmental organisations and with the ideas and suggestions of national level partners.

P.B. Wijyaratne
Secretary
Chief Ministry and Ministry of Education
Central Provincial Council

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I would also like to thank all the staff of state line agencies, PHDT and plantation management, Janatha Estate Development Board and State Plantation Corporation, for active participation in the data collection workshops, helping during field work and for participating as investigators in the baseline study.

Further the middle and the top level officers of the provincial council and the central government who participated in district and the provincial level workshop organized in order to understand the concepts, practices and issues with regard to ECCD during the preparation of the Corporate Plan are highly appreciated.

On behalf of the investigators and the Provincial Council I would also like to thank the Directors/Managers and Persons-In-Charge of UNICEF, World Vision, Room to Read and T-Field Child Federation for the provision of financial assistance to complete the field work component successfully.

Further, Mr Wasantha and Ms Niluka Senarathne are highly appreciated for completing data entry with no errors.

A special way of appreciation is owed to over the respondents, especially the preschool teachers who provided us with reliable information during the field work.

Professor Karunatissa Atukorala

29th November 2014.

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1. Introduction & Background

It is a known fact that one of the main pillars of development is the KNOWLEDGE. If a country can produce a labour force with professional and technical together with soft skills and guided by a proper vision, most of the development challenges can be easily addressed. In this process early childhood period, especially the age between 3-5 years is very crucial according to education psychologists. Having realized the importance of the issue, the Central Province Provincial Council pays attention to Early Childhood Care and Development (ECCD). This Five-year Corporate Plan (2015 – 2019) is prepared by the Provincial Council, Central Province in order to address the issues related to ECCD in the Central Province.

Though the Central Government has taken the full responsibility of formal education in Sri Lanka, the subject of ECCD comes under Provincial Councils and Local Government Authorities. As modern Sri Lankan family is unable or/and incapable of guiding children between 3-5 years due to a combination of factors, parents send their children to preschools or day-care centres. Many parents value the early education of children as a future investment and want to admit their children to a so-called *good school* for primary and secondary education. There is a perception among many parents that they should send children to a *good preschool* (that teaches English, letters and numbers) to make children accepted to a *good school*. This has resulted in the establishment of a large number of preschools in the province to meet this requirement of parents.

As there is no directly responsible authority to administer, manage, supervise and guide preschools in the province, the majority of preschools deliver a poor service. Except few, majority of the preschool teachers do not have sufficient conceptual and practical knowledge to guide children of this age group. In order to address these issues, Wayamba, North-central and Northern Provinces have taken a positive step by establishing an institution responsible for the ECCD. Several meetings were by organized the responsible officers in the Central Province Provincial Council with a leading NGO (Plan SL) during the last 2 years to find out the possibility of establishing a body responsible for ECCD. During those discussions it was decided to establish a database to assess the current situation of preschools and to prepare a Corporate Plan while working on the establishment of a formal body responsible for ECCD.

The database and the Corporate Plan have been successfully completed with the participation of relevant government and non-government¹ partners in the Central Province. The Corporate Plan covers the period between 2015-2019 and the scope of ECCD (children between 3-5 years). The Draft Corporate Plan was presented at the meeting held on 3rd March 2014 where higher officers of the Provincial Council and the relevant officers of central government participated. The comments made by the participants were incorporated into the Final Plan. Presentations based on the final version of the Corporate Plan were made to the Hon Chief Minister and the Hon Governor of the Central Province. The Corporate Plan is now officially recognized by the Provincial Council and the provincial policy makers are now engaged in establishing a formal management body to take the full responsibility of implementing the activities of the Plan.

A consultant was invited by Plan Sri Lanka to provide technical assistance to prepare the database and the Corporate Plan on behalf of the Province. The objectives of the consultancy were to facilitate and help the completion of the following tasks.

1. Provide technical support and training for the collection of primary data from preschools in the Province in order to establish the baseline situation.
2. Help Plan Sri Lanka and stakeholders in establishing quality control mechanisms for data collection and validity of data.
3. Analyze data and present the findings in a simple format to be used by stakeholders.
4. Mapping out a process for developing the Corporate Plan with the ECCD committee.
5. Help/facilitate the implementing process of developing the Corporate Plan.
6. Support a process of broad based consultation on the Draft Corporate Plan and its uses.
7. Helping the finalization of Corporate Plan.

¹. The database was completed with the assistance of several Nongovernmental Organizations, i.e. T- Field Child Federation, World Vision, UNICEF and Plan Sri Lanka.

2. Methodology Adopted in the Preparation of the Corporate Plan

1. Collection of data using three questionnaires, namely,
 - a. detailed questionnaire to collect data covering all the aspects of preschools of the province including information of the preschool teacher/s
 - b. questionnaire (with 80 variables) to grade preschools and
 - c. a simple test paper administered to test the very basic knowledge of the preschool teacher.
2. SWOT (Strengths, Weakness, Opportunities and Threats) Analysis: Workshops with the officers of the government line agencies, members of other partners such as the PHDT, Plantation Management, Non-governmental Organizations, Local Government Authorities were held at district level.
3. Validation Workshop: After the preparation of the Draft Corporate Plan, it was presented at a provincial level workshop held on 3rd march 2014.

The meetings held and the activities carried out are listed below.

The Process Followed to Develop Corporate Plan and the Database			
Date	Venue	Participants	Action taken
12.03.2013	Kandyan Art	Consultant and Plan officers	Initial discussion on Corporate Plan
01.04.2013	Library building-Gatambe	Consultant, Plan officers, Officers of Provincial Ministry of Education/ Prov. Dept. of Education	Developed the baseline survey data collection tools (questionnaires)
02.04.2013	Field	-do-	Pre test of formats and Presented the field experiences
09.04.2013	Library building-Gatambe	Consultant, Plan officers, Officers of Provincial Ministry of Education, Officer of Provincial Department of Education	Finalized the survey Formats
08.07.2013	Nation Builders – Kundasale	Non Formal Officers of Provincial Dept of Education, CRPOs, ECCD Officers	Classroom training on the use of survey formats
09.07.2013	Field	-do-	Field training and sharing of field experience
11.07.2013	Nation builders – Kundasale	Welfare officers and EMAs, CRPOs, ECCD officers	Classroom training on the use of survey formats
12.07.2013	Field	-do-	Field training and sharing of field experience
15.08.2013	Polgolla-Cooperative School	Consultant, MOE, DOE, Plan Officers	Meeting for monitoring of field work
16.09.2013	Polgolla-Cooperative School	Non Formal Officers of Provincial Dept of Education, CRPOs, ECCD Officers	Classroom training on the use of survey formats
17.09.2013	Field	-do-	Field training and sharing of field experience
29.10.2013	Polgolla-Cooperative School	All officers engaged in the baseline survey	Progress meeting

28.11.2013	Hatton	EMAs and Welfare Officers of Hatton Region – PHDT	Classroom training on the use of survey formats
03.12.2013	N' Eliya	EMAs and Welfare Officers of N' Eliya Region – PHDT	Classroom training on the use of survey formats

The Process Followed to Develop Corporate Plan and the Database (contd.)			
Date	Venue	Participants	Action taken
09.01.2014	Hatton	EMAs and Welfare officers of Hatton Region – PHDT	Progress meeting
28.01.2014	Kandy	District level stakeholders	SWOT Analysis
06.02.2014	N' Eliya	District level stakeholders	SWOT Analysis
10.02.2014	Matale	District level stakeholders	SWOT Analysis
03.03.2014	Polgolla	Provincial Level Stakeholders	Presentation of the Draft Corporate Plan
25.04.2014	Chief Minister's Office	Chief Minister, government partners and Plan Officers	Presentation of the Corporate Plan
03.06.2014	Governor's Office	Governor, government partners and Plan Officers	Presentation of the Corporate Plan

3. Limitations Experienced During the Preparation of Database and the Corporate Plan

Consultant experienced number of limitations especially during data collection and data analysis. The major limitation was the delay in the collection of data. According to the original plan, data were to be collected from a representative sample of preschool in the Province and to establish the baseline situation. This was mainly due to budgetary limitation of Plan SL. As the Provincial Council wanted to prepare a comprehensive database (a census of ECCD centres in the Province) it approached several NGOs working in the Province for the financial support in order to conduct the census of ECCD. Thus the responsibility of conducting the census was undertaken by the Provincial Council with the financial assistance from, four NGOs. Plan Sri Lanka (an NGO) with the technical support of a consultant undertook the responsibility of the preparation of the Corporate Plan.

The officers of the relevant government line agencies of all three districts of the Province and the staff of the plantation management in the Central Province were trained on how to use the questionnaires. After the training they were requested to commence data collection in their locations. According to the plan of action the time allocated for data collection was two months. Investigators were chosen from their operational areas and commenced field work simultaneously in three districts in order to complete field work within two months. However it took more than six months to complete field work due to various practical difficulties. The difficulties experienced by the investigators were beyond the control of Plan SL or the consultant or even the Provincial Council.

The employment of a large number of investigators (more than 200) affected high variation of data. It was found during data entry that some officers who did not take part in the field training had collected data. During the training it was strictly advised the investigators to visit the preschool personally around 7.00 (before start) and observe until the preschool was closed. However it was observed that this had been followed only by few investigators. It was also observed that some had collected preschool teachers to one place and completed the questionnaires; some had distributed the questionnaire among the preschool teachers and collected them later; some had visited number of ECCD centres in one day and completed questionnaires; few even had manipulated information without visiting the place. At the planning sessions the responsibility of quality control (field supervision) was undertaken by the staff of the Provincial Education Department. However due to an internal problem this group dropped out from the field supervision and not made an alternative mechanism to supervise the field investigators. Even this was beyond the control of Plan SL, the consultant and the organizing committee of the field work. However,

staff of Plan SL, the members of field work organizing committee of the Provincial Council and the consultant paid field visits from time to time and advised the investigators on the proper administration of questionnaire. This way consultant managed to control the quality information to some degree.

