

# Quality Assessment of ECCD centres in the five districts of Northern Province 2015





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## Quality Assessment of ECCD Centres in the 5 Districts of Northern Province

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We are very grateful to UNICEF Sri Lanka for making available funding and Technical support which made the undertaking and completion of this assessment possible.

We appreciate the efforts of the Director of ECCD unit MoE, NP in mapping out the preschools to have the sampling procedure in order and the coordination with the ECCD management committees, ADEs, Coordinators and Teachers for the effective field level data collection.

It is much appreciable here the professional participation of various representatives of INGOs, Mr.Chandru of Tdh, Mr.Ajanthan of SCIL and Mr. Kamal Herath of Plan Sri Lanka,

We acknowledge and thank CEO and all the staff members of Aaruthal Sri Lanka for the guidance, logistical arrangements, very specific appreciation and the active and professional participation in every stage of the assessment process.

A word of thanks also goes to all the ADEs, Coordinators, ECCD centre Teachers, members of the ECCD Management committee, and all the parents of ECCD children for their sincere participation in the Data collection.

## Message from the Honourable Minister of Education, Northern Province

I am happy to note that the UNICEF and Aaruthal in collaboration have carried out a sample study of 199 preschools and produced an assessment report. With this report it will be possible for quality interventions, to develop minimum standards for preschools in the Northern Province.



The analysis of ECCD Education will help to sustain and improve Early Childhood Education.

I express my appreciation of the contribution made by UNICEF and trust that they will continue with their assistance for the development of Early Childhood and Care Education.

T. Gurukularamah,  
Minister.

A large, stylized handwritten signature in black ink, written over the printed name of the Minister.



## Message from the Secretary, Ministry of Education, Northern Province

ECCD Unit,  
Aaruthal – Unicef Assessment project  
Aaruthal Sri Lanaka  
Jaffna

Subject : Validation letter of Performance and Report


It is my honour and pleasure to inform that the Aaruthal ECCD unit has impressed us with their performance in collecting data and giving the existing facts of the ECCD functioning in the 5 Districts of the Northern Province.



This Quality analysis of ECCD project was extremely crucial during the current situation of ongoing deliberate performance of the students. The Unicef and the Aaruthal have rightly selected the analysis in the precise time to study the future plans of the ECCD education for a better performance in future education.

With this appreciation letter, we do not want to miss an opportunity to express our earnest validation of report towards you that open up spaces for new thinking in relation to the existing needs and dilemma in the ECCD field. I think, at this point, the revision of the curriculum and the consideration of the minimum standard are the two main topic to be looked into.

Have a graded analysis like this is indeed a proud factor for the education sector. I hope all will get together to work for planned and dedicated ECCD Education for all in the Province.



Secretary;  
Provincial Ministry of Education,  
Northern Province.

**Message from the Director, ECCD – Unit, Ministry of Education,  
Northern Province**

**The Baseline Survey about**

**“Early childhood Care and Development Centers”**

We are aware of the researches and Care for that have been carried out all over the world on “Early childhood Care and Development Centers.” These Early Childhood Care and Development Centers initiated and started functioning after 1940. The children’s Secretariat started by the government in 1980 and attention have been paid since then. A National policy was formed by the Children’s Secretariat. They designed the minimum standard and motivated the centers. According to the 13<sup>th</sup> Amendment, the authority for the registration of preschools, training the preschool teachers and supervising the preschools were given to the Provincial Councils. It is remarkable that the Provincial Council pays concentration in these fields.



The Children’s Secretariat conducted a research on Early Childhood Care Centers at National level in 2010. Only a few data from Northern Province was included in the survey. Beside this no research has been conducted including the Northern Province. A request was made to Unicef by the Ministry of Education, Northern Province to conduct a survey to identify the deficits in preschools of Northern Province and to maintain the standard of preschools. Unicef agreed to conduct the survey in collaboration with the Aaruthal Organization.

The survey carried out reflected the essential needs of preschools. Teachers, Parents, Children, Preschool Management Committee, Departmental Officers were included in the survey was an energetic. The survey report pointed out the important aspects to be conceded out in the preschools. These would help to plan out the activities for the future without any doubt.

We express our sincere thanks to Unicef on behalf of the Ministry of Education for helping us in all sorts of ways to conduct the survey a triumphant one. Aaruthal Organization accepted the offer to conduct the survey and the Chief Executive Officer of Aaruthal Mr.Sundaram Divakalala guided properly to conduct the survey. Our appreciative thanks goes to him. The officer of Unicef, Kilinochchi Ms.Karthikeyani gave her advices and guidance to performed the survey promptly.

We also express our grateful thanks to the University Lecturers, Officers form Tdh and Save the Children International, Assistant Directors of Education who participated in the final presentation. The Survey report has to be read by those concerned and the suggestions have to be fulfilled.

This survey is the commencement. Many surveys would be released. It is critical nowadays.



Jeya Thambiah

Director

ECCD -unit

Ministry of Education,

Northern Province.

## Message from the CEO, Aaruthal Sri Lanka

Today's knowledge-based approach in school education is driven in large part by quality ECCD Education. The government policy is up to the Provincial level see opportunities and innovations and to take innovations to bring new approach-enhancing, attitude -generating technologies in ECCD Education. Yet, while innovation is in certain areas such as approaches, health and sanitation together with attitudinal change present new opportunities, converting these ideas into innovation for the ECCD education involves substantial challenges. The Provincial capacity for innovation in ECCD education can be strengthened by addressing the challenges faced by the children. Government, Parents and teachers partnerships are one means to help children by bringing new ideas in ECCD education.



The Quality Assessment of Early Childhood Development programme is one of the important features in the present ECCD Education system and it was carried out in collaboration of Ministry of Education, Unicef and Aaruthal in the Northern Province. This assessment is one of the much required studies to bring out the existing quality in ECCD education of 5 Northern Districts.

I overwhelmingly salute to the Preschool teachers who never thought of their small allowance worked as usual and help the ECCD moving towards the expected objective of holistic personality development for a sustainable future education. Though here and there are potholes in the present system of ECCD education due to the existing environment and the past yet we have to commend the preschool teachers in this point of view.

The quality assessment not only exposed the present situation of the ECCD education but also open up means of interventions necessary for the future development. Through this valuable assessment I am proud to comment on the partnership of Aaruthal and Unicef to finalize the report and develop minimum standard for ECCD Education.

Finally I appreciate planned intervention in the assessment work of the staffs involved in this quality assessment to develop a much desired report for the education sphere.

A handwritten signature in black ink, appearing to read 'Sundaram Divakalala'. The signature is fluid and cursive, with a prominent initial 'S'.

Sundaram Divakalala  
Chief Executive Officer  
Aaruthal Sri Lanka

## Executive Summary:

The assessment is sought to establish the quality of Early Childhood Care and Development (ECCD) programmes. It is therefore important that the assessment process investigates whether the ECCD programmes meet the expectations of the quality indicators and consequently the holistic needs of ECCD children. In order to assess the existing situation of ECCD centres of Northern Province, the 5 dimensions of Child Friendly Schools are commissioned as the assessment criteria. The qualitative design methodology is used in this study. Self-constructed observation checklists and in-depth interview guides are used. A stratified sampling methodology is exercised. The participants in the study are 7327 preschoolers, 223 teachers of 199 ECCD centres, and 302 parents. The content analysis method is used for data analysis.

The findings of the study reveal that the ECCD curriculum is not completely practiced by the teachers. The programmes in many ECCD centres tend to rely on primary school pedagogy with emphasis on reading and writing, rather than on holistic development and learning readiness of preschoolers. Many untrained teachers lack with required skills and attitudes to embrace a holistic and integrated view of early childhood services. Besides, the majority of the ECCD centres have unsatisfactory and unstimulating learning environment.

It is also revealed that all the preschools are not adhered to ECCD policies. The findings of the study also revealed that the components of a quality ECCD programme which include nutrition, health and safety, parental involvement, stakeholder involvement, and guidance and counseling are compromised.

The study also reveals that play based activities are not much integrated in the ECCD curriculum as majority of the parents of 3-5 years children and school management criticize the play-way and child centered methods of teaching. This shows that the parents are not oriented on the ECCD concept.

Preschool Teachers salary is a long held concern within the ECCD, while many of the earlier surveys and research findings reflect the same. Same issues with regard to low wages of preschool teachers persist in the Northern Region without an appropriate solution for a long time. Now, the preschool teachers receive a minimum allowance of Rs 3000/= per month with an additional increase of Rs 1000/=, assured in the recent Northern Provincial budget. However, this total amount of Rs 4000/= cannot be justified against the services rendered by the preschool teachers. Yet, the findings of this study enlighten high level of disparity in the pay structure. Nearly 6% of teachers are not benefited from the Northern Provincial Council payment scheme or any other schemes of salary sponsoring institutions. Those teachers rely on parents contribution only. At times, these teachers go for 3 to 4 months without being paid regularly. At the same time, most of the poor parents of rural areas argue that they do not see the rationale behind paying for an ECCD child while primary education is free.

Among the preschool teachers who rely on the payment by the MoE, NP, 43.8% of them are also benefited out of the parent's contribution. Getting the parents to pay regularly, in many villages, is impossible. This is because the majority of the parents, mostly poor, are not ready to mobilize additional resources to support ECCD centres.

A total 265 teachers' salary has been paid by the Civil Society Department which includes 193 teachers from Kilinochchi Zone, 23 teachers from Mullaitivu Zone and 49 teachers from

Thunukkai Zone. The teachers are remunerated with high scale of two different ranges of 15,000.00 to 20,000.00 and above 20,000.00.

In the assessment it is found that most of the ECCD centres do not have learning circles, which are very important factors for the access of children. For their own choices of play, self directed activities which would influence their self esteem, own thinking, reasoning, and problem solving skills, teachers have to observe the children's performance, to interact and to scaffold. ECCD teachers who experience difficulties in understanding the complex techniques of scaffolding children with play activities, often fail to make connections between theoretical explanations and the practical use of play in teaching children the different skills.

The Majority of teachers felt that lack of educational materials and play materials were the most challenging factor. Although a few teachers were provided with teaching materials by the Agencies, they were uncertain of how to use them. It is clear, then, that, teachers should be given more training on using the materials.

The lack of sufficient space for play activities was also a main challenge. Many teachers reported that there was not enough space for children to learn and play inside the classroom when there was no space outside. They did not know how to make effective use of classroom space and transform the classroom into a quality play space.

The parents and teachers also placed emphasis on the training and qualification levels of teachers as aspects of good quality ECCD. A lack of emotional and environmental factors (uncaring, unfriendly, neglecting environment) and poor resources and facilities for children and practitioners were outlined by parents as aspects of poor quality settings. Teachers, on the other hand, emphasized a lack of staff training / qualifications as aspects of poor quality settings

# Chapter One

## 1.0. Introduction

Aaruthal Sri Lanka, the institution partnered with UNICEF and ECCD unit of MoE, NP to implement this project, since its inception, has worked towards a vision of Empowering the Early Childhood care and Development Working Forces (Preschool Teachers, ADEs, Parents and Caregivers ) These forces are working for the children with access to quality Early Childhood Care and Development (ECCD) Programmes, which promote the child's holistic development, support, health and welfare.

Aaruthal's mission is to promote and support quality holistic Early Childhood Development of the children from birth to age five in disadvantaged communities by:

- Providing access to quality training to the working forces in ECD
- Providing access to a range of exciting low cost ECD Resources
- Establishing partnerships with communities, government, and non-governmental organizations to access resources to improve the conditions in which our young children can develop.

Aaruthal Sri Lanka's partnership with the Ministry of Education, sports and cultural affairs dates back to year 2000. This has laid down several mile stones in the long journey of revitalizing the many hundred thousands of most disadvantaged children "at risk" in the war affected Northern and Eastern Sri Lanka. Since the inception of the North, Eastern Provincial Council, from year 2000 to date, many of the team members of Aaruthal Sri Lanka remaining in this social landscape play key roles for the advancement of the "at risk" children of the war torn Northern and Eastern Provinces.

Aaruthal Sri Lanka is today recognized as one of the Nation's largest Early Childhood Development Resource and Training Provider. It has played a major role in creating awareness on the importance of ECCD amongst disadvantaged communities as well as lobbying for the provision of greater resources towards ECCD from the state and private sector. Aaruthal Sri Lanka believes that all children should have access to quality, sustainable early childhood development so that they can develop to their full education and personal potential.

With the accreditation from The Ministry of Women and Child Affairs, Aaruthal Sri Lanka develops and provides various levels of up-to-date curriculum, materials and training to educate teachers (practitioners). Also, it provides on-site support and, access to low cost resources and educational materials. Aaruthal Sri Lanka has been granted provisional Registration as a Private Institution for the Professional Development of ECCD Educators, enabling it to offer full qualifications in ECCD (Early Childhood Care and Development) This is yet further evidence of the professionalism of ECCD; ensuring the teachers get recognized with portable qualifications.

## 1.1. Early childhood, a time of vulnerability and opportunity

Research has clearly established that the early years, i.e.from birth to 3 years, are the most critical period in the human development cycle. Infants and young children learn more quickly, and develop rapidly in the first three years of their lives than at any other time. This

is particularly the case if they receive love and affection, attention, encouragement and mental stimulation, as well as nutritious meals and good health care. Significant deficits during this stage may cause difficulty to reverse later. Optimising overall development during these early years involves a combination of appropriate health nutrition and psychosocial interventions.

Research studies have highlighted that it is this combination of intervention that has a positive and synergistic impact on the psychological development of children. Since most young children spend most of their time with their families, their overall development is largely determined by what their parents or caregivers provide, or fail to provide. While all caregivers focus on health and nutrition of children in the age group from birth to three years, it has been universally observed that many from disadvantaged communities do not pay similar attention to mental stimulation and overall interaction with their young children. This is primarily because they do not understand the significance of psychosocial stimulation as a critical component of child development. This lack of understanding is also reflected in many Early Childhood Care and Development programmes. While health and nutrition education generally features in programmes for caregivers from economically and socially disadvantaged backgrounds, education related to the psychosocial development of their children receives limited or no attention.

## **1.2. Situation of Early childhood care and development (ECCD)**

### *National Context*

Early childhood is defined in Sri Lanka as the period of child life from conception to age 5. The upper limit of the age in this definition differs from that in the international definition, which is age 8. At the same time Sri Lanka has used the term Early Childhood Care and Development (ECCD) instead of the term Early Childhood Care and Education (ECCE). The terminology used in explaining ECCD programme differs significantly although it conveys the same meaning in different circumstances. ECD centres, preschools, Montessori schools, day care centres and crèches are the terms commonly used in this context.

The services provided by the day care centres and crèches differ from the other institutions since these take care of children in place of their working parents for longer hours. The services provided by the other institutions are almost the same. Similarly various terms are used with reference to ECCE, care providers, preschool teachers, ECCD officers, ECCD Instructors, Care givers and crèche workers.

The state responsibility for preschools began to receive attention with the formation of the Children Secretariat in the early 1980's. A report on Early Childhood Care and Education was presented to Parliament in 1986 as a sessional paper. Concurrently, with these developments, a new trend in ECCD was seen- i.e; emphasis on the child's total well being and development both emotionally and intellectually. The children's secretariat of the Ministry of Women affairs mandated to promote ECCD. Preschool education and ECCD have been included as a subject under the Education Reform of 1997. Under the reform Provincial councils and Local Government authorities would be encouraged to maintain ECCD centres. The Government would also provide facilities for the training of preschool teachers and the development of curricula and model teaching and learning materials for



these centres. In 1997 when National Plan of action for children was formulated, ECCD was included as an important component.

### 1.3. Constitution

The 1978 Constitution of our country has declared in Article 13 that the state would promote, with special care, the interests and psychosocial needs of children and to protect them from exploitation and discrimination.

#### 1.3.1. Institutional Arrangements and Existing ECCD Programmemes

The development of ECCD programmemes in Sri Lanka has been hitherto the responsibility of communities, parents and private individuals. The government's role in developing this sub-

sector had been minimal since 1987, as the preschool education has been viewed as a social service rather than education.

The establishment of Provincial Councils and the devolution of power to the Provinces by the 13<sup>th</sup> amendment to the Constitution have introduced an additional dimension to the co-ordination of activities for development of children. The National policy on Early childhood Care and Development was launched in 2003 and the Provincial councils that are responsible for the implementation of the policy and other regulatory mechanisms within the provinces, have established regulatory authorities or committees to do so. There are about 1600 registered ECCD centres in the Northern province. A total of 43226 children, almost equal number of boys and girls, have the access for the early childhood care and development.

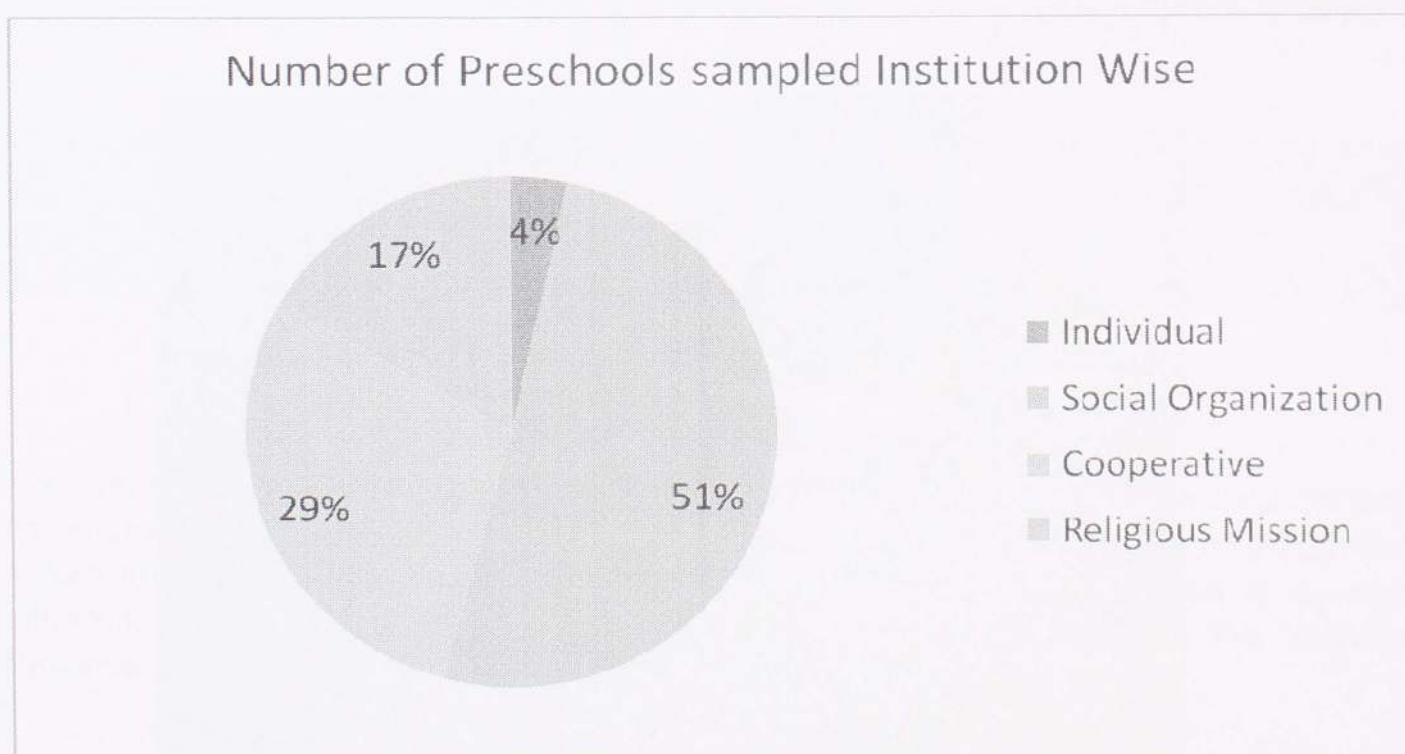


Figure 2.1: Number of Preschools sampled Institution Wise

**Individual = 7 Social organization = 101 Cooperative = 58 Religious mission = 33  
Northern Province=199**

Distribution of preschools by sponsorship underscores the partnership role played by different groups in provision of Early childhood care and development in the Northern Province.

As shown in the above data chart, out of the 199 ECCD centres sampled in the NP, 7 centres, i.e. 4%, are established and managed by individuals, majority of these privately managed institutions are located in urban areas of wealthier socio economic background. Majority of the ECCD centres i.e. 101 in number or 51%, are established by social organizations such as WRDS, RDS. Most of these centres are located in the rural areas catering the children of most disadvantaged communities, and are sponsored by parents and local community. 58 centres, i.e.29%, are organized by agricultural, palm producers, multipurpose and industrial cooperative societies. 33 centres, i.e. 17%, are organised and managed by Hindu, Christian, Catholic, Islamic and Buddhist religious missions.

The ECCD unit of Ministry of Education Northern Province has a better established and centralized 4 tier structure Provincial, Zonal(district) , Divisional and Village(ECCD centre) to supervise, monitor and manage resources to improve the quality of ECCD in the Province. The recent Local government election of Northern Provincial council has somewhat changed the political and administrative landscape and has paved the way to have a publically elected body to govern all the Provincial service delivery of Northern Province on a more democratized way to the civilians wills and wishes.

The structure of the ECCD of the Northern Province comes with the Provincial Education Ministry and has better coordination with the education sector than in the other provinces. The ECCD Unit MoE, NP is also in a position to receive finance allocation and able to pay the teacher's salary. In the interview with Director of ECCD Unit of MoE, NP stated that a total of 1800 teachers monthly allowance of Rs 3000/= is paid by the ECCD Unit MoE, NP and a further increase of Rs 1000/= is being assured from April 2015, in the recently passed Provincial council budget.



**Table 1.1 :** Distribution of ECCD centers in the Northern Province ( source : ECCD unit MoE NP)

No	Zone	No of Preschools	No of Teachers	No of Students	Ratio	Ratio
					Students/Teacher	Students/Centre
1	Valikamam	203	365	5115	14.01	25.19
2	Vadamaradchi	145	299	4017	13.43	27.7
3	Island	78	111	1571	13.43	20.14
4	Thenmaradchi	87	144	1918	13.31	22.04
5	Jaffna	193	403	6432	15.96	33.32
6	Kilinochchi	199	421	5833	13.85	29.31
7	Mullaitivu	123	233	3877	16.63	31.52
8	Thunukkai	87	134	1900	14.17	21.83
9	Vavuniya North	89	104	1647	15.83	18.5
10	Vavuniya South	159	273	4307	15.77	27.08
11	Mannar	108	186	2886	15.51	26.72
12	Madhu	60	84	1702	20.26	28.36
13	Puttalam(Displaced Mannar)	69	114	2021	17.72	29.28
	<b>Total</b>	<b>1600</b>	<b>2871</b>	<b>43226</b>	<b>15.27</b>	<b>27.01</b>

#### 1.4. Objective of the assessment:

The overall objective of the assessment is to better understand the situation of childcare and development provision in ECCD centres in the 5 Districts of Northern Province, to assess the nature and quality of such provisions, and to contribute with the information to develop minimum standard for early childhood care and development centres in the Northern Province.

## 1.5. Background

Northern Province is just out of 3 decade long protracted conflict. In the chaos and devastation of the protracted conflict, many social, cultural and developmental practices have fallen to the wayside. Its discontinuation has led to the prolonged absence of other social, cultural and developmental practices other than the humanitarian responses of the emergency scenarios, and has contributed to the general sense of social breakdown.

It is apparent that the Northern and Eastern Provinces were excluded in the previous surveys held during 1996, 1999 (achievement of EFA goals) and 2010 (out of school children - UNESCO) to analyze the percentage of children enrolled in the pre primary school education. Long term war and displacement further disrupted the traditional family setting and made it impossible to carry on any forms of socio economic developmental practices. The current, post conflict reconstruction and rehabilitation era has opened up a space for social restructuring and a very positive environment exists to enhance the revitalization of social, cultural and developmental activities.

Besides the war and its impact, the country has seen a phenomenal growth in preschools during the last few years. However, the lack of effective implementation of the national policy framework regarding preschools, the multiplicity of preschools providers in the field, the mistaken notion that preschools are for preparing the child for primary school by teaching the “3Rs” approach (Reading, wRiting and aRithmetic) raft models, a wide variation in the quality of the environment and experiences they fail to provide adequately in educational, physical and social spheres.

The secondary data sources of ECCD unit of MoE, NP indicate that all 1600 ECCD centres compiled in the table, are registered under the ECCD unit of MoE, NP and intende to become eligible for the financial support offered by the MoE NP. The partial financial support in the other side mobilizes the community to form the village level ECCD management committee as the body with the entitlement to receive the financial support from the MoE. Majority of this grass root level social structure is almost remaining in a non active status as a symbolic body facilitating to draw the teacher's salary deposited in the account name of the Management committee.

## 1.6. Scope of the assessment;

The quality assessment of the Early Childhood Care and Development (ECCD) aims to provide a Regional portrait of the availability, utilization, needs and preferences of the Early Childhood care and Development in the 5 Districts of Northern Province.

The worldwide commitment to early childhood development programmes as a key element of both basic education and overall child rights strategies is growing. Early childhood programmes were earlier viewed as merely a “piece’ of basic education. It is relatively recently that the critical connection to ensuring children’s rights has been made. They are essentially an integrated set of actions for ensuring young children’s rights – i.e, children growing up in healthy enviornment, well nourished, protected from harm with a sense of identity and self worth, and opportunities for learning. The children being able to think for themselves, express their views, interact positively with others and participate actively in their families and communities.

What we are needing to look at is *how adults are meeting their obligations to children*, family members, parents, educators, child development centre facilitators, district staff, NGOs, government policy makers etc. To do that, we need to look at *Children's status and adults' efforts*.

Those proposed findings in turn will be translated into aims and objectives. To provide clear perceptions on different components of a child friendly ECCD centre, increasing the supportiveness of the environment for children's overall development at all different levels (from family through to national policy), programme such as physical facilities, curriculum content, organization of learning experience, and services have to be provided with psychosocial environment, management, parent participation and teacher training, Children's rights will be met when the environment around the child (family, community, local infrastructure, national policy) respects children's rights and supports their overall development.

Success in achieving these developmental tasks depends on the presence of an enabling environment, that is, an environment that provides children with safe and healthy surroundings, health care which includes the provision of nutritious meal, proper sanitation, supportive and affectionate interaction, appropriate modelling, stimulation and protection. The more urgent question is how to enhance efficacy of the existing state of the care and development of the children rather than launching special programmes.

In this context, it is essential to bring changes that are immediately perceptible in all aspects by putting the child at the centre of all activities such as current planning process of ECCD centres, working style of ECCD management committees, teacher management, financial and physical resource management, effective mobilization of local stakeholders, teaching and learning process and extracurricular activities. Keeping in mind that these needs are minimum and expected indicators of effectiveness which clearly highlighted in the, 'guidance manual on the child friendly approach', by MoE, Sri Lanka, with the support of UNICEF.

## **1.7. Limitations of the Assessment**

The limitation of the assessment is that a large sample of wider geographic coverage i.e. 200 ECCD centres, is used. Quite a good number of those are located way deep into most rural parts of the Northern region. Despite these areas being located thus far, the assessment team was able to visit the entire ECCD centres sampled except one in Welioya. Total of 199 ECCD centres were assessed.

The assessment was coordinated by the ECCD unit MoE, NP. The Assistant Directors of respective Zones and the Field coordinators were assisted by giving authority for the assessment and thus ensuring cooperation of the respondents, and reducing the time taken to locate the centres because they were familiar with the locations of the selected centres. In all, data collection activities involved about 51 enumerators.

The assessment faced intermittent interruption because the ADEs were inundated with their Government Departmental obligations. In the ECCD unit six positions of ADEs remain as vacant. This gap was filled with six Retired ADEs who served in their former home stations were hired as substitutes for the field level data collections.

Assessment time frame was structured for 4 months from August 2014. The Field data collection took place during a period of 2 months from September 2014. Due to the closure of the schools for the annual vacation during August, school visits for the assessment started only in September 2014.

Defining quality in ECCD centres is challenging because of the multitude of constructs to be examined within the centres. Assessment of ECCD centres focused on the features of the environment, availability of materials, space for play and learning, health and safety measures, teacher child interactions, mode of instructions, and language and literacy experiences in the classroom. Other more distal measures for defining quality are teacher credentials, class size, and family characteristics. Different standardized observation instruments and in-depth interview process were adapted for a very comprehensive assessment.

In dealing with such a vast and varied area, data limitations are inevitable, but, in fact, are much greater than generally recognized. Firstly, data are missing for key indicators. e.g. the access rates of children with special needs to early development services. In particular, there is a serious lack of data on children 0 – 5 years, the period in which it is most urgent to have effective early childhood interventions and services. A challenge remains to persuade MoE, NP about the urgency of addressing this gap jointly with the community health unit and with the technical guidance of UNICEF, and to advocate the Provincial statistical unit to collect data on young children and their services in such a way that the data categories selected are of use to early childhood policy makers.

The planned interviews to collect community data on the population of children of preschool aged 3 – 5 years have been hindered. There are disagreements from the village level GNs and community health workers of the preschool catchments. Without the concurrence letter from their respective heads, Divisional Secretary (AGA) and the MOH refused to face an official interview to share any information on community data. When we approached MOH, we were directed to meet his next level, a hierarchy of DPDHS.



## Chapter Two

### 2.0. Population and Sample Selection

Stratified sampling is used. The main purpose of stratification is to arrange the population into homogenous subsets. The assessment team decided to select 200 ECCD centres from 5 districts of the entire Northern Province, i.e.12% of the total 1600 ECCD centres of Northern Province. To allow inclusion of district representation it was decided to group the Districts into geographical Zones and again into Divisions.

ECCD Unit of MoE, NP provided the listing of ECCD centres in the 5 Districts of NP. It is decided to distribute the recommended sample of 200 ECCD centres into each Zone proportionately. The third step is to split the total Zone sample into the various strata urban, rural, centers in the isolated coastal belts and Island, ethnic geographical locations as (Weliyoa, Puttallam IDPs from Mannar) :

*Preschools of Urban areas and rural areas*

*Preschools of isolated villages of coastal belts and Islands*

*Preschools of different ethnic communities, Sinhala, Tamil and Islamic.*

Preschools managed by different social institutions

*Preschools managed by different faith organization, Christian mission, Hindu mission, Islamic mission*



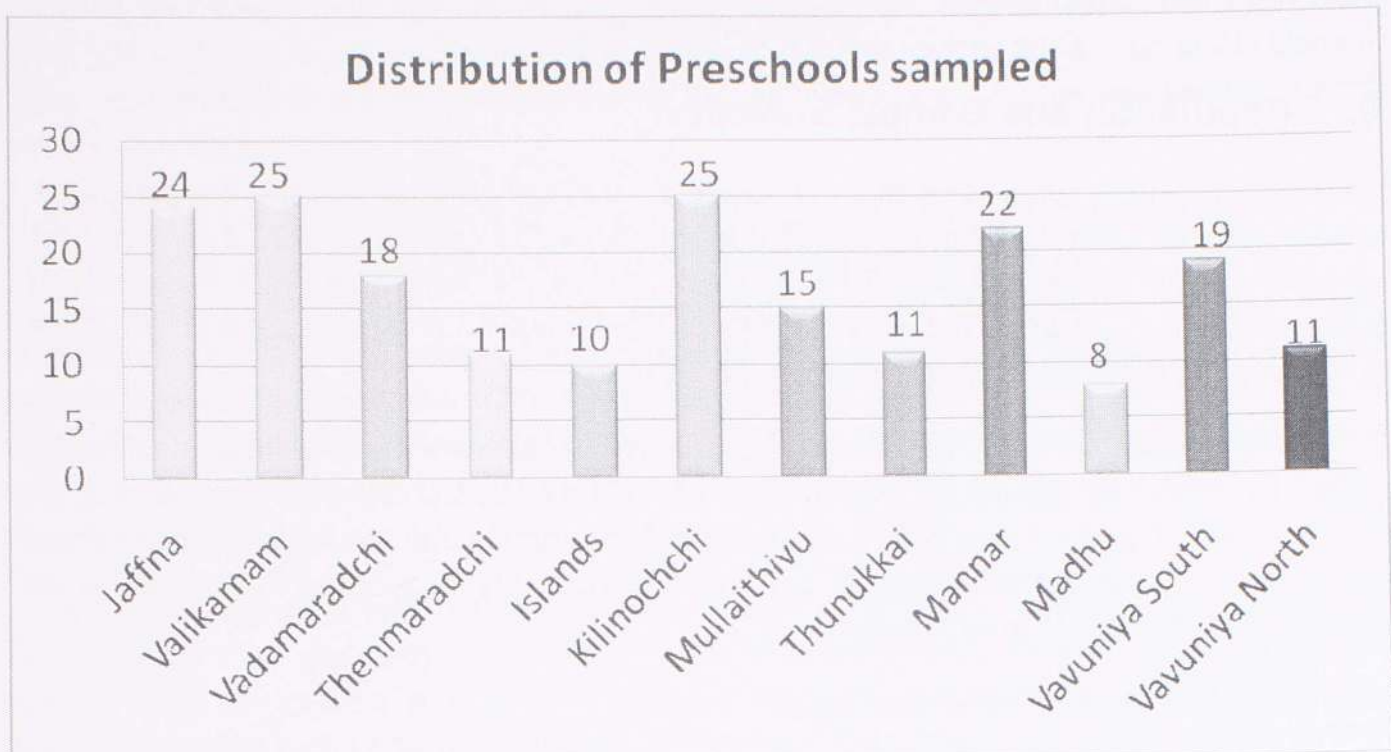


Figure 2.1: Number of Preschools sampled Institution Wise

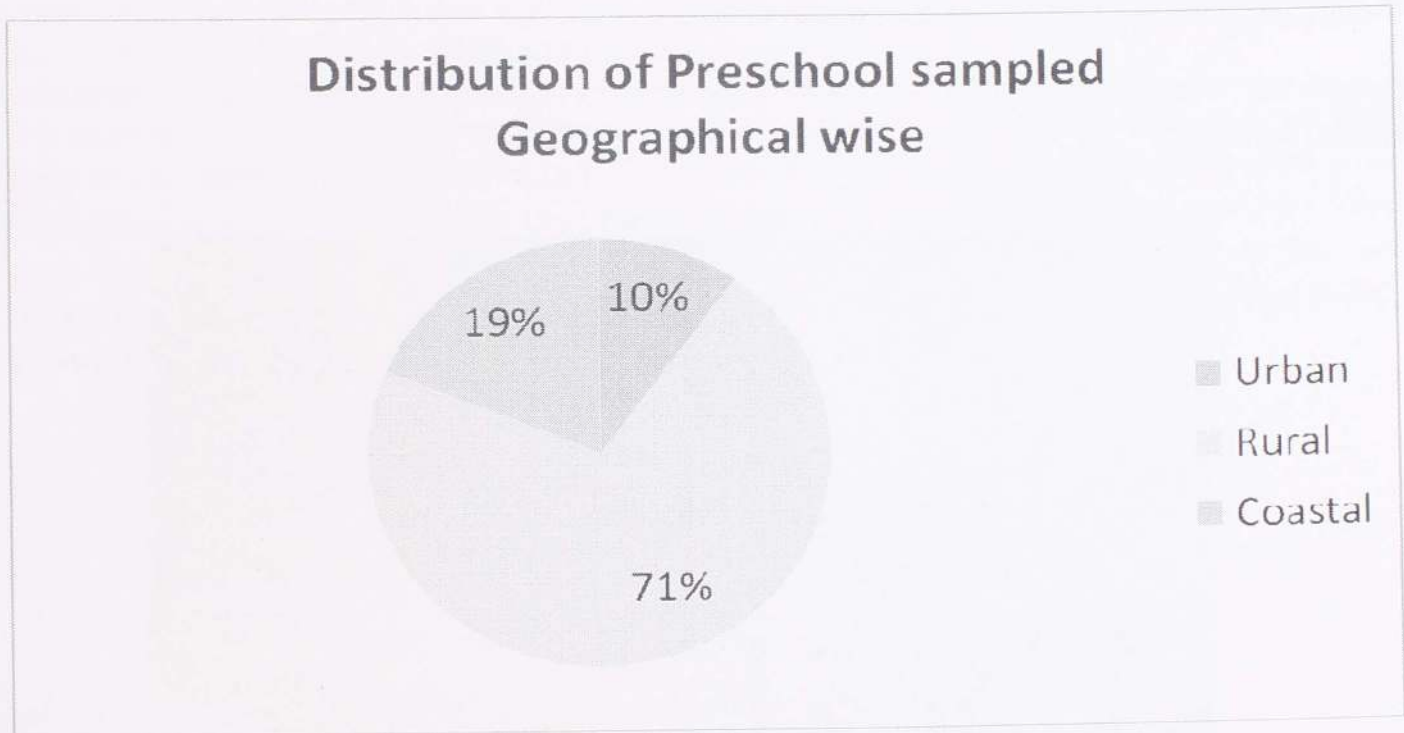


Figure 2.2: Distribution of Preschool sampled Geographical wise

**Urban =20 Rural=142 Coastal=37 Northern Province=199**



## Distribution of Preschools sampled Ethnic wise

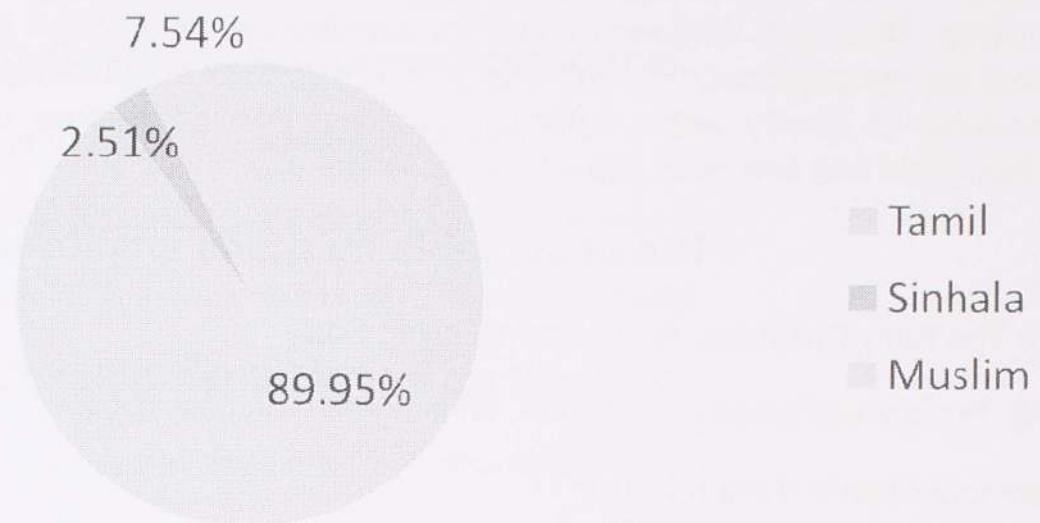


Figure 2.3 : Distribution of Preschools sampled Ethnic wise

Tamil =179 Sinhala=5 Muslim=15 Northern Province=199

### 2.1. Assessment methodologies, approaches and Tools

The Child Friendly School framework promotes child-seeking, child-centered, gender-sensitive, inclusive, community-involved, protective and healthy approaches to schooling and out-of-school education. These approaches are intended to increase the learning effectiveness, efficiency and reach of education systems and to enable all children to realize their right to learn. Currently the CFS framework is used by many countries with assistance from UNICEF and by many national governments and NGOs, all of which have freely adapted CFS to suit many different local contexts.

Child-friendly schools strive for quality in the following areas.

An effective school

A safe and protected school

An equity and equality promoting school

A health promoting school

In order to assess the existing situation of ECCD centres of Northern Province, the 5 dimensions of the UNICEF Child Friendly Schools are commissioned as the assessment criteria.

### **2.1.1. Assessment approaches**

There are two distinct approaches assigned to assess the existing situation of ECCD centers. One such approach draws on standardized observation scales, and the second involves the participation of stakeholders in discussions and in-depth interviews about the meaning of quality within particular services. For the purpose of this study, both the observable and perceived aspects of quality are examined.

#### **The observable methods employed;**

- (i) The Early Childhood Environment Rating Scale
- (ii) Pre-primary Observation Tools, an integrated process covering Management of Time (MOT), the Child Activities (CA) and the Adult (teachers) Behavior (AB).

#### **2.1.2. The perceived methods used;**

- (i) Key informant interview with the ECCD stake holders, Preschool teachers, ADEs, Preschool Coordinators, management committee members. .
- (ii) Group level interview with parents and care givers of preschool children. .

### **2.1.3. The Early Childhood Environment Rating Scale**

The early childhood environmental rating scale is used for the measurement of quality. This would enable to look at various dimensions of the existing situation of ECCD centres under sub headings of space and furnishings, personal care routines, language reasoning, activities, interaction, programme structure, parents and staff. This scoring is on a 4 point scale ( 4 = Excellent to 1 = inadequate.)

#### **Positive and happy learning environments**

Are the children engaged?

Is staff involved with children at eye level?

Are the rooms bright and cheerful without being overwhelming with too many sights and sounds?

Do the adults speak positively about all children?

#### **The right number of and mix of children and adults**

Are all children receiving individual attention?

Do adults call children by name?

Are children comforted, when needed, by staff or other children?

Are there sufficient personnel to respond in the event of emergencies?

### **Trained and supported personnel**

Are teachers trained in early childhood and special needs?

Are teaching staff available to attend school district educational meetings

Do those who work with children themselves receive positive support?

### **Developmental focus on the child**

Do you see and hear a variety of developmental activities taking place?

Do the children have opportunities to control objects or events in their environment?

Are activities based upon a child's level of functioning?

Are learning materials accessible to children with special needs?

### **Parents treated as partners**

Are the childcare personnel (teachers) helping the parents develop goals for the children and plan to achieve them?

### **The assessment procedure**

#### **Pre-test**

It is difficult to conduct an assessment without sufficient knowledge of the subject matter, the universe it is to cover, the way respondents would react to questions, and the answers they are likely to give. In terms of assessment design, it is difficult to know how long the administration of the questionnaire would take and the number of interviews required without conducting trial interview to provide guidance on these issues and other aspects of field logistics. It was for these reasons that a small pre-test was conducted

In the initial stage, pilot assessment was performed to pretest the instruments within the community and selected 7 preschools in the 4 zones of Jaffna Districts . Parents and care givers of the preschool - aged children of the school catchments were selected for the piloting. A pilot phase was conducted which allowed for the testing of each of the research instruments.

