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சனாதிபதி அலுவலகம்
PRESIDENTIAL SECRETARIAT



My No: PS/CSL/ET/03/12/MOH II/2026 (V-I)

Date: 2nd September 2026

All Provincial Chief Secretaries,

URGENT

Guideline for Organizing Training Programmes under the Clean Sri Lanka "Step Up" National Early Childhood Development Programme for Social and Behaviour Change Communication (SBCC) 2026

I kindly draw your attention to Cabinet Approval No. අමප/26/1153/815/066 dated 01.07.2026, granted to implement the National Social & Behavior Change Communication (SBCC) Program for Early Childhood Health Promotion 2026, executed under the STEP-UP Early Childhood Development Program of the Clean Sri Lanka Initiative.

02. Following successful pilot implementations and Cabinet approval, this initiative is being rolled out across all preschools nationwide from 2026 to 2029. The program targets eight essential healthy behaviors among preschool children including personal hygiene, healthy nutrition, digital screen time limits, and environmental protection through structured activities delivered by trained teachers, officers, and parents.

03. During year 2026, training of preschool teachers and providing the SBCC package to the trained preschool teachers are planned in a two staged approach as below.

1. Training of divisional level Health, Early Childhood Development and Early Childhood Education officers by the master trainer pool of each district.
2. Training of 70 preschool teachers per district in two 3-day programs by the trained district level master trainers.

04. Please ensure notifying the information of Provincial and District focal points, and information of all participants selected for the above two training programs in the respective google sheets prepared separately (Annex 1) for the respective provinces, before 04.09.2026.

05. Funds for this program have already been directly allocated and sent to the Provincial Councils under the President Secretariat. The Provincial Directorates of Health Services (PDHS) and Regional Directorates (RDHS) are expected to facilitate the timely release and management of these funds for the scheduled training sessions. Please instruct Provincial Health Authorities and Early Childhood Development Authorities, and to strictly follow the attached guideline to ensure 100% participation, proper venue management, and smooth execution of the program. The SBCC material packages will be distributed to the RDHS Offices, once the procurement is completed within the year. Accordingly, the Implementation Guideline prepared for planning, organizing, executing, and monitoring these training programmes at the district level is attached herewith.

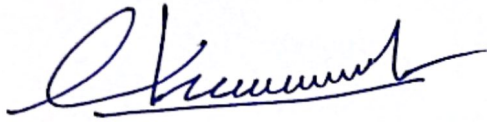
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06. Your leadership in coordinating inter-sectoral teams will be pivotal to achieving the expected health outcomes for Sri Lanka's children. Your cooperation in this regard is greatly appreciated.



Eng. S.P.C. Sugeeshwara
Additional Secretary to the President (Clean Sri Lanka)
For Secretary to the President

Copies:

1. Secretary, Ministry of Health and Mass Media - For kind information and necessary action
2. Secretary, Ministry of Women and Child Affairs - For kind information and necessary action
3. Director, Health Promotion Bureau - For kind information and necessary action
4. All Secretaries to Provincial Governors - For kind information of the Hon. Governors
5. All Provincial Deputy Chief Secretaries (Personnel & Training) - For kind information and necessary action
6. All Secretaries, Provincial Health Ministries - For kind information and necessary action
7. All Provincial Directors of Health Services - For kind information and necessary action
8. All Provincial Directors/Authority (Preschool Education) - For kind information and necessary action
9. All District Secretaries - For kind information and necessary action
10. All Regional Directors of Health Services - For kind information and necessary action

Link and QR Codes to enter the information of Provincial and District level focal points to coordinate and information of participants for the two types of District Level training programs to implement - National SBCC Program 2026 within STEP UP Early Childhood Development (Complete before 04.09.2026)

Annexure 1

Province	Link	QR Code
Central	https://docs.google.com/spreadsheets/d/1sc99c0TU1WBvmDYyJyZXXTLpugJAao4T9YEsDw6jFcg/edit?usp=sharing	Central 
Eastern	https://docs.google.com/spreadsheets/d/1R1h2tXoGAr927pllrukR3H7keQHIF5D7EU_Yw8hyZZM/edit?usp=sharing	Eastern 
North Central	https://docs.google.com/spreadsheets/d/1ICT6liQ7zADFQJ8ywfaceEkSzkMcBGA0wKzQs6_sGXQ/edit?usp=sharing	North Central 

North Western	https://docs.google.com/spreadsheets/d/15at2VtHSHFd4FO7uBfIJV123ooB-4-gEO4MY6gzFllc/edit?usp=sharing	North Western 
Northern	https://docs.google.com/spreadsheets/d/1z4xSfc8xjbRgf_XkbyTdn1-gICWwFsVAS9Q7HM_4YGI/edit?usp=sharing	Northern 
Sabaragamuwa	https://docs.google.com/spreadsheets/d/14O9scCRgFFyU5u7RIA0eWqly6HZs9gUCGQh_OQ6ET-s/edit?usp=sharing	Sabaragamuwa 

Southern	https://docs.google.com/spreadsheets/d/1YubkNcKJYTxunMs4MZPFhMy8c8l2Hst8rr03U0WjKCo/edit?usp=sharing	Southern 
Uva	https://docs.google.com/spreadsheets/d/1KzZvKpVNyWRcCDMM3NTVtS-DWDTLPsWgQtTQWHIWNBE/edit?usp=sharing	Uva 
Western	https://docs.google.com/spreadsheets/d/1LjLXtH9b7E1k_E20y3yz6nHXQwuq9gZ2blmwwwQIES8/edit?usp=sharing	Western 