At the beginning, it was agreed by the plantation staff to use the Sinhala version of the questionnaire and to fill it in Sinhala or English. However, some questionnaires were filled in Tamil especially those investigators who did not come for the field training and those who have handed over the responsibility to preschool teachers.

The plantation staff who collected data in the estate sector were strictly advised not to give the completed questionnaires to the plantation management for editing. But majority of the questionnaire had been edited by the plantation management before they were sent the Provincial Council.

Some of the large preschools located in the towns may have not been included in the database because investigators were either not allowed to visit those places or investigators did not visit such places.

Thus the main problem due to all these combination of factors was the poor quality of data collected. Therefore when the database is used some verification of data is required.

However the consultant took several actions to prevent the influence of incorrect data in the preparation of the Corporate Plan and the establishment of baseline situation. The Consultant personally edited all the questionnaires before they were fed to the computers. This was done in order correct logical errors of the entries and to pick questionnaires that were reliable for establishing the baseline situation. Therefore the analysis of data used in the Corporate Plan is based on reliable questionnaires.

4. Brief Introduction to Central Province

The total land area of the Central Province is 5,674 square kilometers (see table 1). Central Province consists of three Municipalities (Kandy MC, Matale MC and Nuwara Eliya MC) and six Urban Councils (Gampola, Nawalapitiya, Wattegama, Kadugannawa, Ukuwela and Hatton) representing the urban sector of the Province and 36 Pradeshiya Sabha areas representing the rural and the estate sector.

Table 1

District	Sq.Km	Percentage
Kandy	1,940	34.2
Matale	1,993	35.1
Nuwara Eliya	1,741	30.7
Total	5,674	100.0

The total population of the Province is 2.5 million in the year 2012. Of the total population of the province, 53% live in Kandy district followed by 27 % in Nuwara Eliya district (see table 2).

Table 2

Population Distribution of the Central Province			
District	Population by Census		
	1981	2001	2012
Sri Lanka	14,864,274	18,797,257	20,277,597
Central Province	1,968,911	2,417,922	2,556,774
Kandy	1,032,335	1,279,028	1,368,216
Matale	352,860	439,031	482,348
Nuwara Eliya	583,716	702,689	706,210

Of the total population, 65% constitutes of Sinhala followed by Tamil (24%) and Muslims (10%). However there is a significant variation by district with regard to the ethnic distribution of population (Matale 81% represents Sinhala, Nuwara Eliya 62% represents Tamil). (see table 3, 4 & 5)

Table 3

Population Distribution of the Province by Ethnicity						
District	Sinhala	Sri Lankan Tamil	Indian Tamil	Muslim	Other	Total
Kandy	1,018,323 74.3%	71,640 5.2%	83,234 6.1%	191,159 13.9%	5,543 0.5%	1,369,899 100.0%
Matale	389,092 80.7%	24,756 5.1%	23,400 4.8%	44,113 9.1%	868 0.3%	482,229 100.0%
Nuwara Elia	229,784 35.0%	31,867 4.8%	375,795 57.2%	17,422 2.6%	1,720 0.4%	656,588 100.0%
Total	1,637,199 65.3%	128,263 5.1%	482,429 19.2%	252,694 10.1%	8,131 0.3%	2,508,716 100.0%

The distribution of population by DSD by ethnicity is given below.

Table 4

Population by Ethnic Concentration in the DSDs				
High Tamil Population	High Muslim Population	Sinhala and Tamil Population	Sinhala and Muslim Population	All three Ethnic Groups
Panvila-K Nuwara Eliya-N Ambagamuwa-N	Akurana-K	Medadumbara-K Doluwa - K Ambanganga -M Rathtota - M Kothmale - N Walapone - N	Udunuwara - K Pathadumbata- K Udunuwara - K	Deltota - K Udawalpata - K Pasbage - K Matale Ukuwela - M

K= Kandy, M=Matale, N=Nuwara Eliya

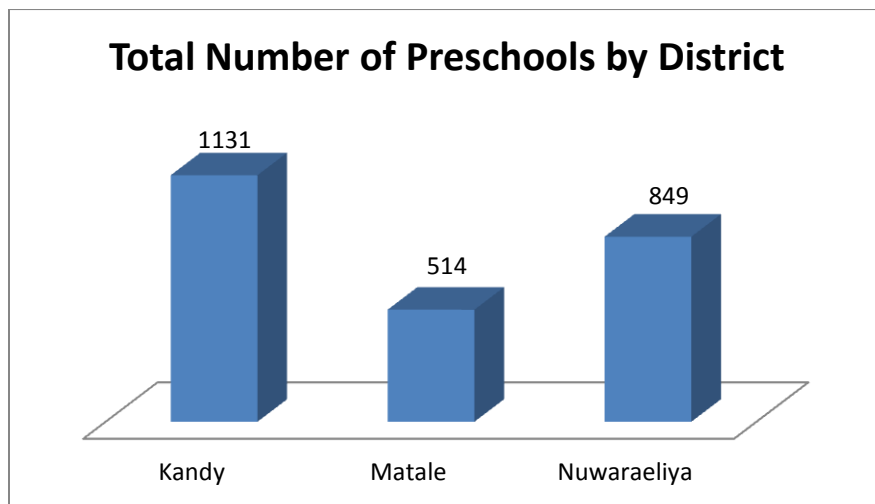
The distribution of population by the DSDs is given below.

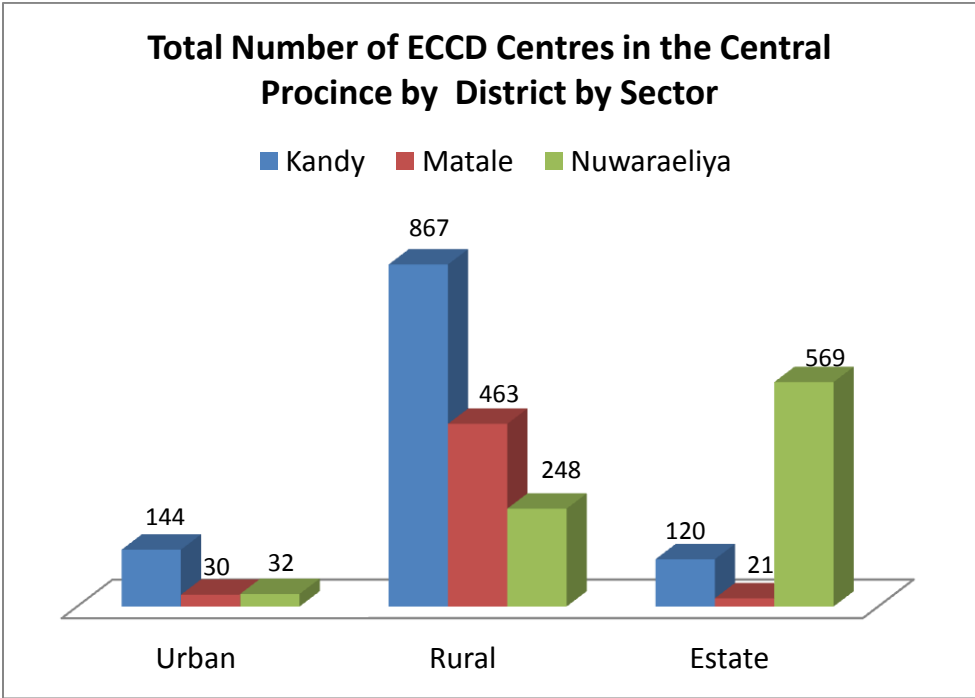
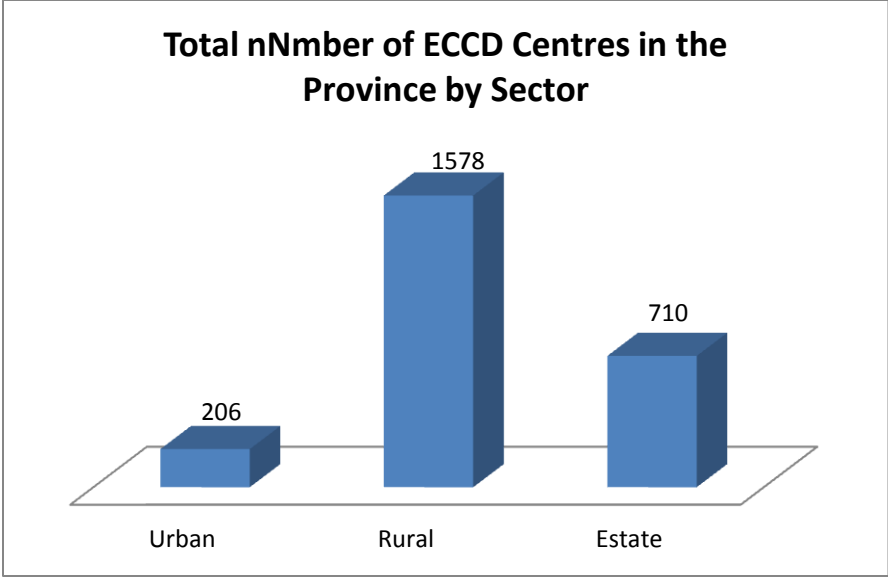
Table 5

Population Distribution of the Province by DSDs - 2012					
Kandy	Population	Matale	Population	Nuwara Eliya	Population
Thumpone	37,536	Galewela	69,715	Kothmale	100,437
Pujapitiya	57,897	Dambulla	72,082	Hanguranketha	88,055
Akurana	63,195	Naula	30,652	Walapone	103,152
Pathadumbara	88,599	Pallepola	29,488	Nuwara Eliya	210,968
Panvila	26,186	Yatawatta	30,113	Ambagamuwa	203,976
Ududumbara	22,408	Matale	74,529		
Minipe	51,577	Ambanganga K	15,567		
Medadumbara	60,783	Laggala-P	12,087		
Kundasale	121,278	Vilgamuwa	29,298		
Gangawata Ka	157,330	Rattota	51,156		
Harispattuwa	88,002	Ukuwela	67,542		
Hataraliyadda	29,866				
Yatinuwara	105,962				
Udunuwara	110,232				
Doluwa	49,480				
Pathahewaheta	58,031				
Deltota	30,169				
Udawalatha	91,230				
Ganga Ihala K	54,674				
Pasbage K	59,662				

5. ECCD Centres in the Central Province

The total number of ECCD centres/Day-Care centres including Crèches distributed in the province is over 2,500 according to the baseline survey findings.