It also gives each of the field researchers the opportunity to practice the research skills learned during orientation(training) session. Field methods are those used for the assessment questionnaires tested under field conditions. This means that the interview is carried out in a way very similar to the subsequent fieldwork (regarding setting, lengths, choice and order of questions, etc.), and the majority of the conditions mirror the real survey situations.

In the pre-test of the questionnaire, the four main issues of question content, question form, the instrument and procedures, and process. design were considered;. Space was provided for interviewees to indicate which questions presented content problems with regard to clarity, specificity, appropriate language, emphasis, simplicity, brevity, neutrality and relevance.

*Observational interviews* are frequently used in order to identify problems in the wording, question order, visual design etc. of self-administered questionnaires. They also provide reliable estimates of the time needed to complete the questionnaire. During the interview, which is ideally carried out in the preschools and in the community level, the respondent's behaviors (e.g. whether all the questions and instructions are read before answering) and observed cognitive processes (e.g. counting on fingers or writing calculations on the page) are watched closely in order to detect questionnaire features which might produce measurement errors. In combination with observational interviews, follow-up probes are often used in order to elicit information.

Pretesting also helped in putting questions in proper sequence, using acceptable wordings, doing appropriate translation, question spacing, structuring of answers and needful instructions to interviewers (probing).



Figure 2.4 : Training to the enumerators on assessment methodologies and instruments

affecting the children's learning.

The changes that were made after the pilot assessment were minimal. The observation in the 199 selected preschools were done during the school functioning hours the children were taught by the teachers and the in-depth interview with teachers of the respective preschools were done after the learning hours and in the schools with an assistant teachers during the learning hours without

The average observation time was 3 to 3½ hours per day per school. All the activities performed at the ECCD centres during the observation time were described, taking into consideration the physical learning environment, social emotional environment, daily routine and materials. The interviews with the teachers were conducted on the same day of observation, at centres, where more than one teachers were assigned. The management committee members were also interviewed on the same day. The interviews with the ADEs and Preschool coordinators were held in different situation according to their convenient time schedules. The interview questions followed after an introduction about the assessment and an explanation about the anonymity of the interview.

## Chapter Three

### 3.0. Key Findings

#### Children Profile (enrolled in ECCD centres)

The assessment of ECCD Centres in 5 districts of NP province presents a general picture of the current status of learning of 3 - 5 year old children and the challenges that the early childhood care and development programme is facing in the province. We present below the diversity of ECCD services, status of registration of ECCD centres, figures on enrolment of children by age and gender, number of teachers and qualifications, teachers remunerations, the status of the infrastructure (classrooms and sanitary facilities), health and nutrition, community mobilization and support to ECCD, and priority areas needed to be improved in the ECCD sector performance in the Country.

Most of us look at ECCD centres as places for serious learning and seldom as a place where children enjoy activities. The most important part of teaching and learning is the learning environment, especially the ways how teachers and children interact and how such an environment helps different children learn to their best ability. An inclusive, child friendly learning environment is not just a place for formal learning, but also a place where children have rights: the right to be healthy, to be loved, to be treated with respect, the right to be protected from violence and abuse (including physical or mental punishment), and the right to express his or her opinion, and to be supported in learning irrespective of learning needs. No child is refused enrolling and attending learning. Boys and girls have equal opportunities.

Towards several approaches this assessment tried to find out whether there are any children of the school catchment area not enrolled in the ECCD centre, and why?. It was discussed with the students and parents/community members the problem of non enrollment and how to get all children of school age into school.

However from observations, the number of children attending ECCD centres is generally high. It is a common observation that sending children in the early years to preschools have gained popularity. Total of 7327 children are enrolled in 199 preschools, with teacher : student ratio of 1: 37. In connection with registration of children, this assessment also looked at whether these ECCD centres are keeping enrollment registers and the order of maintaining of daily attendance register.

Increasing trend of enrolling toddler's age below 3 years has to be looked as a positive sign to look towards parents consciousness in enrolling the children in the preschool. On the other hand, developmentally it is inappropriate to put them in the preschools where there is insufficient physical space, the lack of an age appropriate ECCD syllabi and the lack of teachers' knowledge on developmentally appropriate practices for the infant and toddlers.

The ECCD centres also lack the space and number of quality teachers to provide such services. The focus of the providers of ECCD in the Northern Province is to get children to the ECCD centres rather than focusing on the quality of the guided learning. Due to the nature of the communities that are recovering and the establishment of service that is ongoing, it is important for the ECCD unit to consider this factor.

**Number of 3-5 years children enrolled in the sampled ECCD centres**

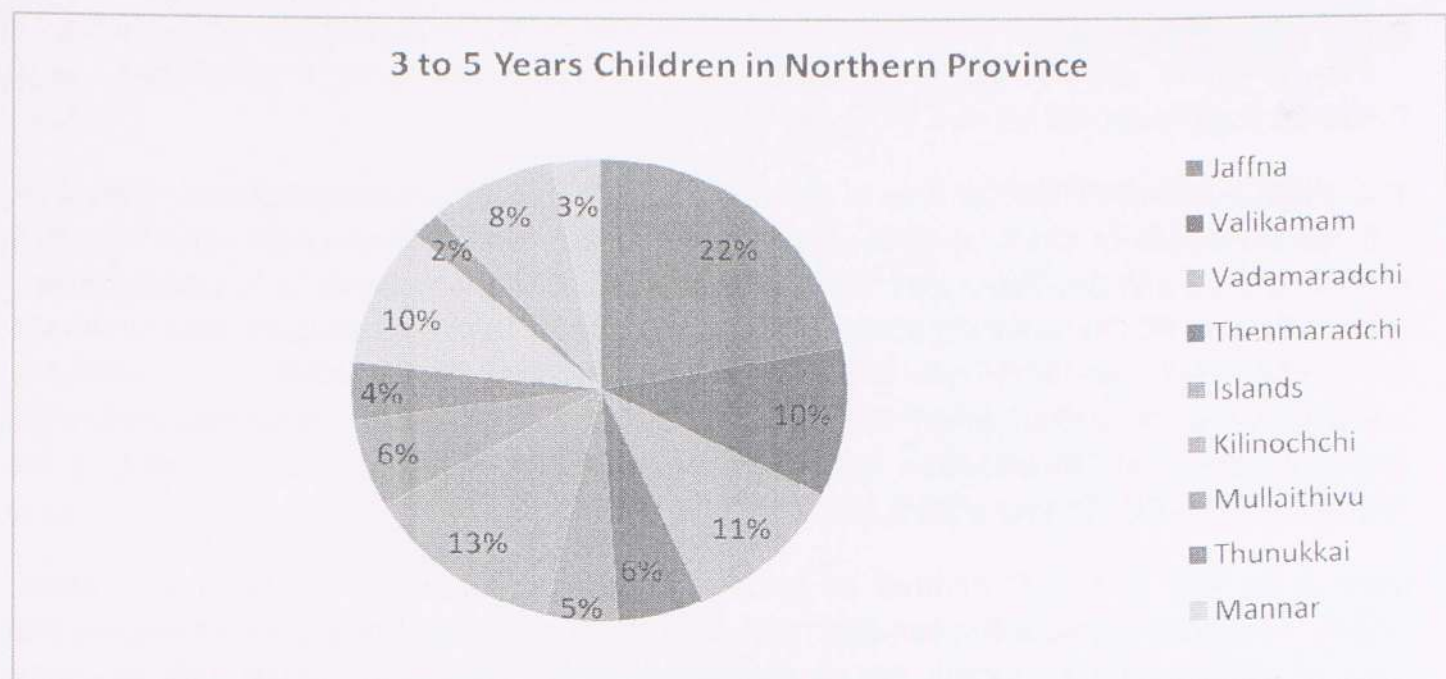


Figure 3.1 : 3 to 5 Years Children in Northern Province

Jaffna=1033	Valikamam=495	Vadamaradchi=513	Thenmaradchi=263	Islands=219
Kilinochchi=609	Mullaithivu=293	Thunukkai=188	Mannar=463	Madhu=92
Vavuniya South=387	Vavuniya North=146	Northern Province=4701		

**Number of 3-5 years children enrolled in the sampled ECCD centres geographically.**

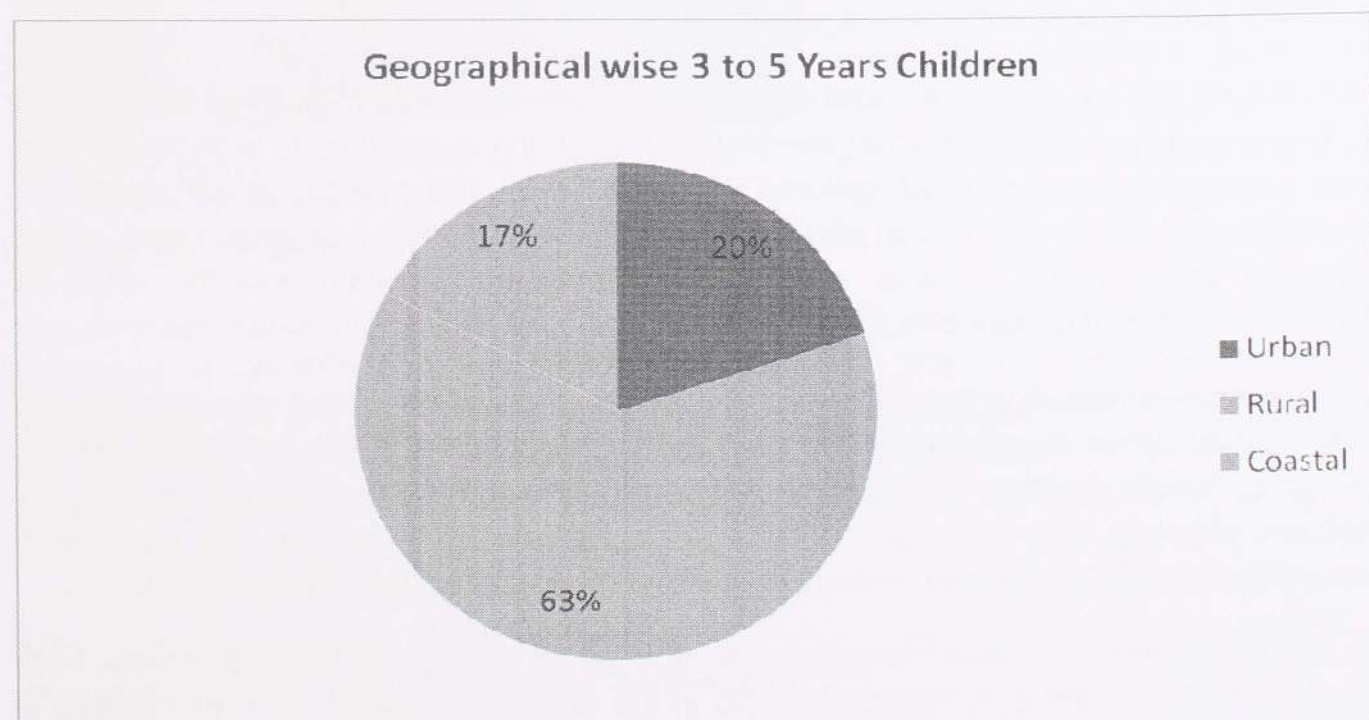


Figure 3.2 : Geographical wise 3 to 5 Years Children

Urban =949	Rural=2933	Coastal=819	Northern Province=4701
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**Number of 3-5 years children enrolled in sampled ECCD centres institution wise**

*Defense to be altered*

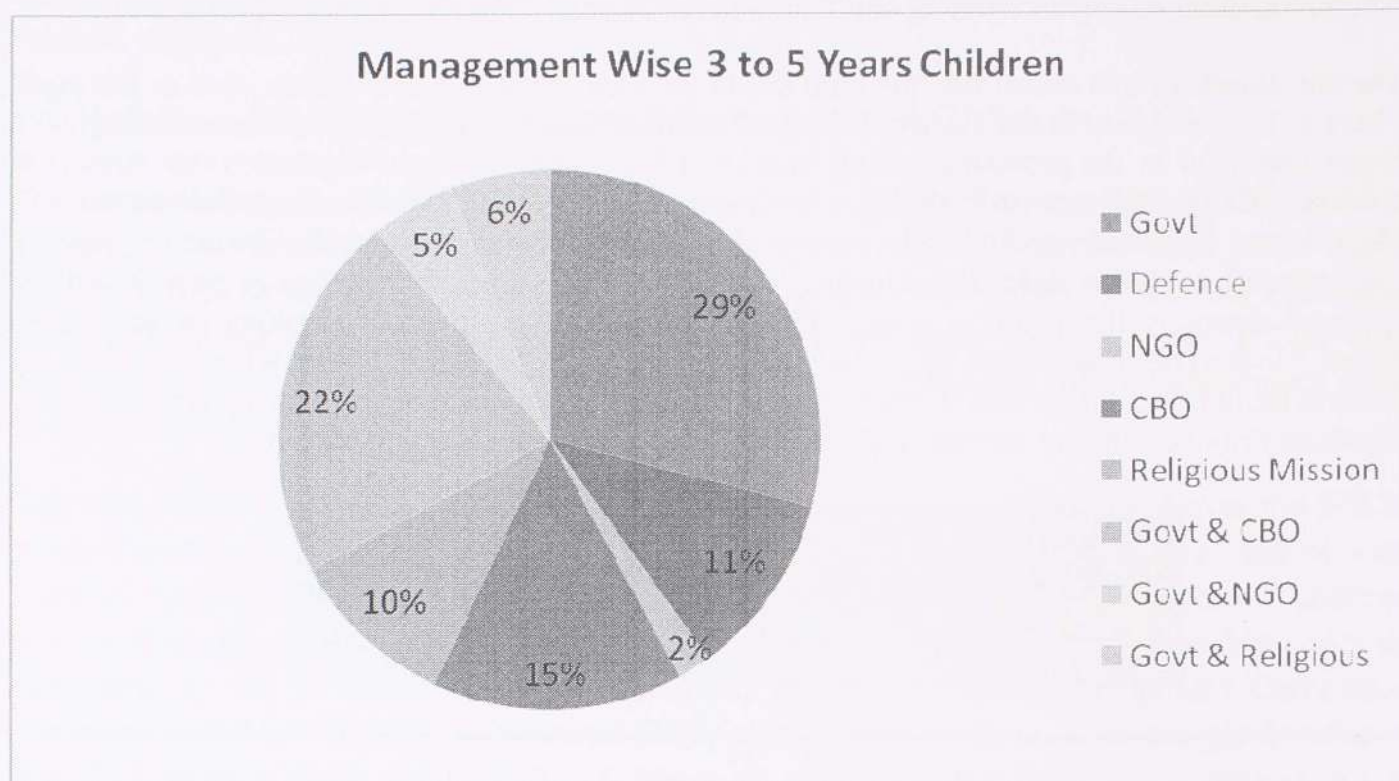


Figure 3.3 : Management Wise 3 to 5 Years Children

Govt=1345 Defence=538 NGO=84 CBO=684 Religious Mission=506  
Govt&CBO=1058 Govt&NGO=216 Govt&Religious=270 Northern Province=4701

**Number of 3-5 years children enrolled in sampled ECCD centres ethnic wise**

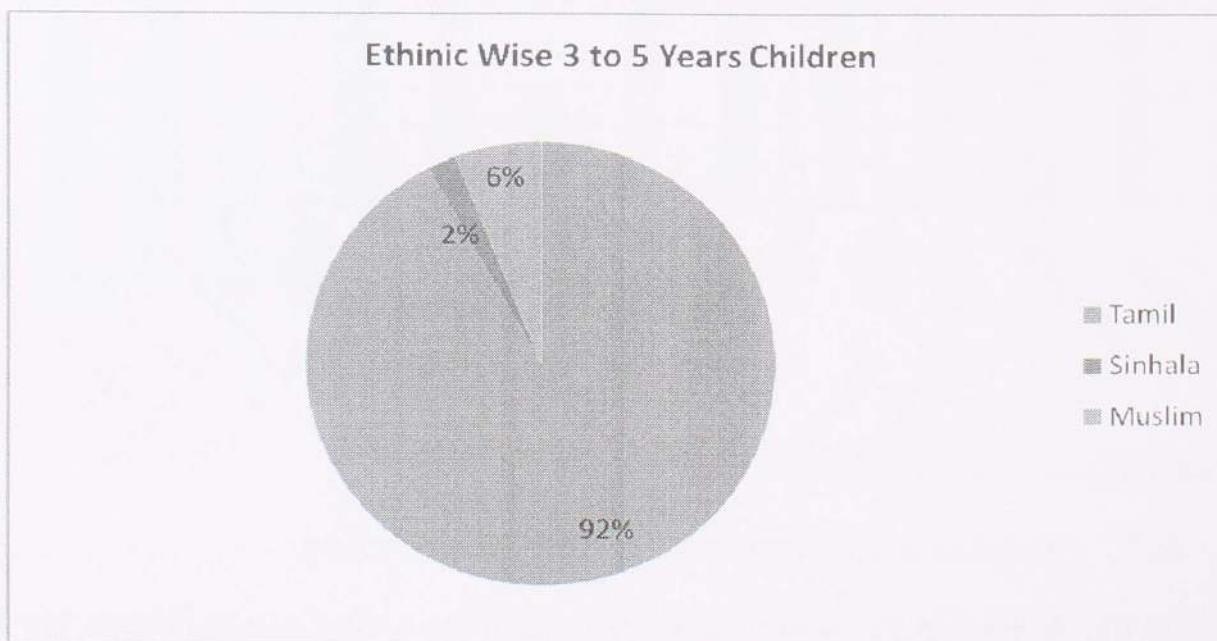


Figure 3.4 : Ethnic wise 3 to 5 Years Children

Tamil =4348 Sinhala=81 Muslim=272 Northern Province=4701

## Impression (ECCD stakeholder's)

It is a common observation that sending children in the early years to preschools has gained popularity.

1. The enrolment records reveal that the numbers of girls and boys in preschools are more or less equal, There is the flexibility in the levies of school fees from the children of socio-economic background; Equal treatment in the provision of free snacks indicates and gives an impression that there is no tendency of excluding or marginalising any child, based on gender, socio-economic background.
2. High degree of prevalence of highly sensitised historical tradition is observed with the beginning of early education when a child attains his/her (equality) age of 3 years, in the religious auspicious day of 'Vijayathasamy' in the Tamil almanac of November. Increasing trend of enrolling children of age below 3 in the preschool before they attain the right age for the enrolment in a preschool.
3. Growth trend of enrolment rate is nearly 8% increase in the enrolment of pre-primary education in the Northern Province, during the years 2008- 2014 . *Data source; ECCD unit MoE NP*

	Year	Number of ECCD Centres	Number of Children enrolled	Number of Teachers
01	2008	1431	40183	2409
02	2014	1600	43226	2830

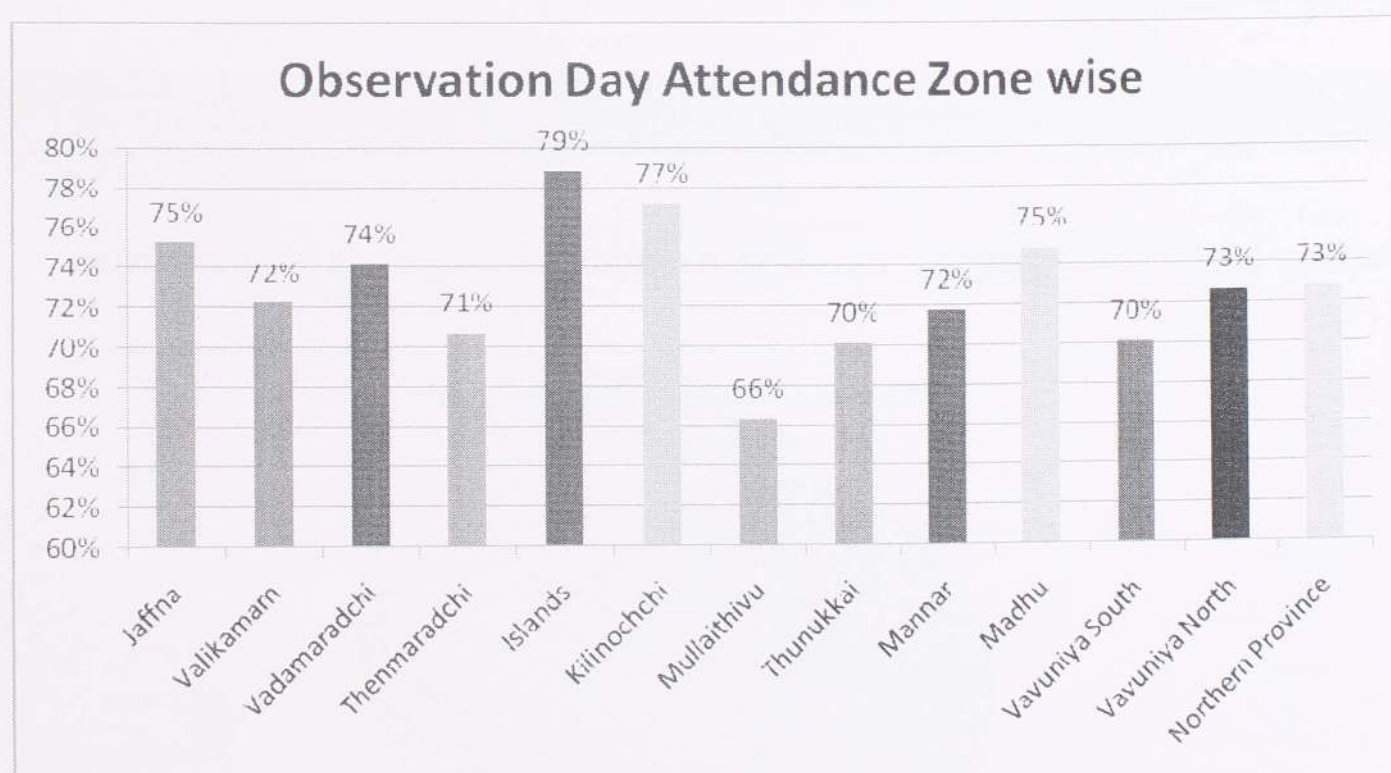


Figure 3.5 : Observation Day Attendance Zone wise

### 3.1. School attendance and Non Attendance

As far as the profiles of the school children concerned, all the ECCD centres are keeping register as shown in the previous chart. However, the attendance data has not properly updated to analyze the trend of children's chronic absenteeism likelihoods for consequent school drop -outs. However, from the various community wide interviews held during the



assessment, it was reported that under normal circumstances attendance to ECCD centres fluctuated due to various factors such as seasonal festivals, household events and rituals, non availability of proper parental care, sickness, lack of clothing, lack of encouragements from parents. In the day of the assessment the average attendance of the day was 72%, It could be presumed that average of 28% of the children enrolled are not attending to the schools regularly.

### 3.2. Community data on 3-5 years aged Children

Our observation in the total of 199 preschools and in the interviews with various stakeholders indicate that relatively no data management is done at any level either in the ECCD centres or any other social structures of community level, in all the districts assessed. Getting accurate data on 3 – 5 years old is one of the major challenges the ECCD sub-sectors are facing at the moment. Exact data on gross enrollment and net enrollment rates were difficult to get in every district visited.

The enrollment of children with special needs is almost in nonexistence in all over the ECCD centres assessed. Besides, any of the ECCD centres has no facilities to take care of such children. Large number of institutions have established region wise to take care of children with special needs. Area wise coordinators are deployed to reach these invisible children. According to the interview with a few number of Village Child Development Committee members of the few divisions discussed (Tellippalai, Kopay, Nallur and Poonagary), none of the children of special needs of 3 – 5 years or above are left behind or deprived out of access to preprimary education.

**Preschool Teachers' Age**

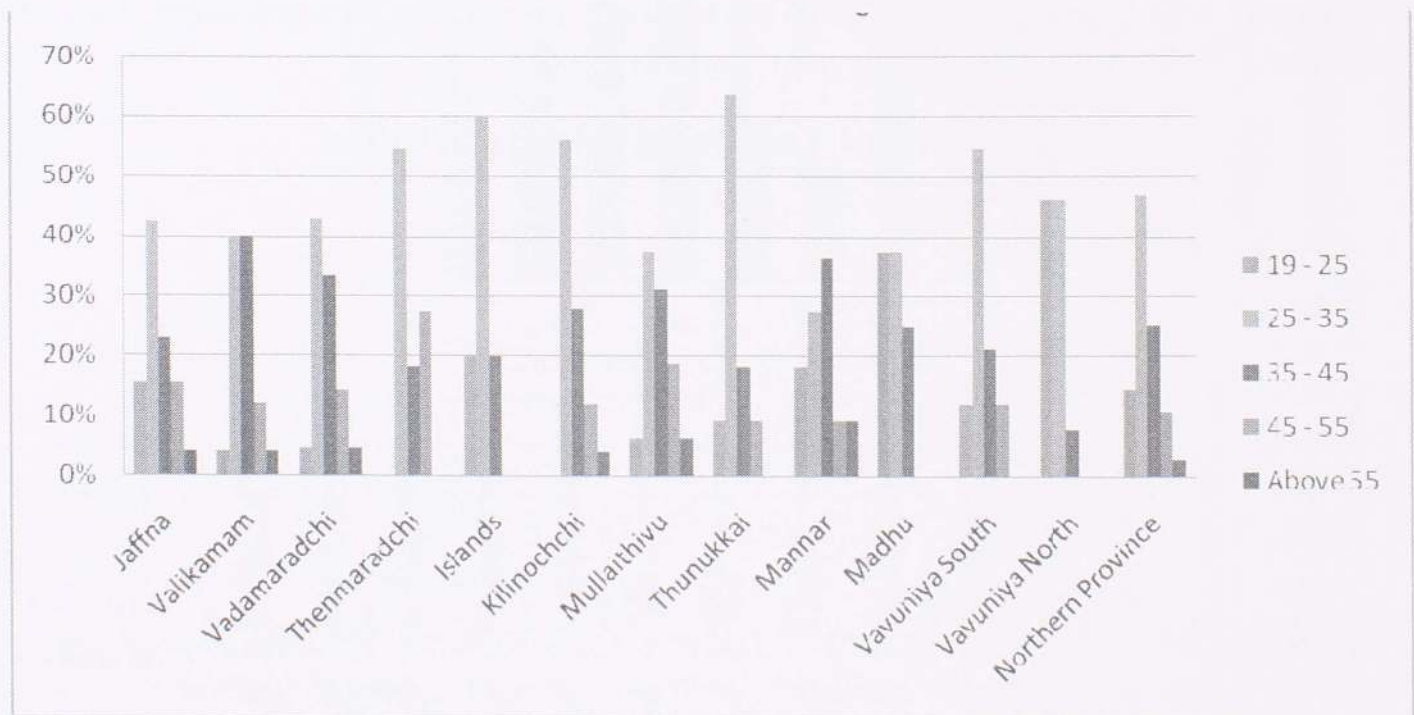


Figure 3.6 : Preschool Teachers' Age

### 3.3. Teachers and their qualification

A total of 232 teachers from 199 ECCD centres are targeted in this assessment process. The 100% of ECCD teachers are women. 46% of them are in the age range of 25 - 35 years, 25% are in the age range of 35 - 45 years, 14% are in the age range of 19 - 25 years and 2.6% are in the age range of above 55.

#### Teachers' Years of Experience

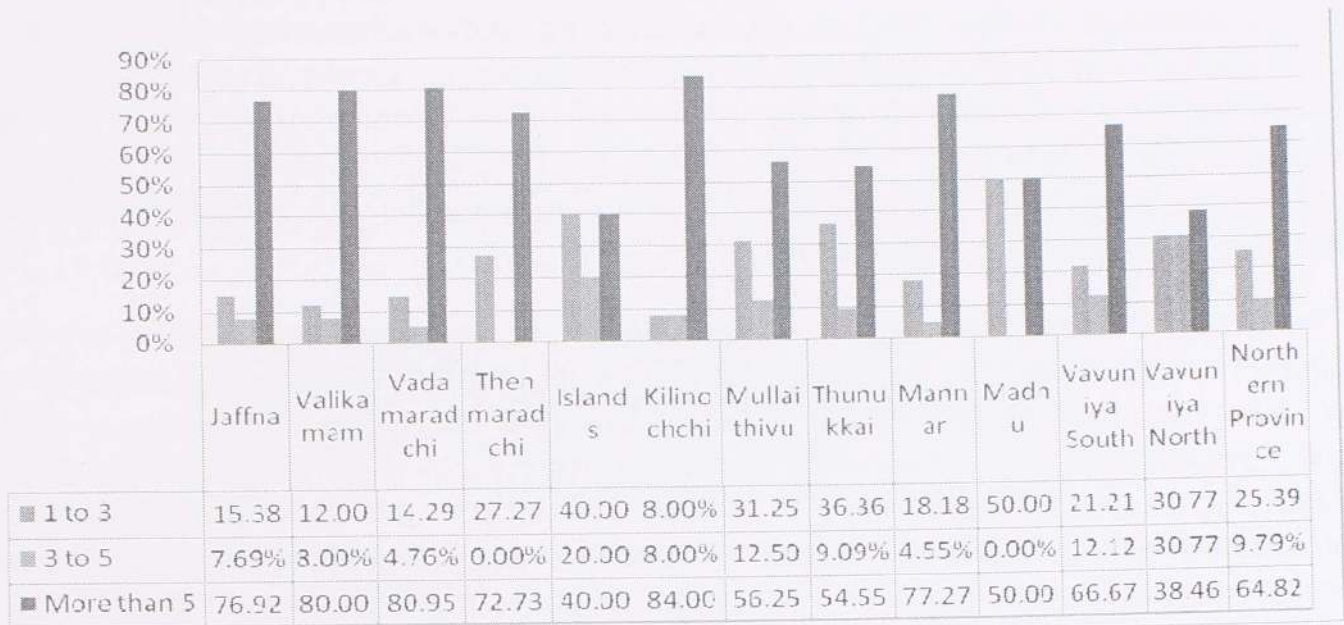


Figure 3.7 : Teachers' Years of Experience

In terms of years of experience of the teachers, high percentage of teachers (65%) are with experience of more than 5 years, 9.7% are with 3 - 5 years experience and 25.39% are with 1 - 3 years experience. Further 60% of the teachers are married, 31% are single, 4.9% are widowed, 2% are separated and only 0.4% are divorced.

#### Preschool Teachers' Marital Status

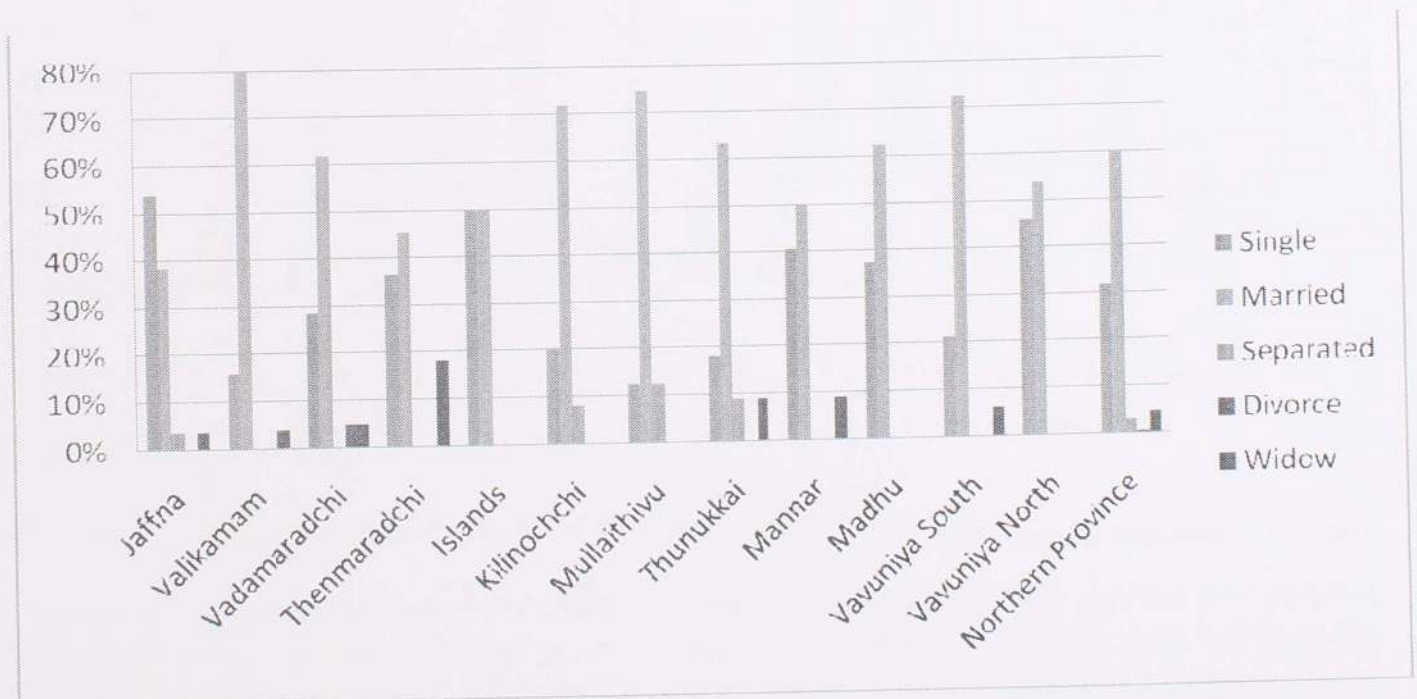


Figure 3.8 : Preschool Teachers' Marital Status

A high proportion of teachers (65%) are with longer term experience, 60% are married and 27% of the teachers are above the age level of 35 years. These are good indicators of the teachers experience and maturity. They are dressed well and communicate well having cordial relationship with parents and children. Working with young children is one of the keys for being a successful teacher. Often the preschool teachers are those who grew up around younger siblings, have worked in camps and schools during the humanitarian situation, and have raised children of their own. Most beginners of 14% in the age range of 19 - 25 start out as assistants so they can learn from other experienced teachers.

### 3.4. Preschool Teachers Credential

What percentage of preschool teachers absorbed by the ECCD unit of MoE, NP does meet the credentialing mandate? This has become a crucial issue after the introduction of the Management scheme by the Governor of NP. The teachers of the preschools serving since 01.01.2011 will be absorbed as preschool teachers and they are requested to fulfill the basic qualification GCE O/L with Mathematics and Tamil language within one year and Diploma certificate in preschool education within 3 years. If the educational qualifications are not fulfilled within this stipulated period, the nonqualified teachers will be terminated. *Since the "Credentialed" teacher is someone who needs to be with the national standard, with the completion of GCE O/L with mathematics and Tamil Language, and in addition, a Diploma Certificate.*

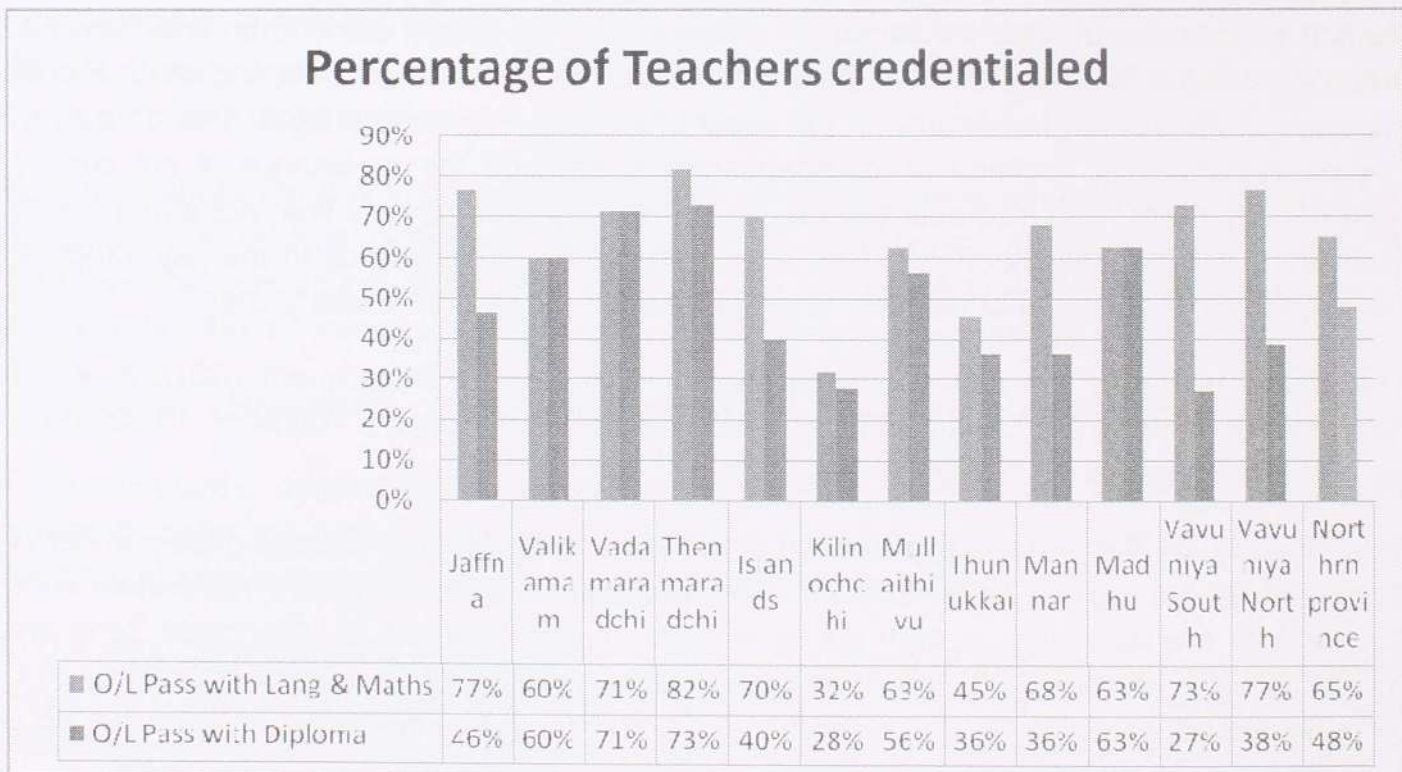


Figure 3.9 : Percentage of Teachers credentialed

The teacher's educational qualification remains as the long lasting and most pressing area of concern. Individuals engaged in providing early childhood education seems to have, in general, limited skills, inadequate training, low remuneration and prestige. According to various studies, this is a common feature around Sri Lanka. Zone wise data on teacher qualification in GCE O/L indicate that, in the Kilinochchi and Thunukkai Zones the case is worse, In Kilinochch; above the average of 60% of teachers and in Thunkkai Zone above 50% of teachers do not have their GCE O/L qualification. However, the Northern province

data on teachers GCE O/L qualification indicate that above 65% of the Teachers are qualified in GCE O/L with Mathematics and Tamil Language.

The next level of data indicate the zonal wise data of teachers who have completed the Diploma course with the GCE O/L with language and mathematics, that is, the mandated teachers credential. In the Northern Province, an average of 47.9% of teachers are credentialed to serve as preschool teachers.

Recognizing the need to educate the preschool teachers, the Department of Education, Kilinochchi had started GCE O/L training for the teachers. However, the programme had to be dropped due to financial and logistical issues. Recently from year 2011, ECCD Unit MoE, NP together with Aaruthal under the sponsorship of various INGOs, NGOs, and Rotarians of Northern province, is conducting Diploma in preschool education. This is a twelve months programme. The total of 1825 Teachers has completed their diploma in Preschool Education and currently 365 Teachers are appearing.

### 3.5. Preschool Teachers salary

While many surveys and research findings echo long held concerns within the early childhood world, the implications are stark: State and non state do not sufficiently address the problems of work force quality.

The same issues with low wages of preschool teachers which persisted in our Northern Region without a sustainable solution for a long time, has almost come to an end. Now the preschool teacher's salary is fixed with a minimum of Rs 3000/= per month and an additional increase of Rs 1000/= is assured in the recent Northern Provincial budget. This amount of pay even cannot be justified as compensation to balance the importance of the service rendered by them. Still it retains the teacher in or below the poverty line, not affordable to meet their basic family needs. But, it also shows much imbalance in the pay structure within the field. High level of disparity is enlightened in the teacher's salary chart.

The teachers under the salary sponsorship of Civil Society Department (CSD, a sector operates under the Sri Lanka Ministry of Defense) receive in the range of 15,000.00 – 20,000.00 and above 20,000.00.

This CSD salary system is administrated in the Wannu Region only. Quiet a good number of Teachers (68.0% cannot be treated as a representative sample of entire Kilinochchi zone because of the existence of high disparity in this salary scheme) of Kilinochchi Zone are benefitted out of this CSD salary scheme, small fraction of Teachers from Mullaitivu, Thunnukai and Vavuniya South Zones are also benefitted out of this salary scheme of CSD.

The data shows meager percentage of Teachers of Jaffna and Vadamarachchi Zones. Only two teachers, one from each zone, receive their salary in this range of above Rs 20,000.00. This salary has been paid by the Local Government sector of the respective areas. *These cannot be treated as representative samples of the respective zones because of the existence of high disparity in the salary scheme.* 11.77% of Teachers of Northern Province receive their salary in the range of above Rs 20,000.00 and 3.05 % are in the range of Rs 15,000.00 to Rs 20,000.00.

The teachers under the salary sponsorship of Religious missionaries and Cooperative Societies receive in the range of 5,000.00 – 10,000.00 and 10, 000.00 – 15,000. According to the Director of ECCD MoE, NP, this amount of two ranges includes the salary contribution Rs 3,000.00 of MoE, NP. A total of 33.8 % of Teachers of Northern Province are in the salary range of Rs 5,000.00 to 10,000.00 and 4.79 % of Teachers of NP are in the salary range of Rs 10,000.00 to 15,000.00.

High proportion of the teachers of NP, i.e.,43.8% is relies in the payment Rs 3000.00 by the MoE, NP, and in addition, enjoys meager benefits out of the parent's contribution. Getting the parents to pay regularly, in many villages, is impossible. The parents contribution as school fees is an average RS 200/= monthly. In the rural areas, poor parents do not pay the fees regularly. In the registered ECCD centres of Northern Province only one teacher has been paid by MoE. The teachers working as assistants in the registered preschools are nearly 13%. These assistants teachers are compensated out of the parent's contribution, with in the range of Rs 1500- 1000.

Other parties – Politician, charity organizations, INGOs, NGOs, are not sustainable sources and are unhealthy in the long run. Making the preschools self-reliant is a necessary condition for smooth and steady progress of the early childhood care and education system in the region. Parents have to set up and play a vibrant role in upbringing of their children. Creating awareness among parents on the importance of preschool education, would be a good starting point. Parents also must be made aware of childhood development and be equipped with sufficient knowledge to cater to the child's needs accordingly. Creating a preschool society, consisting of parents, in the villages will bring stability and may well balance the problem of constant transition. .