Over 82% of the preschools located in the urban areas could be easily identified because they display a name board/banner in front of the preschool. One third of the preschools in the rural sector and 61% of the preschools in the estate sectors had a name board (see table 6).

Table 6

Availability of a Name Board					
Response	Numbers & Percentages	Sector			Total
		Estate	Rural	Urban	
Yes	Number	311	1013	165	1489
	Percentage	61.1	66.7	82.1	66.9
No	Number	198	505	36	739
	Percentage	38.9	33.3	17.9	33.1
Total	Number	509	1518	201	2228
	Percentage	100.0	100.0	100.0	100.0

Around 90% of preschool buildings are constructed out of permanent materials. 20% of the preschools in Matale and Kandy districts and 25% of the preschools in Nuwara Eliya district do not have a floor area of 10 sq.ft. per child (which is the nationally accepted child-space ratio). Nearly 90% of the preschools have sufficient light and ventilation. Majority of preschools of the province are owned by preschool teachers, followed by Temples.

Half the preschools in Kandy and Matale districts and 43% of the preschools in Nuwara Eliya district have been functioning since 2000. Preschools are supported by variety of organizations including temples, churches, NGOs, local government authorities and government agencies. Almost all the preschools (they run as a Day-Care Centre as well) in the estate sector of the Province are managed by Plantation Human Development Trust (PHDT). Majority of preschools are owned and run by preschool teachers with the fees collected from parents except in the estate sector. The preschools in the estate sector (Nuwara Eliya) are established and managed by the PHDT.

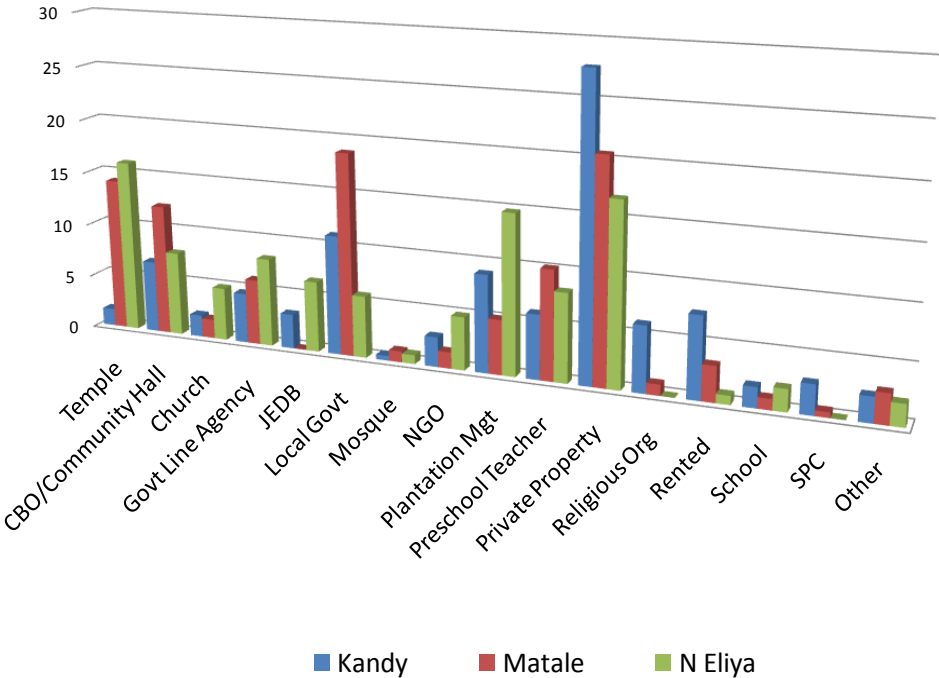
Nearly two third of the preschools have been registered in a line agency or the PHDT (estate sector). Of the registered preschools half of them have been registered in the Pradeshiya Saba. 75% of the preschools in Kandy district and around 60% of the preschools in Matale and Nuwara Eliya districts are registered in Local Government Authorities (LGAs) especially in Pradeshiya Sabhas (see table 7).

Table 7

Registration of Preschools – Central Province					
Response	Numbers & Percentages	District			Total
		Kandy	Matale	Nuwara Eliya	
Yes	Number	807	302	373	1482
	Percentage	74.4	60.4	58.8	66.8
No	Number	278	198	262	738

	Percentage	25.6	39.6	41.2	33.2
Total	Number	1085	500	635	2220
	Percentage	100.0	100.0	100.0	100.0

Ownership of Preschools



63% of the preschools in Matale and half the preschools in Kandy charge a monthly fee between Rs 500-750/= from parents. About 5% of the preschools charge monthly fee over Rs 1000/=. Only 10% of the preschools in the Province provide its service without a fee (including estate sector and preschools run by LGAs) (see table 8).

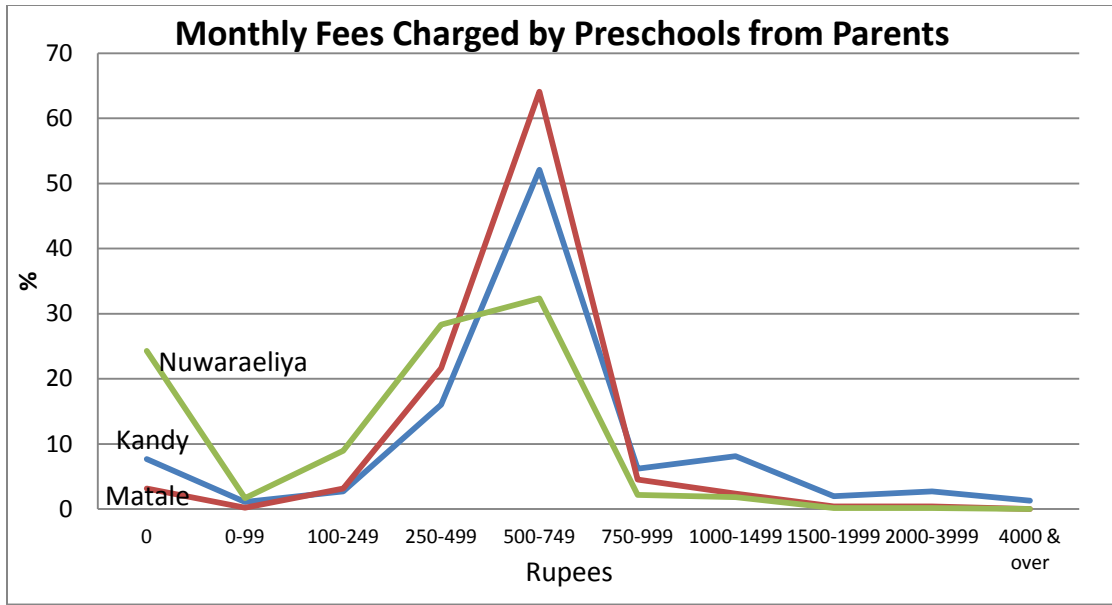
The preschools receive assistance and support from LGAs, plantation management, PHDT, Plan Sri Lanka, World Vision, Predo, T-Field Federation, Room to Read, Unicef and Sarvodaya. Construction and repairs to preschool buildings, provision of equipment, furniture, play items and training are the types of assistance received by the preschools.

Average number of children in a preschool in the province is 27.9 including children below three years old. Over 70% of them belong to the age group of 4-5 years and over and 23.0%

belong to the age group of 3-4 years. This indicates that the majority of parents send their children to preschool when they are 4 years old.