Concerns about low pay in child care also emanate from a wider interest in gender equality. As child care work is performed disproportionately by women, its low monetary rewards contribute to gender inequality. For longtime, the policy solution to this gender un-equal outcome has been to encourage women to move out of this occupation

### **3.6. Situation of ECCD Curriculum (Teachers' Resource Manual)**

The curriculum is defined as an educational philosophy for achieving desired educational outcomes through the presentation of an organized scope and sequence of activities with a description and/ or inclusion of appropriate instructional materials.

In the early years of 2000, the Children Secretariat, ministry of Women Affairs, by courtesy, Save the Children-Sri Lanka, and UNICEF have produced the ECCD curriculum (Teachers Resource Guide, the "Play but not play" printed in both National languages of Sinhala and Tamil and simultaneously in the second Language, English. This was an initiative of Early Childhood Unit of Ministry of Education, Sports and Cultural Affairs, North and Eastern Province.

This collection of resource was compiled with nationwide contributions from many Institutions and persons which are supposed to be implemented in the early childhood centres across the country.

During the inception of the establishment of the Teacher Resource Manual, Save the Children in Sri Lanka, and the UNICEF, embarked on an ambitious project of dedicated

funding and technical support, with enough initial supplies of learning - teaching materials, for all the preschool teachers of North and Eastern Provinces. The preschool teachers were trained to use the Teacher Resource Manual in the preschools. The facilitation role played by Sarvodaya also is much commendable here. The primary goal is to help young children to use the environment productively and see themselves as capable learners- as individuals who develop the skills and understandings that will enable them to make sense of the world and to succeed in it.

It was the time of early years of 2000, every preschool of North and Eastern Provinces was with visible evidence of a developmentally appropriate planned curriculum, lesson plans, a posted schedule, and curriculum guide book linked to national standards of quality. Aligning them directly with a well oriented curriculum, provides the framework for what actually happens in a planned environment where children interact with materials, their peers and adults.

The question to be asked then is, "why do such promising innovations fail to be implemented as conceptualized and designed?"

The existing situation of ECCD centres were assessed with the administration of lesson observation schedule to gather data regarding the relevance of play activities integrated in ECCD curriculum. It also enabled the assessor to gather data at a particular point in time and use it to describe the nature of the existing conditions.

The implementation of curriculum has been manifested with many pitfalls, for example, lack of adequate facilities and material resources, limited community participation and low and irregular salaries for ECCD teachers. This has degenerated into serious challenges that have affected the attainment of ECCD goals.

Government budgetary allocation for ECCD is very minimum compared to other sector e.g; the primary education. It is very evident that the government has not been keen in funding early childhood education. Financing is a crucial resource in implementing a programme; hence it affects the quality of a programme. Due to prevailing poverty, many parents cannot afford to pay for ECCD which affects implementation since the parent is the core financier in this sub-sector.

It is encouraging that during the assessment it is evident that above the 50% of the teachers of 5 Zones of Jaffna district and above 32% of Teachers of Wannai Region, Vavuniya and Mannar Districts are in possession of "Play but not Play" ,the Teacher Resource Manual to prepare their lesson plan. However, above 60% of the school teachers of Wannai area have no copies or just a few pages photo copied from the Teacher Resource Manual, and as a result several challenges have emerged;

Teacher's participation in curriculum implementation involves employing their dexterity in assembling and arranging teaching aids. The ECCD curriculum emphasizes the use of locally available materials, which basically depends on the teacher's creativity to source the materials and use them appropriately in teaching ECCD activities.

Fullan(1992) points that teachers may not see the need for a change that is being advocated if they are not clear about what they are ought to do. He contends that lack of clarity about what teachers need to do when implementing a curriculum discourages them from using the

curriculum. The teachers would rather continue teaching what they are familiar with than they attempt an innovation they are not clear about.

The Teachers Resource Manual is not readily accessible to ECCD teachers, especially those in small and remote ECCD centres in rural communities.

However due to multiple displacement and dropping of preschool teachers out of the vocation due to low remuneration, high percentage of turnover of the teacher population trained (underwent 21 days training), and versatile in the implementation of curriculum.

Since the majority of teachers joined in the service during post era of year 2000, orientation with Teachers Resource Manual (21 days training) has not been done. There are teachers who have the Resource Manual but do not use them because they do not have the right skills.

Majority of the teachers in all the 12 Zones assessed are either not involved at all or less involved in the integration of play in their daily classroom activities..

In many ECCD centres ECCD programme tends to rely on primary school pedagogy with emphasis on reading and writing, rather than on holistic development and learning readiness.

Most teachers, untrained in particular, have limited capacity to embrace a holistic and integrated view of early childhood services.

Besides, the majority of the ECCD centres with the poor conditions described above, have unsatisfactory and un- stimulating learning environment for all children with individual needs.

In the rural remote villages, more than 75% of the ECCD centre classrooms are empty, more than 45% of centres of urban areas are also not left out of this ground reality but with only desks, chairs and black boards. The teachers are lacking support materials for effective facilitation of learning and playing.

Training is acknowledged as important in preparing teachers for their work since It equips them with necessary knowledge, skills and attitudes for them to perform their duties competently. NAEYC, in its professional development framework, notes that the characteristics that shape teacher quality are: the formal educational attainment, the teacher training attainment and the experiences gathered by the teacher.

For effective supervision of a curriculum implementation it is of paramount importance that those charged with the responsibility must be clear and aware of the innovation. The officers (ADEs) for quality assurance must be in a better position to judge whether the curriculum goals are being implemented in totality. The Ministry of Education (2004) in its management scheme outlines the functions of the ADEs on ECCD programmes as maintaining and improving professional standards in pre-schools. From such a function, quality of teaching and learning is maintained and enhancement of effective implementation of curriculum is realised.

The officers need to be empowered with quality assurance and standards to enable them supervise the ECCD curriculum more effectively. Most of those interviewed lacked awareness and clarity of the curriculum.

In the second level (Zonal level) and downwards, the positions of the Assistant Director of Education are not permanent cadre positions of the ECCD unit. They are directly responsible to the Department of Education. ADE has to report to the Zonal Director of Education. This creates an issue related to accountability.

### Access of Teacher Resource Manual (Play but not Play)

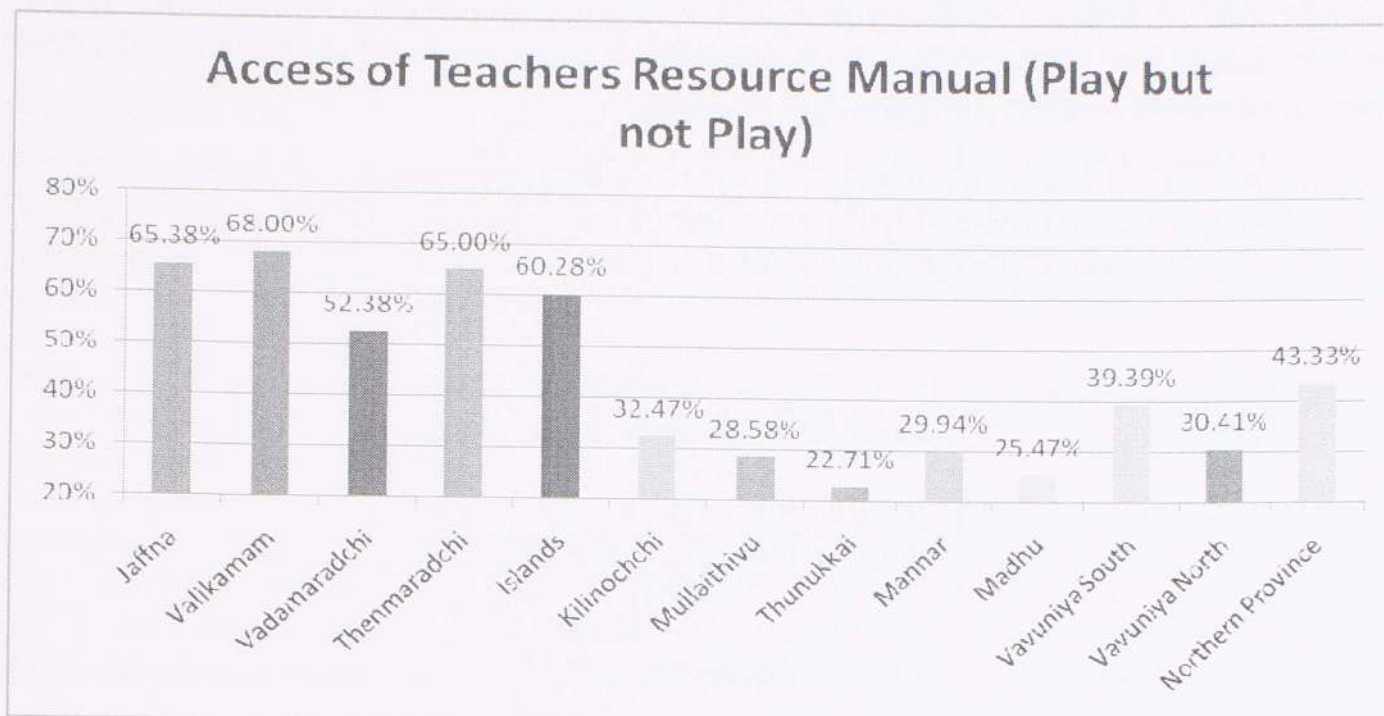


Figure 3.10 : Access of Teachers Resource Manual (play but not Play)

### 3.7. Teachers Perceptions

Working conditions in ECCD centres are often referred to as structural quality indicators (e.g. wages, staff child ratio, maximum group size, working hours, etc) and other characteristics (e.g. non beneficial benefits, team work, managers leadership, work load, etc) that can influence the ability of ECCD practitioners (teachers, managers, Coordinators and ADEs) to do their work and their satisfaction with the work place, work task and nature of the job.

It is revealed in the in-depth interviews with the ECCD stakeholders that attracting, training and retaining suitably qualified ECCD staff is a challenge. Good working conditions are strong incentives for qualified staff to enter the profession. Structural quality indicators have received ample attention because they can usually be regulated or guided at the Regional/National level. For staff quality, it is also crucial that practitioners are motivated and supported in applying what they have learned.

Many of the research findings of various International ECCD professional quarters ((European Commission 2009, NAEYC) concluded that, in addition to training and education of staff, staff working conditions are important in providing safe, healthy and good learning environment for children. In spite of these findings, the ECCD sector is usually associated with relatively poor working conditions and poor compensation leading to high turnover rates. ECCD centres often experience turnover rate exceeding 15% to 20% annually (ECCD unit MOE NP), undermining the quality of Care and Development of children.



## Motivational factors for the teacher to retain longer years in the service

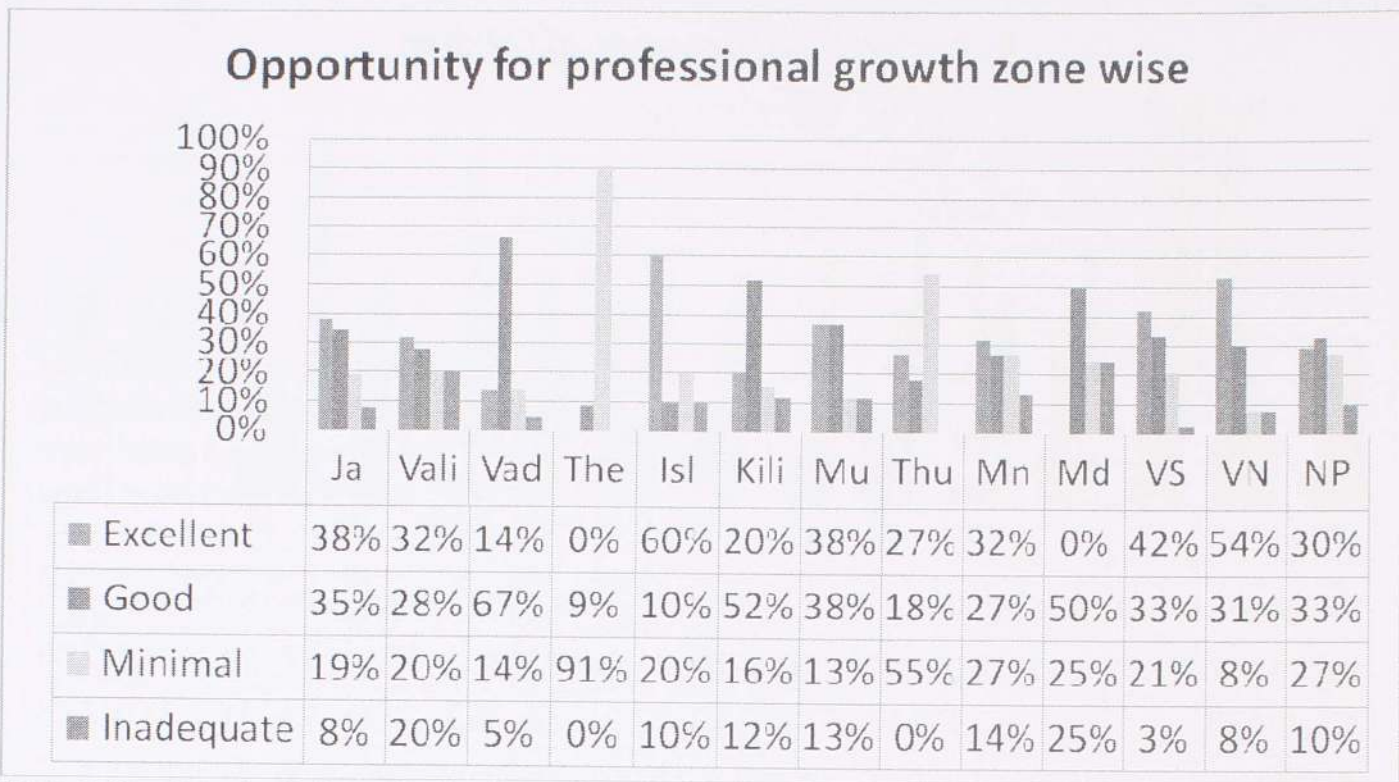


Figure 3.11 : Opportunity for professional growth zone wise

## Demotivational factors for quick turnover

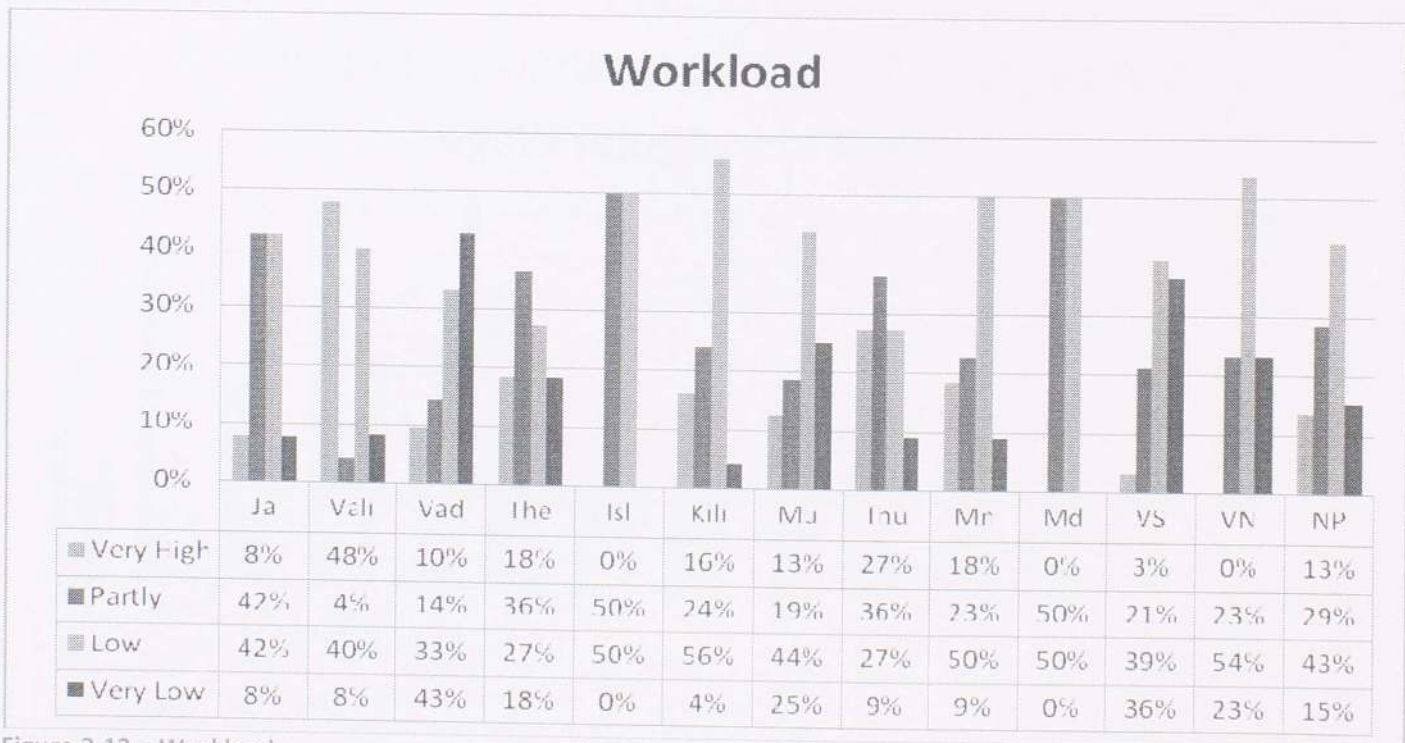


Figure 3.12 : Workload

### Behavioral management of Children

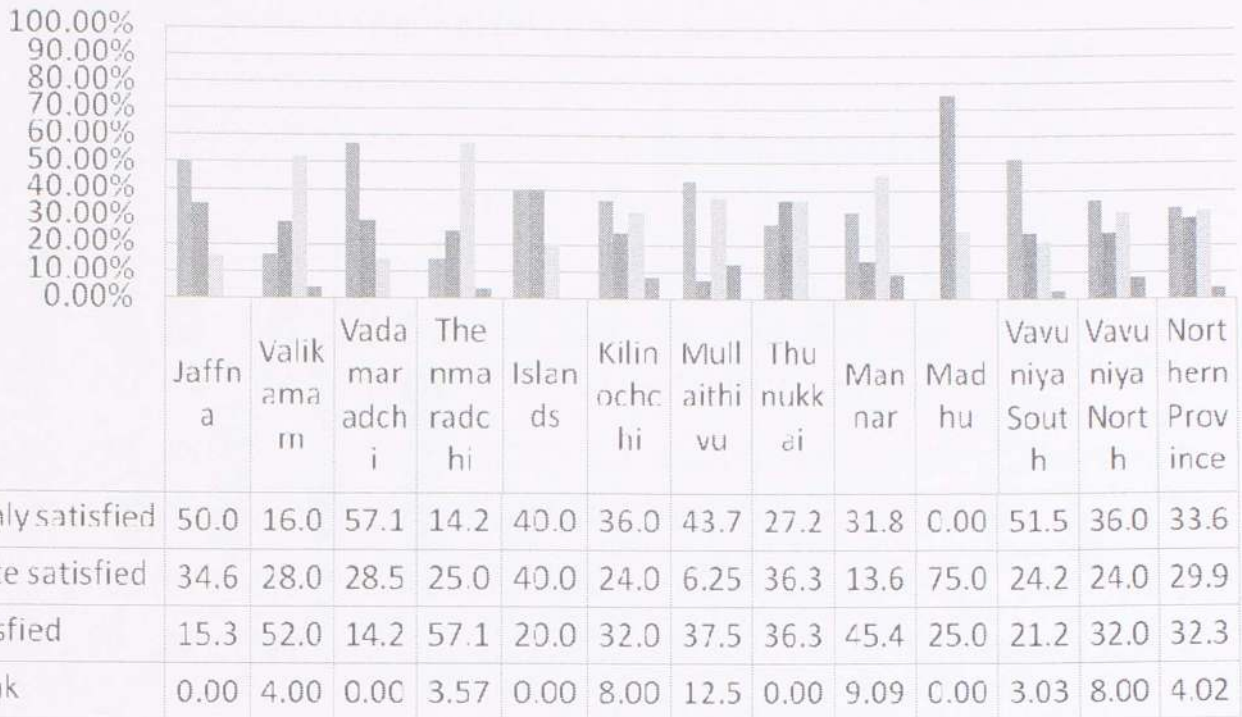


Figure 3.13 : Behavioral management of children

### Low and irregular Wage

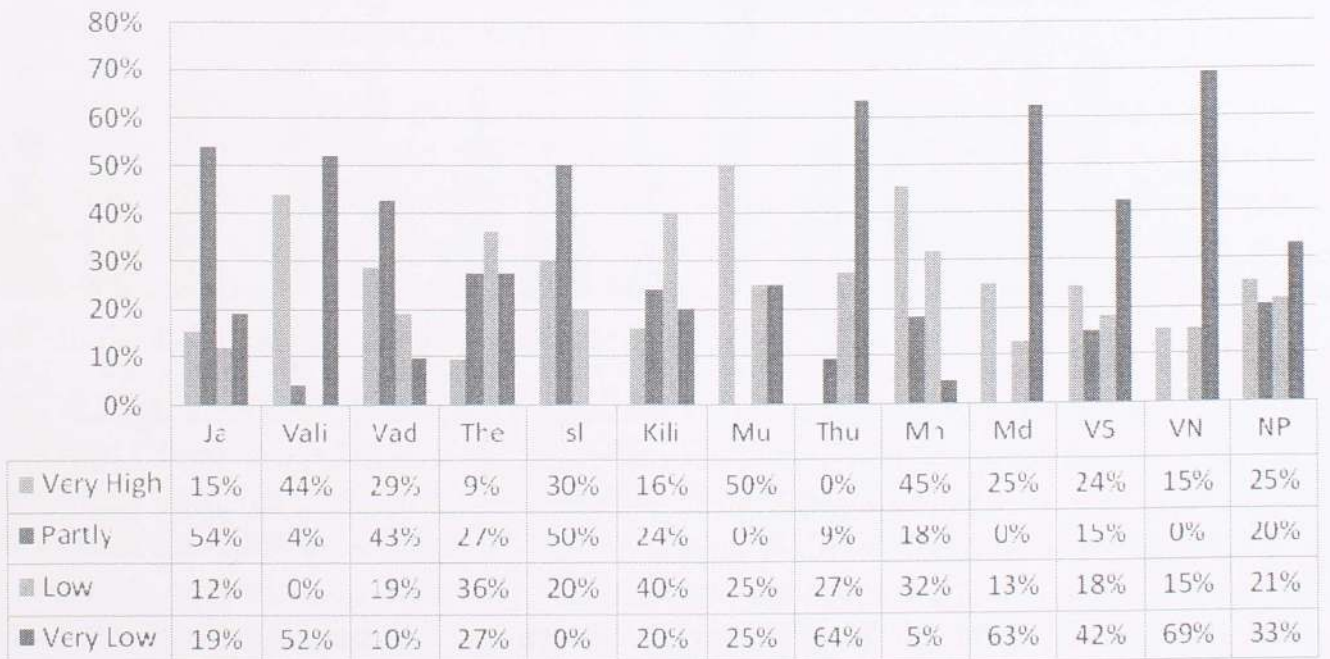


Figure 3.14 : Low and irregular wage

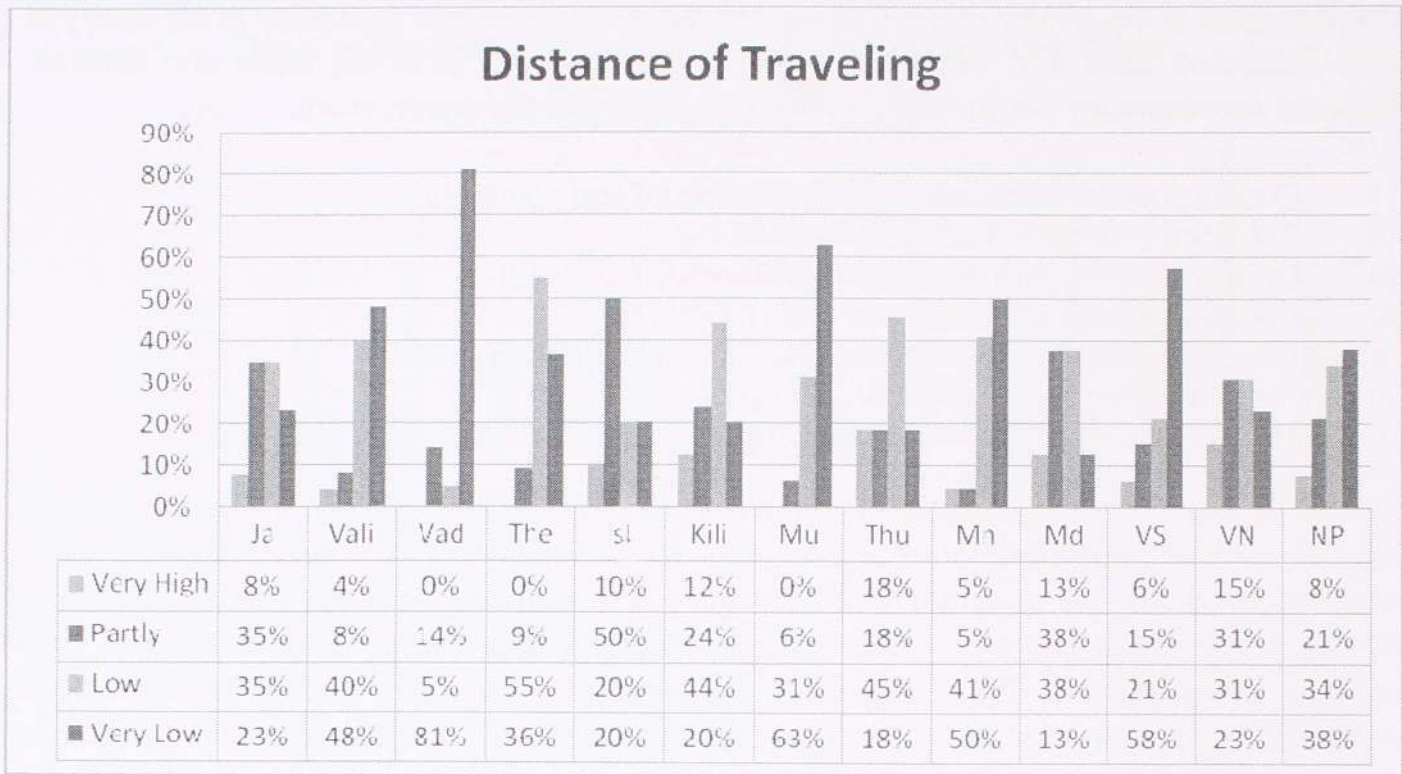


Figure 3.15 : Distance of Traveling

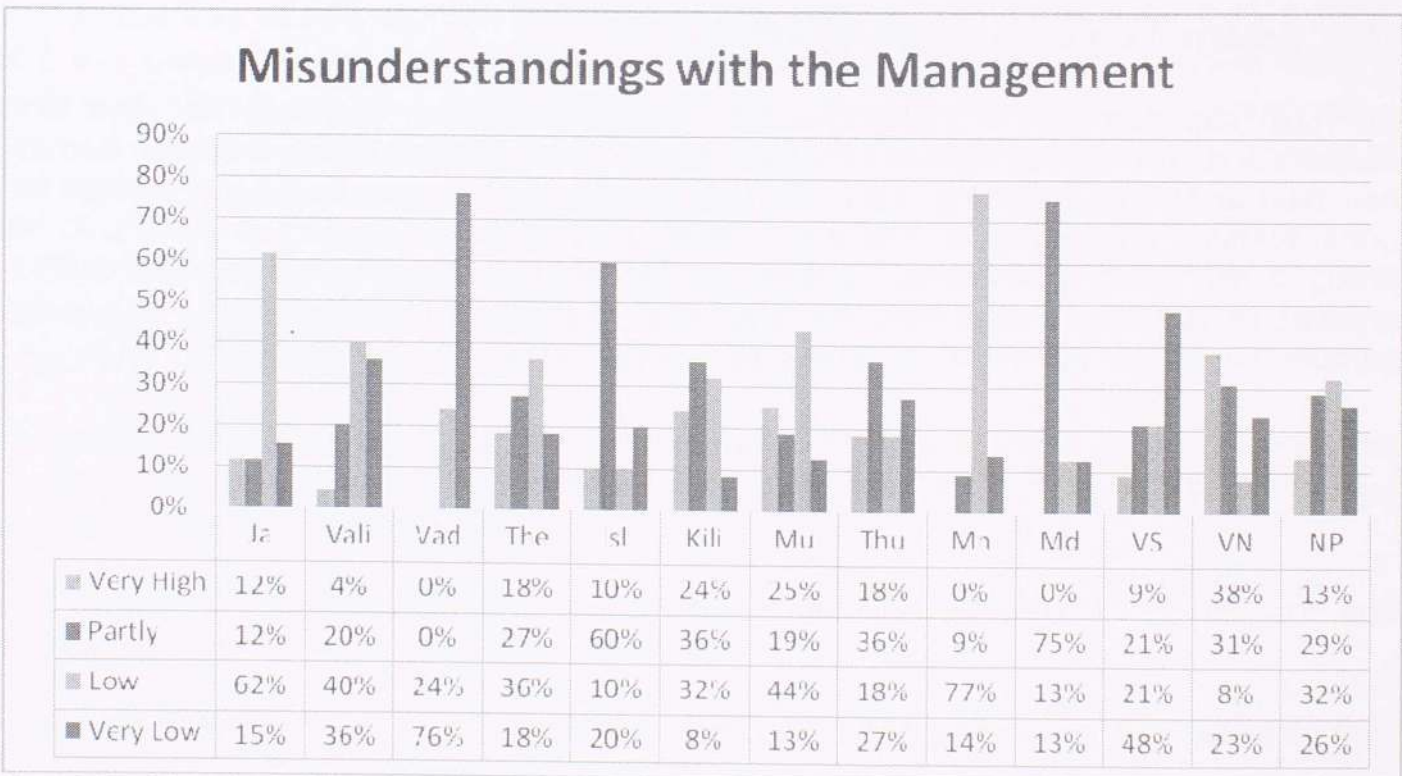


Figure 3.16 : Misunderstanding with the management

### 3.8. Observation and quality rating of ECCD centres

A central goal of the assessment is to expand the elements which contribute to the quality of early childhood care and education settings by assessing both the static and dynamic elements representing the settings, an inclusive child friendly environment.

- I. Encourage children's participation in school and community.
- II. Enhance children's health and well being
- III. Guarantee safe and protective environment for children
- IV. Encourage optimal enrolment and completion
- V. Ensure children's optimal academic achievement and success
- VI. Raise teacher's motivation and success
- VII. Mobilize parents and community support for education

In order to comprehensively address “quality” within the ECCD centres of 5 Districts of NP, the assessment team drew on the “Early Childhood Environmental Observation Systems”, which allowed for the generation of qualitative and quantitative data on the behavior of ECCD children and teachers. This integrated observation system simultaneously pays attention to the context. The quality of ECCD settings is not determined by the provision of static indicators/elements alone, but is also hugely affected by dynamic elements such as adult (teacher) child interactions, the ECCD environment and teaching styles of teachers. The instrument early childhood environment rating scale administered looks at 66 items under the sub headings: 1) Internal classroom environment 2) Physical resources 3) Safety, Health and Nutrition 4) psychosocial environment 5) Management 6) Gender equality, with scoring on a 4- point scale ( 4 = Excellent, 3 = Good, 2 = Minimal, 1 = Inadequate )

#### 3.8.1. Internal classroom environment

The most important part of teaching and learning environment, especially the ways how teachers and children interact and how such an environment helps different children learn to their best ability. An inclusive, child - friendly learning environment is not just a place for formal leaning, but also a place where children have rights; the right to be healthy, to be loved, to be treated with respect, right to be protected from violence and abuse (including physical or mental punishment), and the right to express his/her opinion, and to be supported in his/her holistic development irrespective of care and developmental needs.

### 3.8.1.1. Class room activities are carried on to the time table

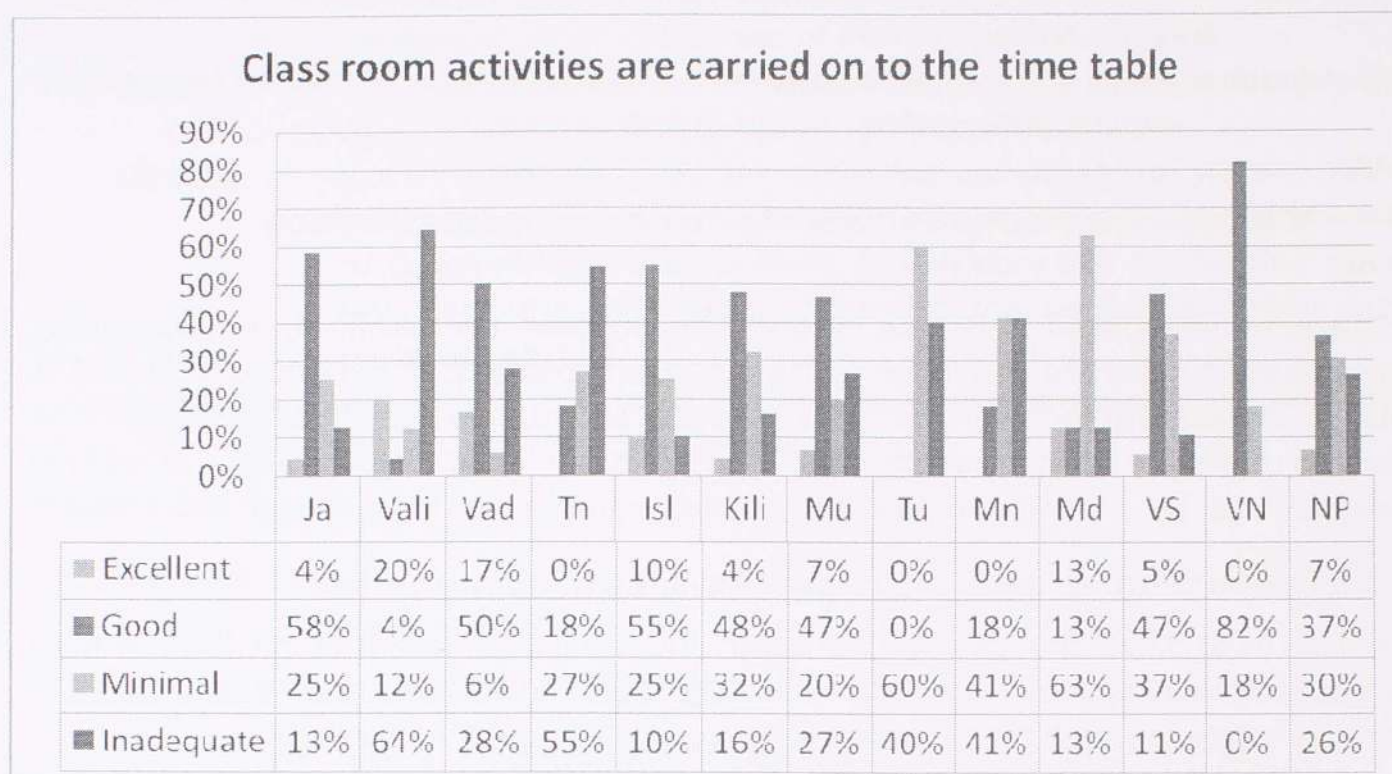


Figure 3.17 : Class room activities are carried on to the time table

**Key:** Ja; Jaffna, Vali; Valikamam, Vad; Vadamarachchi, Th; Thenmarachchi, Isl; Island, Kili; Kilinochchi, Mu; Mullaitivu, Tu; Thunukkai, Mn; Mannar, Md; Madhu, Vs; Vavuniya South, Vn; Vavuniya North, NP; Northern Province

The assessment looked into how the teachers effectively structuring the time of 4 – 5 hours of a day session in an ECCD setting. An important part of building an effective learning environment is to establish a structure for each day, a structure that results in the predictable use of time. When time is blocked out in an orderly and consistent fashion, children tend to feel safe and secure.

A day's time has to be structured with different events, for instance, arrival greeting and attendance time, gathering children together, active time, quiet time, snack and free time, indoor and outdoor play time, learning time, dismissal .

The assessment shows that the classroom activities are carried on to the time table in an excellent way in 6.61% of ECCD centres and are carried on to the time table in a good manner in 36.67% of ECCD centres. .

The balance 30.44% and 26.29% of the centres are respectively in the minimal and inadequate level.

**Key:** **Excellent:** 4, *Teacher has structured the time with a balanced daily routine in a very orderly manner.*  
**Good:** 3, *The Teacher is with the knowledge of importance of structuring the time, time table is visible but not in order and consistent.*

**Minimal:** 2, Teacher is with low knowledge, events structured are not in the sequential order, activities are not evident to the written order.

**Inadequate:** 1, The time table in the display was structured longer days before, not of current month or week.

### 3.8.1.2. Curriculum based Activities schedule in place

The assessment looked to in how far the comprehensive and balanced, developmentally appropriate activities are carried on to the curriculum, planned, and practiced in the ECCD settings, considering the needs, abilities, interests and experiences of young children. The activities have to be considered with a view to achieving the objectives of various developments by providing diversified learning experiences in a natural and pleasant environment.

Teacher must have the capacity to adapt the curriculum according to the individual differences of young children, such as adjusting or refining schemes of work, and designing activities which can cater for the needs of the young children of different abilities.

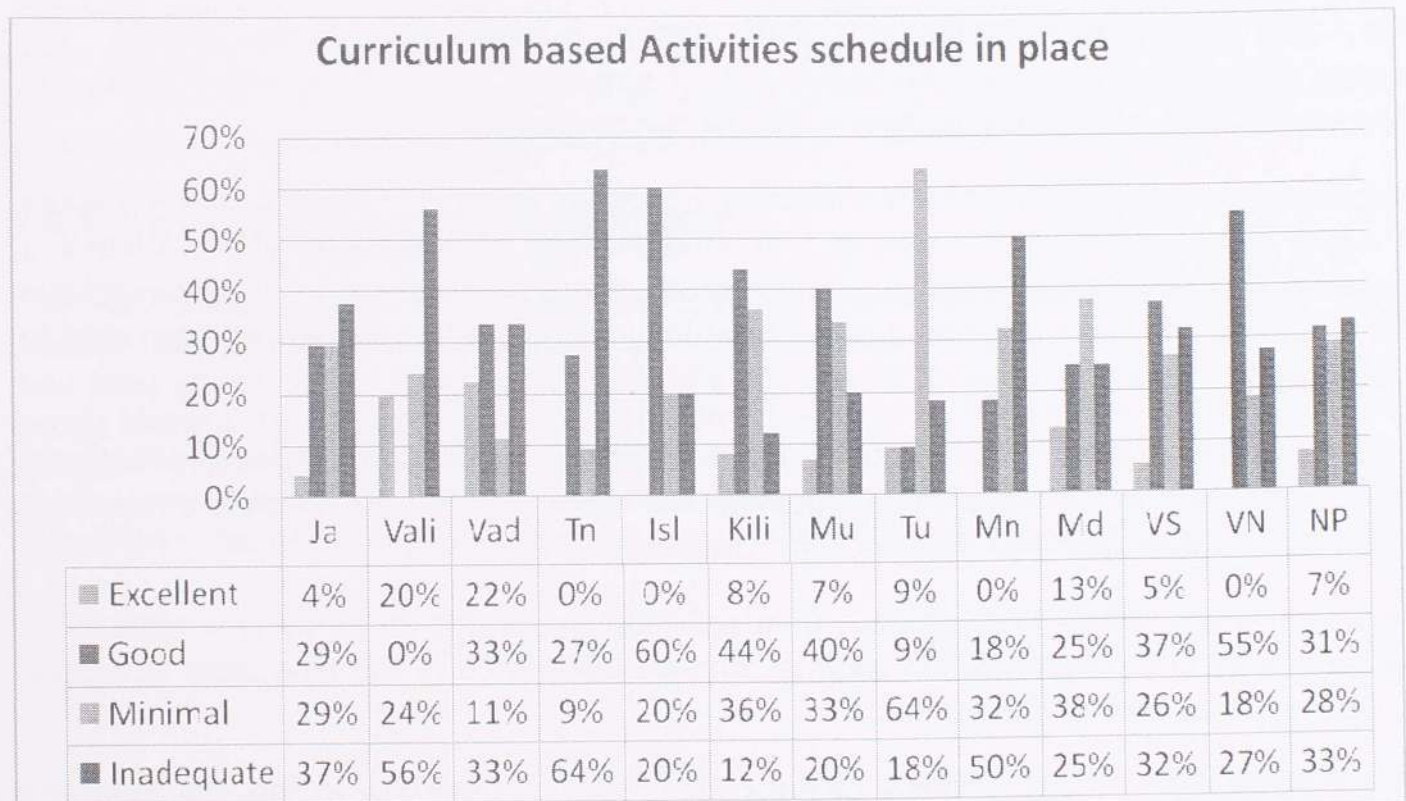


Figure 3.18 : Curriculum based activities schedule in place

An average of 7.33% and 31.45% of ECCCD centres of NP are respectively in the Excellent level and Good level, delivering developmentally appropriate class room practices in a holistic manner encompassing a balanced curriculum based activities. The balance 28.35% and 32.88% of ECCD centres are respectively in the level of minimal and inadequate stages.

- Key:** **Excellent:** 4, The class room activities are followed to the schedule based on to the ECCD curriculum, and the activities are child centered reflecting balance of developmental domains
- Good:** 3, The classroom activities followed are with the low profile of developmentally appropriate play based activities
- Minimal:** 2, Curriculum based activities schedule is visible with, activities are neatly written with the knowledge based reference of Teachers Resource Manual, it is evident that the teacher does not bear the skill needed to get the written activities get materialized.
- Inadequate:** 1, The time table in the display was structured longer days before, not of current month or week.

### 3.8.1.3. Teaching aids are developed according to the curriculum and practiced

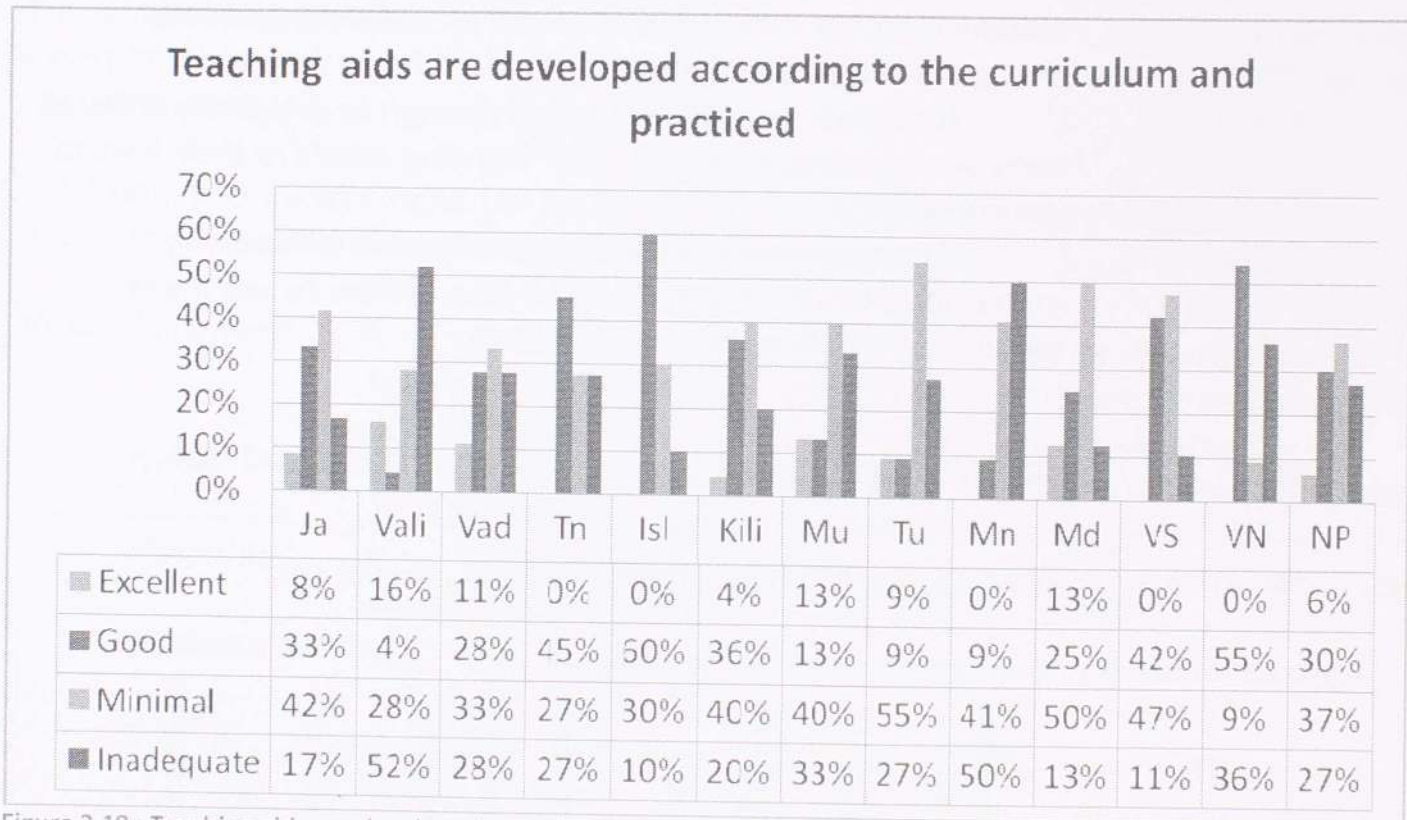


Figure 3.19 : Teaching aids are developed according to the curriculum and practiced

The assessment team looked into how far the children were facilitated with the required facilities to enhance their development, to create a learning environment that was conducive to the development of creativity among young children .

Teachers are expected to support each child's individual pattern of development and learning. Teachers must support emerging literacy and numeracy development through materials and activities according to the development or level of each child.

The children must be provided with access to a variety of developmentally appropriate materials books with attractive colourful pictures of animals, birds, fruits etc for the early literacy development, objects of shapes, blocks, beads, numbers for the early mathematics development, art materials crayons, water colour paint and paper, brushes that encourage them to draw and paint.

The daily routine includes many opportunities for children to use puzzles, flannel boards, stories, rhymes, music, and materials from children's culture that support literacy and numeracy

About an average 6.20% and 29.98% of teachers of ECCD centre demonstrated adaptations to the classroom environment to support individual children's needs such as appropriately sized furnishings, visuals at eye levels, print rich environment, and labels with pictures for the children's literacy development, shapes and blocks for the numeracy development.

The language and literacy skills, and Mathematics skills of Teachers in 36.85% and 6.98% of the ECCD centres assessed are respectively in the level of minimal and in inadequate stage. They were unsure of what activities they would do with the children to help them learn through play. They received teaching materials but apparently had no idea of how to use these materials effectively with the children.

- Key:** **Excellent:** 4, *The teachers demonstrated proper adaptation of suitable teaching aids to enhance the children care and development.*
- Good:** 3, *Certain signs are visible, arrangement of furnishing, but teachers do not demonstrate much pro activeness in the preparation of teaching materials.*
- Minimal:** 2, *Teachers are not competent enough to gauge the children level and to capacitate with their learning needs to their level of age and ability.*
- Inadequate:** 1, *The teachers are with the possession of teaching materials, but apparently have no idea of how to use these materials effectively with the children.*

### 3.8.1.4. Age appropriate teaching practices are carried out

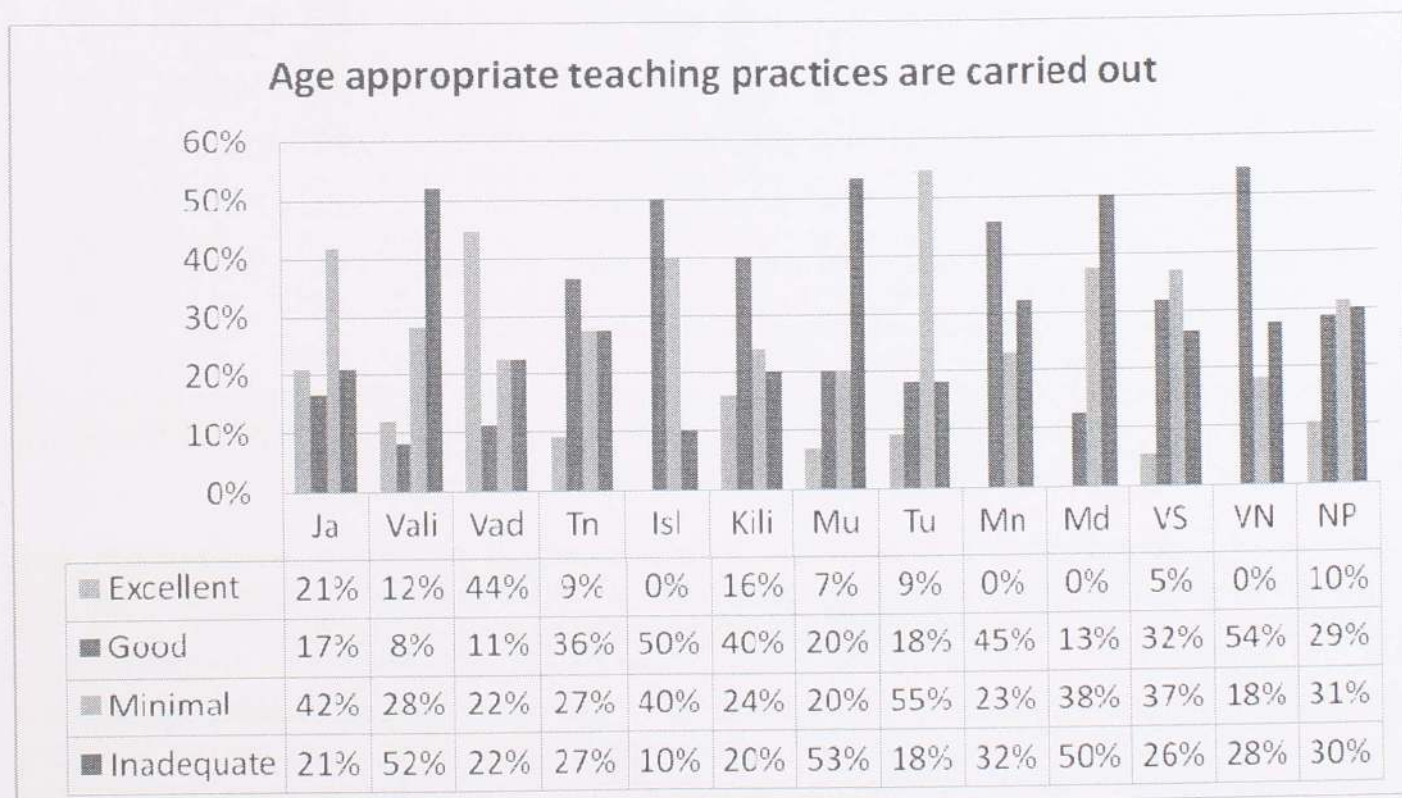


Figure 3.20 : Age appropriate teaching practices are carried out



The needs of a child are distinctive to his/her age, size, ability, and the process and manner in which he/she learns. The classroom activities of ECCD centres must be based on knowledge of the stages of child development and an understanding that each child is unique. Each child's experiences must match his/her development abilities, to guide their decisions about age appropriate practice. Early childhood teachers need to understand the developmental changes that typically occur in the years from birth through age 5 and beyond, variation in development that may occur, and how best to support children' learning and development during these years.

In particular, an age appropriate early childhood programme emphasizes:

- ❖ Active exploration of the environment
- ❖ Self directed hands
- ❖ Balance between individual and group activities
- ❖ Regular and supportive interaction with teachers and peers.
- ❖ Balance between active movement and quiet activities.

The assessment reveals that the age appropriate teaching practices are carried out in the Excellent level and Good level respectively in the of 10.28% and 28.68% of ECCD centres assessed in the NP.

In 31.08% and 29.96% of ECCD centres of NP the adaptation of age appropriate teaching practices are in minimal level and inadequate level respectively..

- Key:**
- Excellent:** 4, *Classrooms are arranged to the age, as division wise, teachers are nominated to the ratio of children, developmentally appropriate practices are demonstrated by the teachers.*
  - Good:** 3, *Classrooms are organized to the children age, but developmentally appropriate practices are on low profile*
  - Minimal:** 2, *No separate age appropriate classroom arrangements, low teacher student ratio.*
  - Inadequate:** 1, *High number of children are penned in small classroom*

### 3.8.1.5. Children are well organized and taught

Younger children learn best through sensory encounters with the world and not through formal academic process. Young children acquire knowledge by manipulating, exploring, and experimenting with real objects. They learn almost exclusively by doing, and through movement.

The quality of the physical space and materials provided affects the level of involvement of children and the quality of interaction between the teacher and the children. Furniture should be child sized, sturdy and comfortable. Children have to be organized into groups according to the age and abilities. In grouping for learning,, teachers have to to consider the needs of individuals and the groups.

A mean of 8.59% and 38.36% of ECCD centres arrived in the NP are facilitated at 'excellent' and 'good' levels respectively with the learning environment conducive for the children to be organized in a proper way to enhance their learning and development.

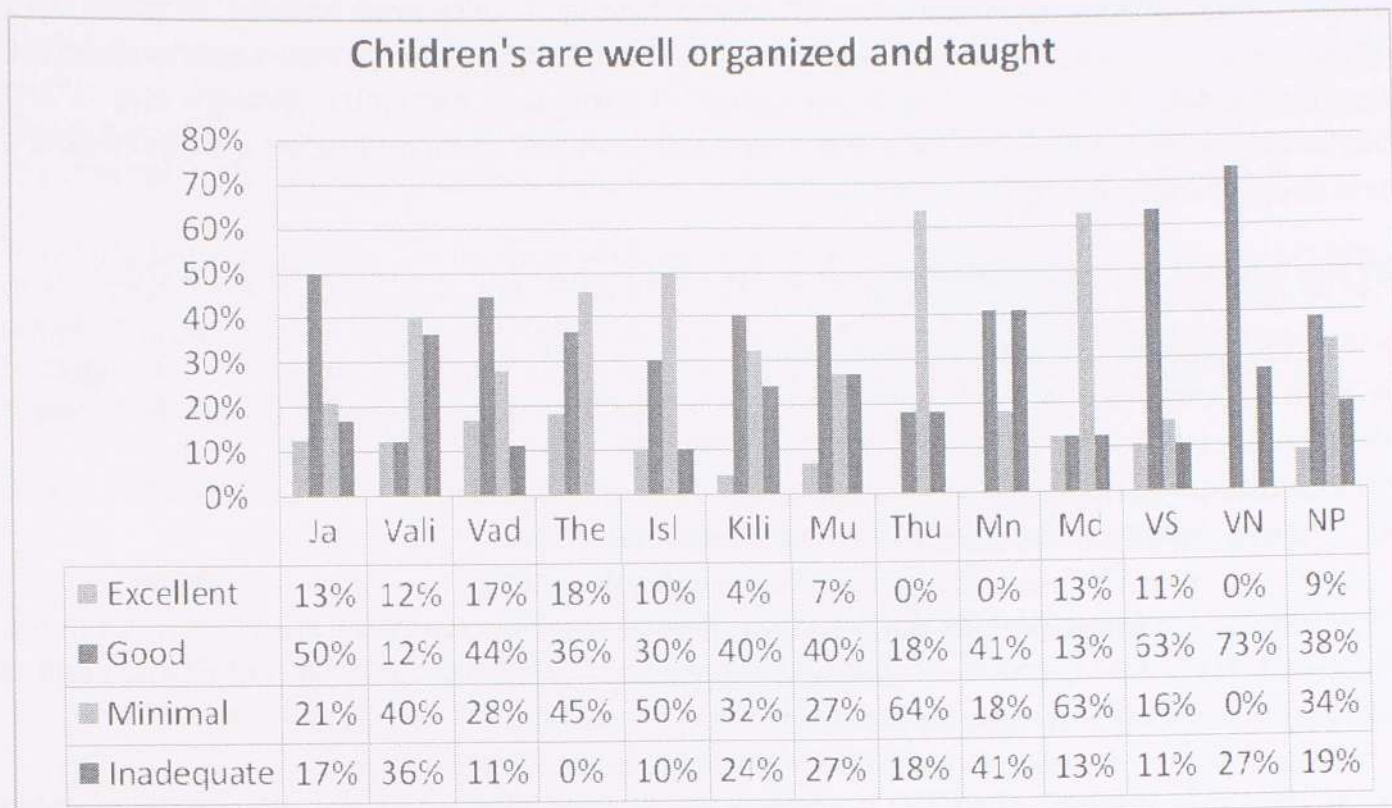


Figure 3.21 : Children's are well organized and taught

The balance 33% and 19% of ECCD centres are constrained at minimal and inadequate levels respectively with inadequate space and other physical resources to keep the children comfortable to carry out their educational activities.

- Key:**
- Excellent:** 4, The class room environment is organized with indoor and outdoor learning and play arrangements, children as individual, small groups, and as whole group.
  - Good:** 3, Classrooms are with low spaces not enough to the children ratio, less opportunity for the children to explore and learn.
  - Minimal:** 2, The teachers do not get enough support from the ECCD management committee to reorganize the settings with required space to be subdivided into learning circles.
  - Inadequate:** 1, The classroom is squeezed to little extent of few sqft. Quality of the physical space and materials provided affect the level of involvement of the children and the quality of interaction between the teacher and the children.

### 3.8.1.6. Teachers are seated to the children height and to the level that make hand and eye contacts

In the ECCD settings, each moment that teacher and children interact with one another is an opportunity to develop positive relationship. Teachers are expected to use variety of strategies to build positive relationship with children. Teacher behaviors such as listening to children, making eye contact with them, engaging in one-to-one, face-to face interactions

with young children and talking to children using pleasant, calm voices and simple language. promote secure teacher children relationships.

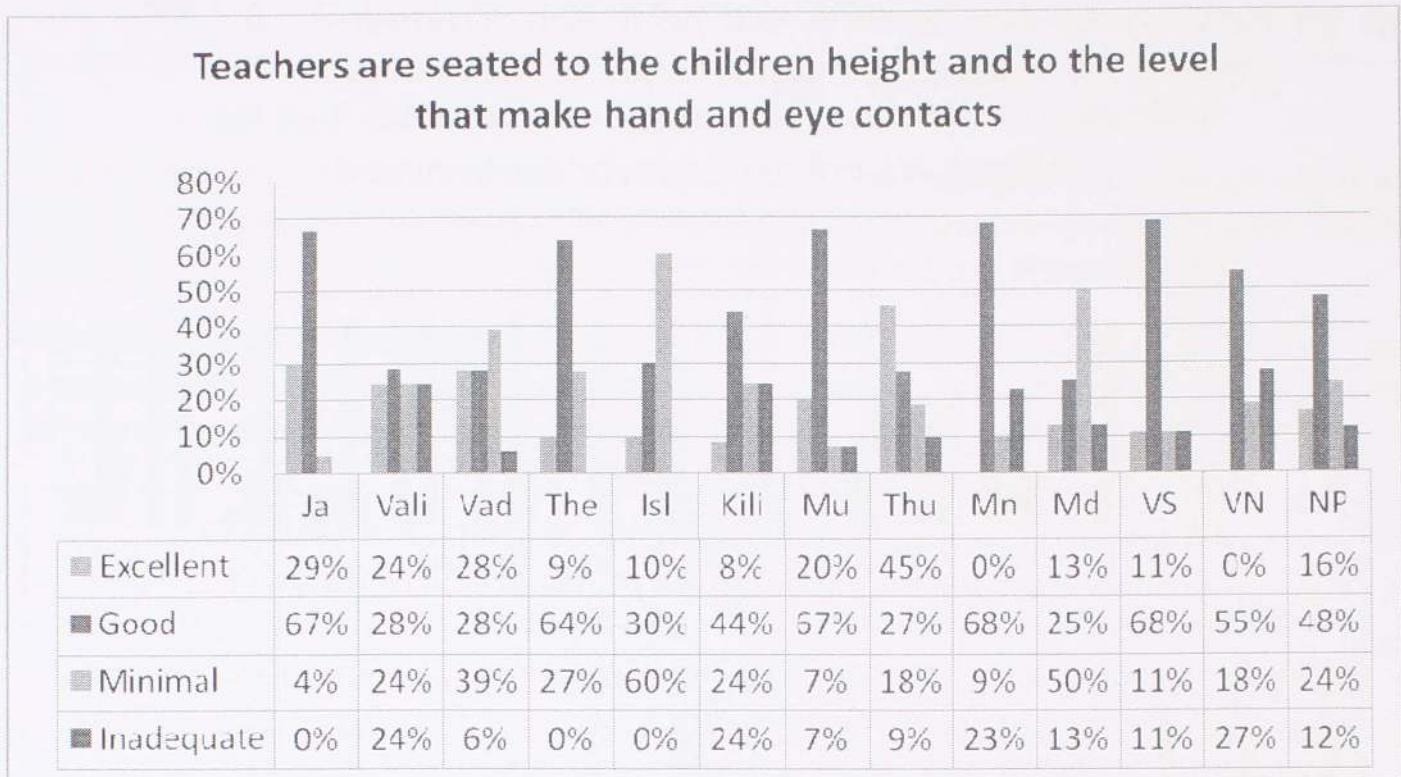


Figure 3.22 : Teachers are seated to the children height and to the level that make hand and eye contacts

It is observed in the assessment that mean of 16.38% and 47.52% of ECCD centres, attitudes are apparent to the 'Excellent' and 'Good' levels respectively. The balance 24.25% and 11.86% of ECCD centres, teachers attitudes remain to the level of Minimal and Inadequate level.

- Key:**
- Excellent:** 4, Teachers demonstrate high attitude to promote secure and positive relationship with the children.
  - Good:** 3, Signs are evident but the activities and the direct interaction between children and teacher are not strong enough for the creation of an emotional environment.
  - Minimal:** 2, Teacher behavior is not positive, fewer incidents are observed of positive nature of teachers' face-to-face interactions.
  - Inadequate:** 1, Teachers do not demonstrate or very low level of talking to children using pleasant, calm voices and simple language.

### 3.8.1.7. Reflection of the class room activities that shows that the children are enjoying a joyful environment

An average of 22.98% and 54.38% of ECCD centres respectively show very 'Excellent' and 'Good' stages of ECCD settings, the children are enjoying a joyful environment.

The classrooms are well structured and exhibit a very pleasant and joyful mood among children. The teachers arrive in the centres before the arrival of the children. The days early

moment, while receiving the children during the arrival with warm greetings and hug at the beginning of the day, helps the children separate from their parents with a happy mood.

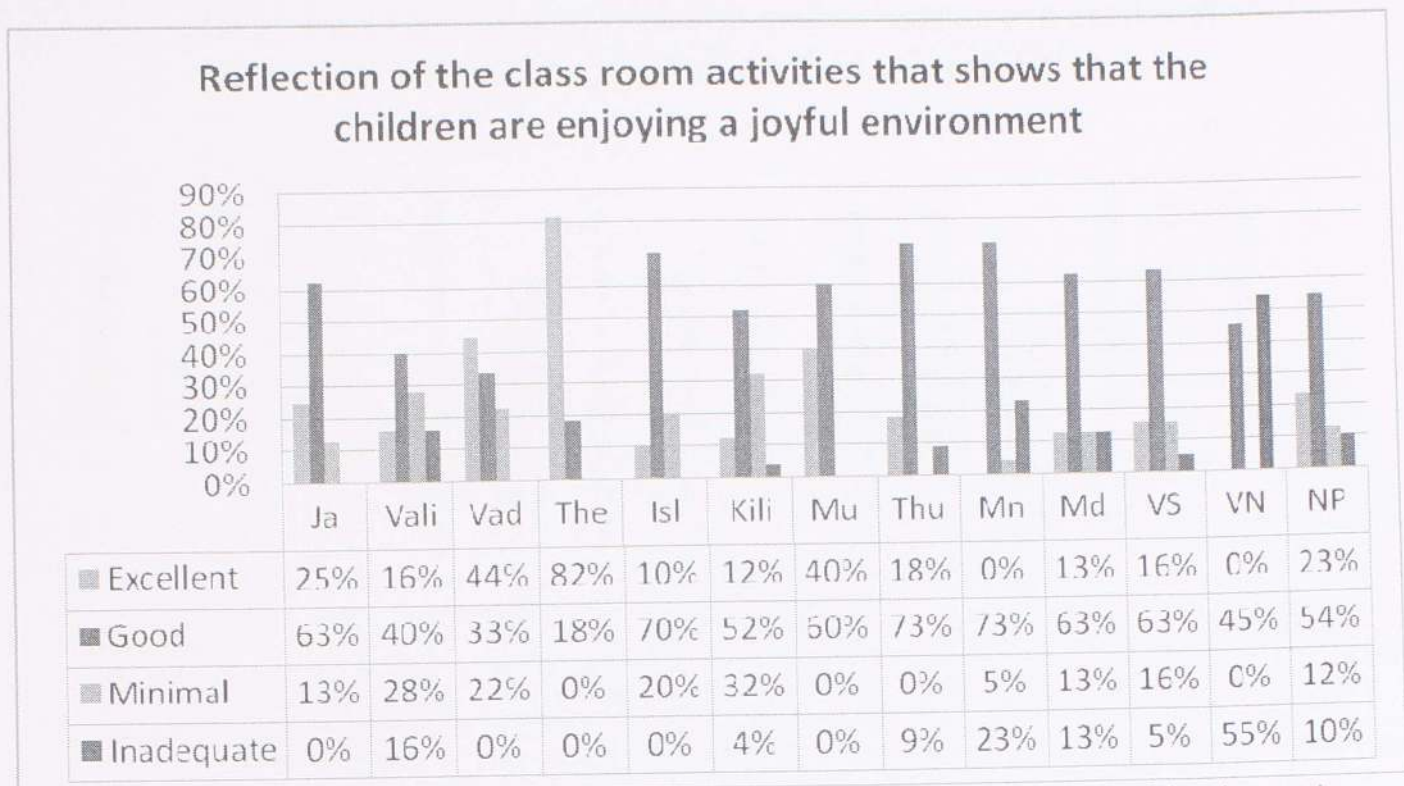


Figure 3.23 : Reflection of the class room activities that shows that the children are enjoying a joyful environment

Preschool children are physically active and seen running, jumping, climbing and balancing, also they yell and laugh loudly. Even though the majority of the ECCD centres are constrained with necessary physical resources, the teachers are very mindful in creating an emotional environment to influencing the children being very joyful.

The balance, mean average of 12.30% and 10.34% of ECCD centres are not demonstrating classroom activities that show that the children are enjoying

- Key:**
- Excellent:** 4, *The environment of the ECCD centres are very well organized by the teachers with music and movement; singing, action songs, and rhythm activities are also a part of the children's joyful time; teacher introduces new theme related songs; children also have the opportunity to choose their favourite songs to sing and dance..*
  - Good:** 3, *The classrooms are seen with positive emotional environment, and are organized to certain extent to the limitation of spaces and the availability of physical resources*
  - Minimal:** 2, *The teachers are encountered with lot of problems such as low knowledge and skills, and scarce of physical resources to create a positive emotional environment*
  - Inadequate:** 1, *Children are constrained with the opportunities for self directed free plays ;They are more engaged in teacher directed group activities*

### 3.8.1.8. Children's activities are praised and appreciated by the teacher and the children are stimulated for learning

The assessment looks into the range of interaction, and strategies and methods which are used by the teachers to enhance the children's learning and development. Good teacher child interactions are respectful, playful, enjoyable, enabling, and rewarding.

Teacher uses a variety of teaching strategies to enhance children's learning and development throughout the day. An average of 19.44% and 54.17% of ECCD centres in the NP are in the level of 'Excellent' and 'Good' stages respectively.

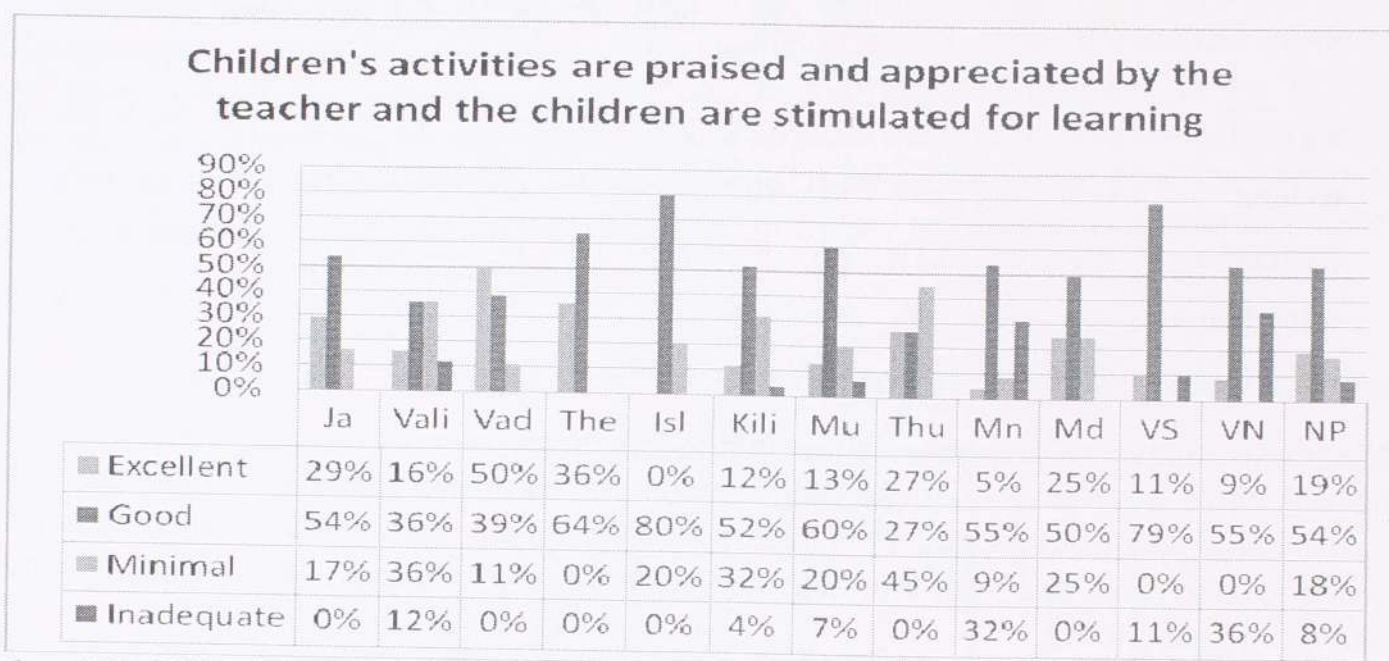


Figure 3.24 : Children's activities are praised and appreciated by the teacher and the children are stimulated for learning

The balance of 17.94% and 8.45% of ECCD centres of NP are respectively in the 'Minimal' and 'Inadequate' stages respectively. There was not much incidences observed of, teacher's interaction with the children to enhance the children's learning and development.

- Key: Excellent:** 4, During the assessment, high incidences are observed, the teachers are showing positive attitudes, and have direct interactions in praising the children's activities, They talk to children in a friendly and polite manner and encourage them to share their experiences.
- Good:** 3, Were able to observe less incidences of teacher child direct interactions, more time is structured with single group activities
- Minimal:** 2, Day's sessions are heightened with teacher dominated activities
- Inadequate:** 1, The classroom environment is not reflecting any emotional atmosphere, teacher tends to be harsh and (not polite) while talking to the children

### 3.8.1.9. Teacher also joins with the children in play

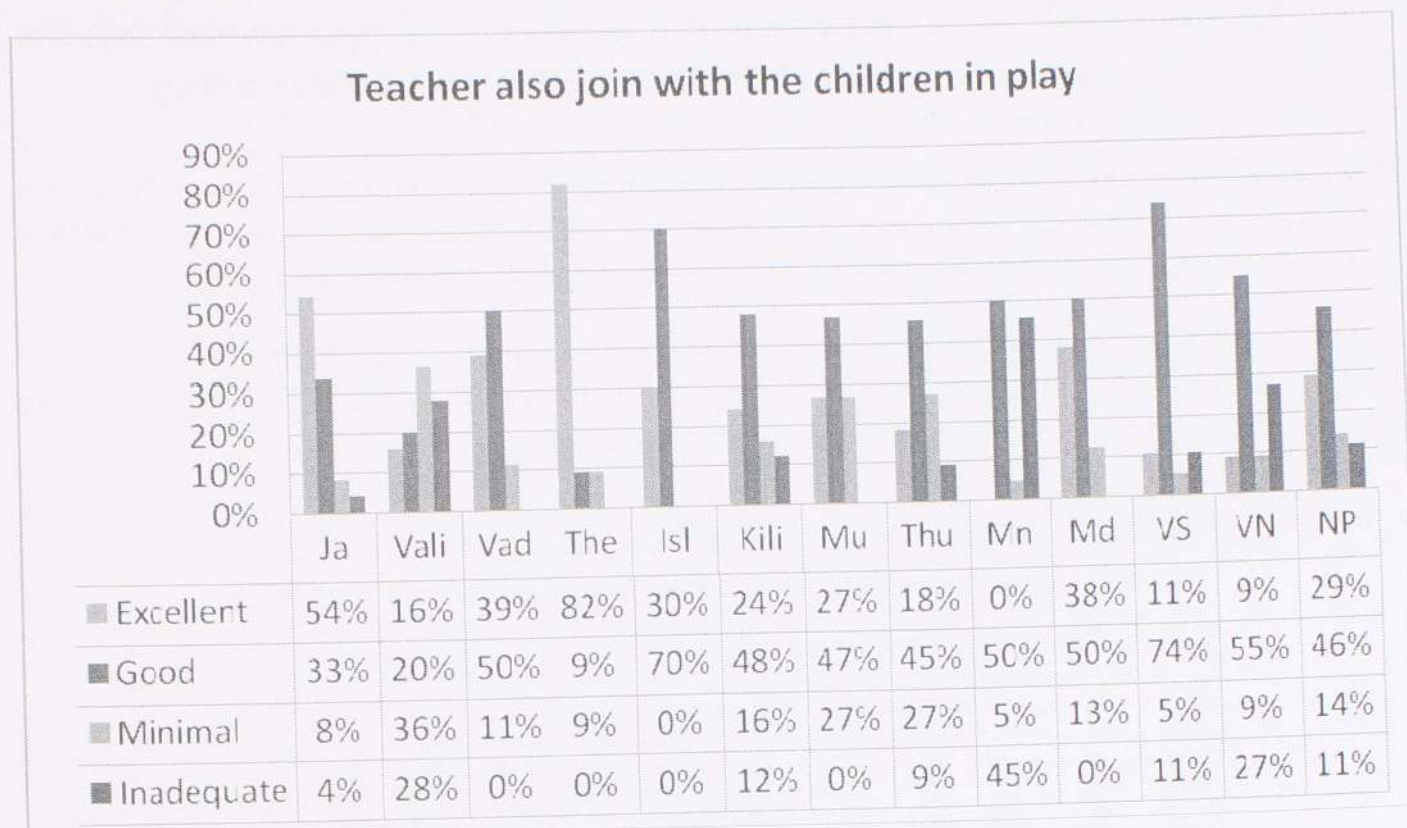


Figure 3.25 : Teacher also join the children in play

Nowadays many ECCD surveys show that teachers and parents have big concern about the children's play and an increasing amount of academic activities. Therefore, this assessment looks into examining the extent of preschool teacher's involvement in children's play and discusses the role that teachers could play in making developmental and educational experience.

It is evident with the assessment in an average of 28.90% and 48.90% of ECCD centres of NP are, to a certain extent, carrying out play based classroom activities, indoor and outdoor play activities, where teacher's participation is visible. Teachers also participate in the children's play, as a co - player and takes minor role to extend the play. Teachers gives direct suggestions or explicit demonstration of how to carry out a particular pretend act or type of social interaction.

13.82% and 11.38% of ECCD centres are respectively in low levels of minimal and inadequate stages. Teachers do not show much interest in the integration of play. The assessment reveals that the play based activities are not much evident in the classroom activities since they are dominated by academic activities.

Many ECCD teachers have failed to assist or scaffold children well with play activities due to their lack about understanding about the influence of play activities in stimulating children's interest for learning different skills. ECCD teachers should possess enough knowledge on how children participate in play activities and teacher should also be well informed on play methods to use with different children.

- Key:** **Excellent:** 4, *the teachers are active in integration of play and join with the children to enrich and extend the play.*
- Good:** 3, *The play based classroom activities are evident but not reflecting the Involvement of teachers in the play with the children.*
- Minimal:** 2, *Major portion of the session is consumed with non play integrated desk top activities*
- Inadequate:** 1, *the play based activities are totally not integrated*

### 3.8.1.10. Teacher communicates with the children very friendly and kindly

The assessment looked into all ECCD centres sampled, how the teachers care for children and carry out activities according to the goals of the particular program, in the ECCD centres, where everything represents a possible opportunity for the child’s development, how the teachers care for the children and carry out activities depends on how the teachers communicate with the children ideally on a developmentally appropriate way shows genuine appreciation and respect for the children. .

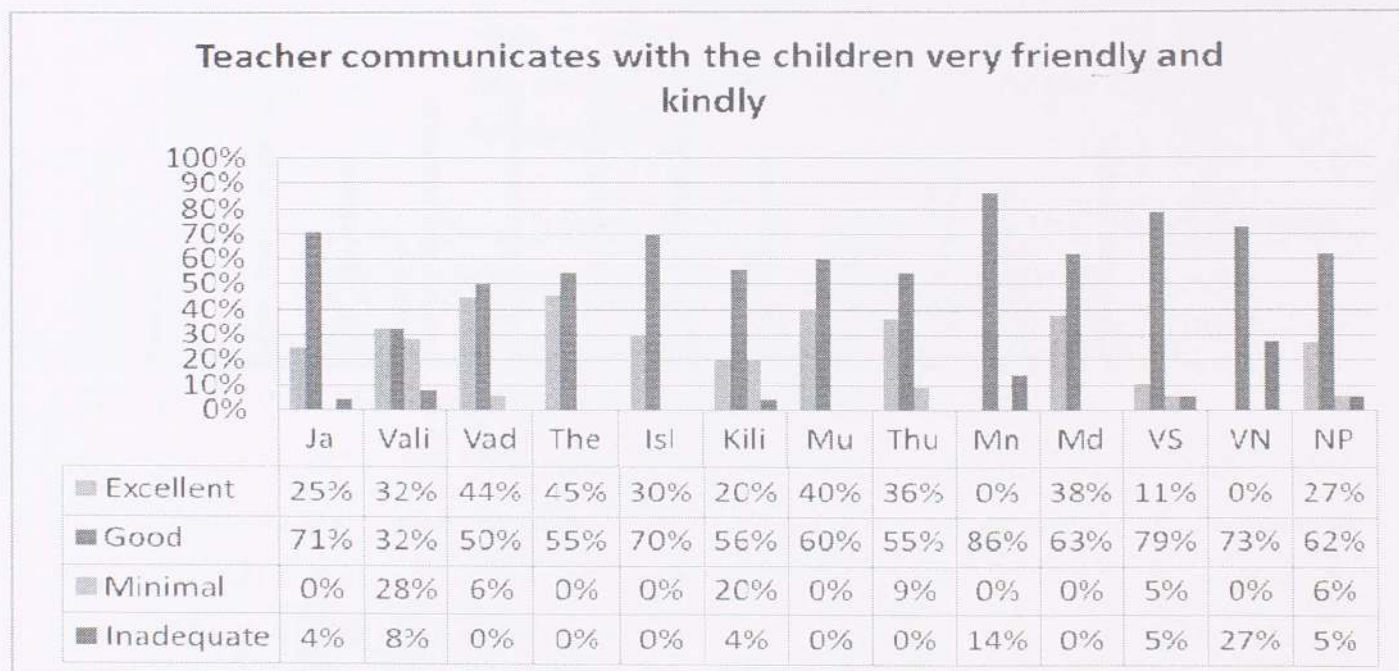


Figure 3.26 : Teacher communicates with the children very friendly and kindly

It also involves attitude, body language and action response to the children and their needs. For preschoolers, responsive communication help children develop trust in the teacher, feel free to move and explore, and develop their own skills. A carefully prepared classroom environment (as a third teacher) communicates to the child that s/he can move and explore easily and safely. It also communicates that it contains attractive things that interest and challenge the child, motivating the child to move and explore and rewarding the child’s natural curiosity.

In an average of 26.77% and 62.37% of the ECCD centres , teacher communication with the preschoolers involves more than words and tone and it is apparent in the levels of ‘Excellent’ and ‘Good’ respectively

An average of 5.66% and 5.20% of the ECCD centres are lacking with the similar environment at minimal and inadequate levels respectively.

**Key: Excellent: 4,** frequent responsive communication between teacher and children is very apparent, promotes each child to develop trust in the teacher feel free to move and explore and develop his/her own skills.

**Good: 3,** communicating with the children is evident but lacking with proactive guidance strategies

**Minimal: 2,** The teachers are with the knowledge of importance of the responsive communication, but it is an attitude issue with them. Practically it is their negligence to make it as a practice to be handled with the children

**Inadequate: 1,** There is less or no any visual evidences to gauge the attitude of the teacher's positive behaviors in direct communication with the children

### 3.8.1.11. The teacher listens to the children attentively

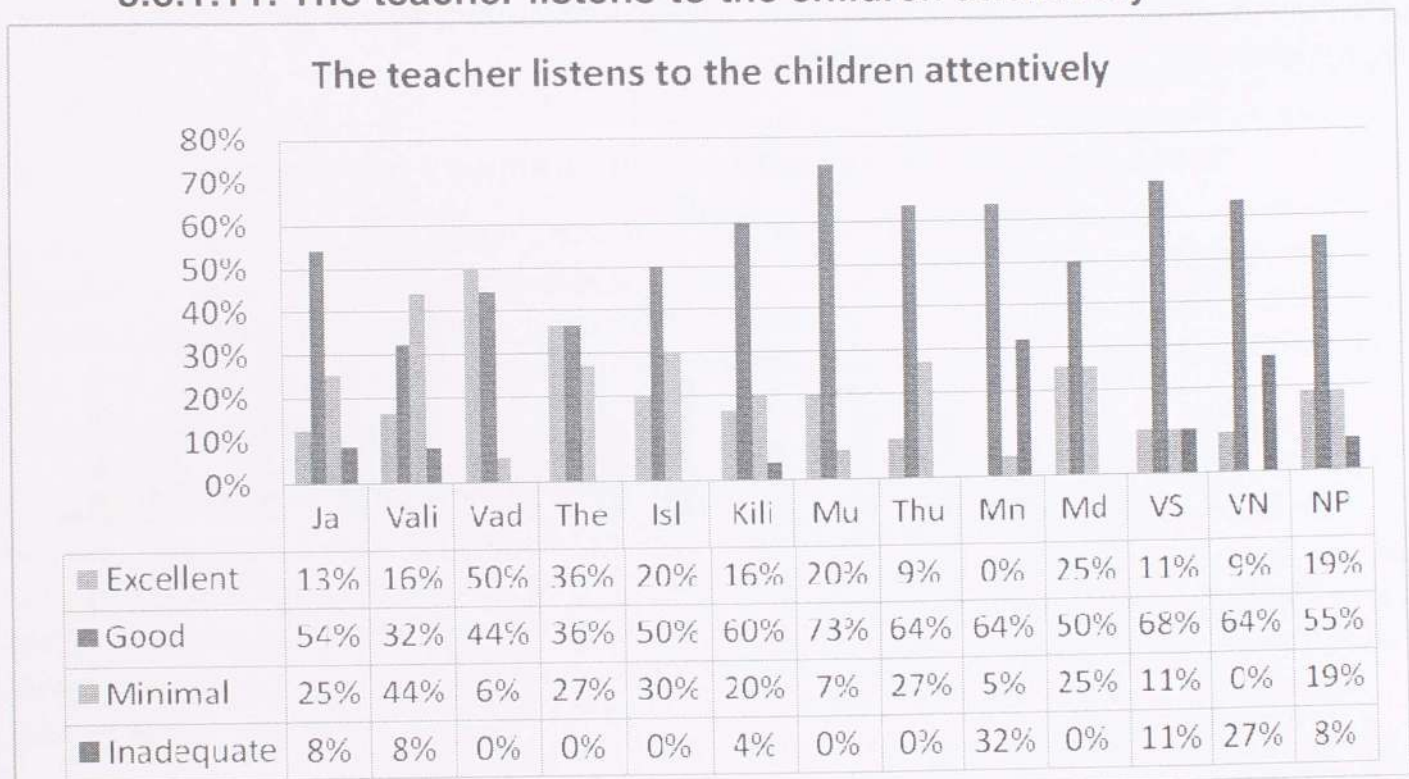


Figure 3.27 : The teacher listens to the children attentively

The children always need to feel that they are being listened. To communicate with children, the teacher has to pay attention to their. Also the teacher has to maintain eye contact, smile attentively, and use appropriate gentle touch to convey that the child has unconditional positive regard

The teachers have to conduct explanations and demonstrations in a vivid, clear, systematic and appealing with that caters to the power of comprehension and needs of young children, and they have to help the children understand the learning contents by asking open ended questions and simple instructions





Figure 3.28 : Teacher seated to the children level and attentively listening

During the assessment it is observed that an average of 18.71% and 54.97% of the ECCD centres are respectively in higher levels of 'Excellent' and 'Good'. The teachers must be attentive to each children's needs by, letting children know that the teacher is with them to help building their trust. The teacher is a source of guidance and support to feel secure and self assured in a learning environment.