Table 8

Monthly fee Received/Collected from Parents				
Monthly Fee (Rs)	Kandy	Matale	Nuwara Eliya	Province
Free	84 7.6%	16 3.2%	157 24.3%	257 11.4%
0-99	12 1.1%	1 0.2%	11 1.7%	24 1.1%
100-249	30 2.7%	16 3.2%	58 9.0%	104 4.6%
250-499	176 16.0%	109 21.6%	183 28.3%	468 20.8%
500-749	571 52.1%	323 64.1%	209 32.3%	1103 49.1%
750-999	68 6.2%	23 4.6%	14 2.2%	105 4.7%
1000-1499	89 8.1%	12 2.4%	12 1.8%	113 5.0%
1500-1999	22 2.0%	2 0.4%	1 0.1%	25 1.1%
2000-3999	30 2.7%	2 0.4%	1 0.1%	33 1.5%
4000 & over	14 1.3%	0 0.0%	0 0.0%	14 0.6%
Total	1096 100.0%	504 100.0%	646 100.0%	2246 100.0%

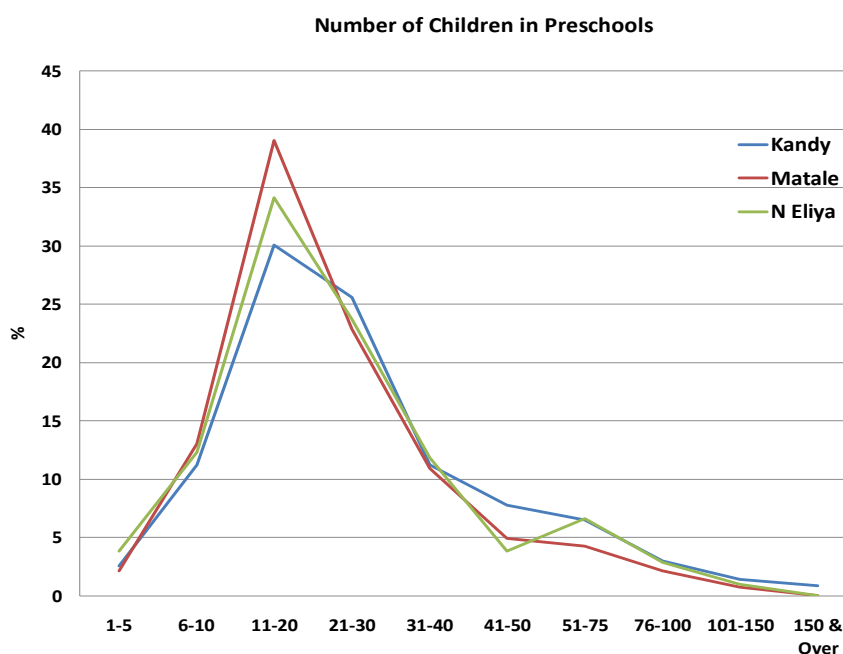


Though the average number of children in a preschool is 28, 30% of preschools in Kandy, 38% in Matale and 34% in Nuwara Eliya have 11-20 children in preschools. Further about 70% of the preschools in Kandy and Nuwara Eliya and 90% of the preschools in Matale have less than 30 children in preschools. However sector-wise distribution shows a different picture (84% of preschools in the estate sector, 72% in the preschools in the rural sector and 43% preschools in the urban sector have less than 30 children in the preschool) (see table 9).

Table 9

Classification of Preschools by Number of Children			
No of Children	Kandy	Matale	Nuwara Eliya
1-5	18 2.5%	6 2.1%	8 3.8%
6-10	80 11.2%	37 13.2%	26 12.3%
11-20	214 30.1%	111 39.1%	72 34.1%
21-30	182 25.6%	65 22.8%	50 23.8%
31-40	80 11.2%	31 10.9%	25 11.9%
41-50	55 7.7%	14 4.9%	8 3.8%
51-75	46	12	14

	6.5%	4.2%	6.6%
76-100	21 3.0%	6 2.1%	6 2.8%
101-150	10 1.4%	2 0.7%	2 0.9%
150 & Over	6 0.8%	0 0.0%	0 0.0%
Total	712 100.0%	284 100.0%	211 100.0%



80% of preschools in estate and rural sectors and 55% of preschools in the urban sector conduct one class for children of all age groups. 82% of the preschools in the estate sector have both day-care centre and preschool in the preschool premises. Such preschools reported from rural sector are only 7% while in the urban sector it is 28%.

97% of the preschools in the urban and rural sectors and 23% of the preschools in the estate sector have a formal application for admission. Preschools in the rural sector reported to be supervised by the government line agencies, estate sector mainly by the plantation management and PHDT and the urban sector mostly by local authorities.

86% of the preschools had a toilet. 75% of the toilets are clean, 66% are safe and 54% are child-friendly according to the observations made by investigators. However, only 48% of the toilets of preschools in the Province met all three aspects (as many of the investigators were not well aware of the three concepts, these figures should be carefully treated).

Water supply was not available for 56% of the preschools in the Province. Of the available water supply sources, according to the observation of the investigators 97% are clean, 94% are safe and 88% are child friendly.

37% of the preschools do not have an outside play area (garden). Of the preschools, half of them do not have a fence. 35% are unsafe out of available fences. When taken inside the preschools (class room/s) 88% reported to be clean, 81% are safe and 65% are child-friendly. Only 63% of the classrooms met all three aspects.

Preschools were graded based on 80 variables and found only very few received makes for Grade A (Kandy 88 preschools or 8.3%, Matale 36 preschools or 7.5% and Nuwara Eliya 86 preschools or 12.6%). *(This figure should be carefully used in planning because it was observed that the quality of the preschools in the estate sector had been over estimated by the investigators who worked under the supervision of plantation management)*. Majority of the preschools run by the temples got poor marks (see table 10-13).

Table 10

Grading of Preschools by District								
District	No/%	Grade and Marks						Total
		A	B	C	D	E	F	
		Over 80 marks	70-79 marks	60-69 marks	50-59 marks	25-49 marks	Below 25	
Kandy	No	88	181	250	242	270	31	1062
	%	8.3	17.0	23.5	22.8	25.4	2.9	100.0
Matale	No	36	73	121	110	132	11	483
	%	7.5	15.1	25.1	22.8	27.3	2.3	100.0
Nuwara Eliya	No	86	118	152	127	171	28	682
	%	12.6	17.3	22.3	18.6	25.1	4.1	100.0

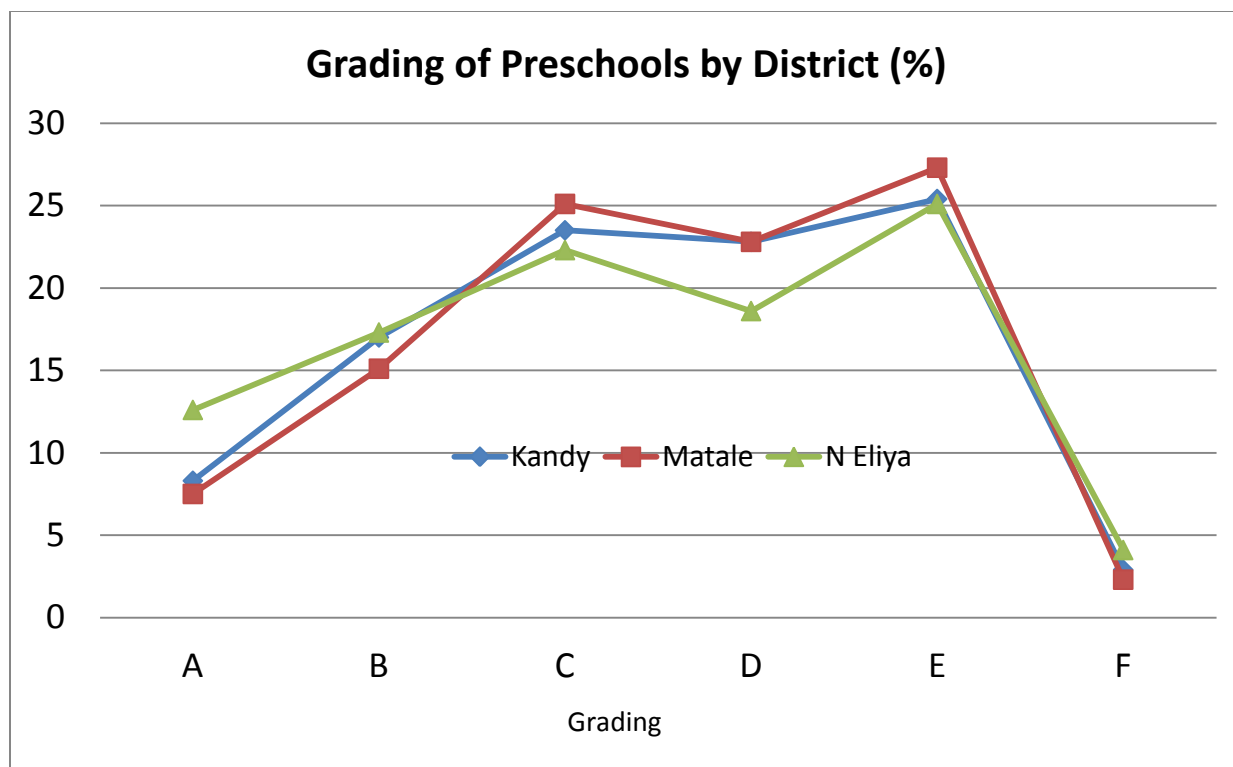
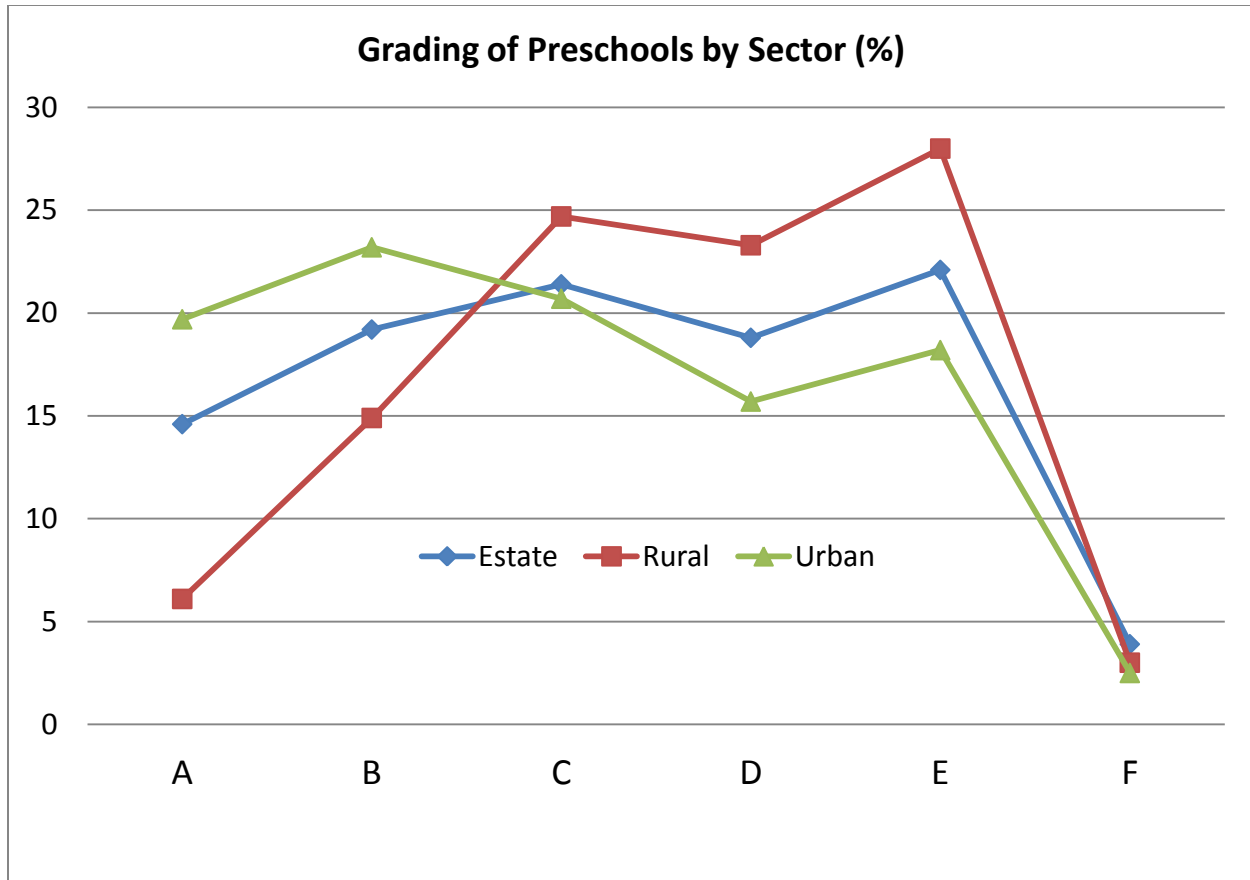