In 18.82% and 7.50% of ECCD centres the teacher attitudes are at "Minimal and Inadequate" levels.

- Key:** **Excellent:** 4, *teachers are be attentive to each children's needs, letting children know that the teacher is with them to help.*
- Good:** 3, *teachers are be attentive to the children, no systematic responsive Approach is evident to take care of each child needs,*
- Minimal:** 2, *teachers are not attentive to the children. Their work time is not Segregated as regular teaching and administrative time.*
- Inadequate:** 1, *The teachers are not tuned with the the child centered Approaches*

### 3.8.1.12. The teacher bends over to the level of the children and keep direct contact while communicating

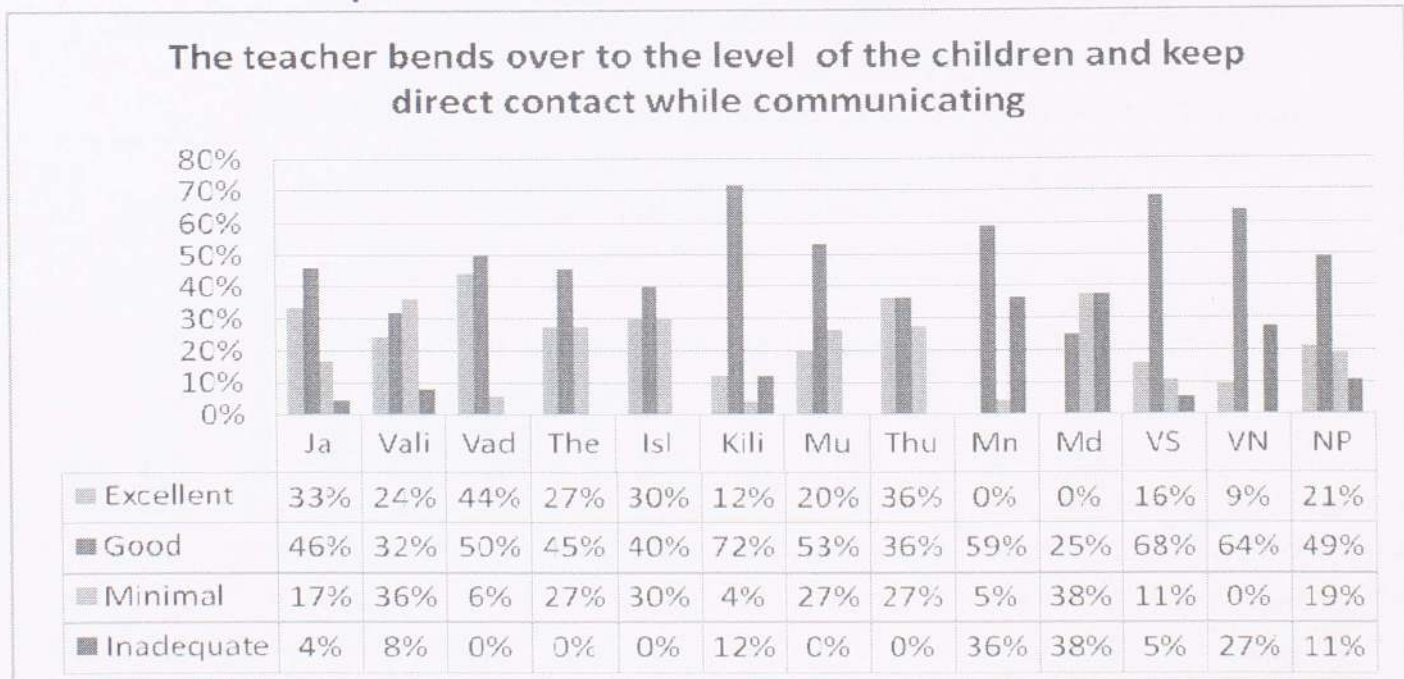


Figure 3.29 : The teacher bends over to the level of the children and keep direct contact while communicating

Meaningful and lasting learning depends on a strong personal relationship between the teacher and the children. Teachers interact frequently with children showing affection, interest and respect. Preschoolers need teachers who can take time to work with them

individually and in small groups to help them develop their cognitive, social skills, their language abilities and their interest in learning new things about the world around them.



Figure 3.30 : The teacher bends over to the level of the children and keep direct contact while communicating

During the assessment, in an average of 21% and 49% of ECCD centres the teacher child interaction is very attentive in the level of “Excellent and Good”. With the better knowledge of children’s level of development, teachers come to know when to teach directly, when to provide time and material assistances for exploration and discovery, when to practice skills, and when to encourage creativity. The teacher has to bend or crouch down to look

into the child’s eyes when the teacher is talking or listening to the children.

- Key:**
- Excellent: 4,** *teachers are very attentive to individual children’s needs, intervene at the time children encountered with problems to provide support*
  - Good: 3,** *teachers demonstrate positive responses to the children’s needs but not on a structured way, inattentive in listening the children’s activities uniformly to provide timely support for individual children.*
  - Minimal: 2,** *Teachers instructional time is most found consumed with their administrative work become less attentive to the children’s learning abilities.*
  - Inadequate: 1,** *The teachers are lacking with the knowledge and skills in child centered approaches*

### 3.8.1.13. Children's work is displayed at their eye level

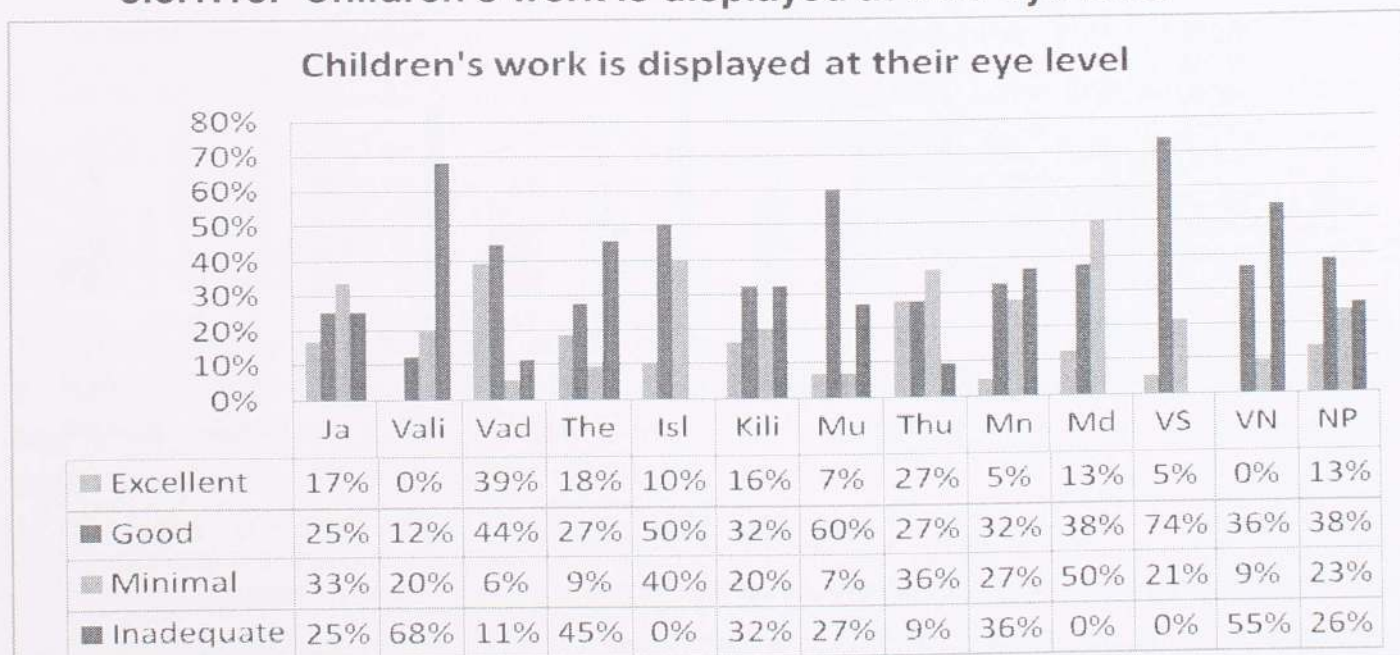


Figure 3.31 : Children’s work is displayed at their eye level

Every child needs to know that others value his/her play or work. Artwork or other individual work that is created by the children should be displayed in the classroom at the child's eye-level. This promotes feelings of positive self-esteem and sends the message to the child that his/her work is valued and appreciated.

Classroom environments are public statements about the educational values of the institution and the teacher. Arrangements of space including desks, tables, materials available, and what is displayed on the walls, convey message about the relationship between teaching and learning, the image of the child held by the teacher, and the expectations for behavior and learning within that.

During observation 13.00% and 38.00 of the ECCD centres, show at the levels of very Excellent and Good show that children's works are displayed to their eye level, children are involved with selecting work that goes on display, and they also can be part of the process of creating the display.

In the mean average of 23.20% and 25.69% the teacher's involvement in the display of children's works is in the Minimal level and in the Inadequate level. Presentation of children's creative work are often not well considered and art work is either randomly or chaotically displayed on centre walls, or in some cases, entirely absence. More commercially produced materials other than children's creation are displayed

- Key:**
- Excellent: 4,** *Children's works are displayed in the classroom walls to their eye levels, high priority is given to the children's creative and less importance to the commercially produced.*
  - Good: 3,** *Children's works are displayed but not fixed to the wall to the children's eye level, just hanged in the lines, just shaking in the wind very difficult to rest the eyes on the visuals*
  - Minimal: 2,** *In the common halls where the classes are conducted teachers are in a difficult situation to retain the creative displayed in the walls of the common halls where the people used to meet for various other communal programmes*
  - Inadequate: 1,** *Walls are filled with more commercially produced materials, Children's works are not honored.*

### **3.8.1.14. A balanced indoor and outdoor play activities are seen in the daily activities**

The physical environments both indoor and outdoor are the direct images of the teacher's planning and students learning. Their should be well organized, comfortable, and personable and offer a variety of manipulates for cognitive, social, emotional, and physical development. None of the ECCD centres, are with enough spaces, clearly marked areas (learning circles) for reading with enough books, for dramatic play, creative art, numeracy and literacy development. All these features of a classroom for child development will foster children's freedom to choose their own activities, which in turn will develop their complexity of their play encourage ongoing play, not seen.

### A balanced indoor and outdoor play activities are seen in the daily activities

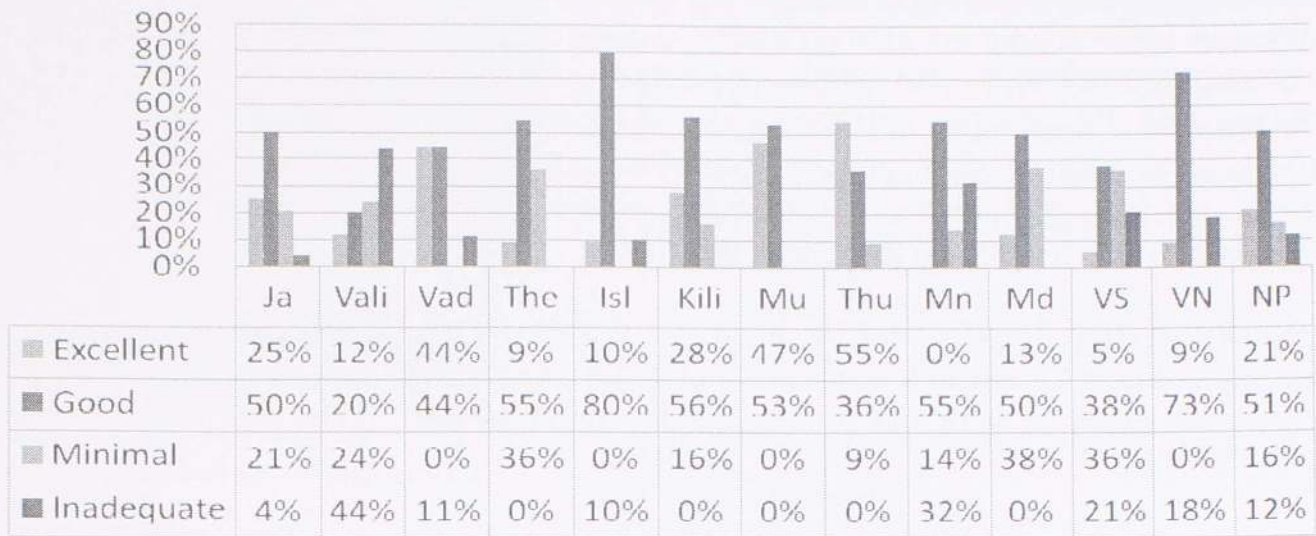


Figure 3.32 : A balanced indoor and outdoor play activities are seen in the daily activities

In an average of 21% of ECCD centres, the children tend to play in the outdoor areas without any adult supervision. In most of the centres, male and female children are playing ball games. Outdoor play equipments mounted in more than 50% of the centers seen broken and damaged; ECCD management is constrained with the finance requirements for the repair and maintenance.

In 51% of ECCD centres availability of indoor space, scarce of play and learning materials is a big challenge for the teachers to ensure rich and varied opportunities for play. Teachers to review the situation regularly with the children involved in planning so that the contexts for learning are adapted by shifting the furniture in the room to find free space for activities. Teachers have organized the available space for the children for singing songs and rhythmic dance. Most of the time the children are engaged in work sheet activities with the drawing sheets and painting materials and colour chinks brought from their homes.

The balance 28% of ECD centres are squeezed within a very minimum space. Teachers are constrained for adjustment to find extra space for the structuring of daily learning activities. Children do not have the outdoor areas for their physical development.

- Key: Excellent:** *4, Available spaces indoor and outdoor are best organized to provide active learning environment*
- Good:** *3, Teachers review the situation regularly with the children involved in planning so that the contexts for learning are adapted by shifting the furniture in the room to find free space for a variety of activities.*
- Minimal:** *2, ECD centres are squeezed within a very minimum space, teachers are constrained for adjustment to find extra space for the structuring of daily learning activities. Children do not have the outdoor areas for their physical development.*
- Inadequate:** *1, Teachers do not show any positive attitude to review the*

*situation and find solution for inadequate space problems and to foster the children's learning activities*

**3.8.1.15. At the end of each day's session, children are guided by the teacher to restore the materials in order**

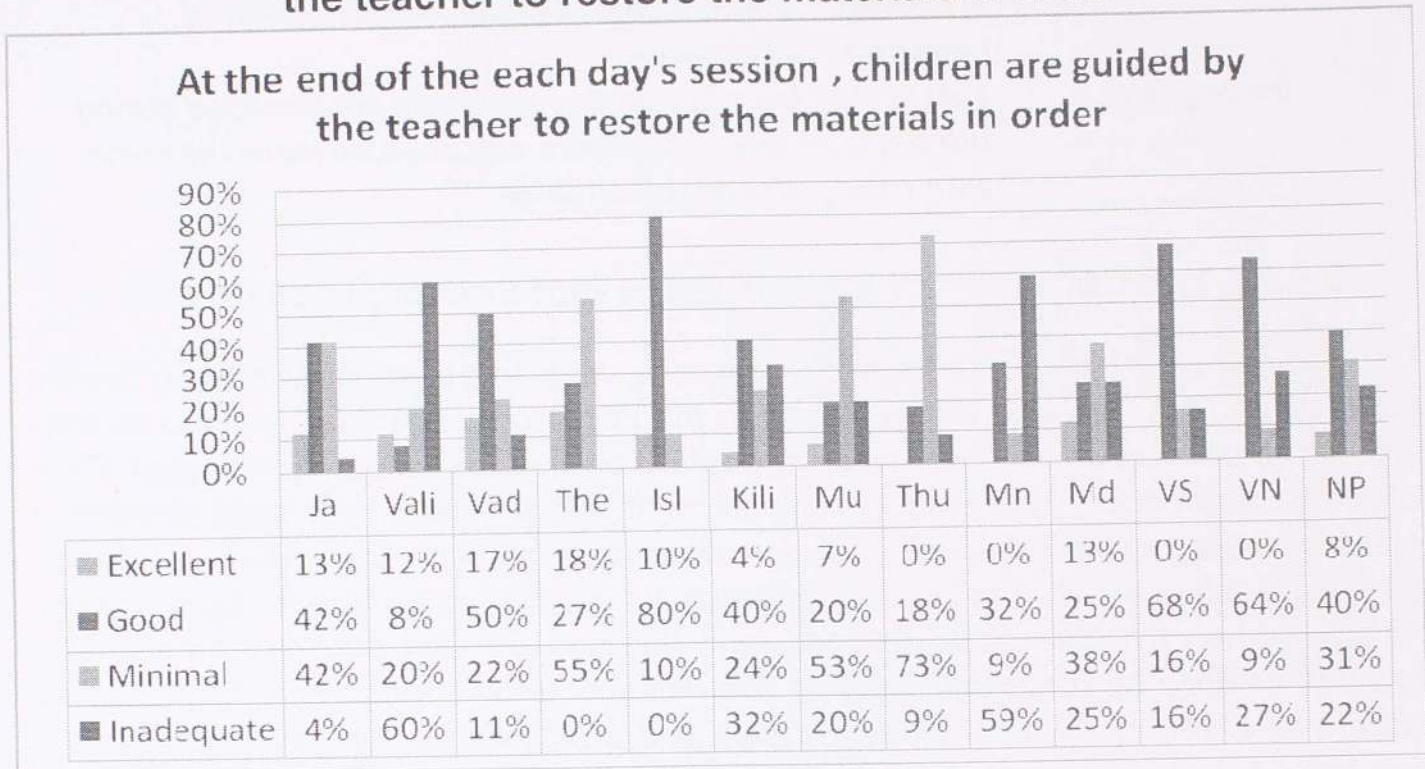


Figure 3.33 : At the end of each day's session, children are guided by the teacher to restore the materials in order

The Majority of teachers, in 50% of the ECCD centres, feel that lack of educational materials and play materials are the most challenging factor. Although, few teachers are provided with teaching materials by the Agencies, teachers are uncertain of how to use them. Found stacked in the storages far from the reach of children., children are seen with the possession of exercise books, drawing books and writing and drawing materials pencils, colour chinks, water colour and painting brushes brought from their homes. Most of the classroom time children are seen engaged in work sheet activities. The education materials are their personal belongings and are restored in their personal carriage bags each day at the end of the session.

The balance 50% of ECCD centres with the provision of education materials and storage facilities, and clean up time are held regularly to ensure that spaces do not become too cluttered. Children are organized by the teachers to have time and spaces for play, and to use and return materials to the same place where they were stored. The arrangement of materials and equipment supports learning and self reliance without continuous teacher intervention.

**Key: Excellent: 4, The clean up time is structured in the daily activity time frame, children are guided and directed by the teachers to return all the materials used by them to the original place where those were stored.**

- Good: 3,** *No proper clean up time is structured but the teacher joins with the children at the end of the day and keep the place tidy. There is no proper restoration of materials; there is no itemized categorizations, just dumping/stacking the materials in boxes and baskets*
- Minimal: 2,** *Very low level of utilization of learning and play materials is observed. No much vein is taken for restoration of materials.*
- Inadequate: 1,** *Totally any learning or play materials are provided during the day's session. Teachers and children leave the place with their personal belongings.*

### **3.8.2. The Condition of Infrastructure and Sanitary Facilities**

The assessment of the ECCD centres looked at from the perspective of child friendly environment. The physical infrastructures in the ECCD centres are not found to be child friendly, to the desired level with an adverse effect on imparting of quality education. Even buildings constructed by spending big amounts of money are found to be weak, unsafe and non-child-friendly due to absence of design, supervision and advise by skilled technicians. Similarly, furniture items in the ECCD centres lack finishing and are likely to injure children. As far as other physical aspects are concerned, the layout, design, construction etc, are not found to be done by keeping the interest of children in mind. It is imperative to change this state affairs and make them attractive, safe and child friendly. This is the only way to guarantee holistic development of the children in the desirable child friendly environment.

Physical condition of the ECCD centres is the most important and fundamental aspect of a child friendly environment. Among the three perspectives of the educational process - investment, process and output, physical infrastructure is looked at from the perspective of investment. Physical infrastructures of ECCD centres encompasses land(premises), buildings, play ground, classrooms, toilets, drinking water facilities, water for cleaning/washing, furniture, teaching and learning materials etc.

As it is imperative to pay attention to the health, safety and protection of children within the ECCD premises, a child friendly ECCD setting must collaborate with parents and community for the health and, safety and protection of children. It is because the health of children also depends on the environment outside the ECCD centres. This necessitates making provision for conducting immunization programmes against different diseases to protect children with the cooperation of the primary health centres in the community as well as with PHM, other health volunteers of social institutions such as Red Cross and other CBO.

#### **3.8.2.1. Each child is having a specific place to keep his/her belongings**

In all the preschools assessed, space to children's personal belongings is seen as an essential requirement. A specific place is seen arranged by the teachers. There are limitations to have specific facilities for individual children easy for them to reach cubbies or lockers are not provided but, tubs, baskets or boxes, and low hooks and shelves on the

walls of the buildings. Items that can be stored in those spaces includes school bags, water bottles, caps and other personal belongings, such as clothing that gets wet at the water and sand play. In few centres, i.e. in nearly 15 - 20 % of the centres, the children's personal storage areas are labeled with the name tags of the children.

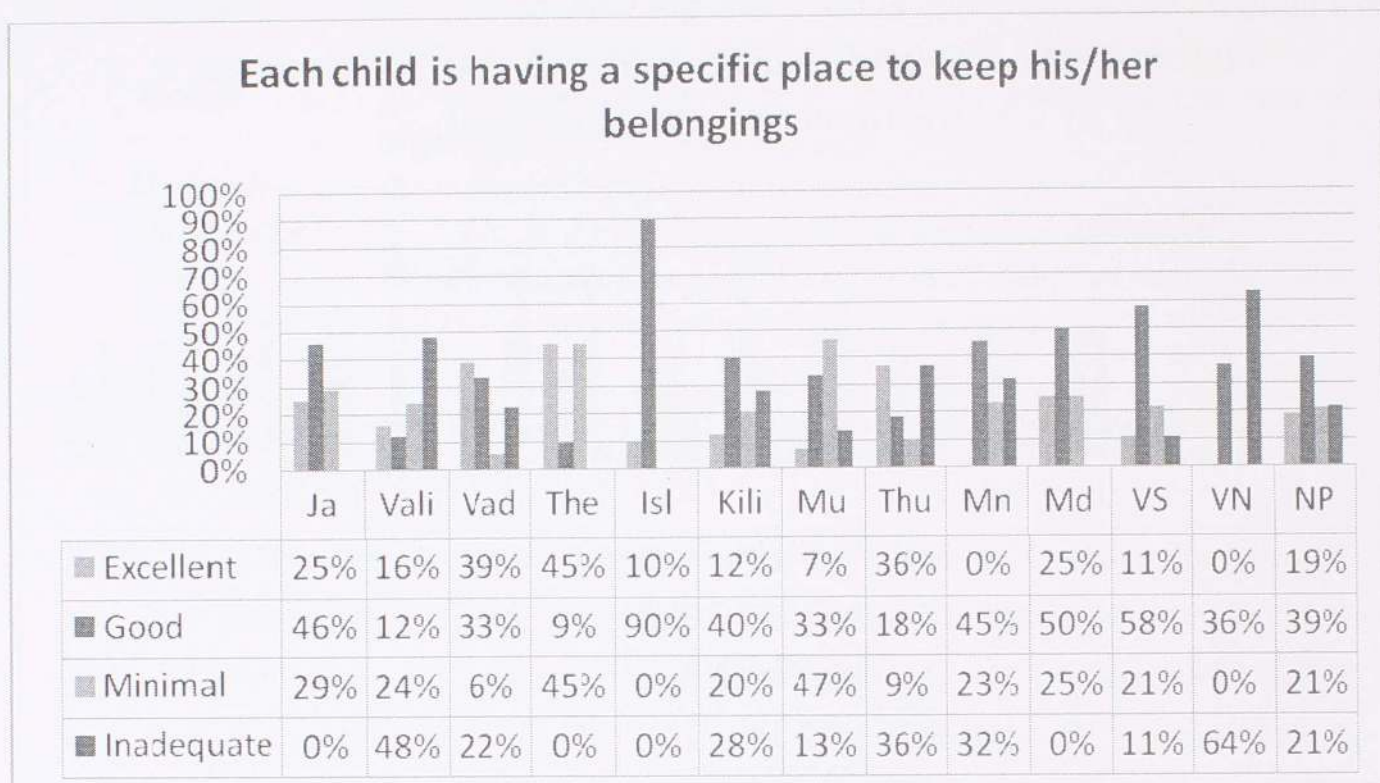


Figure 3.34 : Each child is having a specific place to keep his/her belongs

- Key:** **Excellent:** 4, *Teachers arrive at the centre early before the children's arrival; children were welcomed with warm greetings and supported to keep his/her personal belongings in the specific places, reserved with Individualized identity with the name tags.*
- Good:** 3, *A specific area is allocated, children by themselves and in few incidences with the support of their caretakers keep their belongings in their specific places*
- Minimal:** 2, *Boxes and baskets are kept in the corner of the class room. Children are used to keep their belongings in those boxes and baskets. At the end of the session there is a rush to identify their individual items.*
- Inadequate:** 1, *Due to the lack of space inside the building, the children used to keep their belongings outside of the classroom.*

### 3.8.2.2. Children are disciplined to wash hands with soap prior to meal and after meal

Hand washing with soap is also a part of overall personal hygiene. It has its own entry because it is as an essential measure to improve personal health. Washing hands with soap after toilet use, before eating and after eating, after handling domestic pets and animals, and after playing and working in the field, reduces the risk of diarrheal disease. Washing hands

with soap significantly reduces the cases of acute respiratory disease among school children. Hand washing with soap is the critical component of this behaviour and hand washing with water only provides little or no benefit reducing the amount of germs on somebody's hands.

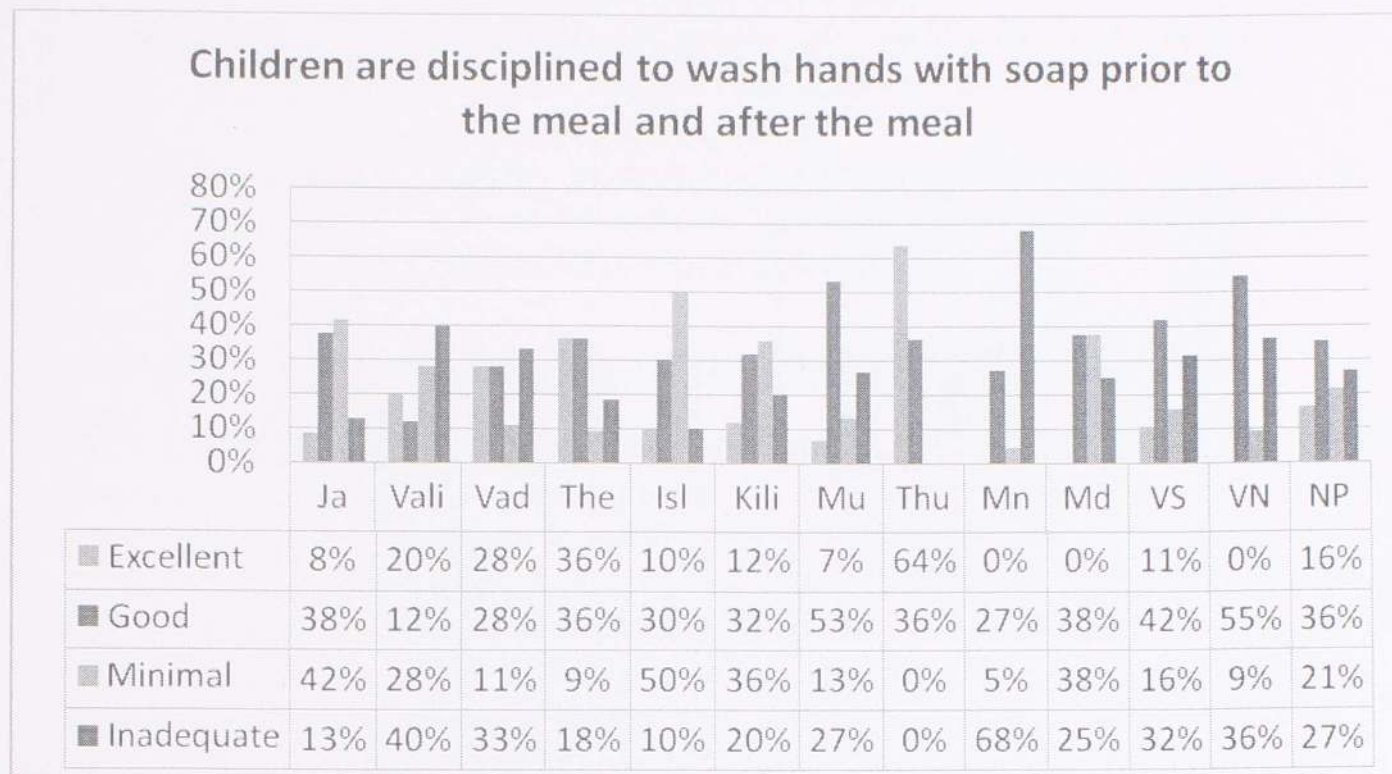


Figure 3.35 :Children are disciplined to wash hands with soap prior to the meal and after the meal

Three factors that have to be addressed to bring everlasting changes in hygiene behaviours are:

- A. Predisposing factors: Knowledge, attitudes and beliefs.
- B. Enabling factors: availability of resources like latrine facilities and safe water supply, good supply of soap and disinfectants, enabling children to transform newly acquired knowledge, attitudes and beliefs into desirable behaviours.
- C. Reinforcing factors: Factors affecting the children's ability to sustain certain behaviours, like support and cooperation received from parents, caretakers and peer groups.

In the average 16% of ECCD centres, the need to wash hands with soap after the use of toilet, and before eating, is reinforced. hands washing with the soap has become a habit. Enabling factors such as, access of enough safe water supplies to the closer reach of children, availability of soap, and clean and neatly maintained toilets are evident.

In an average of 36% of the centres there was no purpose built hand washing unit with safe water supply and soap. Make shift arrangements are seen for buckets/tubs filled with water. Children washing hands with soap is observed, but not in an organized way supervising hand washing by an adult is not practiced. Toilets are in very poor hygienic condition and not properly used by the children.

In the balance 50% of ECCD centres, children are not motivated for personal hygienic practices. In the interviews, the teachers revealed that there was no any effort taken up by the teachers to promote the hand washing practices among children. In all these 50% of



ECCD centres, basic wash facilities were not made available. The ECCD management felt that the availability of wash facilities is not a critical issue for children who are staying in the setting for a short time duration of 4 – 5 hours .

- Key:**
- Excellent:** 4, Hand washing with soap is reinforced, hand washing with soap has become a habit, enabled with necessary facilities.
  - Good:** 3, Hand washing with soap is practiced but not in an organized and supervised way
  - Minimal:** 2, No or little enabling Facilities
  - Inadequate:** 1, No any hygiene promotion activities are taken up; Negative policy approach, as unavailability of wash facilities are not a critical issue for ECCD settings

### 3.8.2.3. The children are used to put all the food wrappers and waste in the dust bin

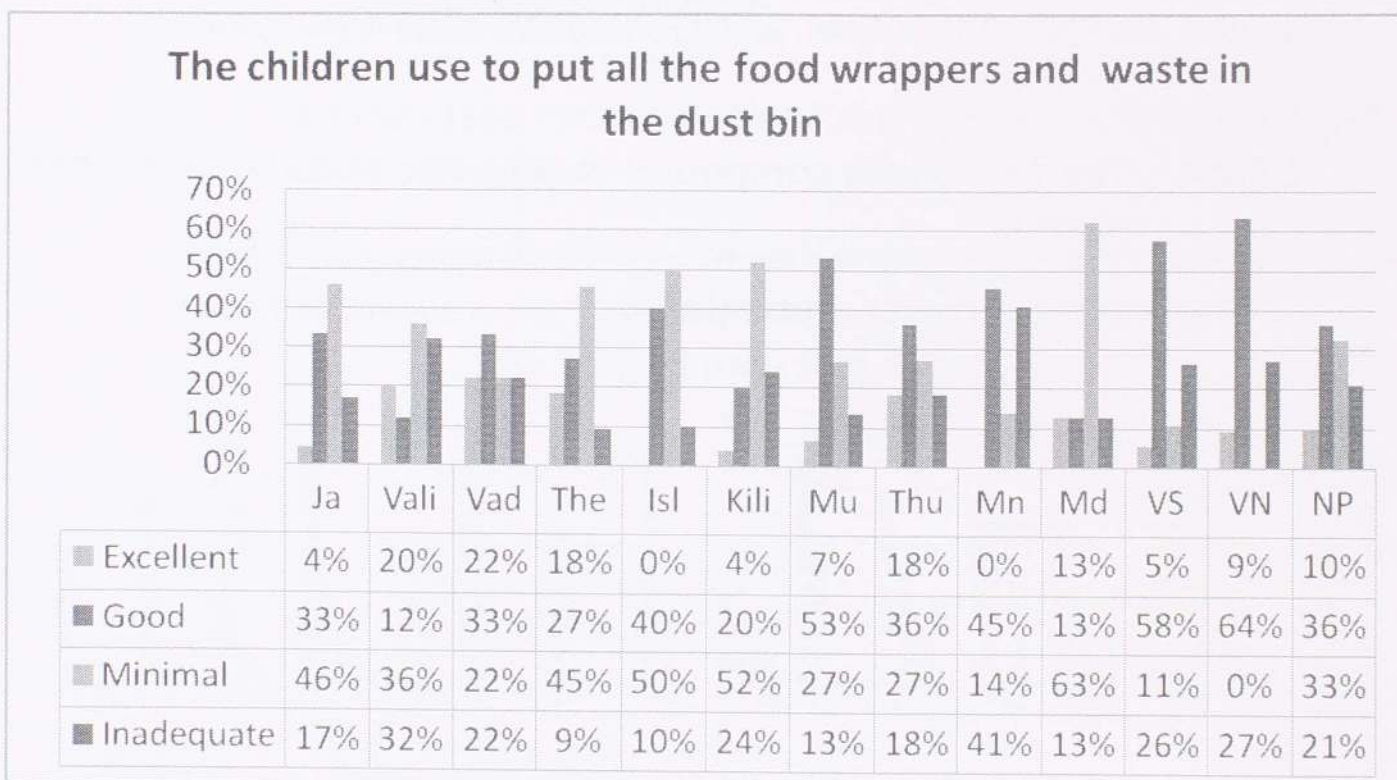


Figure 3.36 : The children use to put all the food wrappers and waste in the dust bin

The main forms of waste that get accumulated in the ECCD settings varies to the urban and rural settings. In the rural settings were food wrapped paper and plant leaves. In the urban settings more inorganic artificial juice cartoons, empty yoghurt and ice cream cups and disposable water bottles and papers.

In 10% of the ECCD centres solid waste management system is maintained in an Excellent level. Ideal numbers of bins are kept one for general waste, one for recyclable waste, and one for food waste. Children are monitored by the teachers during the snack/food time for the sorting of waste to help the children dispose properly.

In 36% of ECCD centres, the waste management system was maintained in a good level. Potential hazardous litter black spots were not evident in the premises. The sorting of waste

is not being exercised, and all the waste, organic and inorganic, are collected in the single bin. .

In the balance 54% of the centres, waste disposal system was in very poor stage. Bins were kept for the collection not with proper closure. The dogs and animals are getting attracted by food wastes and the wastes are pulled out from the bins and spilled out in the surroundings. In many centres there are no any waste management system adapted and the children are just throwing out the waste in the open premises.

- Key:**
- Excellent:** 4, Solid waste management system is well organized in a technical manner. The children are used to put all the food wrappers and waste in the dust bin
  - Good:** 3, Solid waste management is in an average level. The children are used to put all the food wrappers and waste in the dust bin but no proper technical process adapted.
  - Minimal:** 2, Waste disposal system was in a very poor stage. Bins kept for collection are not safe.
  - Inadequate:** 1, The children just throw out the waste in the open premises.

### 3.8.2.4. The preschool compound is properly secured with fence or wall

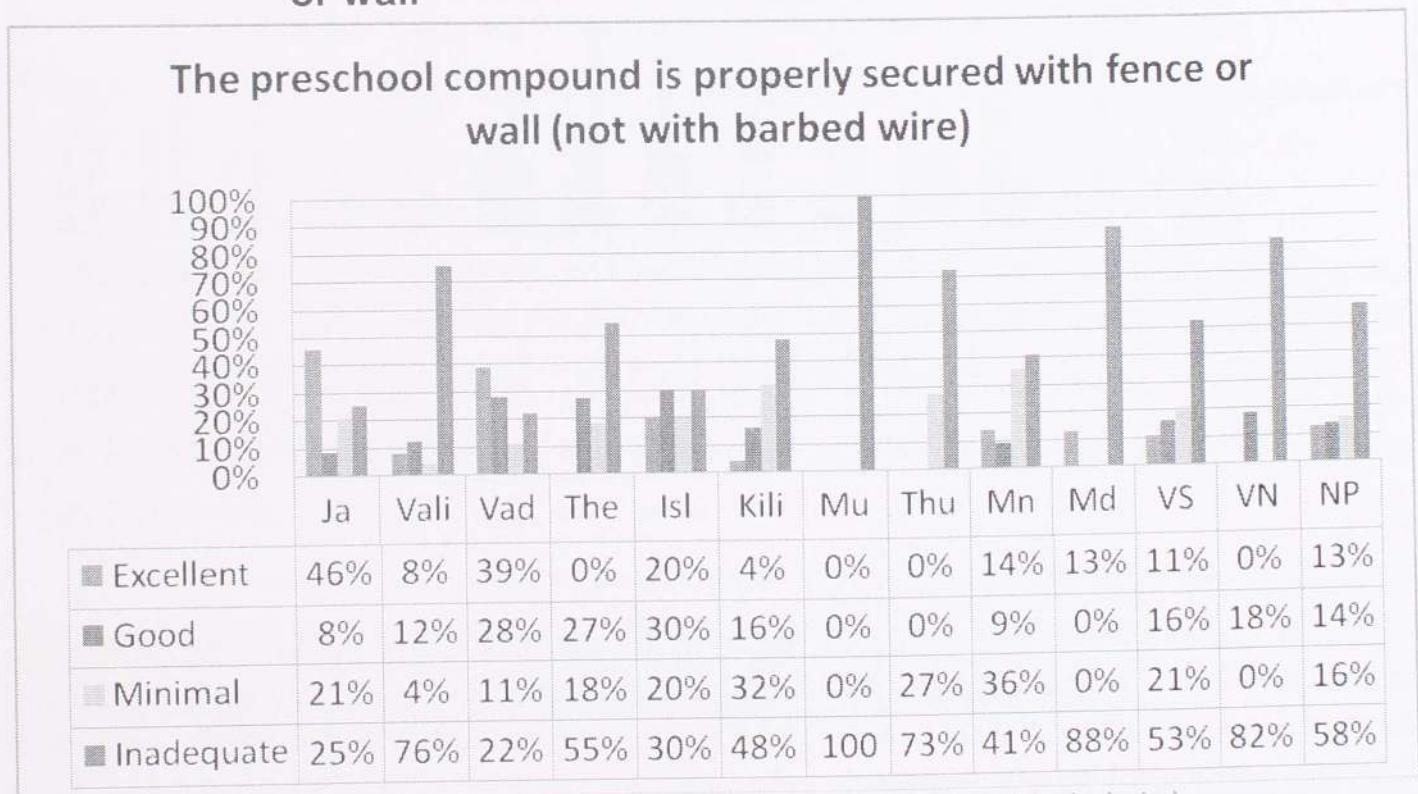


Figure 3.37 : The preschool compound is properly secured with fence or wall ( not with barbed wire)

The purpose of the fence surrounding the compound of the ECCD setting is to keep children safe inside, defining the boundaries of ECCD settings, and provide protection from roaming animals, dissuading intruders, trespasses or other unauthorized people from outside entering the compound, discouraging children from leaving the centre, minimizing/protecting removal of property.

In 13% of ECCD centres, the compound was secured with wall or fence and the entrance is secured with the gate and kept under lock and key.

In 14% of ECCD centres, safety and security arrangements of the compound was in the below average level. The compound was fenced with concrete posts and timber posts lined with barbed wires. The barbed wire used are specifically manufactured for military purposes.

In the balance 74% of the ECCD centres the compounds found not properly secured with fence or walls.