Table 11

Grading of Preschools by Sector								
District	No/%	Grade and Marks						Total
		A	B	C	D	E	F	
		Over 80 marks	70-79 marks	60-69 marks	50-59 marks	25-49 marks	Below 25	
Estate	No	79	104	116	102	121	21	543
	%	14.6	19.2	21.4	18.8	22.1	3.9	100.0
Rural	No	91	222	367	346	416	44	1486
	%	6.1	14.9	24.7	23.3	28.0	3.0	100.0
Urban	No	39	46	41	31	36	5	198
	%	19.7	23.2	20.7	15.7	18.2	2.5	100.0



District	Sector	Grade and Marks						Total
		A	B	C	D	E	F	
		Over 80 marks	70-79 marks	60-69 marks	50-59 marks	25-49 marks	Below 25	
Kandy	Estate	17	23	21	18	23	5	107
		15.9%	21.5%	19.6%	16.8%	21.5%	4.7%	100.0%
	Rural	41	124	202	200	222	26	815
		5.0%	15.2%	24.8%	24.5%	27.2%	3.2%	100.0%
	Urban	30	34	27	24	25	0	140
		21.4%	24.3%	19.3%	17.1%	17.9%	0.0%	100.0%

Matale	Estate	0 0.0%	1 5.0%	2 10.0%	6 30.0%	11 55.0%	0 0.0%	20 100.0%
	Rural	29 6.6%	63 14.4%	112 25.6%	102 23.3%	120 27.5%	11 2.5%	437 100.0%
	Urban	7 26.9%	9 34.6%	7 26.9%	2 7.7%	1 3.8%	0 0.0%	26 100.0%
Nuwara Eliya	Estate	62 14.9%	80 19.3%	93 22.5%	78 18.8%	86 20.7%	16 3.9%	415 100.0
	Rural	21 9.0%	35 15.0%	52 22.3%	44 18.9%	74 31.8%	7 3.0%	233 100.0%
	Urban	2 6.3%	3 9.4%	7 21.9%	5 15.6%	10 31.3%	5 15.6%	32 100.0%

Table 13 - Grading of Preschools by Implementing Institutes

Run by	No/%	A	B	C	D	E	F	Total
		Over 80 marks	70-79 marks	60-69 marks	50-59 marks	25-49 marks	Below 25	
Buddhist Temple	No %	5 3.4%	23 15.8	43 29.5	33 22.6	40 27.4	2 1.4	146 100.0
Catholic Church	No %	2 9.5%	7 33.3	3 14.3	1 4.8	8 38.1	0 0.0	21 100.0
Hindu Organization	No %	4 16.0%	4 16.0	5 20.0	4 16.0	6 24.0	2 8.0	25 100.0
International Organizations	No %	4 36.4	2 18.2	2 18.2	3 27.3	0 0.0	0 0.0	11 100.0
Japan	No %	1 16.7	4 66.7	0 0.0	1 16.7	0 0.0	0 0.0	6 100.0
Local Government	No %	4 16.7	5 20.8	8 33.3	5 20.8	2 8.3	0 0.0	24 100.0
Model	No %	2 66.7	1 33.3	0 0.0	0 0.0	0 0.0	0 0.0	3 100.0
Muslim Organization	No %	2 3.1	4 6.3	18 28.1	20 31.3	19 29.7	1 1.6	64 100

6. Preschool Teacher

It is estimated that there are 4000-4500 preschool teachers are serving in the Central Province. This shows that the sector has provided employment opportunities for a considerable percentage of female labour force in the Province.

All the preschool teachers are women; about 75% of them belong to the age category between 20-50 years; 68% are married. Over 62% of them walk to the preschool indicating the majority lives near by preschools.

Majority of teachers were unemployed prior to start teaching in the preschool. Nearly 40% of preschool teachers reported that they had passed Advance Level (Kandy 41%, Matale 39% and Nuwara Eliya 27%). 43% are preschool diploma holders (Kandy 40%, Matale 47% and Nuwara Eliya 42%). In addition they have participated in variety of short-term trainings related to ECCD (see table 14-19).

Table 14 - Age Classification of Preschool Teachers in the Central Province by District									
District	Age Classification (years)								Total
	No/ %	Below 20	Between 20-29	Between 30-39	Between 40-49	Between 50-59	60 +	NI	
Kandy	No %	23 1.7	415 30.2	364 26.5	281 20.5	220 16.0	45 3.3	25 1.8	1373 100.0
Matale	No %	9 1.4	161 24.2	193 29.1	150 22.6	111 16.7	31 4.7	9 1.4	664 100.0
Nuwara Eliya	No %	8 1.4	133 32.1	107 25.8	79 19.1	68 16.4	15 3.6	6 1.4	414 100.0

Table 15 - Civil Status of Preschool Teachers in the Central Province by District						
Civil Status of Preschool Teacher						
District	No/%	Unmarried	Married	Divorced etc.	NI	Total
Kandy	No %	429 31.2	907 66.1	11 0.8	25 1.9	1373 100.0
Matale	No %	140 21.1	500 75.3	14 2.1	10 1.5	664 100.0
Nuwara Eliya	No %	133 32.1	270 65.2	5 1.2	6 1.4	414 100.0

Table 16 - Mode of Transportation of Preschool Teacher (from home to preschool) by District									
Mode									
District	No/%	Bus	Car/ Motor	Push	Other	Walking	NI	Total	

			Van	Bicycle	Bicycle				
Kandy	No %	430 31.3	76 5.5	33 2.4	4 0.3	35 2.5	721 52.5	73 5.4	1373 100.0
Matale	No %	118 17.8	31 4.7	14 2.1	14 2.0	12 1.8	438 66.0	38 5.7	664 100.0
Nuwara Eliya	No %	97 23.4	12 2.8	1 0.2	2 0.5	2 0.5	280 67.6	20 4.8	414 100.0

Table 17 - Previous Employment Status of Preschool Teacher (before joined the preschool) by District

Previous Employment									
District	No/%	Formal Job	Private Sector/ Garment Worker	Teacher	Pre-school Teacher	Other	Un-employed	NI	Total
Kandy	No %	85 6.2	23 1.7	78 5.7	127 9.2	26 1.9	547 39.8	487 35.5	1373 100.0
Matale	No %	48 7.2	14 2.2	40 6.1	41 6.2	16 2.5	667 50.8	168 25.3	664 100.0
Nuwara Eliya	No %	21 5.1	8 1.9	21 5.1	14 3.4	15 3.6	232 56.0	103 24.9	414 100.0

(There is a possibility that majority in the NI (no information) category are unemployed)

Table 18 - Formal Educational Qualification of Preschool Teacher by District

Educational Qualification									
District	No/%	Graduate	Degree not completed	Passed Advanced Level 3 Subjects	Up to Advanced Level	Passed Ordinary Level	Ordinary Level Failed	NI/ Other	Total
Kandy	No %	34 2.5	30 2.2	560 40.8	299 21.8	284 20.7	82 6.0	84 6.2	1373 100.0
Matale	No %	9 1.4	20 3.0	257 38.7	113 17.0	119 17.9	111 16.7	35 5.3	664 100.0
Nuwara Eliya	No %	1 0.2	4 1.0	113 27.3	72 17.4	145 35.0	44 10.6	35 8.4	414 100.0

Table 19 - Professional Training Received by Preschool Teacher by District									
Educational Qualification									
District	No/%	Degree on ECCD	Diploma on ECCD	Following Diploma on ECCD	Certificate Course on ECCD	Other (not specified)	No training	NI	Total
Kandy	No %	3 0.2	555 40.4	1 0.1	338 24.6	91 7.5	191 13.9	181 13.2	1373 100.0
Matale	No %	0 0.0	315 47.4	2 0.3	79 11.9	44 6.7	135 20.3	89 13.4	664 100.0
Nuwara Eliya	No %	0 0.0	175 42.3	0 0.0	63 15.2	22 5.3	109 26.3	45 10.9	414 100.0

A simple test was conducted for preschool teachers to examine whether they have the bare minimum skills to guide children. It was found that 72% of Muslim preschools teachers, 68% of Tamil preschool teachers and 53% of Sinhala preschool teachers had the very basic knowledge on all three languages (see table 20). Majority of teachers were able to count up to 100 and able to identify basic colours (see table 21). However only 43% of Muslim, 32% of Tamil and 29% of Sinhala preschool teachers were able to identify three shapes (oval, triangle and circle) correctly (see table 22).

Table 20

Ethnicity of Teacher	Very Basic Language Skills			
	Count up to 100 in Sinhala	Count up to 100 in Tamil	Count up to 100 in English	Count up to 100 in 3 Languages
Sinhala	97%	31%	72%	67%
Tamil	64%	95%	83%	81%
Muslim	77%	90%	86%	84%

Table 21

Ethnicity of Teacher	Ability to recognize Colours			
	Able to understand Colours in Sinhala	Able to understand Colours in Tamil	Able to understand Colours in English	Able to understand Colours in 3 languages
Sinhala	98%	19%	75%	64%
Tamil	65%	97%	85%	82%
Muslim	79%	90%	95%	88%

Table 22

Ethnicity of Teacher	Ability to Recognize Basic Shapes			
	Able to understand shapes in Sinhala	Able to understand shapes in Tamil	Able to understand shapes in English	Able to understand shapes in 3 languages
Sinhala	55%	5%	26%	29%
Tamil	17%	50%	30%	32%
Muslim	30%	55%	45%	43%

Table 23

Ethnicity of Teacher	Ability to Understand Symbols			
	Able to understand symbols in Sinhala	Able to understand symbols in Tamil	Able to understand symbols in English	Able to understand symbols in 3 languages
Sinhala	81%	10%	49%	47%
Tamil	45%	77%	58%	60%
Muslim	54%	69%	68%	64%

Fees received by the preschool teachers vary. Majority of teachers in Kandy and Matale districts fall into the category of Rs 10,000-14,999/= per month. The majority of teachers in the estate sector are paid by the plantation management or JEDB.

48% of the preschool teachers in the estate and the urban sectors and 68% of teachers in the rural sector use already developed module for guiding children. Among variety of modules available, half the preschools teachers in the estate sector, 70% of the teachers in the rural sector and 25% of the teachers in the urban sector use the module developed and introduced by Plan Sri Lanka. Considerable numbers of preschool teachers use newspapers to prepare their lesson materials. *Dimuthu* is the mostly used newspaper by teachers in the Province. 30% preschool teachers in the estate sector, 45% teachers in the rural sector and 56% teachers in the urban sector reported that they had prepared the lesson material/plans using either newspaper or a module.

Over half the preschool teachers reported that they had an annual and weekly lesson plans. 80% of the teachers reported they used games (play) and free mode for guiding children.

Higher percentage of teachers uses singing and dancing (aesthetic approach) as a method of guiding children. The main method adopted by teachers is seated mode. 69% of in the estate sector, 89% in the rural sector and 97% in the urban sector teachers choose seated method for guiding children. 65% in the estate sector, 80% in the rural sector and 74% in the urban sector teachers appreciate what children do to encourage children.

7. Issues Related to ECCD

Issues were identified by the application of variety of sources and methods. The issues thus identified are summarized in the table below. They are classified under preschool/preschool teacher, system/society and parents. There are number of interrelated issues with multi-dimensions.

Issues related to Preschool and Preschool Teacher
Non-availability of basic required equipment or availability of improper physical equipment or unsuitable equipment or items in the ECCD centres.
Preschools and day-care centres (Crèches in the estate sector) are conducted/housed in one place. No separate room for age-specific guidance.
Teaching (some actually teach not guide) volume is too much. In many cases reading, writing, mathematics and English are taught as demanded by parents. Use non-mother tongue at the ECCD centre, negatively affects children when they enter to primary grade (year 1) because in the school, the mother tongue is used in teaching. Tamil children who are sent to Sinhala preschools face the same difficulty.
Preschool teachers especially in Nuwara Eliya punish children by using cane and they too hares children verbally.
Majority of preschool teachers lack knowledge on age-specific guidance and lack training on ECCD. Diploma holders have difficulty in practicing their conceptual knowledge. They lack guiding skills. Some obtained diploma a long ago and are not exposed to new knowledge. Many preschool teachers lack knowledge on grade 1 (primary) curriculum

and engaged in teaching similar to grade one teaching.

Some preschool teachers are old.

Age for recruitment and retirement of preschool teachers are not defined.

Preschools are dealing with many ceremonial activities and children are pushed to do activities that are not proper for this age category of children.

Preschools are highly commercialized.

Vast majority of preschool teachers cannot recognize children with special needs and they have not got training on how to guide them and handle them. It is reported that some preschool teachers do not like to accept children with special needs to their preschools.

Orientation/Awareness programs of preschools are conducted by the preschools after the child is admitted to a preschool. Therefore parents are too late to take a decision on what preschools to select.

Issues related to the System or the society

Many preschools lack required quality standards. There is no responsible institution for proper registration and there is no institution directly responsible for ECCD (lack of owner/duty bearer). Private and international preschools (registered under BOI and business registration) cannot be monitored or supervised by state institutions. There is no proper coordination among the institutes that work on ECCD.

No forum/mechanism to share experience of stakeholders. Though there are Network of Children's Committees from national to community levels, the majority of them do not function well. If they do, there is no organization to monitor the progress. No organization is capable of closing down a preschool even if a preschool is engaged in non-acceptable activities.

In equal distribution of resources among the preschools by partners.

There is no national level mechanism to distribute the ECCD curriculum among the preschools and to monitor children guiding methodologies and to monitor preschool diploma offering institutes. There are ECCD diploma offering institutions that do not conduct programs according to the standards. As there is a high demand for ECCD diplomas, some agencies try to fill the gap by offering low quality ECCD diplomas.

Many supervising officers in line agencies do not have updated knowledge on ECCD.

Children of residential non-labourers in the estate sector are not admitted to preschools run by the plantation management.

Some of the estates that are not under PHDT have no organization to address the issues of ECCD.

Poor state support for some of the preschools in the estate sector.

Issues related to the System or the society

Local government run preschools provide opportunity for children of government servants to house their children till they come back from office. Therefore there is a severe demand for such schools/day-care centres. Thus they give admission for children of 4 years old. This practice contradicts with ECCD requirements.

The LGAs have no resources to improve the quality ECCD centres as there is no income coming from the centres.

There is no model preschool in each district for the preschool teachers and preschool owners to learn by observing a model and improve their preschools (to learn from best practices).

No resource centre for preschool teacher to learn (even a library with ECCD material) and for some parents (especially mothers) to learn when they waste their time looting around the preschool.

There are NGOs working on ECCD but there is no organization to get their support effectively and efficiently.

Admission test conducted by some schools.

Issues Related to Parents

High expectation of parents regarding the achievement of the child from the preschools. They expect child to improve reading, writing, language (English) skills.

Poor/Lack of knowledge of parents on child care and age appropriate activities.

Parents think the preschool is a place to keep the child when parents are at work and they have little knowledge on the psychological requirements of children.

Preschool is evaluated by parents looking at external appearance, year-end-ceremonies organized by the preschool and teaching in English by the teachers.

Multi-dimensional Issues Related to ECCD

Perceptual difference between parents, preschool teachers and the primary teachers. No room for them to understand the role of each party related to ECCD.

Both preschool teachers and parents have little knowledge on ECCD. Majority of preschool teachers tries to teach children letters. This is due to popular demand which pressurizes some schools. Further newspapers that are printed for children below 5 years would make an impact on preschool teachers in the preparation of lesson plans.

In Buddhist and Hindu culture '*Akuru kiyaveema*' is an important socio-cultural event of the life of a child. Therefore the teaching '*akuru*' for small children is expected by Sri Lankan culture.

Local government authorities have developed set of requirements/guidelines/ conditions in the registration of preschools. However LGAs do not consider guidelines and register preschool on sympathetic ground or with a political interest.

Parents have to pay high fees and unnecessary expenditures on year end concert. The fee of preschools differs from place to place and some parents cannot afford to pay a big amount.

There is no commonly accepted/agreed curriculum used in the preschools in the Province. There are number of curricula developed by Plan Sri Lanka, PHDT, etc. But none are commonly accepted. Various curricula are used by preschool teachers. Further there is no organization to monitor the guiding methodology and the content of guiding. Some preschools use monthly newspaper as the curriculum and work books.

There is no methodology/practice/rule to recruit teachers for preschools.

Preschool children in the urban sector are sent to the ECCD centres with children in schools in school-vans. The small children have to stay in the van until big children (school children) come to vans. According to observation of offers, the small children are abused by some van-drivers.