- Key:** *Excellent:* 4, *Compounds were well secured with permanent wall or fence to the proper height of above 6 feet, free of protrusions.*  
*Good:* 3, *Compounds were fenced with barbed wire but not to the required height*  
*Minimal:* 2, *Compounds were fenced with barbed wire manufactured for military purposes and inappropriate for domestic purpose*  
*Inadequate:* 1, *In majority of the centres the compound is not secured with proper wall or fence.*

### 3.8.2.5. All the class room buildings are with enough space, light and ventilation

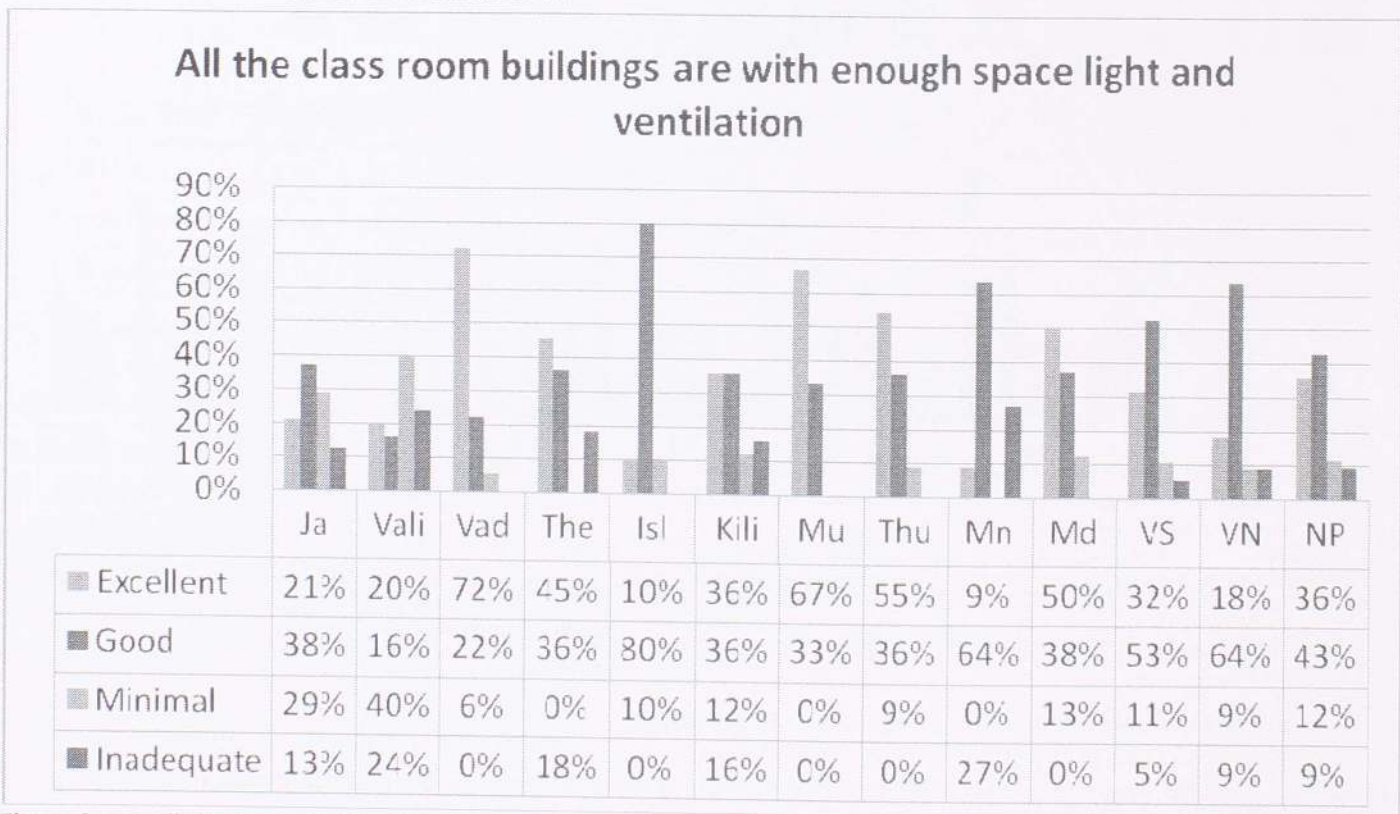


Figure 3.38 : All the class room buildings are with enough space, light and ventilation

In an ECCD setting a child's sense of self and willingness to play and learn are determined by three specific physical factors; A) flexible spaces of quiet and active, with moveable furnishings and equipments. B) Spatial quality through space, colour, light, noise and materials, C) Integration of outdoor and indoor environment. Integrating the outdoor and the natural environment is extremely important for, good solar orientation, and energy efficiency through natural day light and ventilation. The ECCD centres can also have natural healthy and, "green", qualities.

An average of 79% of ECCD centres mostly in the rural areas of Wannu area are located in quiet, spacious extent of land and under shady green areas. More than 60% of ECCD settings in the recently resettled areas of Mllaitivu and Kilinochchi Districts, are built to the required standards of space and spatial requirements.

The balance 29% of schools, mostly of urban areas, are constrained with space and spatial requirements..

- Key:** **Excellent:** 4, Buildings are with enough space to the ratio of children, with ventilation and light, integrated with outdoor natural environment
- Good:** 3 ECCD centres but are not facilitated with enough light and ventilation
- Minimal:** 2, ECCD centres are constrained with space overwhelming with high number of children
- Inadequate:** 1, ECCD centres are housed in tiny buildings, located in open areas, no vegetation coverage, exposed to direct heat.

### 3.8.2.6. The building walls are neatly painted and attractive

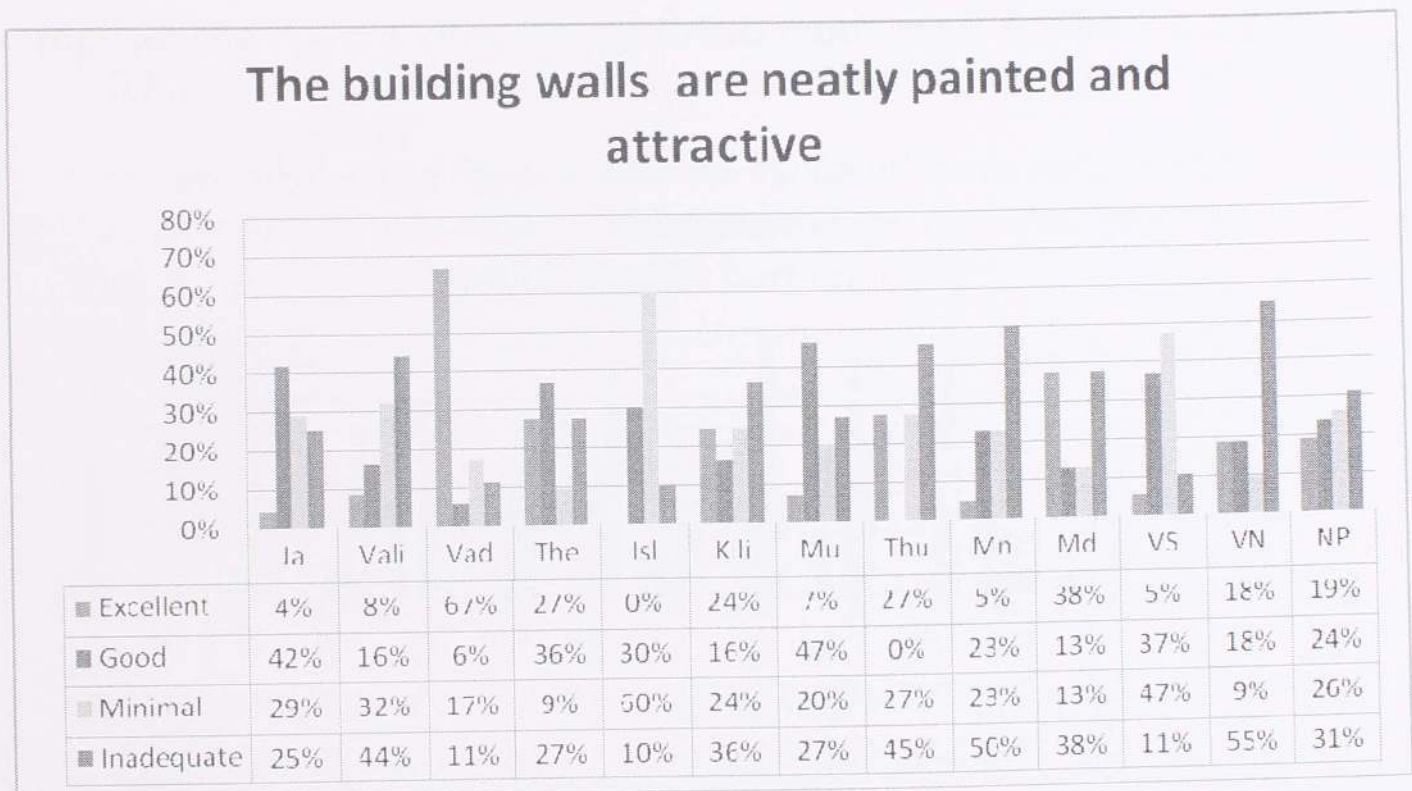


Figure 3.39 : The buildings walls are neatly painted and attractive

The choice of colour in ECCD settings can have a critical impact, either favourably or unfavourably, on children. Studies have shown that colour affects children's attention span and perception of time, and can reduce absenteeism and vandalism. Yet, using more than six colours in a learning environment strains the mind's cognitive abilities – a conclusion that underscores the need for a careful approach for colour and design in the educational environment. (Simmons 1995)

Attractive colour helps to create an unthreatening learning environment that improves visual processing, reduces stress, and challenges brain development through visual stimulation/relationship and pattern seeking.

In an average of 43% of ECCD centres, the classroom walls are neatly painted and decorated with colourful paintings of visually stimulating items that is inviting children.

In the balance 58% of ECCD centres the ECCD management does not take any initiative to renovate /repair or colour wash the buildings due to the scarce of finance resources, and the ownership issues of the buildings many ECCD centres are functioning in the communal buildings of RDS, Cooperative societies, religious and charity missions.

### 3.8.2.7. The class rooms are equipped with enough shelves, racks and are maintained in order

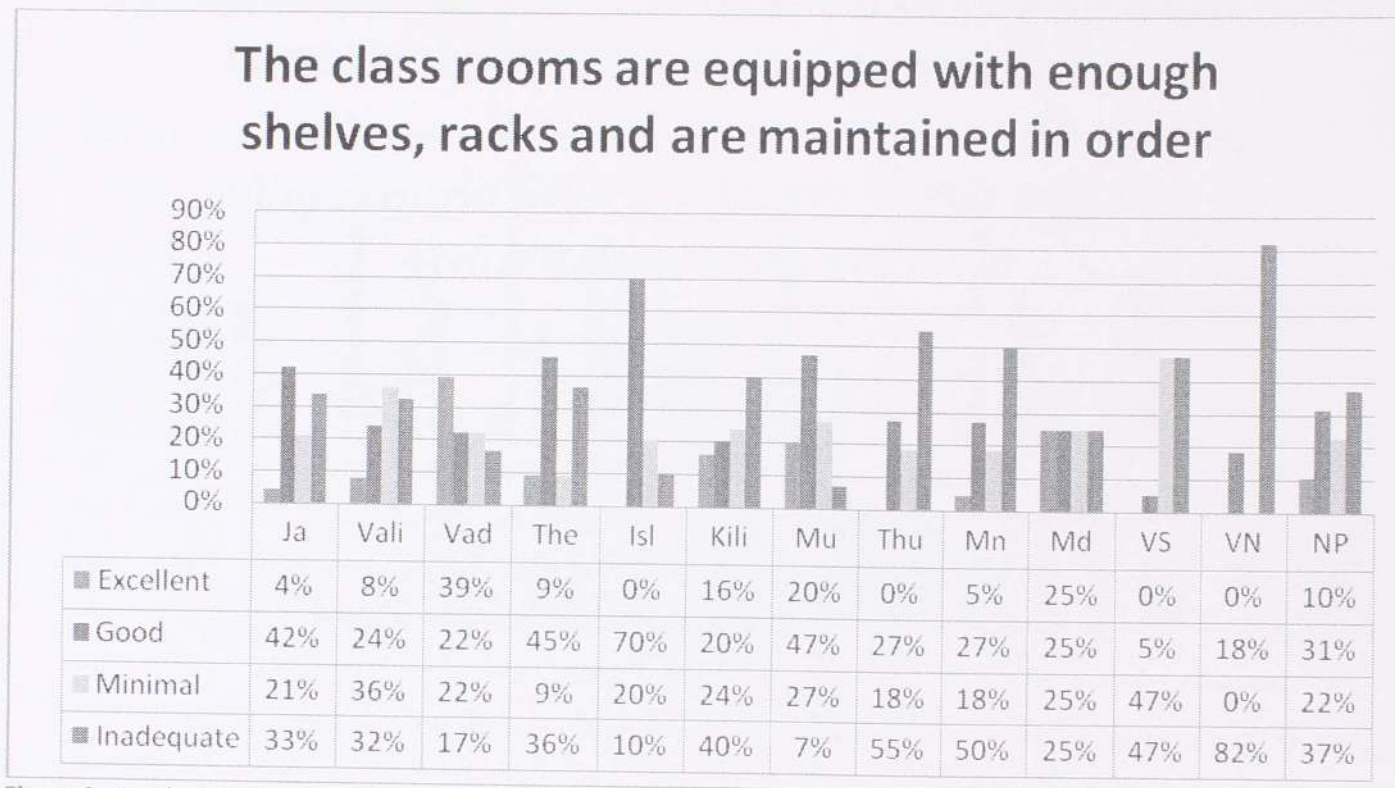


Figure 3.40 : The class rooms are equipped with enough shelves, racks and are maintained in order

When it comes to storage, there never seems to be enough. The most important attributes of activity areas, storage and it must be considered early in the room layout process with the following.

- 1) Located close to the point of use,
- 2) Comfortably holds and display contents,
- 3) The right size and shape,
- 4) Aesthetically pleasing,
- 5) Clear and understandable to children and adults,
- 6) Safe.

To help children understand what activity is appropriate, areas in a room can be designed to convey their possibilities and limits. They can move from place to place without a lot of instruction. Choice of activity is empowering.

41% of the ECCD centres recently built (mostly in Mullaitivu and Kilinochchi) to the standard design are equipped with shelves and cupboards inbuilt in the room walls. In the privately managed centres of the urban areas are equipped with wooden and metal shelves and racks. To a certain extent stock of materials are also available and kept safe and neatly arranged.

In the balance 49% of ECCD centres, the classrooms are small and not well equipped and arranged. Compared to the privately managed ECCD centres of urban areas, the classrooms are only with desks and chairs of children and teacher. All the teachers of these centres are lacking with support materials for effective facilitation of learning and playing.

### 3.8.2.8. The buildings and the surrounding area are kept neat and safe at the maximum possible level

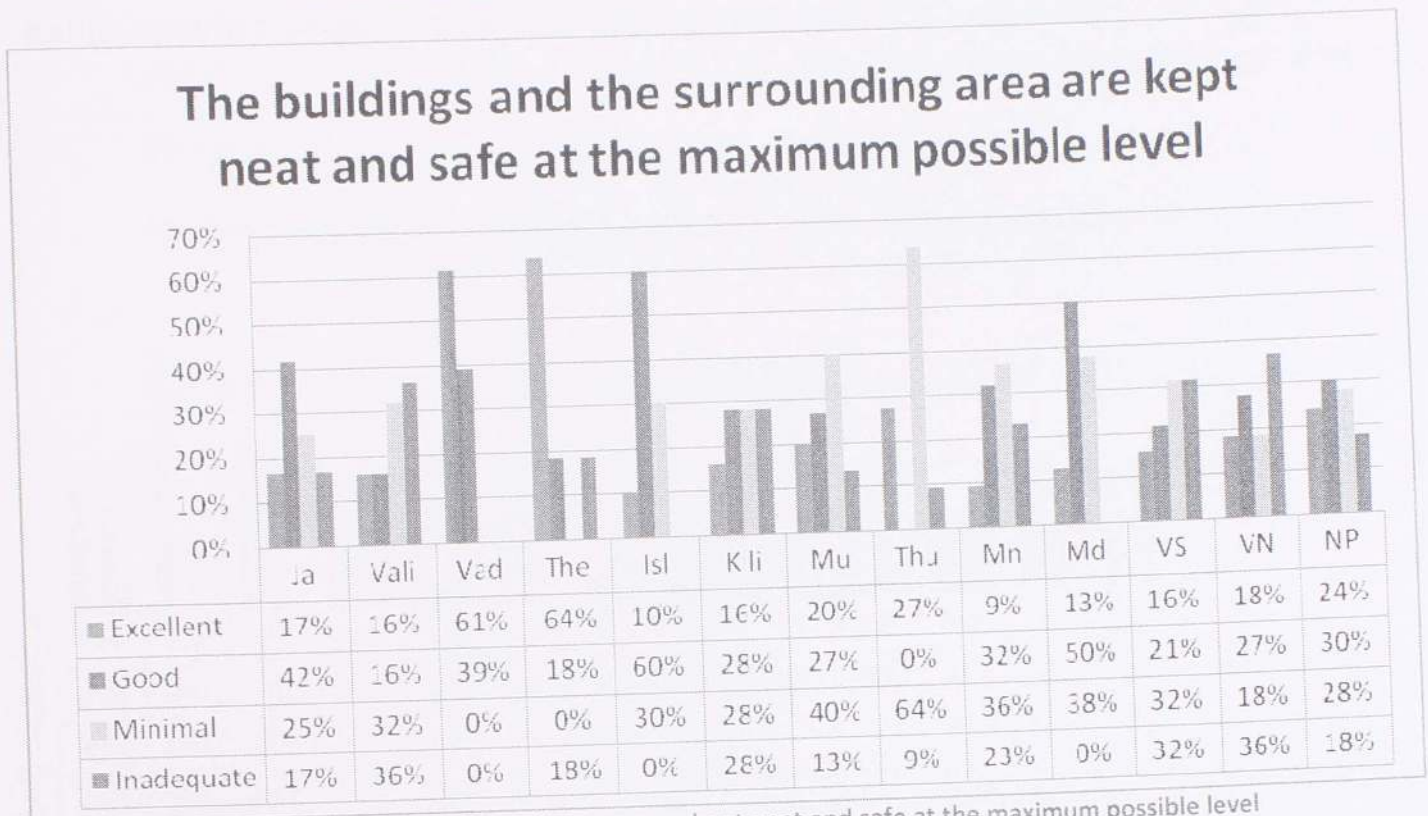


Figure 3.41 : The buildings and the surrounding area are kept neat and safe at the maximum possible level

The physical environment of an ECCD centre, including its surrounding neighbourhood, is crucial to children’s safety and security.

‘Maintaining a culture of clean, healthy and safe environments’ means that teachers and the administrators should be committed to programmes to work together with children to prepare and to carry out a plan for monitoring and keeping up the facilities and helping children stay clean and healthy.

53% of ECCD centres are in the ‘above average’ level, and the buildings and surroundings areas are kept neat and safe.

- I. To increase the children’s safety, fences are built around the premise to protect children from harmful outside influences, such as animals, sexual harassment or physical violence.
- II. Constant supervision of the courtyard is maintained. Expansive schoolyards with large extent of land area or unprotected area are set with additional staff and related security measures.
- III. The recorded evidences are there for that the effective coordination is maintained with the environmental health department and the health authority (PHI, PHM) and it is

ensured that the entire school environment is kept update with the latest recommendations.

In the balance 47% of ECCD centres, the sanitary condition of the buildings and the surroundings are very poor. The refuse bins are not properly maintained, routine emptying and cleaning practice is not found.

No proper cleaning practice is maintained in the toilet area, and the washing areas, are visibly dirty. There is no any indication of maintaining any routine washing practices among children. There is no stock of soap or any other disinfectant and cleaning equipments.

### 3.8.2.9. Play ground areas are found shady and the ground floor area are level

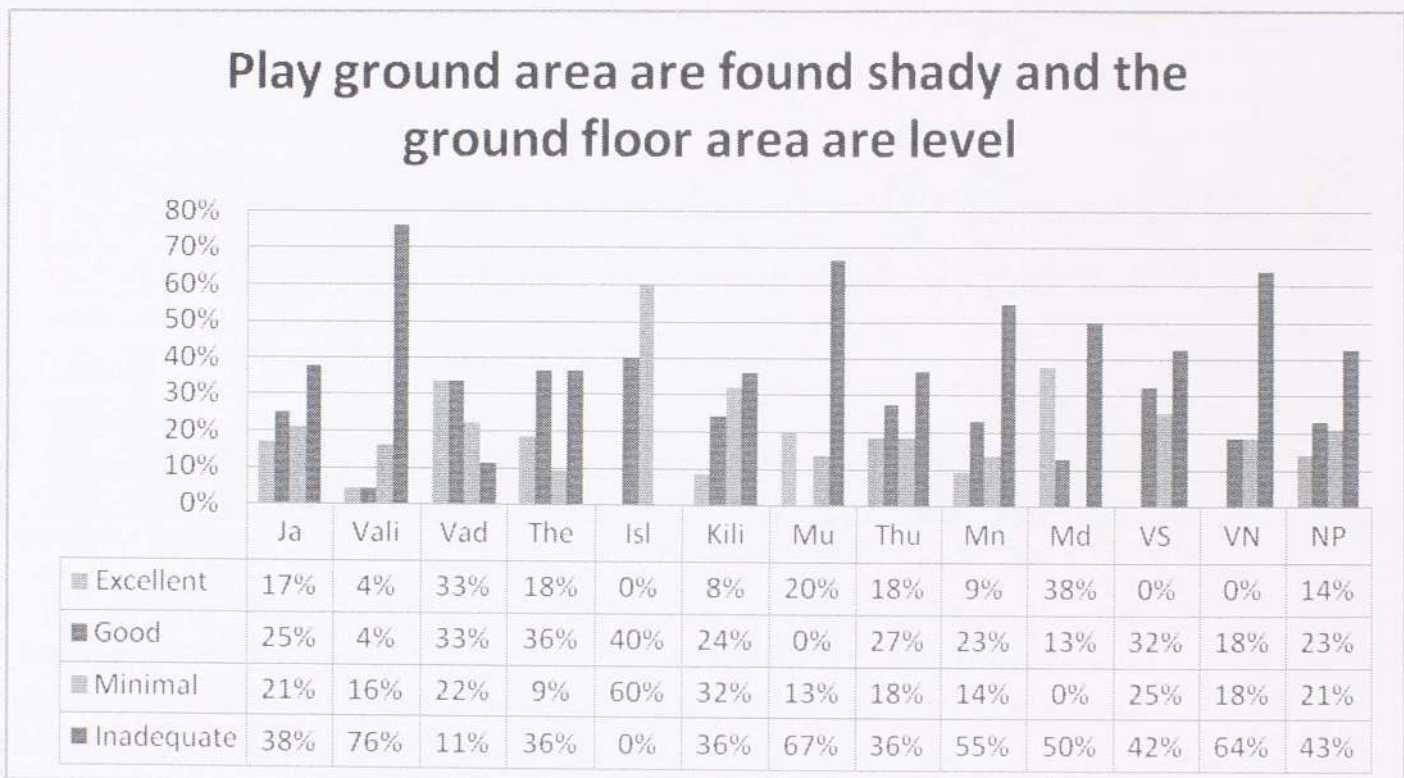


Figure 3.42 : Play ground area are found shady and the ground floor area are level

Today’s children and families often have limited opportunities to connect with natural environment. Most of the children of urban areas spent more time viewing television and playing video games in computer than they do being physically active outside.



Figure 3.43 : Children playing in an open area exposed to very hot sun

These changes have led to an epidemic of childhood obesity, which presents serious health threats for children including heart disease, diabetes, sleep disorders, and social and psychological problems. And as children’s obesity rates increase, it’s clear they need year round active play and exercises.

A shady place for the adequate protection from the sun is essential for the health and comfort of young children during their play.

The observation during the school assessment confirmed that more than 43% of the school environment does not look good and attractive for small children. The situation is worse in urban areas in both public and private managed centres, where ECCD centres are squeezed in small compounds. 21% of the ECCD centres were found with quiet expansive open area exposed to heat but not equipped with any outdoor play equipments. Children are found playing ball games without any adult supervision. The surface areas are filled with animal faeces and debris.

14% of the centres have trees and well kept pathways with grass pavement. In 24% of the centres in the recently constructed ECCD centres, tree planting initiatives are observed in view of creating shady places within the school environment. Outdoor play equipments are provided. The fall zone around the play equipment is well protected with protective surfacing materials.

### 3.8.2.10. The preschool is equipped with enough indoor and outdoor play materials and equipments

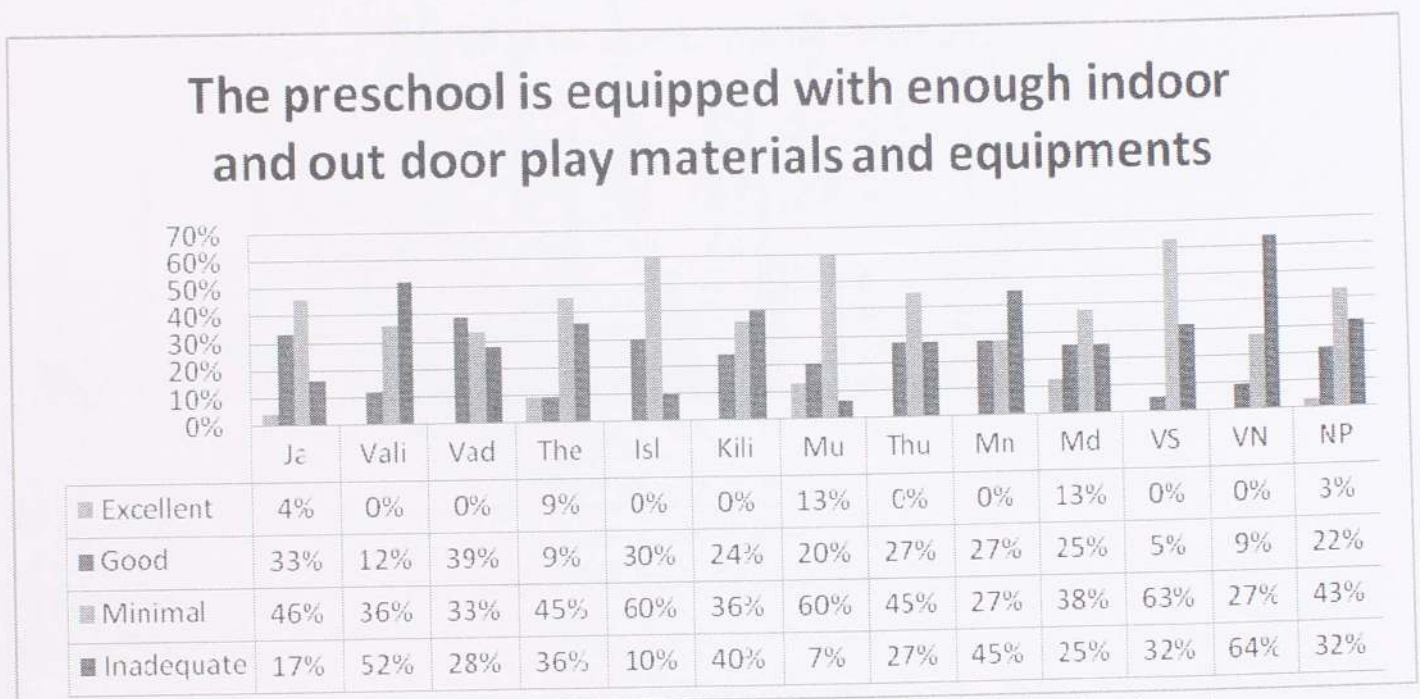


Figure 3.44 : The preschool is equipped with enough indoor and outdoor play materials and equipments

Both qualitative and quantitative methods were adapted to assess the provision of indoor and outdoor play material supply of the ECCD centres.

The Majority of teachers felt that lack of educational materials and play materials were the most challenging factor in 75% of the ECCD centres.

It is a common feature that the majority of the public/community ECCD centres do not invest in playing and learning equipment. They tend to collect used facilities like old tyres, and spend little amount of money to buy ropes and some other petty items.

25% of ECCD centres that are recently rehabilitated, were equipped with outdoor play equipments such as swings, sliders, seesaws etc. In the majority of the ECCD centres outdoor play time is limited to few minutes due to the improper structure of the time for the outdoor play. Outdoor weather condition is not listened, and all the equipments are installed in open places and are exposed to hot sun.



Few centres, i.e. 7%, were provided with indoor play and instruction materials by the Agencies. Unfortunately, teachers are uncertain or do not have the attitude to utilize them for the children's holistic development. It is clear that those teachers should be given more training on practical skills in using the materials.

### 3.8.2.11. A store room is available in the building for the storage of materials and are maintained in order

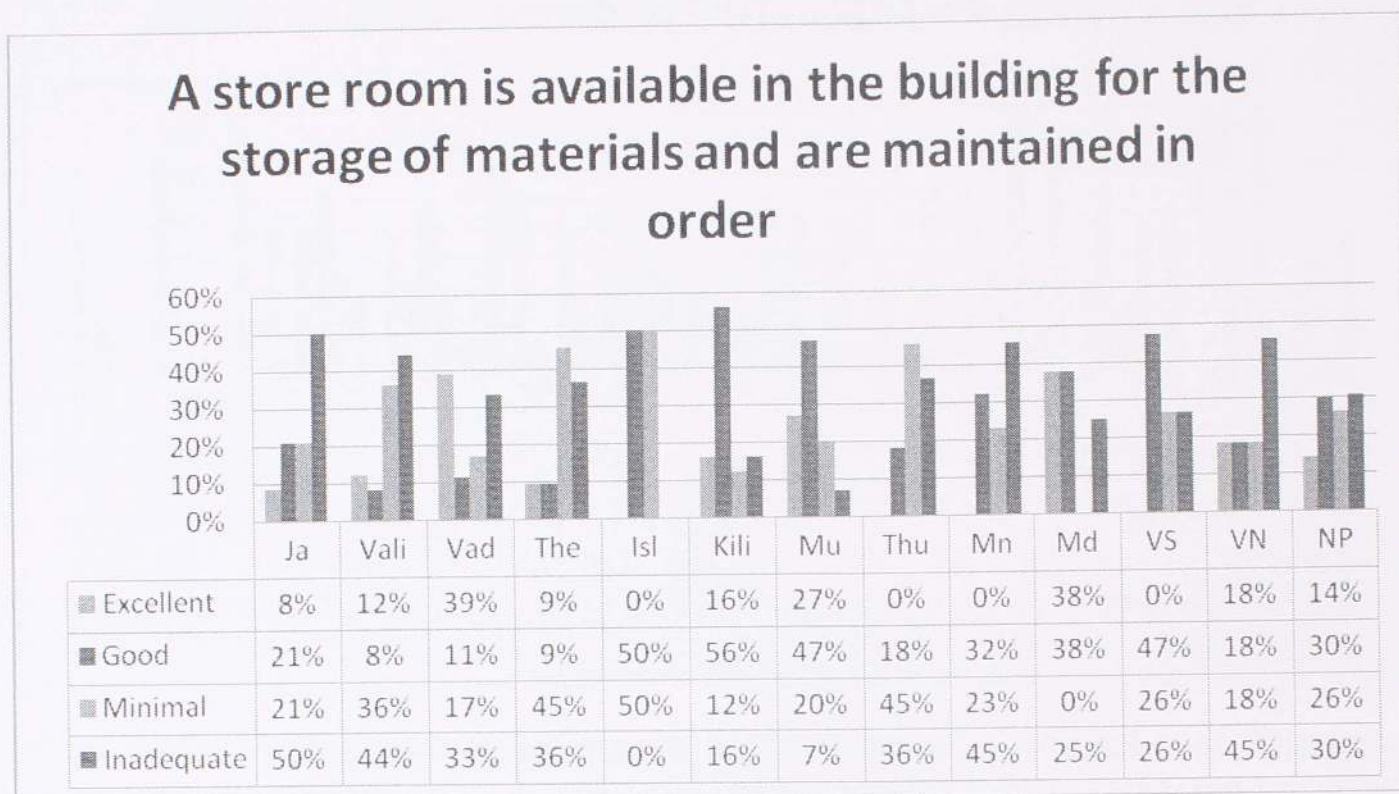


Figure 3.45 : A store room is available in the building for the storage of materials and are maintained in order

In the 40% of ECCD centres, storage, for both the children and the teacher, is an issue. There are constraints with the space and many of the centres are not equipped with cupboards or cabinets with lock and key. It has become a routine activity that teachers take all the documents daily with them and bring back next day.

The recently constructed 14% ECCD centres have looked into the design features of educational requirements and spaces, and are with ample storage facilities needed to accommodate the increasing amount of equipment and materials used in instructional and extracurricular programmes.

The teachers are in a position to arrange the materials for the easy access of children which may influence the children behaviour. Low, open shelves are inbuilt in walls and this would enable children to have high visual- perceptual orientation. What they see is more attractive than what they are told might exist.

### 3.8.2.12. A separate place is there for cooking and the place is kept clean

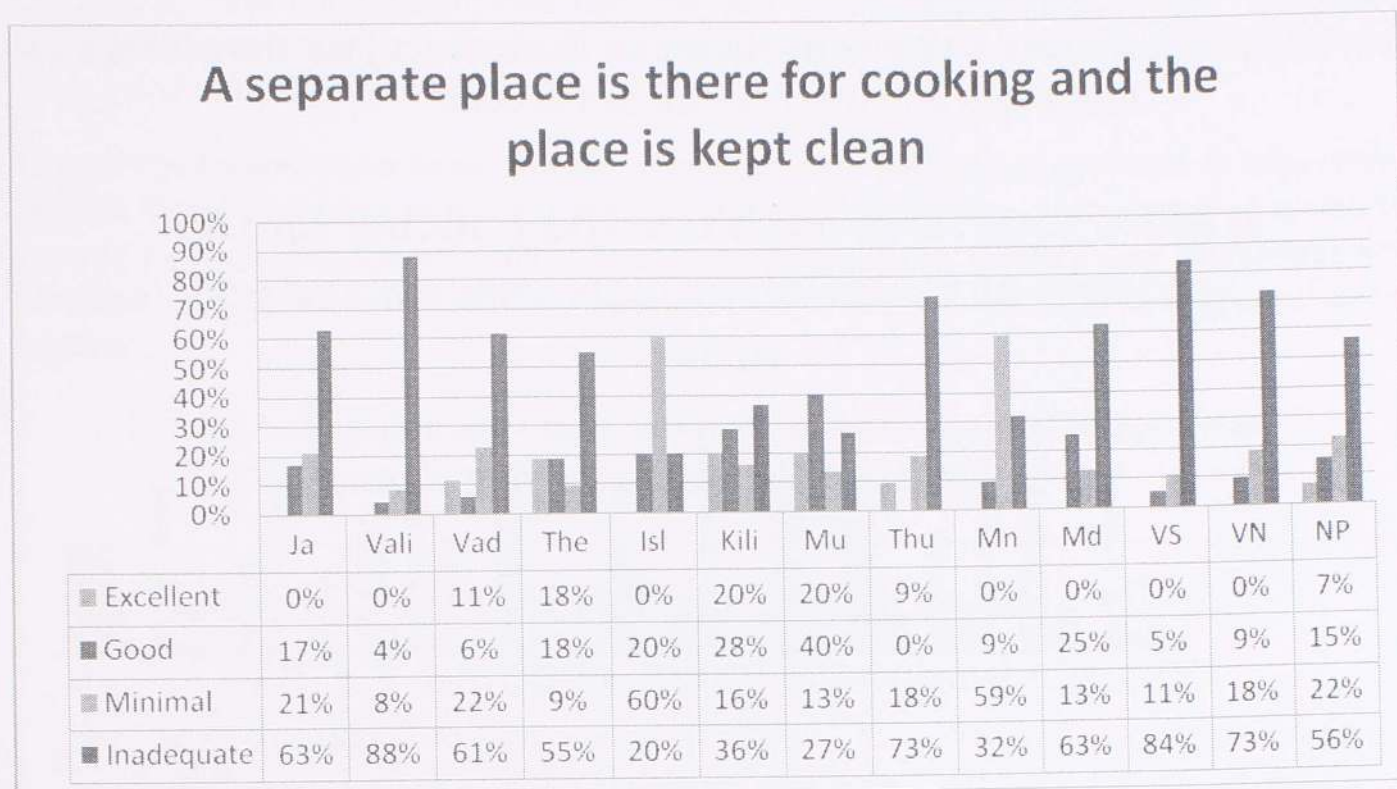


Figure 3.46 : A separate place is there for cooking and the place is kept clean

Safe practices in food handling, cooking, and storage are essential to prevent food borne illness and providing healthy food for children.

In every childcare setting, food preparation area must be adequately separated from other areas. Except for supervision activities, food preparation area shall be inaccessible to children.

Only 22 % ECCD centres, this includeing all the recently constructed ECCD settings, are with the provision of separate place for cooking and distribution of food. But, in most of these ECCD centres, the purposefully designed kitchen spaces are utilized to store educational and play materials rather than preparing and distributing food.

Very systematic nutrition feeding programmes are evident in the Institutions managed Christian organizations. Separate cooking place and a person employed for cooking, the feeding program comprising mid day meal, a balanced diet with rice, beans, green vegetables, meat/fish and fruits are all found in these institutions.

In more than 75% of ECCD centres, milk feeding programme has become regularized. In more than 45% of ECCD centres, there are no proper place for the preparation of milk, and to prepare the nutritious food with the nutritious food materials provided by the various NGOs and faith organization. Food preparation takes place in make shift arrangements, using fuel stove or firewood fire places in the out skirt of the building.

### 3.8.2.13. Water resource, open dug well or tube well, is there to draw water for the children's daily usage

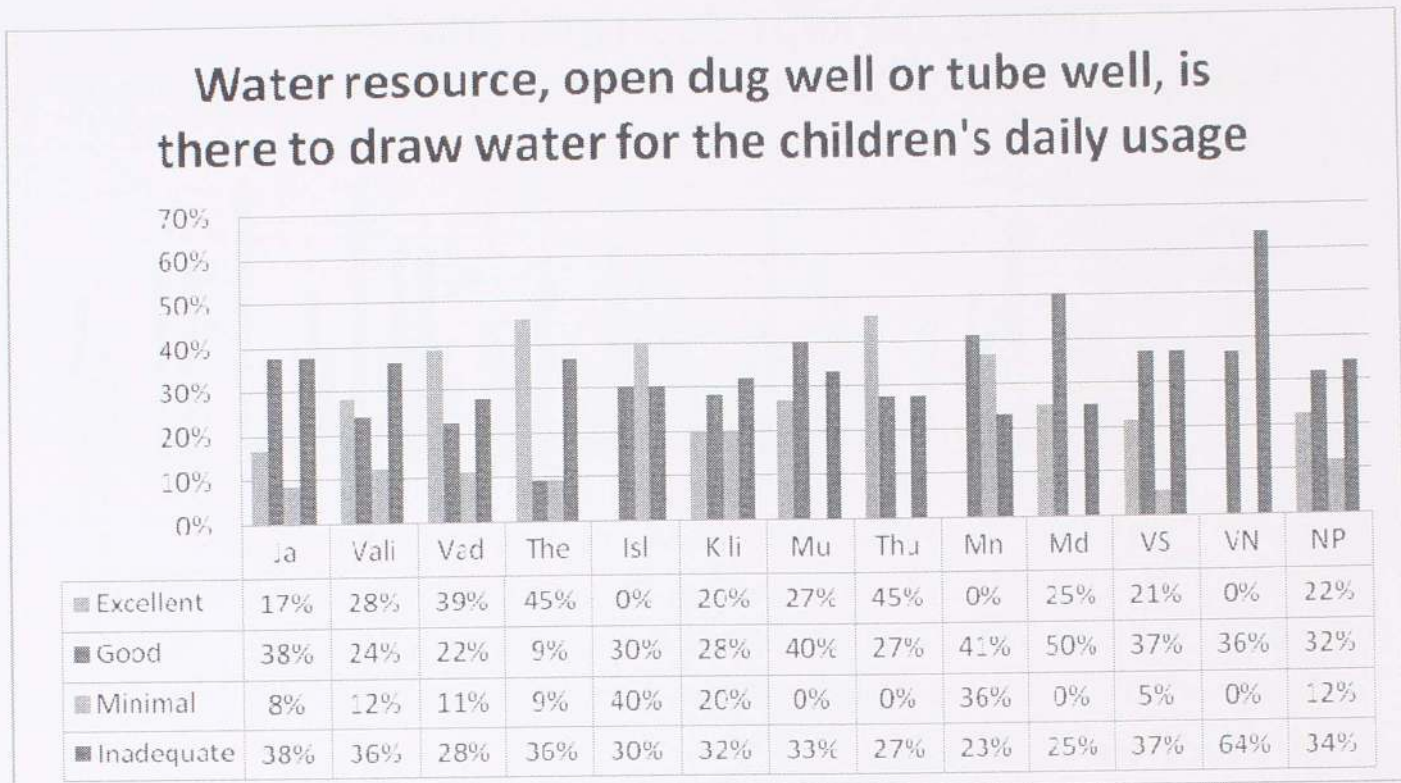


Figure 3.47 : Water resource, open dug well or tube well, is there to draw water for the children's daily usage

In 22% ECCD centres of NP, water is drawn from the underground water resources, open dug well or tube well which are school property.

In 32 % of ECCD centres of NP water is drawn from the sources outside the school. ECCD centres located within public communal buildings such as RDS, Community halls and in the premises of church and Hindu temples, share the water from the primary sources belongs to the mission attached.

In nearly 12% of ECCD centres of NP water is brought in water bowsers from water sources of distant area and pumped in tanks kept in the school compound. Original water determines who is responsible for monitoring water quality before it enters school pipes and can impact its appeal. There is no proper monitoring system to ensure that the water is potable before it enters in to the school building.

In the ECCD centres without a safe drinking water supply, majority of the children and carry their daily drinking water with them to school. The small water bottles the students carry from homes are not sufficient for students' daily water requirements to prevent dehydration and to ensure optimum performance at school.

### 3.8.2.14. Toilets are kept clean and odorless

The design and condition of the sanitation facilities of the schools also vari widely. Nearly 14% of the recently constructed ECCD centres designed by UN Habitat and other Agencies had been are designed with running water and hand washing facilities.

45% of ECCD centres are less likely to have running water available. The toilets most commonly found are squat toilets with hose and buckets. Facilities are suitable for adults rather than children.