8. Strengths, Weakness, Opportunities and Threats (SWOT) in the System

As there are number of organizations and institutions (GO, NGO, parents, Preschool, etc.) involved in the ECCD in the Province, workshops were held to determine the strengths, weaknesses, opportunities and the Threats. They are listed in below tables.

The purpose of the SWOT is to identify the strengths in the system in order to identify activities that can be effectively continued. The current services can be further effectively delivered if the weakness of the system are identified and take necessary mitigative or preventive actions are taken. The opportunities identified can be exploited for the provision of better services. Threats are identified in order to determine whether some activities need to be dropped or modified.

Major Strengths and Weakness in the system	
Strengths	Weakness
Credible NGOs that focus on children and have resources, knowledge, experience and equipment on ECCD available in the districts.	There is no owner of ECCD. NGOs have no sufficient human resource on ECCD and they have to hire resources
NGO forum is available in the district.	Insufficient money to build schools/infra structure.
Friendly relations between GOs and NGOs.	As children between up to 3 years is looked after by Day-care centres, parents in the estate sector have developed dependency that 3-5 are too look after by the plantation management.
There is a network of CBOs through which parents can be organized for ECCD activities.	Red-tapes in allocating land for preschools in the estate sector (as the lands are inventoried in the company cannot easily given such things).
Govt. organizations working on ECCD have some money and resource allocations (under protection, care, health).	There are no standards in the selection of preschool teachers.
A curriculum is readily available.	The curriculum developed is not used by many preschools.
Human resources in trained can be effectively used.	Insufficient resource allocations by line agencies.
Collective consciousness among partners that the ECCD sector need to be formal	The preschools run by the LGs may be closed (natural death)
Higher authority at national now pay attention to ECCD	Poor vertical or horizontal coordination among partners especially state agencies. Inequal allocation of available resources.

Major Strengths and Weakness in the system	
Strengths	Weakness
Network of preschools functioning in the Province	Poor knowledge of teachers on ECCD
Parent are aware that children need to be given preschool education and parent like to spend money on ECCD	No method of mechanism to evaluate the skills and achievement of the child. Curriculum is developed/used for one year. Majority of the parents send their children to preschool only for a period of one year
Preschool teachers' network by DSD is available	Lack of commitment of line agency officers. They are not responsible or accountable. No formal institution for monitoring and supervision of ECCD.
Line agencies have the acceptance from people	No corporate plan to adhere to.

Opportunities

1. Possibility of using the existing structure, management and PHDT for the ECCD activities in an effective manner in the estate sector.
2. Salaries are paid to one teacher by the plantation management and if another person can be paid by the parents a better service can be obtained.
3. The available abandoned buildings in the estate sector can be used for preschools after repairs.
4. As every estate has a primary school and a preschool the coordination between the two institution is possible.
5. As line rooms are located in one cluster the communication on ECCD is easy in the estate sector.
6. There are teacher training institutes located in Kandy and Nuwara Eliya districts.
7. Ability to get the services and the blessings of the politicians in the estate sector if they are properly made aware of the need for improved ECCD.
8. As there are numbers of NGOs currently working in the Province addressing ECCD issues, more efficient and effective services could be obtained if they are coordinated.
9. The unemployed female youths with sufficient formal education qualifications can be used as preschool teachers if they are given a proper training.

Opportunities

10. Ability to use the existing newspaper for providing accepted curriculum and monitor its distribution and the usage.
11. If committed there are line agencies that could allocate money for ECCD
12. Can introduce amendments to existing constitution of PC.
13. Can use closed schools for preschools.
14. Preschool teachers are willing to be trained.
15. Possibility IT for awareness program for parents.

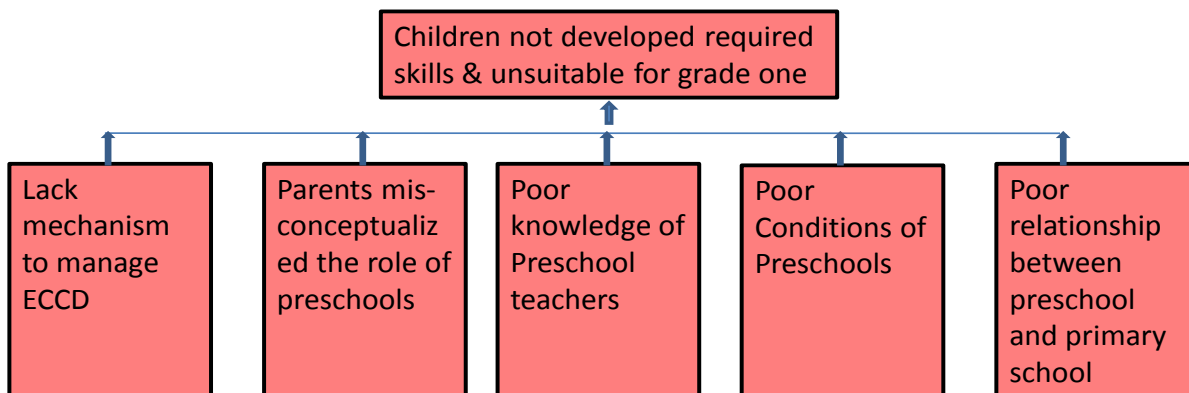
Threats

1. Increase of preschools by number would make an impact on the decrease of number of children in preschools (becomes economically unprofitable unit).
2. Political interferences in registration of preschools, etc.
3. Distrust developed towards NGOs.
4. Low quality newspapers on ECCD used by preschool teachers.
5. Anybody can enter the service and cannot stop if the service is poor.
6. Preschool education is not legally established.

9. Problem Tree

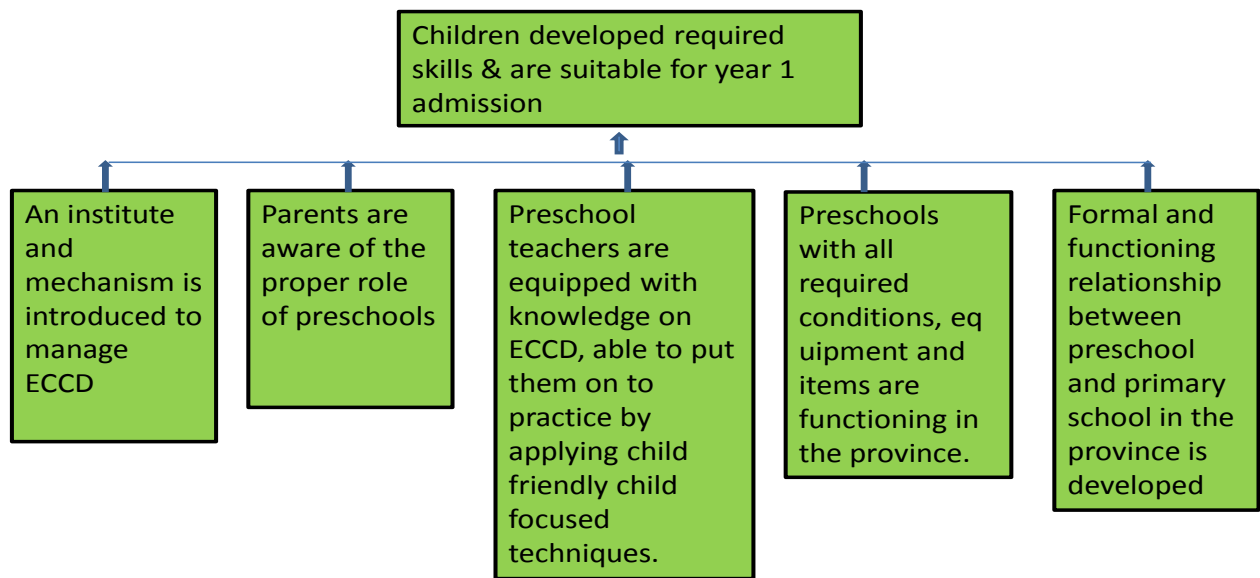
Based on the SWOT analysis and the information of the database, core issues related to ECCD were identified. Later they were made to a problem tree. The problem tree then converted into an objective tree in order to determine the objectives of the Corporate Plan. The problem tree and the objective trees are shown below.

Problem Tree



10. Objective Tree

Objective Tree



The Corporate Plan for Early Childhood Care and Development

**Central Province
Provincial Council**

2015-2019

Vision of the Five Year Corporate Plan

**Well Prepared Children for Knowledge
Economy**

Mission of the Five Year Corporate Plan

**Early Childhood Care and Development is
ensured by the Provincial Council**

Goal of the Five Year Corporate Plan

**Children with required skills developed and are
suitable for year one admission**

11. Objectives of the Corporate Plan

1. A formal body responsible for ECCD and an implementing mechanism for monitoring and supervision of services delivered to preschools and partner organizations established and strengthened the system by the year 2015 in the Central Province.
2. Preschools with all required conditions, equipment and items functioning in the Central Province by year 2019.
3. Preschool teachers in the Central Province with required qualifications, equipped with knowledge on ECCD, able to put concepts on to practice by applying child friendly and child focused techniques deliver their services since 2015.
4. Parents in the Central Province have sufficient knowledge on the correct role of the preschool and the role of primary school and equipped with proper child rearing practices.
5. Formal and functioning relationship between the preschool and the primary school in the Province established by the year 2017.

The main activities are presented in this Five Year Corporate Plan. It is recommended that a stakeholder meeting be held to prepare Annual Implementation Plans based on the Corporate Plan. At this proposed workshop, the sub-activities and tasks of the main activities have to be

identified and organized them into a timeframe. The timeframe needs to be developed after assessing the strengths and the capacity of stakeholders.

Further a budget for each year has to be prepared at the same workshop. In the preparation of the budget, it is recommended the below exercise.

1. All the activities, sub-activities and the tasks have to be properly defined first (answer the question “WHAT”).
2. Then answer WHY such activity or task is carried out. This is the justification for each activity. Without proper justification, an activity or a task should not be included.
3. Then the team has to find out HOW the activity would be carried out. A detailed discussion is required in order to find out who is responsible what and HOW they are carried out.
4. Then discuss WHERE the activity is planning to carry out. This will be based on the prioritization of the activity according to the gravity of the issue.
5. Finally WHEN this activity is carried out has to be determined. This means during which time the activity will be carried out.

Also the minimum requirements for each activity/sub-activity/task needs to be clearly determined. In order to monitor the progress made (whether activities have been carried out) and the impacts of interventions, representative and simple indicators have to be chosen. In order to determine the short-term impacts, outcome indicators has to be developed. In order to examine long-term benefits, the benefit indicators need to be chosen.

Once all these aspects are completed, a realistic budget can be prepared. In order to complete this task successfully (prepare a comprehensive Implementation Plan and the budget) at least 3-day workshop is recommended.

**12. Strategies, Rationale, Major Outcomes and Main Activities
According to Objectives of the Corporate Plan**

Strategies, rationale, major outcomes and main activities of the Corporate Plan are shown in the table below. The activities for each outcome and cost for each activity have to be identified especially during the preparation of Implementation Plan. Such details are not included in the plan.

Objective 1:

A formal body responsible for ECCD and an implementing mechanism for monitoring and supervision of services delivered to preschools and partner organizations established and strengthened the system by the year 2015 in the Central Province.

Strategy

Establishment and Empowerment ECCD Duty Bearer

Rationale

By establishing a major duty bearer of ECCD, an equal access to services could be ensured.

Major Outcomes

1. ECCD Charter/Convention/legislation/amendment on ECCD in the province established.

2. Formal body responsible and accountable for ECCD established.

3. ECCD implementing mechanism established.

Activities

1. Preparation of Implementation/Operational plan for ECCD at Provincial, District and Divisional levels with the participation of stakeholders (sharing responsibilities among state, NGO, LG and private sector)

Provincial level workshop
District level workshop
Divisional level workshops

2. Grading of preschools using the 80 variable questionnaire (data verification and updating is required)

Grading preschools
Registering of preschools according to the grades given

3. Training of state sector line agency staff, LGA staff and other direct partners on concepts, practices and methodologies related to ECCD.

4. Training on database management, data analysis, monitoring, supervision, use of equipment, etc.

5. Training (in Tamil and English) for staff of PHDT and the plantation management in the estate sector.

6. TOT on the use of curriculum guide.

7. TOT on parental guide developed by Plan Sri Lanka.

8. Training of preschool teachers on the curriculum.

9. Training of mothers on good parenting .

10. Review of the available ELDS and training of preschool teachers and the officers of relevant line agencies on how to use (measure) progress of children.

11. Developing/designing of commonly accepted certificate for outgoing children, printing and use
12. Preparation and introduction of simple curriculum for 2 years (3-4 and 4-5) and preparation of weekly lesson plans by all preschools in the province.
13. Use of existing newspapers that provide lesson materials for preschool teachers to distribute the weekly lesson plan among the preschools in the Province.
14. Introduction of a web-page for the Province for promoting and sharing information on ECCD in the Province.
15. Lesson plans uploaded to web-page and preschool teachers use web-material.
16. Development of sharing information among the teachers and the activities conducted by them and the organizations via web-page.
17. Introduction of IT network in preschools.

Objective 2:

Preschools with all required conditions, equipment and items functioning in the Central Province by year 2019.

Strategy

Empowerment of ECCD Centres

Rationale

By empowering the ECCD centres in the Province it will improve the quality of services that would ensure the development of children between 3-5 years old in the Central Province.

Major Outcomes

1. Comprehensive database of the ECCD centres in the province is available.
2. A network of ECCD centres with all required facilities, equipment and human resources are established.

Activities

1. Preparation of Provincial, District and Divisional level ECCD Implementation plans.
2. Completion of data base and conducting training programs on how to use the database.
3. Grading of preschools using 80 variable questionnaire and give certificate for those that got A grade.
4. Construction/modification of preschools.
5. Introduction of separate premises for preschools in the estate sector and construction/ modification of existing preschools in the estate sector.
6. Designing a model preschool after studying the international standards of preschool in the modern world.

Objective 3:

Preschool teachers in the Central Province with required qualifications, equipped with knowledge on ECCD, able to put concepts on to practice by applying child friendly and child focused techniques deliver their services since 2015.

Strategy

**Making aware of preschool teachers and
Ensuring the future job and financial security of the
preschool teachers**

Rationale

By making aware of the concepts and practices of guiding children and ensuring the financial and job security of preschool teachers, the qualified teachers would retained in the services. This would help the improvement of the quality of ECCD services.

Major Outcomes

Preschool teacher with sufficient knowledge on concepts, practice and method of guiding related to ECCD and knowledge on IT and languages would be serving in the ECCD centres in the Central Province.

Activities

1. Training for Preschool teachers
On the use of IT
Languages
Psychology
ECCD concepts, practices and methods
2. Establishment of Preschool Teacher Associations and provide necessary support for strengthening them for sustainable functioning.
3. Establishment of common method of collection of fees from parents and redistributing of fees among preschool teachers in a systematic and reasonable manner.
4. Organize preschool teacher exchange programs locally and internationally.
5. Establishment of a common fund/insurance system for the welfare, future financial security of preschool teachers.

Objective 4:

Parents in the Central Province have sufficient knowledge on the correct role of the preschool and the role of primary school and equipped with proper child rearing practices.

Strategy

Capacity building of parents (especially mothers) on the role of duty bearers on ECCD

Rationale

When parents especially mother is aware of the role of the preschool and the primary teacher, parents could select the best option of preschool and let the child to develop without unnecessary pressure from the preschool and the parents. When parents are aware of their role, they could always support the preschool activities to improve the age-appropriate skills of the child.

Major Outcomes

1. Parents who are aware of their role as a good parent and the role of preschool and the primary school, would actively participate in the preschool activities and contribute for the development of preschools.

Activities

1. Conduct a scientific study on the level of awareness of parents on good parenting.
2. Construction of ECCD related documentary CDs to show parents who gather at preschools (part of awareness programs)
3. Introduction of activities for parents to engage in administration, children guiding and other activities in the preschools.
4. TOT to train resource persons to train parents using the Parental Guide introduced by Plan Sri Lanka recently.

5. Training parents on good parenting by those who got TOT training on Parental Guide.

Objective 5:

Formal and functioning relationship between the preschool and the primary school in the province established by the year 2017.

Strategy

Building of horizontal coordination between the preschool teachers and the primary teachers

Rationale

One of the major problems identified with regard to ECCD is that the parents and the preschool teachers perceive that they should teach the child to be suitable for the admission test conducted by the school for year one admission. Therefore the preschool teacher more or less teaches the year one curriculum at the preschool and the child is disoriented due to this. If there is a mutual understanding of the role of the two parties this problem will be solved.

Major Outcomes

1. Preschool teachers well aware of the role of preschool and the primary school.
2. Primary teacher well aware of the role of preschool and the primary school.
3. Formal coordination of preschool and primary teachers in operation.

Activities

1. Introduction of a program for preschool teachers to participate in the

grade one teaching.

2. Awareness programs on the curriculum of preschool and year one (primary school) for preschool teachers and the primary teachers.

13. Indicators for Monitoring the Progress

Output Indicators

1. Number of Board Meeting held.
2. Number of meeting held with the partner organizations and number of persons participated in a given period.
3. Monetary value of resources given by each partner organization.
4. Number of programs related to ECCD held and number of persons participated (by program type).
5. Number of preschools (percentage) registered by division, district and the province.
6. Completion of preparation of preschool grading mechanism.
7. Number of A and B Grade preschools reported in a given period.
8. Completion of databank by division.
9. Number of programs held and number of teachers participated in short-term awareness programs held for preschool teaches.
10. Number of model preschools introduced.
11. Number (%) o preschools teachers whom are qualified with ECCD Diploma.
12. Number of programs held for direct ECCD officers number participated.
13. Number of programs held to motivate and increase productivity of the direct ECCD officers.
14. Number of training hours (by nature of the training given) and number of

preschools teachers received long-term and short-term training.
15. Number of district and divisional level stakeholder meeting (on ECCD) held and number of officers participated in given period.
16. Number of other activities such as ceremonies to appreciate services of preschool teachers, certificate giving ceremonies for graded preschools, etc.

13. Indicators for Monitoring the Progress (contd.)

Output Indicators

17. Number of exhibitions organized and number of preschool teachers, parents and children participated.
18. Number of teachers, children, offices and parents who have used the web in a given period.
19. Number of preschools renovated, number of preschools fully constructed, number of play items given.
20. Distribution of printed curriculum among the preschools (number of schools covered).
21. Number of preschool teachers trained on the use of curriculum.
22. Number of schools use the progress monitoring of children.

Benefit Indicators

1. Language knowledge Index
2. Math's knowledge Index
3. % of preschools served by teachers with Diplomas
4. Basic Requirement Index of preschools

5. Cleanliness Index
6. Safety Index
7. Child Friendly Index
8. Children's progress Development Index (many)
9. % of children between 3-4 in preschools
10. Preschool Children's Attendance Index