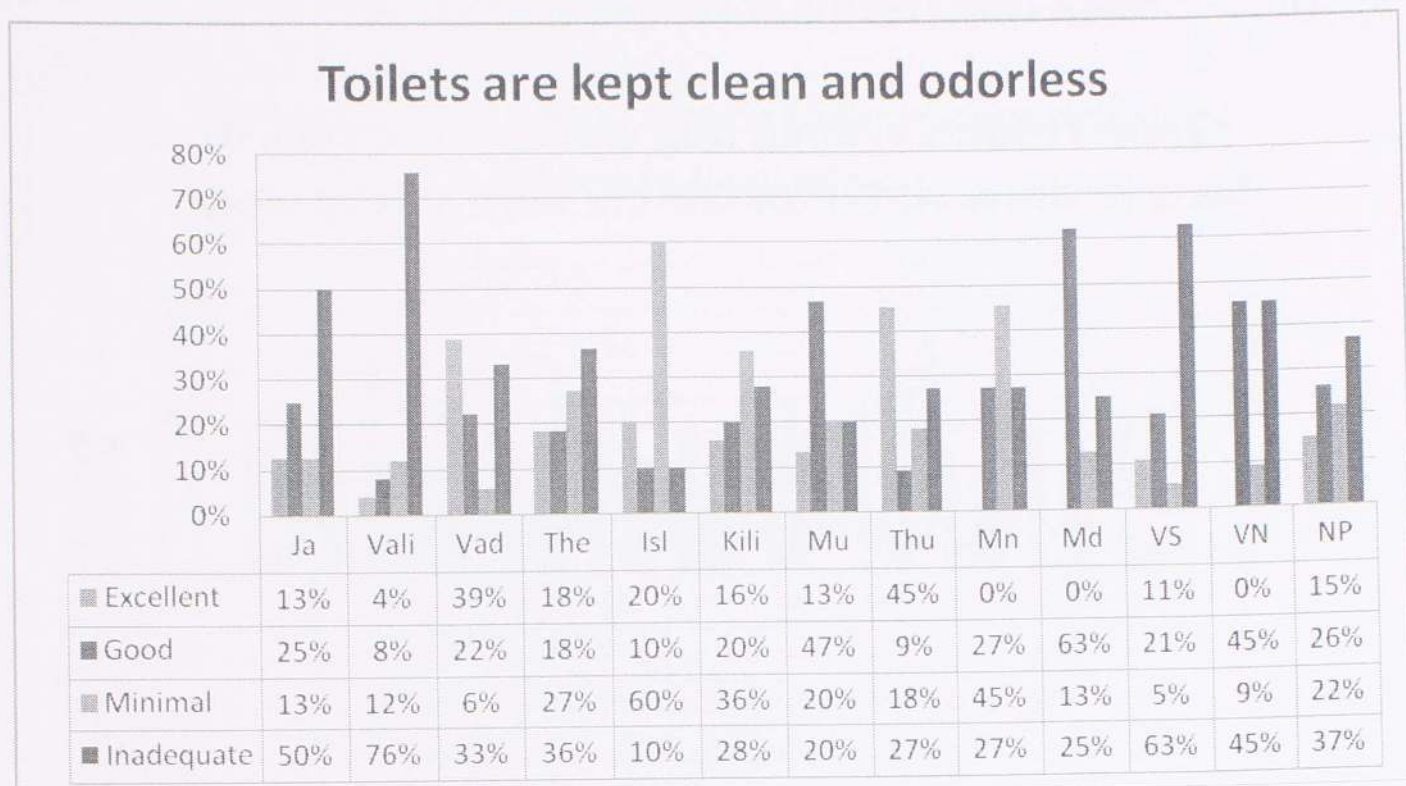


Figure 3.48 : Toilets are kept clean and odorless

The toilets without running water and with wells located outside are the least used with proper sanitation practices. Taps, buckets or hoses often are not working and not available in the toilet areas which means no water is available for cleaning and toilets are left unflushed. 45% of the toilets with inadequate or no facilities of water supply and disinfectants are considered unsatisfactorily dirty.

In the discussion with the teachers, it was stated that the issue of maintenance should be given priority. In almost all the centres the shortage of labourers, along with insufficient budget, to clean and maintain facilities is found.

In 45% of the ECCD centres where the toilets are in the unsanitary conditions without labourers or rosters the effective system, 'clean when it's dirty,' is used. Children, teachers and parents are involved. The system shows the least success, the toilets are blocked and unclean. This environment does not encourage safe and hygienic practices.

### 3.8.2.15. There are places with enough water and soap for washing purposes

Hand washing is an indirect indicator to monitor safe hygiene practices. A child of 4 - 5 year, being able to demonstrate how to wash hands correctly, is an indicator of the prevalence of safe hygienic practices.

In an average of 15% of the ECCD centres in the NP, soap, specifically for children, is found with sufficient running water supply. In these centres, the proper hand washing practice is highly mobilised.

In an average of more than 50% of the ECCD centres, the commonly expressed opinion by the teachers and parents is that the children use the toilet only for urination, Importance of they wash their hands inside the toilets using the bucket or hose without soap. The provision of soap is discussed with administrators and teachers.

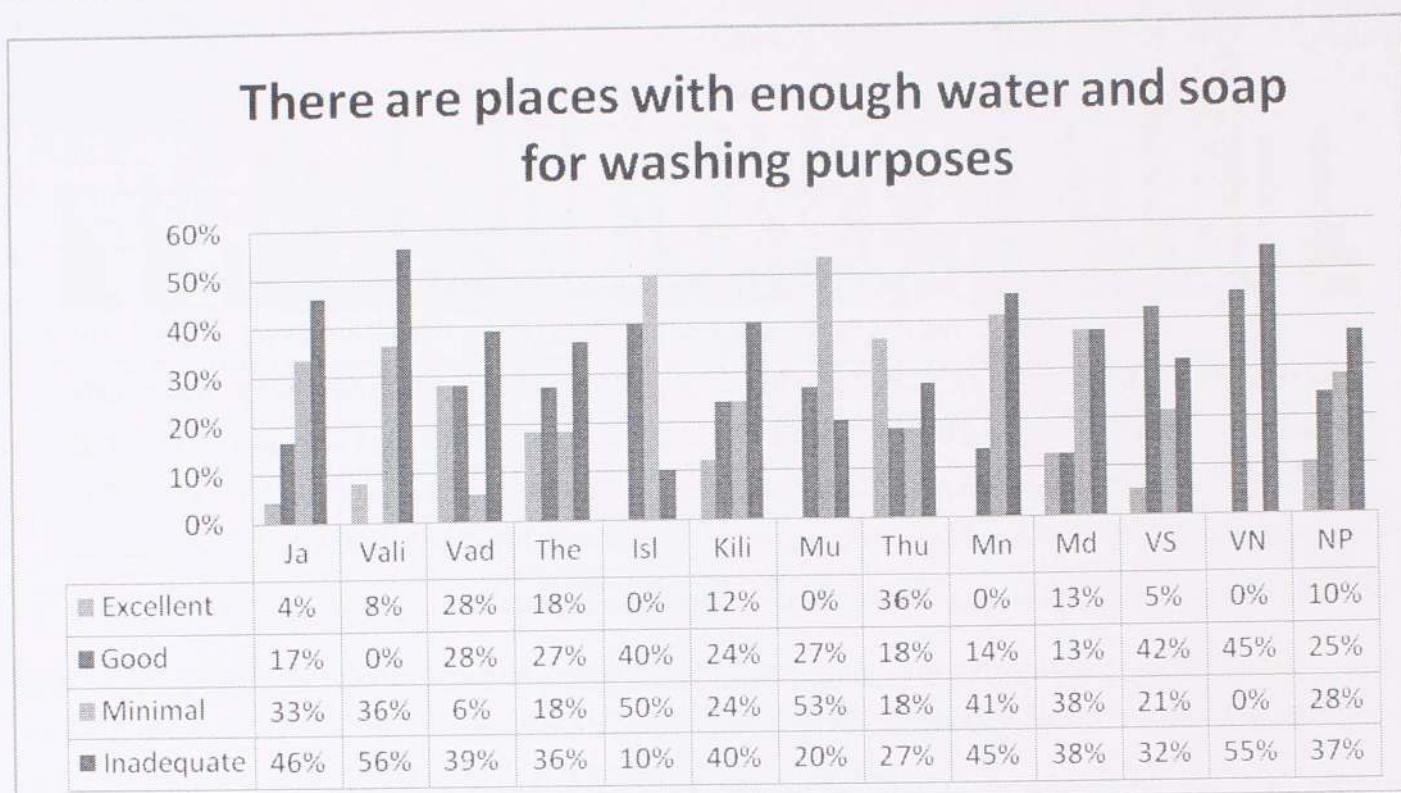


Figure 3.49 : There are places with enough water soap for washing purposes

In an average of 25% of the ECCD centres the soap is not intended for the children or it is at a height that would prevent children from reaching it. The water is drawn from the underground water sources of wells. For smaller children the use of the well would provide a barrier for using the facilities..

### 3.8.2.16. Enough Boiled and cold water is in stock for children drinking purpose

It is observed that only 5% of the ECCD centres are with certain arrangements for the storage of boiled and cold water for the children’s drinking purpose. These centres are with the facilities of earthen or aluminium pots and firewood fuelled or kerosene fuelled stoves to boil the water.

In majority of the ECCD centres, nearly in 75% of the centers, children and teachers totally rely on the water taken with them from home for their own consumption. When checked with the children about the quality of the water taken from home, 80% is not boiled just collected from the underground sources of their own premises or from common wells. According to

## Enough Boiled and cold water is in tock for children drinking purpose

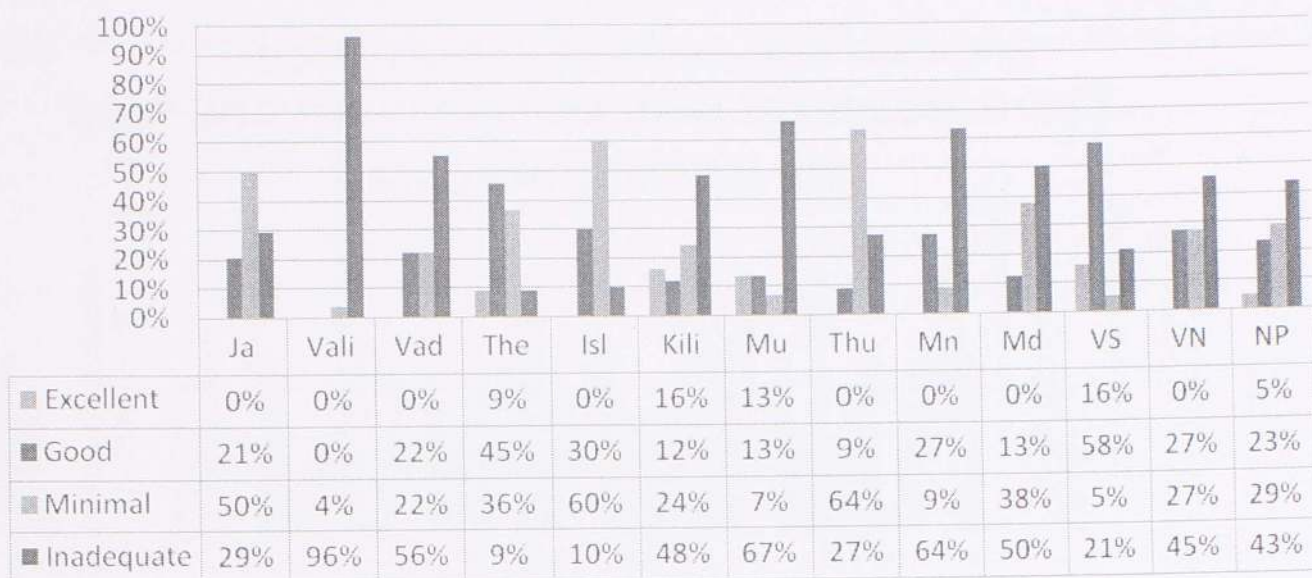


Figure 3.50 : Enough boiled and cold water is in tock for children drinking purpose

Them, the quality of water is more dependable. On their longer term consumption they have not experienced with any negative health impacts.

In 20% of the centres the children and teachers use the water drawn from the wells found in the premise of the centre or outside, and also from the water stored in the tanks brought from the external sources. The quality of the water is uncertain because, normally it is refilled once in 6 or 7 days, It is felt that a proper hygienic water treatment practice has to be administrated for its quality longer term keeping.

### 3.8.2.17. Better understanding prevails between the preschool management and the teacher

All the preschool teachers were interviewed to know from them the level of relationship imaintained with the management committee. The members of the management committee were also interviewed to get to know their opinions and view on the understanding that prevails with the teachers.

The teachers of the of 45% of the ECCD centres were pleased with the support and coordination.. Simultaneously, the response of the management committee members also very positive.

## Better understanding prevails between the preschool management and the teacher

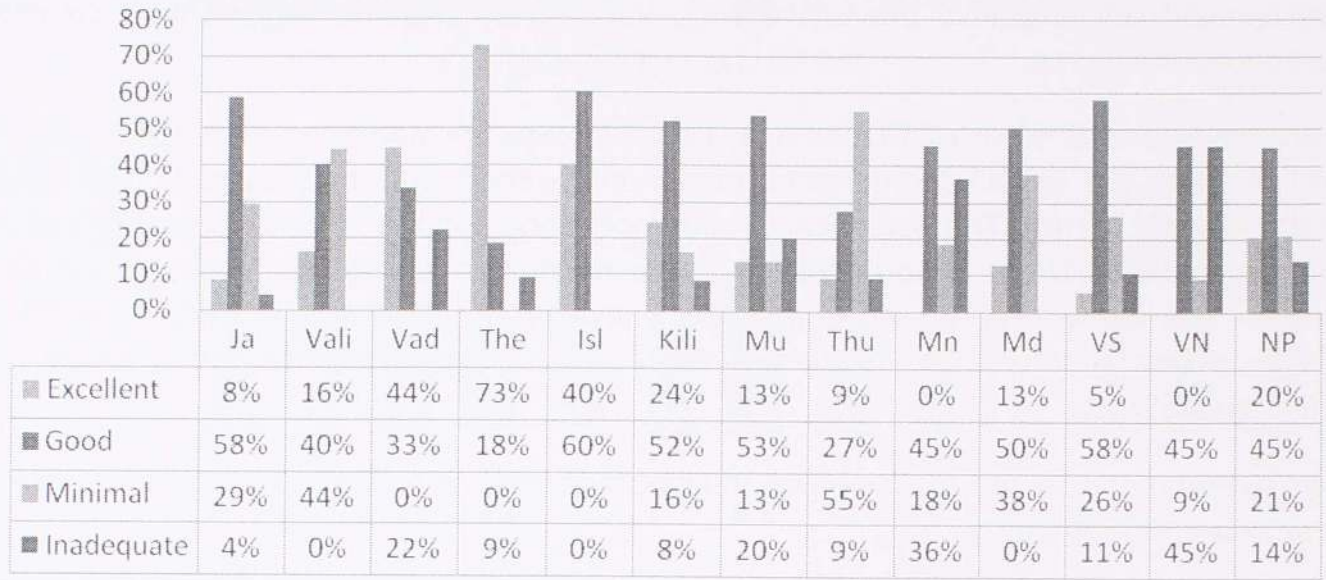


Figure 3.51 : Better understanding prevails between the preschool management and the teacher

More than 25% of the teachers mention that they are not working as they would like. The support they received does not adequately meet their needs. Most of the time unnecessary delay is created in drawing the monthly salary from the bank..

Nearly 30% of teachers state that the board members do not involve in any of the management activities of the centre the board meetings and in management committee meetings.

### 3.8.2.18. Monthly periodical health care check up is taking place with the coordination of public health midwife

## Monthly periodical health care check up is taking place with the coordination of public health midwife

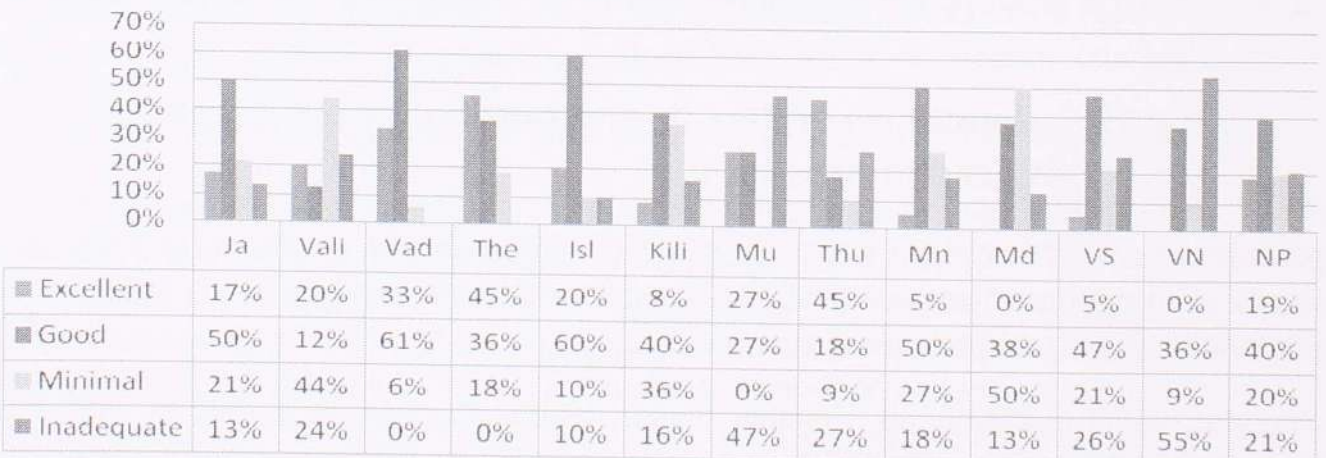


Figure 3.52 : Monthly periodical health care check up is taking place with the coordination of public health midwife

It has become a common practice in many countries to leave children in the Early Education centres or day care nurseries while their mothers are at their work. The professionals who

work with these children should have a minimum knowledge of how to deal with common situations (such as weight loss, poor appetite and diarrhea) involving child care. Staff who work in Early Education Centre and day nurseries in developing countries should be able to identify the signs and symptoms that lead a child being referred to a health facility so that they can act not only in a preventive way, but also by implementing the most common therapeutic measures.

In an average of 50% of ECCD centres, better linkage is established in the GN Divisional level between the ECCD coordinators, preschool teachers and the grassroots level Public Health Midwife (PHM). The periodical growth monitoring and the immunization coverage are well regularized. There is no uniformity in the maintenance of health records in the ECD centres. The Growth monitoring chart will be always in the custody of parents. In 7% of ECCD centres, teachers coordinate with PHM to record the children's height, weight and other health status.

In an average of 42% of ECCD centres the status of children health monitoring is very low or no activities carried on.

The toilets without running water and with wells located outside are the least used with proper sanitation practices. Taps, buckets or hoses often are not working and not available in the toilet areas, which means no water for cleaning and toilets were left unflushed. 45% of the toilets with inadequate or no facilities of water supply and disinfectants were considered unsatisfactorily dirty.

In the discussion with the teachers, it was stated, the issue of maintenance is a priority for the centres. In almost all centres the shortage of labourers, along with insufficient budget, to clean and maintain facilities. Further more in the majority of facilities, with the exception of newer built ones, maintenance is required. Generally it is replacing non-durable parts that the centre management are reluctant to do due to the frequency with it was required with a minimal budget. The situation is commonly blamed on children damaging facilities. The use of more durable, better quality parts would limits this maintenance need.

The 45% of the ECCD centres were the toilets are in the unsanitary conditions, without labourers or rosters used the 'clean when it's dirty' the reflective system. Children, teachers and parents were involved. The system showed the least success, the toilets were blocked and unclean. This environment does not encourage safe and hygienic practices.

### **3.8.2.19. Information on health and nutrition are in display and utilized in preschools**

Nutrition is one of the basic needs of life. Nutrition education in the early years of life, particularly in the preschool period, is very important for an individual's health throughout life. Nutritional experiences at a young age influence

nutritional habits in adulthood. For this reason, nutrition education should be continuous, effective and directed towards all family members.



Helping children and families learn about food and its importance to health is a big responsibility of the teachers and the PHM.

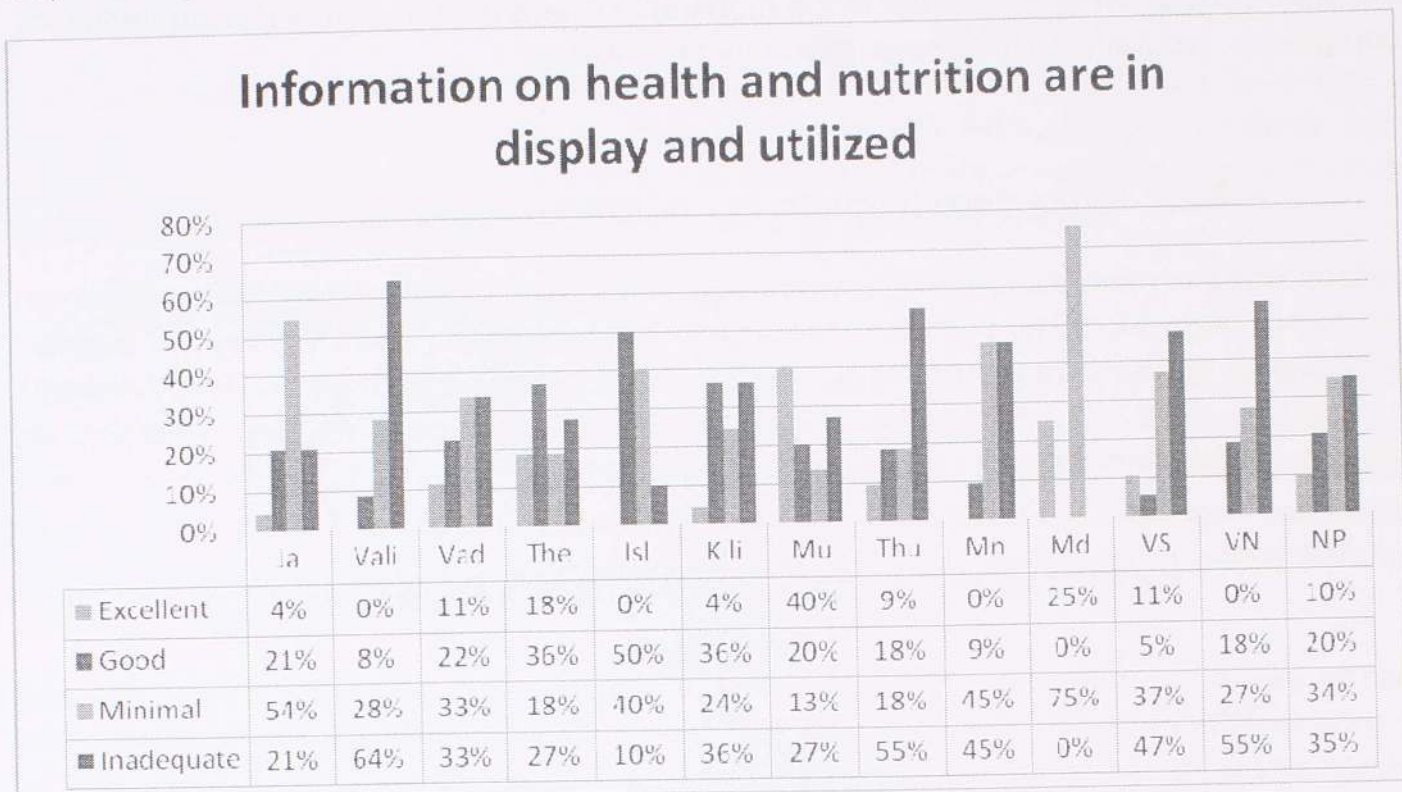


Figure 3.53 : Information on health and nutrition are in display and utilized

- To introduce children to food and eating experiences
- To provide learning activities about food and health, must be related to the experiences the child has at home.
- Encouraging the children to tell their parents about food experiences in the ECCD settings.
- Helping children learn the messages provided in the ECCD centre can stay with them for the rest of their lives .

Child Care practices of ECCD centres involves a responsibility to help children develop good attitudes about food and healthy eating. Make it interest and fun to learn about foods and become more willing to try them.

During the study in the average of 30% of the ECCD centres, was able to observe many evidences those are used by teachers to educate the children on nutrition information.

Teachers introduced food groups and have children use these varieties of foods in games;

Foods are classified and taught; Pictures of different types of vegetables, fruits, grains, pulses, dairy products ice cream, yoghurt and cheese were given to children and asked them to colour those pictures . Here children have enjoyed fun and see the picture closely, pictures coloured by the children are displayed in the classroom walls on the their eye level, which will help to transfer it into the long-term memory and increase food recall.

Photographs of events, individual children's birthdays, religious festivals; Christmas, Hindu festivals celebrated are displayed highlighting the food cultures

In the balance 69% of ECCD centres nutrition education activities are not introduced in an activity oriented play way methods more on oral approaches during the circle time, question and answer type, What do you ate in the morning? What is the fruit you like? Classifying the food groups according to the answer given by the children

### 3.8.2.20. Extra care is taken in children's health and nutrition

Nations with the most positive indicators of population health, such as longer life expectancy and lower infant mortality, typically have higher levels of wealth and lower level of income inequality. In short, children's health is a nation's wealth, as a sound body and mind enhance the capacity of children to develop a wide range of competencies that are necessary to become contributing members of a successful society.

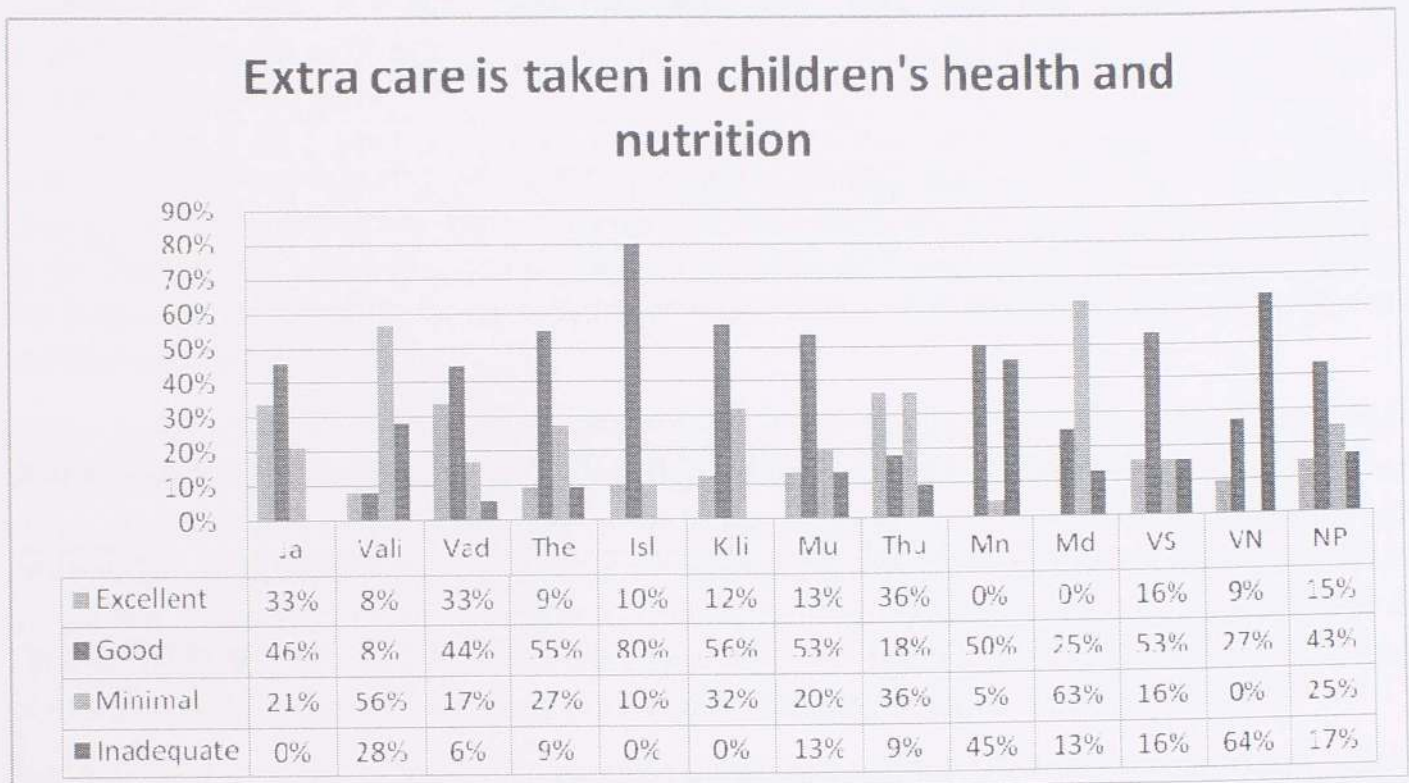


Figure 3.54 : Extra care is taken in children's health and nutrition

One of the most basic ways to show that we care about children is to feed them nourishing and safe food. Feeding children healthy food is important for a number of reasons;

- Provides a foundation for the construction of sturdy brain architecture and the associated achievement of a broad range of abilities and learning capacities.
- Gives children the energy and nutrients they need to be active, to think and to grow.
- Helps children stay healthy. Good nutrition helps to heal cuts and scrapes and fight infections,
- Safely prepared foods help children avoid food borne illness.
- Children develop lifetime habits through what they eat in childhood.
- Children develop self-esteem as they learn to feed themselves.
- When children eat with others, they develop social and communication skills.

In the 58% of the ECCD centres food and nutrition activities are well integrated within the learning activities, incidentally and planned programmes. Consistent with the local cultural food habits.

The centre administrators are keen in providing children with clean, safe food. Cleanliness is very important in child care settings because it prevents illness-causing bacteria from growing. Keep hands, equipments, eating and drinking utensils, containers, and food clean and free of germs to help protect themselves and the children from illness.

### **3.8.3. Psychosocial environment**

In order to get a child to learn, the environment around it must be friendly and he/she must be completely comfortable in it. Preschool education creates the perfect environment for them to feel right at home without them actually begin in one. Their teaching staff specializes dealing with young children. They understand how sensitive they are and how much attention they require. They converse and interact with them constantly to create a home like environment that is both friendly and promotes learning.

Not only does a child develops new learning skills and improves existing ones, he or she also learns the importance of team work. Preschool teachers often assign children to work in groups. While it promotes interaction and communication as mentioned above, it also instills in them the importance of a team effort and how everyone must toe the line to succeed. Learning this ability early on makes them better children, better colleagues and better human beings in the long run.

#### **3.8.3.1. During the arrival welcome and greetings and the time of leaving saying "good bye", taking place,**

In the everyday routines of an ECCD setting, coming together and separating occur at least twice a day as children are brought in the morning and picked up at the end of the day. These times are often stressful time of the day for everyone concerned children, parents and teachers.

For infants who do not comprehend the concepts of time or object permanence there may be fear that the adult in their lives are not coming back. Even as preschool children begins to understand these concepts, there may be fear about leaving the security of the home and family. For custodial adults and parents, there can be feelings of guilt and regret about not being with their children or concern for what might happen in their absence.

Teachers may feel the stress of unhappy children or parents and the disorder of peoples coming and going at the end of the day, every body may be tired and not at their best. These times require some special thought and organization to make them more pleasant for all concerned.

## During the arrival welcome and greetings and the time of leaving saying "good bye", taking place,

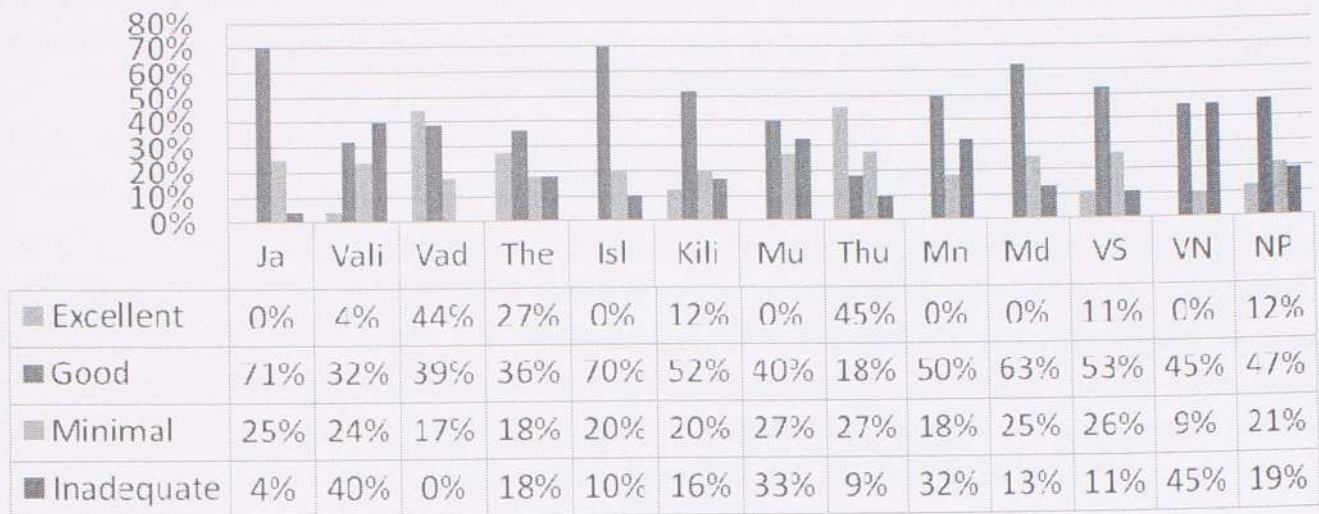


Figure 3.55 : During the arrival welcome and greetings and the time of leaving saying "good bye", taking place,

In the average of 60% of ECCD centres the senior teachers or their assistants were present before the arrival of children, seen a thoughtful well organized routine for welcoming and greeting the children and their parents, " Hello, good morning", calling the children by name. The stage was created such a way that everyone should come and go with a few friendly word.

In the average of 40% of ECCD centres, a good pleasing environment was not seen, most of centres entry areas near the doorway is not with suitable space that invite busy parents to slow down for a more relaxed departure.

Teachers who are distanced from the centres and are relied on public transport could not make their arrival before the children's and parents arrival to have a mutual greetings and welcoming.

During this situation children have to sit and wait. Preplan and make choices of activities are not available for children to engage in at busiest time. The first child to arrive and the last child to leave are needed to have something appropriate to do.

### 3.8.3.2. Display of cane/stick in the preschool is omitted by the Teachers

In most of the Asian countries the belief of physical punishment deeply rooted among parents, older siblings, guardians, teachers and religious leaders. It is socially accepted method to discipline children (girls/boys), ensure obedience and submissiveness, correct behavior, teach respect for elders, to learn right from wrong and ensure the better performance in schools and home.

Physical punishment has been passed over generations and many believe that nothing wrong has happened to those who received it. "Spare the rod and spoil the child" is the age

old adage that continues to hold in homes and schools. Even many children justify the use of physical and psychological punishment.

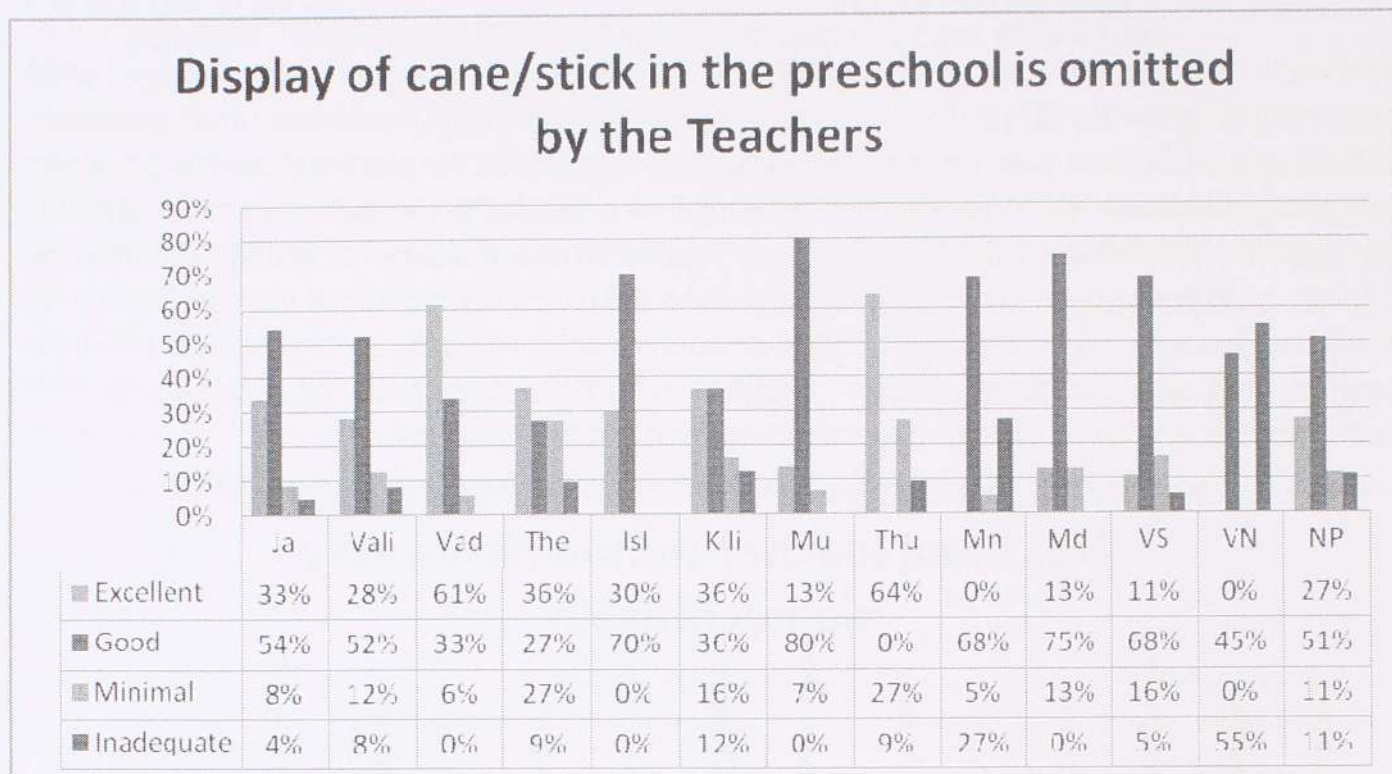


Figure 3.56 : Display of cane/stick in the preschool is omitted by the teachers

There is lack of knowledge in the society about alternative forms of disciplining children. Teachers, parents, religious and community leaders are also not much sensitized about the negative impact of physical and psychological punishment of children. (Buddhiprabha D.D. Pathirana - 2006)

Many of the research studies reveals that, physical punishment in early years (specifically in the first 3 - 5 years) of a child's life can have a long lasting negative impact on the child's physical, emotional, intellectual and social development. Care affection and positive interaction with children during the early years will enable a child to reach her/his full potential. (Buddhiprabha D.D. Pathirana - 2006)

During the classroom observation and interview with teachers, though hitting children or display of cane or stick was not observed, majority of the teachers mainly the senior teachers older than 40 years are more likely to justify the use of corporal punishment.

The findings of the study indicates that physical punishment is deeply rooted in the minds of teachers and justifying as necessary mean to create classroom discipline. Therefore, findings of the study indicated that the majority of the teachers require knowledge and skills on alternative forms of disciplining and child friendly methods of teaching.

### 3.8.3.3. The teachers communicate with the children very democratically

Worldwide researches on early childhood development suggest that teacher child relationships play a large role in influencing young children's social and emotional development. Children who have a secure relationship with their teachers tend to get along well with peers and have positive relationships with teachers. On the other hand children who have an insecure relationship with their teachers have more difficulty playing with other children and engage in more conflict with their teachers. In the other words, the use of affectionate words, smile and hugs helps promote children's positive relationships with their teachers and with the other children. Children who have secure, loving relationships with their teachers use fewer challenging behaviours to get their needs met.

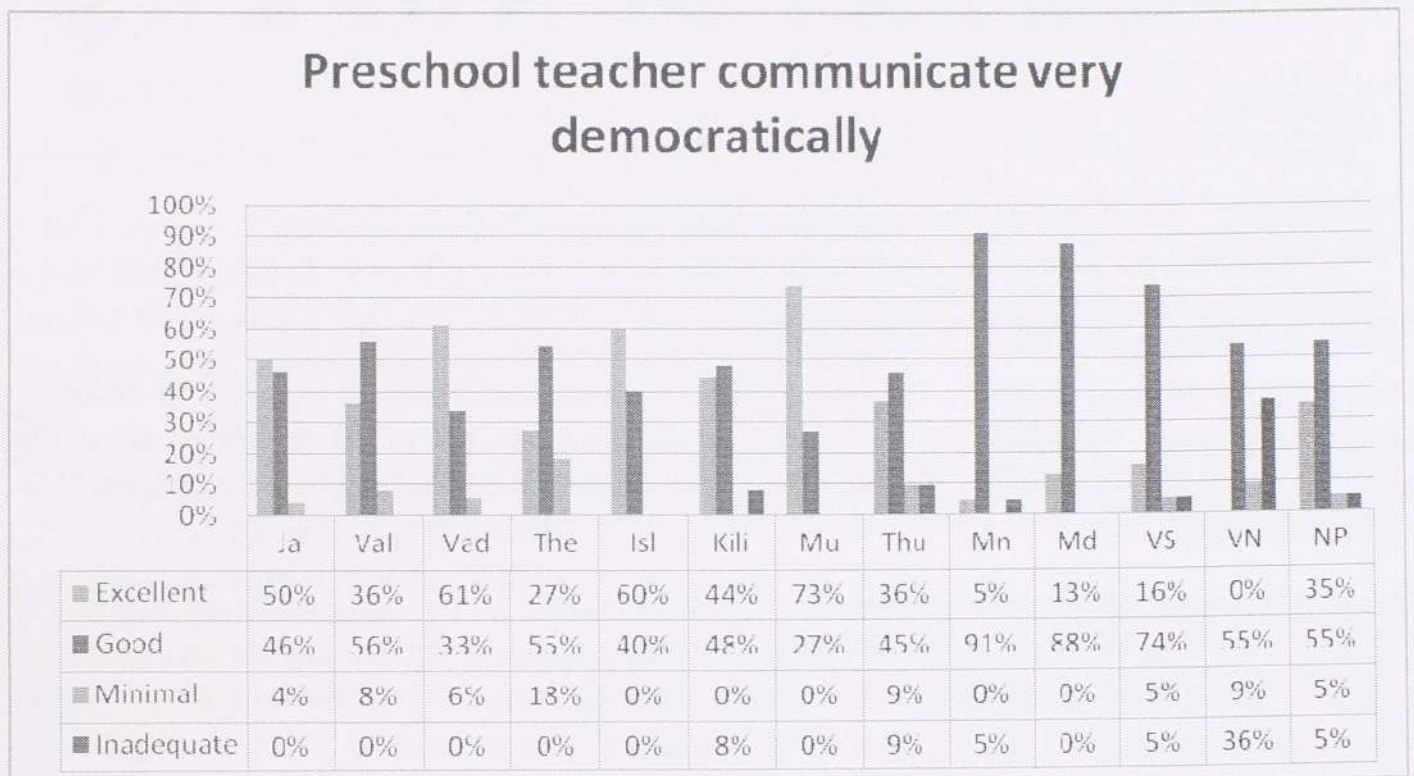


Figure 3.57 : Preschool teacher communicate very democratically

The teachers behaviours that help them to develop positive relationship with the young children.

- Engage in one-to-one interactions with children ( on the - child- to-child level)
- Use a pleasant calm voice and simple language.
- Provide warm responsive physical contact
- Help children understand classroom expectations
- Redirect children when they use challenging behaviour
- Listen to children and encouraging them to listen to others.
- Acknowledge children for their accomplishments and efforts.

It was very apparent in the high percentage 90% of ECCD centres the teachers demonstrating positive relationship with the children. A high proportion of teachers 65% are

with longer term experience of more than 5 years, 60% are married and 27% of the teachers are above the age level of 35 years these are good indicators of the teachers experience and maturity, communicate very democratically with children.

### 3.8.3.4. Teacher listen to every children and stimulate

According to the research into the human brain the period from birth to the age of 8 is a critical phase of brain development as such that age is the best time for learning. The influence of the external environment is crucial to brain development. If a safe and accepting environment with abundant sensory stimulation is available in early childhood, children will have positive brain development which beneficial to their future learning.

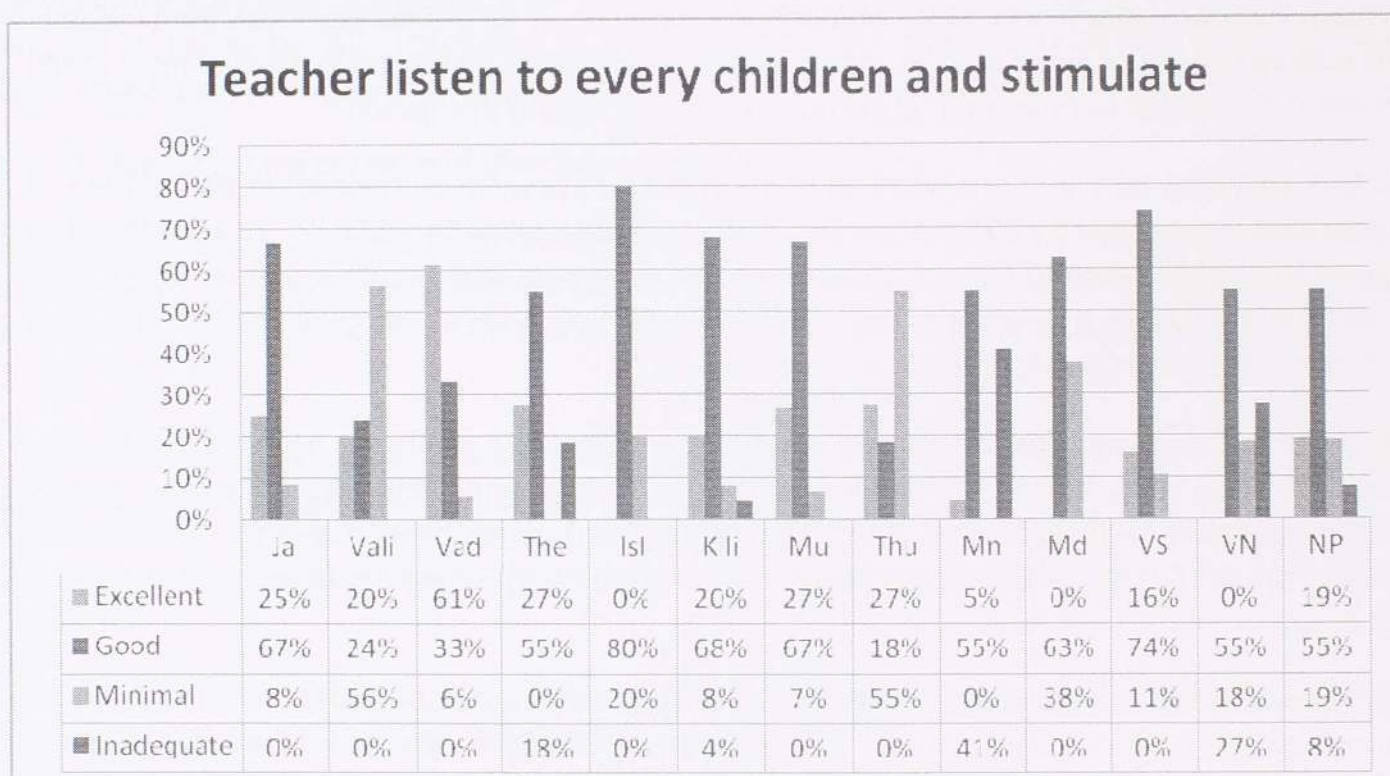


Figure 3.58 : Teacher listen to every children and stimulate

Numerous studies on learning theory have shown that children learn gradually and construct with assistance of adults. From the perspective of constructivist learning theory, children are active and self motivated in their learning process, Teachers have to take up the roles of facilitator, motivator and supporter to help children learn and develop.

The teachers of the 74% of the ECCD centres demonstrated high motivational role in the above average level. Listening to the children patiently and encourage them to express their feelings, raise questions and voice their opinions. Using clear and simple language, open ended questions and simple instructions to facilitate children's understanding of the learning content. Children are made to feel respected and accepted and are more confident and motivated to make new attempts in the learning process.

In the balance 26% of the ECCD centres the teachers are seen lacking with the required knowledge, skills and attitudes in setting the environment for learning to make the children to have an enriched environment for their holistic development.

## Chapter Four

### 4.0. Perception of Parents and Caregivers on their children's Early Childhood Care and Development

A total of 302 ECCD parents participated in the group level interview conducted in 24 clusters. Multiple choice closed end questionnaire was administered to assess the knowledge, attitude and practices of the mothers concerned to the early childhood care and development of their children.

With all the mothers participated, 99 % are well sensitized with that children in the age 3 or even in the early stage should be enrolled in a preschool. All the mothers with the believe in the cultural rituals of head start in the month of November Vijayathasami festival most of the mothers do not fail to have their children's head start during this period.

To the question, why you are sending your children to preschool, majority of the mothers of urban and rural agreed(100% response) with: 1)To discipline the child, 2) To train the child before the child is sent to school, 3)To teach the child language, math and other things. This is almost a culture; it is a tradition, Children when attained 3 years of age or little early before must be enrolled for head start in a preschool,

Mothers, most from rural areas are seen very conscious of their children's health and nutrition. They revealed very useful food preparation tips enhancing the nutritive value of the locally available food resources, mixing hiding of green vegetables smashing with potatoes, sweet tubers (Vattalai) boiled sugared green gram, egg bread toast with local cheese (Vennai)

98 % to 99% of the mothers of the ECCD children are very conscious about the routine immunization and the children are immunized. According to parent's statements both in urban and rural areas, they have covered the full round immunization to their age cohort cycle.

To gauge the knowledge of the mother's on the child development aspects, the facilitator probed, the question, 'Have you hugged or kissed your child to day when you left the home?'

The mothers are of the opinion that the 3-5 years child is a grown up child which has passed the stage being kissed or hugged.

#### 4.1. Rural mother's Knowledge of the ECD Needs of 3-5 Year Olds

With regard to the ECCD needs of 3-5 year olds,

- 1) 95% of the rural mothers indicated the nutrition good feeding, regular baths, clean and adequate clothing,
- 2) only 27% of the mothers of rural areas indicated about the importance of emotional fulfillment (expressed as love and affection),
- 3) 20.6% indicated the cognitive development and stimulation through play



4) 9.5% indicated nurturing

5) 27.2% indicated and socialization especially training children to undertake domestic work and inculcating into children their cultural behavioral traits.

It is therefore imperative that parents become aware that skilful parenting is just about providing their children's basic needs, and but not, that play, warm loving relations, and open communication are vital in molding positive character traits in the development of children.

Majority of mothers, more than 75% are taking their children whenever they are going out, mostly to the temple festivals. According to them, they never fail to buy toys for their children. Infact it reveals that they are not well aware of what type of toys will be developmentally appropriate for their growing young children. The market decides the item without considering the suitability of the item and the parents purchase them without awareness on the negative consequences of such items (toy guns) on the children.

#### **4.2. Maintaining order and disciplining the children.**

Most of the rural mothers stressed that parents must be strict with children to direct them, to guide them; Children should always be obedient to the parents and to the elders. Parents need not to listen to the children's every wish; It has to be determined whether it is good for them.

The analysis of the data collected from parents shows that most of them are working towards forming hygiene routine for the child.

At the question, 'what activities are carried out by the child independently without the help of an adult?':

75 % of mothers said that their children of 4 – 5 years could brush their teeth properly, thoroughly wash their face and bath independently.

More than 60% of the mothers said that their children were routine to wash the hands with soap before and after meal, routine with proper toilet practices washing hands with soap after toileting, and well trained in schooling activities such as dressing, putting and lacing of shoes and arranging the school bags.

70 % of the mothers responded that their children had play materials, cars, building blocks, and dolls,

25 % of the mothers responded that their children were having a few play materials of homemade only and the writing books provided by the centre. They have never bought any books or toys from the market.

62 % of the children are having picture books of animals, birds, fruits and vegetables.

55 % of children spend at least 1 hour in drawings

Mothers of urban area, i.e.60 % I.e were worried about their children's time with the TV . Usually they spent nearly 3 hours a day with the TV screen; TV time usually would get extended for more than 5 – 6 hours or nearly the whole day during weekends.

With reference to free time, nearly 45% of mothers of urban areas responded that they encouraged their children of age group 4 - 5 to spend free time with the company of other children; majority of the mothers of rural areas, in case of girls, always enforced restriction to go outside and spend free time with other children but not in the case of boys.

Much concerns emerged in the group discussion on the time of their children with the TV screen. Few mothers with good educational background emphasized that; they knew that for the most part, children learn from both experience and social learning or role modeling. Therefore, when children, especially young children, see violence on television, they have a difficult time differentiating between what is real or what is make believe, and tend to emulate or copy what they are seeing.

Several good advices came out; Parents who follow authoritative style of parenting are democratic with the children;

TV watching has to be treated as a privilege or a reward, something that the child earns after he/she has read, done his/her homework or done his/her chores.

Ground rules have to be laid in the home: viewing TV should be avoided by the whole family during the time of children's study, i.e 6.00 PM to 9.00 PM. TV watching time should not be extended to late night which would disturb the sleeping time of the children.

Roll out the TV away from the children's study room and bed room. Restrict the TV channels that the programmes your kid watch should be appropriate for his/her age and should not contain any violence. They should preferably be educational and reinforce language and social skills. For preschoolers, choose shows with simple story lines that look like actual story books,

However, several parents interviewed, described about the fact that today's parents are overpowered by competing responsibilities, which limit the time available for molding their children. It has revealed in the group interview that the majority of the fathers do not spend their time or very rarely play with their children.

Above 50 % of the mothers reported that the child rearing has become a culture and now it is the total liability of mothers.

Majority of the mothers, nearly 35% of the urban area, are having good communication with their children's ECCD teachers. They have routine visits to the children class room and have acquired knowledge on child development practices and follow up in the home to support children's school work. Involvement of mothers from rural areas are found to have very low communication with teachers and this has to be strengthened.

To date, ECCD services in the NP Region are not receiving much support from the government, and are therefore operated privately, or by religious and civil society actors. This, to a large extent, means that families who are unable to afford the fees to spend on buying the necessary learning materials and to reinforce the children's developmental initiatives, have had their children missing out on this effective delivery of services..

It is the recommendation that early childhood development policies consider 'parenting skills education' as a mandatory service to parents of children in the various ECCD centres

available. This will ensure that parents receive comprehensive information which support them in raising their children's growth and development.

At the question whether family disputes take place in the presence of their children, almost 65% of the mothers' answer was; "never," and 15% of the mothers' answer was, "very rare" Nearly 10% of mothers were very open to say they did not want to answer this question. The rest 10% side lined without any response.

At the question, 'what would you do when your 3 – 5 years old children damage a valuable thing?' :

45% mothers responded that the child would be barred from touching the valuable things in future;

25% of mothers stated that punishment was one of the educational measures, to ask the child to clean the place and remove all the debris as a mild punishment.

The rest 30% were of the opinion to, advise the child and demonstrate how to handle the breakable (fragile) things carefully in future.

To assess the knowledge of the mothers on the protection of their children from any form of abuses. a question as, 'what are the things that can be recognized as abuse of a child?' was asked.

Multiple answers were from the mothers.

85 % of mothers responded that beating the child physically was a form of abuse

65% of the mothers stated that 'ignoring the child without paying attention' was a form of abuse

35% stated that 'bullying the child as fool/ joker' was a form of abuse

85% of the mothers answered that 'asking the child to buy cigarettes, cigars and alcohol' was a form of abuse

95% of the mothers stated that 'touching the child's sexual organs' was a form of abuse

When more emphasis was given to child protection issues with the question, 'Of the below persons from whom do you think the child could be abused?':

60% of mothers chose 'Teacher,' and came out with recent incidences happened in the schools

45% of mothers with the agreed that there were chances for children abused by relatives

Similar to 45% strongly agreed that there were more chances to get abused by Visitors

15% agreed that, it could be by Peer groups, possibilities were there for mild emotional abuses, such as bullying

25% agreed that child could be abused by Care giver

With great reluctance, only 6% agreed that the child could be abused by father.

At the question on inclusion, all the respondents of the entire cluster level discussion were very affirmative. They said they have not witnessed, experienced or heard that whether the children of aged 3 – 5 years were deprived out of preschool education. Now parents are sensitized and very conscious in sending children in the early years even before reaching 3 years. Public health Midwives are extra vigilant in sending the children of this age cohort to the preschool.

### 4.3. Monitoring and Quality assurance

The management scheme of ECCD unit MoE, NP, outlines the functions of the staff designated for the supervision of ECCD centres. The staff in the line chain of the Provincial ECCD structure is expected to supervise and advise curriculum implementers. To carry out these duties, they should have good academic qualifications, specialized skills and well established staff development programmes. This enables them keep pace with the changes in the growing early child development sector.

The Director, ECCD unit, in the Provincial level, and the ADEs in the Zonal level, and the ECCD coordinators in the divisional level are charged with the responsibility of ensuring quality ECCD in the Northern Province. Through interaction with centres and institutions, the downward organizational structures of village, division and district will collect the necessary data and information and inform the Provincial ministry on the trends and achievements in the ECCD centres within the Northern Province.

Defined responsibilities to the ECCD staff of MOE, NP would be :

Supervising and monitoring the infrastructure and other facilities in preschools.

Liaising with other organization on ECCD activities

Suggesting innovative ways of improving /solving the situation

Adapting/developing appropriate tools, techniques, methodologies and other good practices

These assessments are significant in providing useful information about the status of supervision in ECCD services and therefore contribute to the improvement of the ongoing process of implementing ECCD curriculum and providing quality care and education to develop holistic child.

In the interview, the Director of ECCD unit, revealed that the mandate of ECCD supervision structure /system of the MoE did not back with required mechanisms for the effective supervision of the ECCD programmes of the Province. There remains numerous challenges facing ECCD unit MoE, NP for the routine supervision of ECCD centres. Inadequate due to the less number of these supervision. There are total of 12 ADEs positions in the province, unfortunately part of the positions remains vacant. There are only 6 ADEs in the service. These ADEs positions are not permanent cadre positions of ECCD unit of MoE, NP. They belong to the HR structure of DoE and are not directly accountable to the ECCD unit MoE, NP.

ECCD unit MoE, NP, is not sufficiently resourced with physical and financial resources. The unit's mobility is totally hindered by inadequate transport facilities. It suffers with minimum financial allocations and mainly covers the recurrent expenditure with no funds for programmes.

During the assessment, 8 ADEs (2 ADEs after their retirement, volunteered in the facilitation of this assessment) were interviewed to find out the problems that they had encountered during supervision of ECCD centres. Three of the 8 ADEs said that they visited when the need arose, and other 3 said they visited once a month. The rest 2 ADEs said that for the last 4-5 months they did not have any visit at all.

Major limitations are geographic coverage of wider areas and transport difficulties. The frequency of the visit is mostly determined by the accessibility of the preschool and road network. More supervisory visits are feasible in the school catchment of urban areas.

Additionally, the study sought to establish if ADEs had been trained in the area of quality assurance and standards. None of them have had any opportunities to undergo any specific training in quality assurance and standards.

Data on supervision/monitoring of preschools were collected from preschool teachers related to

- (a) Whom they considered to be their authorised supervisor/inspector,
- (b) Whether he/she has ever been supervised,
- (c) Date of last supervision/inspection, and
- (d) Who made most supervisory visits?

80% of the Teachers responded that the ADEs were their authorized supervisors. They were used to visit, very rarely during their visit used to look into the scheme of work, and to advise on teaching methodologies. Nearly 55% of the teachers stated that most of the visits were by the ECCD coordinators. Their visit was very frequent, almost every month. Most of their visits were used to check the children's attendance and to Look into the issues related with the milk feeding programme they coordinated with the CRPO of the Divisional office in the divisional monthly coordination meetings.

When a question is raised about teachers capacity building initiatives, with the question. 'How many in-service courses have been organized by ADEs for pre-school coordinators in your Zone for the last one year?' :

25% of teachers (province response n= 88) responded that a half day session was conducted on language development and teaching methodologies of mathematical concepts. 54% responded that there was no any group sessions conducted but , during the observation of teaching practices, 1-2 visits in the year took place, guidance and advise were given. From 21% , the response was "no in-service initiative took place in the year".

From the findings, it can be concluded that the, ECCD unit of MoE, NP, has to take stern action to establish and empower ME&L system mechanism to supervise, manage resource & improve the quality of ECCD in the Province.

# Chapter Five

## Conclusion and Recommendation

### 5.1. Conclusion

The issues revolve around both the macro and micro levels and touch comprehensively the significant domains of ECCD. The issues mentioned need to be addressed to develop a more quality delivery of ECCD services. The issues also demonstrate the need for reflection and improving the management of preschools. There's definitely a need to evaluate the preschool scenario in all components both formatively and summatively.

There's also the need for higher quality of teachers and upgrading teacher professionalism. All preschool teachers should be upgraded as graduates in future, to be seen as reliable and knowledgeable. Parents, being teachers themselves at home, should become familiar with the essential components of quality programmes. As trusted stakeholders who are responsible for the well-being of children, the parents should know the essential components of quality and use the quality framework in choosing preschools for their children and planning their future development.

Programmes that should be increased to improve the quality of early experiences for young children include home visiting and early literacy family programmes which need coordinated funding and technical support. The aspiration to place the ECCD of Northern Province with world class quality, demands that teacher training should take into account the teacher's qualification and proficiency in English Language and Information and Communication, and a good quality teacher training in collaboration with the universities and the private institutions involved in professional development of teachers.

The findings of the study revealed the issues and challenges of ECCD in the Northern Province. There are several restraining forces that have been mentioned earlier which may have impact on quality delivery of ECCD services. Indeed, while the aspiration of the development efforts of ECCD unit of MoE, NP is commendable as the driving and motivating force, the transformation ideals cannot be achieved. Also, the discrepancies cannot be narrowed down without proper plan of action in the ECCD scenario of NP. The policy makers, practitioners and ECCD experts at all community levels should collaborate to address the fundamental issues identified in ECCD in all 5 districts of Northern Province. Also, discussions about quality should always emphasize that quality programmes include parental involvement and a strong psychologically safe environment. This study will lead to similar studies about children under age three.

## Recommendation

### 5.2. Institutional strengthening of ECCD MoE NP

ME&L system mechanism to be established and empowered to supervise, manage resource & improve the quality of ECCD in the Province. The role of ADEs and Coordinators in this regard to supervision has to be clarified, and the problems with the travelling to cover the wider areas have to be resolved.

The initiatives taken with the support of Tdh to develop the monitoring frame work is incomplete. The process has to be reactivated by combining with proposed task for the designing and development of minimum standards for the ECD centres of NP.

The professional development of the ECCD practitioners has to be looked upon on different perspectives, on new neurological aspects and not through the lenses of traditional trainings. A Task Force has to be organized with the active Agencies in the Region working for , “Rights of the Children”

The teachers resource manual “Play but not play”, has to be reviewed, revised and printed and has to be complemented with extensive training to all the practitioners.

ECCD is still revolving in the axle of Primary Educational knowledge & expertise. This situation has to be changed by the introduction of refresher trainings to the ECCD practitioners on new and advanced concepts of Early Childhood Development.

There should be negotiation and advocacy with DOE to share the HR resource centre facilities at District and Divisional level for the self development of ADEs, Coordinators and cascade down to teachers and community.

Advocacy with Northern Provincial authorities for increased budget allocations for HR resource utilities, routine Pre & in job trainings, publications, transfer of science and technology, equipping the Teacher Resource Centres with additional computer facilities, r awareness raising on self capacity developments to the ADEs, coordinators and down to the teachers and community.

Non existence of learning circles in ECCD centres visited has to be looked upon as a critical issue for the holistic development of the children. Yet, opportunities for play continue to diminish, with fewer play spaces, less freedom to roam outdoors, and decreasing school time for free play. Parents have to be mobilized for the collection of resources for the establishment of learning circles

Strengthening inter-sectoral coordination(health, education, probation, local government) keep on routine meetings from top down, Province, District, Division, grassroots.

Parenting programme should reach the children below 3 years and the invisible children of disadvantaged community, with the target of conducting series of meetings with community health sector to harness the Para medical personnel's of grass root. It has to be negotiated with UNICEF for necessary resources and technical support.

ECCD unit has to negotiate with the active agencies who have with the expertise in the parenting programme for the holistic development of children from birth (conception) to 5 years, which is the fundamental concept of ECCD.

Policy level discussions should be advocated with the salary sponsoring authorities to harmonize the huge disparity in the teacher's salary.

It is felt that very quick actions have to be taken to introduce minimum standards for wash. Integrated holistic approach has to be ensured to alleviate the critical issues that the centres are facing in the wash. Hygiene and sanitation facilities at ECCD centres should be child friendly environments that facilitate and promote better hygiene practices and are simple to use. Developing guidelines for the provision of child friendly facilities for both newly built ECCD centres and for the renovation of existing centres would enable the facilities to be better utilised and to achieve their aim preventing the spread of water and sanitation related diseases and facilitating health for students.

All ECCD stake holders have to join with ECCD unit MoE, NP to give a hand to look for the options of income generation avenues for the ECCD centres in raising self generated funds.



## Appendices;

### ECCD Environmental Rating Scale

Name of the Preschool

Date of observation

Name of the Assessor

	Time	from	to	
--	------	------	----	--

No	Internal classroom environment	Excellent 4	Good 3	Minimal 2	Inadequate 1	Remarks
1	Classroom activities are carried on to the time table					
2	Curriculum based Activities schedule is in place					
3	Teaching aids are developed according to the curriculum and practice					
4	Age appropriate teaching practices are practiced					
5	Children's are well organized and taught					
6	Teachers are seated to the children height and to the level and make hand and eye contacts					
7	Reflection of the classroom activities shows that the children are enjoying a joyful environment					
8	Children's activities are praised and appreciated by the teacher, and the children are stimulated for learning					
9	Teacher also joins with the children in play					
10	Teacher communicates with the children very friendly and kindly					
11	The teacher listen to the children attentively					
12	The teacher bends over to the level of the children and keeps direct contact while communicating					
13	The teacher addresses children by name					
14	Children's works are displayed at their eye level					

15	A balanced indoor and outdoor play activities are seen in the daily activities					
16	At the end of each day's session, children are guided by the teacher to restore the materials in order					
17	Each child is having a specific place to keep his/her belongings					
18	Children are disciplined to wash hands with soap prior to the meal and after the meal					
19	The children are trained to put all the food wrappers and waste in the dust bin					
<b>Physical Resources</b>						
20	The preschool compound is properly secured with fence or wall (not with barbed wire)					
21	All the classroom buildings are with enough space, light and ventilation					
22	The building walls are neatly painted and attractive					
23	The classrooms are equipped with enough shelves and racks, are maintained in order					
24	The buildings and the surrounding area are kept neat and safe at the maximum possible level					
25	Play ground area are found shady and the ground floor area are leveled					
26	The preschool is equipped with enough indoor and out door play materials and equipments					
27	A store room is available in the building for the storage of materials and the are maintained in order					
28	A separate place is there for cooking and the place is kept clean					
29	Water resource open dug well or tube well there to draw water for the children's daily usage					
30	Toilets are kept clean and odorless					
31	Toilet is with enough water facility					
32	Enough Boiled and cold water is in stock for children drinking purpose					
33	There are places with enough water and soap for washing purpose					
34	Hand washing practices after the toilet, before meals and after the meals are seen regularised by the children					

35	For the waste disposal enough litter bins are available and utilized to keep the area tidy					
36	Better understanding prevails between the preschool management and the teacher					
<b>Health and nutrition</b>						
37	Information on health and nutrition are in display and utilized					
38	Extra care is taken in children's health and nutrition					
39	Nutritious food is provided daily					
40	First aid with required medicine is in place					
41	Monthly periodical health care check up is taking place with the coordination of public health midwife					
<b>psychosocial environment</b>						
42	During the arrival welcome and greetings at the time of leaving saying "good bye", are taking place,					
43	Display of cane/stick in the preschool is omitted by the teachers					
44	Preschool teacher communicates very democratically					
45	Teacher listens to every children and stimulates					
46	Teacher always guides the children to adhere self discipline					
47	The teacher cultivates respects and mutual relationship among children					
48	Teacher is always very helpful and affectionate to the children					
49	The teacher treats all the children equally and respect					
50	There is a separate place for religious heritages					
<b>Management</b>						
50	Enrollment record is in place					
51	Children attendance record is maintained					
52	Teachers attendance record is maintained					
53	Parents meeting attendance record and the meeting minutes are maintained					

54	Telephone numbers to contact during emergencies are maintained					
55	Teachers personal profile is maintained					
56	Growth and monitoring record of children is maintained					
57	Children performance record is maintained					
58	Stores inventory is maintained					
59	Log book is maintained					
60	Financial records are in order					
61	Meetings minutes of the management committee are maintained					
<b>Gender equality</b>						
62	Teachers distribute the essential play and learning materials equally among the boys and girls.					
63	Teaching and learning materials portray girls and boys of varying socio-economic backgrounds with equal prominence, potential, and respect.					
64	The curriculum promotes peace and equality for girls and boys regardless of their race, class, caste, religious, or ethnic background.					
65	Learning materials are free of gender bias (e.g., terms such as "he" or "she" are used in equal frequency).					

**Guided Questionnaire to Collect Data from the  
Parents and Care Givers of Children aged 3 – 5 years**

**Basic information of Parents and Care Givers**

Date of the Group Interview

GN Division  Division

District  Name of the Respondent

Relation to the Child  Mother  Father  Care Giver

Gender of the Respondent  Male  Female  Age

Ethnicity of the Respondent  Tamil  Sinhala  Muslim

Employment of the Respondent

Number of Children in the Family-  Age 0-2  Age 3-5  Age 6-13   
 Age 14 and above.

<sup>1</sup>Name of the Child enrolled in the ECCD centre

<sup>1</sup>The respondent will be asked all these questions below are in relations to this child. There for it is better to write the name of the child and refer to this child always.

Date of enrollment

D	D	M	M	Y	Y	Y	

Name of the ECCD Centre

--

Age of the Child Date of Birth

D	D	M	M	Y	Y	Y	

Gender of the Child

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
------	--------------------------	--------	--------------------------

Order of the Child

Elder	<input type="checkbox"/>	Middle	<input type="checkbox"/>	Youngest	<input type="checkbox"/>	Only child	<input type="checkbox"/>
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# Knowledge, attitude and perception of the Parents and Care givers

Response

Yes Agree

YA

Do not agree

DnA

## 1. What is the correct age for sending the child to preschool?

1. in the age of 3 years

YA

DnA

2. in the age of 4 years

YA

DnA

Other

.....

.....

## 2. Why do you send your child to Preschool?

1. Difficult to keep the child at home as we are employed.

YA

DnA

2. To discipline the child.

YA

DnA

3. To train the child before the child is sent to school.

YA

DnA

4. To teach the child language, math and other things.

YA

DnA

5. Do not know why

YA

DnA

6. Other

.....

.....

**3. What are the basic needs to be met during early childhood for early childhood development?**

1. Exhibit love

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

2. Motivation

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

3. Appreciation

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

4. Protection

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

5. Provide nutritional food and take care of health

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

6. Provision of sufficient play items

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

7. Sufficient rest/leisure/sleep

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

8. Let the child watch TV

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

9. Other.....  
.....

**4. According to your opinion what is the role of the parent with regard to a child between 3-5 years old?**

1. Children should always be obedient to their parents.

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

2. Maintaining order and discipline among children should be done by parents.

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

3. Parents should listen to children while maintaining the order.

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

4. Parents should fully let children do whatever they want.

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

Other.....  
.....  
.....



5. What would you do when your 3 – 5 years old children damage a valuable thing?

1. In future the children will not be allowed to touch valuable things.

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

2. Should punish the child

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

3. Advise the child to handle the things carefully

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

4. Just neglect do not pay attention

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

6. According to your opinion what activities would help the development of a child?

1. Participation of child in daily activities

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

2. Let the child learn new things and experiment things

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

3. Motivate the child to improve thinking process

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

4. Speak good language to improve the vocabulary of the child

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

5. Keep the child happy

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

6. Other.....  
.....  
.....

7. What should the parent do to prevent the child becoming sick?

1. Should give the child nutritional food

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

2. Should immunize the child on time

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

3. Should pay attention to good heal and sanitary habits

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

4. Should not let the child to play outside the house

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

5. Should not allow the child to touch dirt

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

Other.....  
.....  
.....

**8. Do you think you should give nutritional food to your children?**

1. Yes always

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

2. Yes most of the time

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

3. No, I do not give

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

4. I do not know

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

Other.....  
.....  
.....

**9. Write best food items of the main meal you**

**are providing to your children**

<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

**10. What items does the child have (including play items?)**

1. Cars, Dolls, etc

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

2. Musical instruments

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

3. Building blocks

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

4. Clay

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

5. Colour pencils

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

6. Letter, numbering items

YA		DnA	
----	--	-----	--

7. Scissor and papers

YA		DnA	
----	--	-----	--

8. Others

.....

.....

**11. If the child has play items, how did you make them available?**

1. Bought from the market

YA		DnA	
----	--	-----	--

2. Made things at home and environment

YA		DnA	
----	--	-----	--

3. No play items

YA		DnA	
----	--	-----	--

**12. Does either father or mother play with the child**

1. Yes, frequently

YA		DnA	
----	--	-----	--

2. Yes, some times

YA		DnA	
----	--	-----	--

3. Rarely

YA		DnA	
----	--	-----	--

4. Never

YA		DnA	
----	--	-----	--

**13. Do your family members regularly go to religious places?**

1. Yes, at least once a week

YA		DnA	
----	--	-----	--

2. Yes, at least once a month

YA		DnA	
----	--	-----	--

3. Rarely

YA		DnA	
----	--	-----	--

4. Never

YA		DnA	
----	--	-----	--

Other

.....

.....

**14. What are the things you do with the child?**

1. Talk to the child about the nutritional value of food items while eating

YA		DnA	
----	--	-----	--

2. Play with the child using the building blocks

YA		DnA	
----	--	-----	--

3. Role play with the child (Doctor patient etc)

YA		DnA	
----	--	-----	--

4. Get the child takes part in the kitchen when I cook

YA		DnA	
----	--	-----	--

5. I regularly tell stories to the child

YA		DnA	
----	--	-----	--

6. I get the child to do the things what I want

YA		DnA	
----	--	-----	--

7. I tell the child the quantity I want in number

YA		DnA	
----	--	-----	--

8. Let the child use protective items

YA		DnA	
----	--	-----	--

Other.....

.....

**15. Do you listen to the child when child wants to explain his experience, etc?**

1. Yes, we listen to everything he/she explains to me/us.

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

2. Yes, we also discuss our experience with the child

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

3. Yes, we ask about the preschool and his/her friends always.

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

4. No, I have no time to listen to the child

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

**16. What are the things that can be recognized as abuse of a child?**

1. Beating the child physically

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

2. Threatening the child

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

3. Scolding the child always at fault

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

4. Make the child a fool/joker

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

5. Ignore the child /do not pay attention to child's requirements

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

6. Touch the chest, sexual organs etc of the child

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

7. Send the child to buy cigarettes, cigar or alcohol

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

8. Others

.....  
.....

**17. Of the persons below from whom do you think the child could be abused**

Father

Teacher

Relatives

Visitors

Peer groups

Care giver

**18. Do you think that your child could understand what you say?**

1. Yes, most of the things

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

2. Yes, to some degree

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

3. Very few

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

4. No

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

**19. Does this Child tell stories and sing songs**

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

**20. What activities are carried out by the child independently without help of an adult?**

1. Wash face

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

2. Brush teeth

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

3. Wash hands with soap before and after meals

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

4. Go to toilet

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

5. Arrange the school bags

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

21 . Does the child can stay 2 – 5 hours in other place without you? (in a protected place)

Yes		No	
-----	--	----	--

22. Does any one in your family smoke in front of the child?

Yes		No	
-----	--	----	--

23. Does any person in your family take liquor in front of the child

Yes		No	
-----	--	----	--

24. Do the mother and father argue or fight in front of children

1. Never

Yes		No	
-----	--	----	--

2. Rarely

Yes		No	
-----	--	----	--

3. Frequently

Yes		No	
-----	--	----	--

25. If you are employed who looks after your child?

1. Child is left at a child care centre

YA		DnA	
----	--	-----	--

2. Left with grand parents

YA		DnA	
----	--	-----	--

3. Left with elder brother or sister

YA		DnA	
----	--	-----	--

4. I am not employed and the child is with me

Yes		No	
-----	--	----	--

5. I am not employed but the child is with the father

Yes		No	
-----	--	----	--

26. When this child goes out of the house does the child hug or worship parents?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

27. Do you think that this child could understand what you say?

1. Yes, most of the things

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

2. Yes, to some degree

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

3. Very few

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

4. No

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

28. How did the Child learn language?

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

1. Because we encourage the child to tell stories and sing songs

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

2. Send the message to the teacher though the child

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

3. Let the child to take part when we are having visitors

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

29. Do you visit the preschool of your child learning?

1. Yes, to drop & pick up the child

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

2. Yes, to participate in the meetings

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

3. Yes, for sports and cultural events

YA	<input type="checkbox"/>	DnA	<input type="checkbox"/>
----	--------------------------	-----	--------------------------



4. Yes, to inquire the child's progress from the teacher

YA  DnA

5. Yes, to participate in shramadhana

YA  DnA

6. Yes, for the nutritious food preparation

YA  DnA

**30. What type of support you have given to the preschool where your child learning?**

1. Donation of learning and play materials for the preschool children

YA  DnA

2. Finance assistance to the construction activities

YA  DnA

3. Voluntary manual help during the construction activities

YA  DnA

4. Provision of Nutritional food materials

YA  DnA

5. Manual help for the preparation and distribution of nutritious food

YA  DnA

6. Joining with the teacher during the outdoor trips

YA  DnA

**31. In your village or in your neighborhood have you witnessed or heard any of the child of aged 3 – 5 years still not been enrolled in a preschool due to any of the reasons below or other than these reasons .**

1. Disability factors of vision impairment, speech or hearing. If yes, how many?

2. Because she is a female child, negligence of education. If yes how many?

3. Family is in extreme poverty line, unable to meet child's education needs.

4. Both are working parents, none is in the family to take care



### Key Informant Interview with Preschool Teachers

1) **Date:**  2) **Name of Interviewee**

3) **Name of the preschool**

4) **GNs Division**  **DSDivision**

#### 6) Personal information of preschool teacher

6.1) **யூபி**

6.2) **Married**  **Un married**

**Separated**  **Divorced**  **Widow**

6.3) **Date of appointment**

6.4) **Monthly salary**

6.5) **Organization paying the salary**

#### 7) Distance from home to school

**<500M**  **500M – 1 KM**  **1 KM- 3 KM**

**3 KM - 5 KM**  **> 5 KM**

#### 8) Mode of travel to school

**By walk**  **Bicycle**

**Motorbike**  **Private**

**Bus**  **Other sources**

#### 9) Years of experience

- 1)
- 2)
- 3)

**10) Educational Qualification**

<input type="text" value="Graduate"/>	<input type="checkbox"/>	<input type="text" value="GCE A/L pass in ..... subjects"/>
<input type="text" value="Diploma in Preschool Edu"/>	<input type="checkbox"/>	
<input type="text" value="GCE A/L with 3 subjects"/>	<input type="checkbox"/>	<input type="text" value="GCE O/L pass in ..... subjects"/>
<input type="text" value="GCE O/L with 6 subjects"/>	<input type="checkbox"/>	

GCE O/L	Sinhalese language	Passed		Failed		Not appeared	
GCE O/L	Tamil Language	Passed		Failed		Not appeared	
GCE O/L	English Language	Passed		Failed		Not appeared	
GCE O/L	Mathematics	Passed		Failed		Not appeared	

**11) Trainings obtained**

Types	Duration			Organization implemented	Organization sponsored	Self help
	Days	Months;	Years			

**12) Other trainings obtained**

Types	Duration			Organization implemented	Organization sponsored	Self help
	Days	Months;	Years			
Special needs education						
Childs Rights						
Gender education						

13) **Specific skills** ( Based on the findings from the Observation of the teacher's class room activities )

- 1) Dance
- 2) Music
- 3) Drawing
- 4) Creativity
- 5) Auditory practice

14) **Training needs**

15) **Motivation factors for the teacher to continue in the service**

*(Teachers response to be judged with the direct observation of teacher's interaction)*

1) **Opportunities  
For the professional**

Highly satisfactory	<input type="checkbox"/>	Quiet satisfactory	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>	Low	<input type="checkbox"/>
---------------------	--------------------------	--------------------	--------------------------	--------------	--------------------------	-----	--------------------------

Highly satisfactory	<input type="checkbox"/>	Quiet satisfactory	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>	Low	<input type="checkbox"/>
---------------------	--------------------------	--------------------	--------------------------	--------------	--------------------------	-----	--------------------------

Highly satisfactory	<input type="checkbox"/>	Quiet satisfactory	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>	Low	<input type="checkbox"/>
---------------------	--------------------------	--------------------	--------------------------	--------------	--------------------------	-----	--------------------------

Highly satisfactory	<input type="checkbox"/>	Quiet satisfactory	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>	Low	<input type="checkbox"/>
---------------------	--------------------------	--------------------	--------------------------	--------------	--------------------------	-----	--------------------------

Highly satisfactory	<input type="checkbox"/>	Quiet satisfactory	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>	Low	<input type="checkbox"/>
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### 16) Demotivation factors to the Teacher

1) Work load	Very high	<input type="checkbox"/>	Quiet high	<input type="checkbox"/>	Low	<input type="checkbox"/>	Very Low	<input type="checkbox"/>
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2) Home environment	Very high	<input type="checkbox"/>	Quiet high	<input type="checkbox"/>	Low	<input type="checkbox"/>	Very Low	<input type="checkbox"/>
---------------------	-----------	--------------------------	------------	--------------------------	-----	--------------------------	----------	--------------------------

3) Travelling distance	Very high	<input type="checkbox"/>	Quiet high	<input type="checkbox"/>	Low	<input type="checkbox"/>	Very Low	<input type="checkbox"/>
------------------------	-----------	--------------------------	------------	--------------------------	-----	--------------------------	----------	--------------------------

4) Low wage	Very high	<input type="checkbox"/>	Quiet high	<input type="checkbox"/>	Low	<input type="checkbox"/>	Very Low	<input type="checkbox"/>
-------------	-----------	--------------------------	------------	--------------------------	-----	--------------------------	----------	--------------------------

5) Low attendance of children	Very high	<input type="checkbox"/>	Quiet high	<input type="checkbox"/>	Low	<input type="checkbox"/>	Very Low	<input type="checkbox"/>
-------------------------------	-----------	--------------------------	------------	--------------------------	-----	--------------------------	----------	--------------------------

6) Non cooperation of management	Very high	<input type="checkbox"/>	Quiet high	<input type="checkbox"/>	Low	<input type="checkbox"/>	Very Low	<input type="checkbox"/>
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17) Daily class room activity schedule

1. Teachers resource Guide

Available	<input type="checkbox"/>	Not available	<input type="checkbox"/>
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2. Practical experience of the teacher in the implementation of curriculum

Highly satisfactory	<input type="checkbox"/>	Quiet satisfactory	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>	Low	<input type="checkbox"/>
---------------------	--------------------------	--------------------	--------------------------	--------------	--------------------------	-----	--------------------------

2. Trainings obtained in Developmentally appropriate practices

Highly satisfactory	<input type="checkbox"/>	Quiet satisfactory	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>	Low	<input type="checkbox"/>
---------------------	--------------------------	--------------------	--------------------------	--------------	--------------------------	-----	--------------------------

3. Learning circles equipped with necessary resources to the children ratio

Highly satisfactory	<input type="checkbox"/>	Quiet satisfactory	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>	Low	<input type="checkbox"/>
---------------------	--------------------------	--------------------	--------------------------	--------------	--------------------------	-----	--------------------------

4. Play spaces with the resources to the ratio of children

Highly satisfactory	<input type="checkbox"/>	Quiet satisfactory	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>	Low	<input type="checkbox"/>
---------------------	--------------------------	--------------------	--------------------------	--------------	--------------------------	-----	--------------------------

5. ECCD Management's enthusiasm in capacity building aspects Fulfilling the needs

Highly satisfactory	<input type="checkbox"/>	Quiet satisfactory	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>	Low	<input type="checkbox"/>
---------------------	--------------------------	--------------------	--------------------------	--------------	--------------------------	-----	--------------------------

18. ECCD Management committee formed?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

18.1 Number of members

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>	Total:	<input type="checkbox"/>
------	--------------------------	--------	--------------------------	--------	--------------------------

18.2 Frequency of meetings

..... In weeks	..... In month	..... In year
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18.3 Parent's attendance

Fathers	..... %	Mothers	..... %	.Caregivers	..... %
---------	---------	---------	---------	-------------	---------

**19. Organizational Structure of the ECCD centre**

- 1) Individual
- 2) Social structure
- 3) Cooperative system
- 4) Religious trust

**19.1 Administrative system**

19.1.1 Teacher's responsibility defined  Yes  No

19.1.2. Teacher salary payment regularized  Yes  No

19.1.3. Consumables such as office stationeries  
Disinfectants supplies are maintained  
uninterruptedly  Yes  No

19.1.4. Electric and drinking Water supplies  
are maintained uninterruptedly  Yes  No

19.1.5. School development  
plan in place  Yes  No

19.1.6. Community participation  
Is recognized in  
School development plannings  Yes  No

**20. Parent's involvement**

21.1. Dropping and picking up of child

21.2. Discussing with teachers about children performance

21.3. Participate in meetings

21.4. Parents, totally not attending the meetings

21.5. Participation in Shramadhana

21.6. Volunteering in Nutrition food preparation









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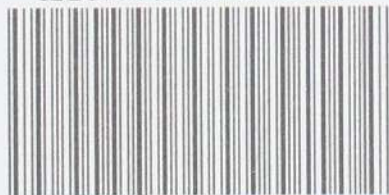
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