IMPLEMENTATION GUIDELINE

National Programme on Social & Behaviour Change Communication (SBCC) for Early Childhood Health Promotion 2026 within the STEP-UP Early Childhood Development Program of Clean Sri Lanka Initiative of the Government of Sri Lanka

1. Introduction

The National Program on Social & Behaviour Change Communication (SBCC) for Early Childhood Health Promotion is designed to introduce and strengthen healthy, safe, socially responsible and environmentally friendly behaviours among preschool children from early childhood, and their caregivers, including parents and teachers. This program was developed together with all relevant stakeholders in the health sector, early childhood development sector, early childhood education sector, preschool teachers, parents, caregivers, and a group of the general public from 2023 to 2025. The pilot project was implemented from July to December 2025 with the support of UNICEF Sri Lanka. Thereafter, the Government of Sri Lanka identified the program to be implemented across all preschools in the country with the consensus of all relevant key ministries. Therefore, cabinet approval was granted to roll out this program across the country under the Clean Sri Lanka initiative of the Government from 2026 to 2029.

Preschools are identified as the initial setting for the implementation of this program as the most feasible and cost-effective strategy, as a continuation of the existing National Preschool Health Promotion Setting Development Program led by the Health Promotion Bureau (HPB). Therefore, in this document, it will be stated as National Preschool SBCC.

The recently introduced Sri Lanka National Early Childhood Education Curriculum Framework by the National Institute of Education (NIE) also facilitates practice of the activities of this Preschool SBCC within three out of six learning areas in the framework.

In 2025, HPB conducted 9 four-day training of District level Master Trainers programs to ensure all districts have a pool of master trainers (Annexure 1 - List of Master Trainers) to implement the preschool SBCC program. Also, each district master trainer group was given several SBCC packages to use in preschool teacher training and parent awareness. Subsequently, the trained master trainers trained an initial group of 900 preschool teachers district-wise across the country in 2025/2026. Hence, all districts are enabled with a pool of master trainers and SBCC material packages for subsequent training programs.

1.1 Behaviour outcomes aimed in the Preschool SBCC programme

The program aims to achieve eight key health-related behaviours among the primary target audience: preschool children, through the secondary target audience: parents and caregivers including preschool teachers.

- I. Personal hygiene and oral health
- II. Environment friendliness, protection and proper waste disposal
- III. Healthy and balanced diet
- IV. Adequate physical activity
- V. Limiting digital screen time
- VI. Adequate and healthy sleep
- VII. Critical thinking and age appropriate independence
- VIII. Kindness towards children by parents, teachers and caregivers

The programme is implemented through a structured cascade of training programs and preschool-level activities conducted using child-centered communication materials in the SBCC package.

1.2 Expected Intermediate outcomes of implementation of the SBCC program at each level

- I. **Provincial, district and divisional levels:**
Stakeholders will have strengthened capacity to coordinate, implement, monitor, supervise and sustain the Preschool SBCC Programme.
- II. **Preschool setting level:**
Preschools will be supportive environments that promote and reinforce the eight priority healthy behaviours.
- III. **Preschool teacher level:**
Teachers will have improved capacity to deliver effective, participatory and child-friendly SBCC interventions, and improved personal wellbeing.
- IV. **Parents and family level:**
Families will be better equipped to facilitate and reinforce healthy behaviours at home.
- V. **Preschool Child:**
The children will demonstrate improved knowledge, attitudes, and age-appropriate healthy, safe, socially responsible, and environmentally friendly behaviours to be aware of the importance of maintaining a healthy lifestyle and facilitating children to follow those healthy behaviors.

1.3 Purpose of this Guideline

This guideline provides practical instructions for provincial and district-level authorities and officers from health, early childhood development, and early childhood education sectors to plan, organize, implement, document, and monitor the activities of the Preschool SBCC Program scheduled across Sri Lanka. The authorities are expected to ensure:

- I. Consistent implementation of the Preschool SBCC across all districts as per the plan.
- II. Identification of appropriate dates for the two types of district-level training.
- III. Use of standardized training content and methodology provided in the program.
- IV. Appropriate coordination, guidance and preparation of trainers.
- V. Effective organizing and timely implementation of the three-day training programmes.
- VI. Proper planning and delivery of theory and practical sessions within the three-day trainings.
- VII. Appropriate management and settlement of financial provisions.
- VIII. Ensure all Early Childhood Development Officers and Development Officers-Early Childhood Education who have not yet been trained on this program to be identified for the officer training programs in the year 2026.
- IX. Identify 2 suitable officials from each Medical Officer of Health area. When identifying consider: having good communication and interpersonal skills; preferably not retiring within the next 3 years; be able to attend all 3 days of the training without missing and give priority in the order of PHNS, SPHM, PHM, Interested MOH/AMOH, SPHI and PHI for the officer training programs in 2026.
- X. Identification of preschool teachers in a staged manner for the training programs on implementation.
- XI. Safe and appropriate storage, distribution and use of SBCC material packages when received.
- XII. Systematic documentation, assessment, supervision and follow-up of implementation.
- XIII. Maintain continued group communications and governance of the program implementation using social media (Eg: WhatsApp) as a feasible platform.
- XIV. Review progress at regular intervals - DCC, sectoral reviews.

1.4 Programme Implementation Structure in year 2026

The programme should follow a cascade implementation approach. This includes three-day training programs (Annex 2: Summary of Training Programs to be planned per district), procurement and distribution of SBCC material packages.

A. Training programs

1st Type: Training of Divisional Level Officers (nominated officers from each MOH area, all Divisional ECDO and DO-ECE not yet trained). Depending on the number of eligible officers in each district, the number of 3-day training programs vary from 1-3 per district.

2nd Type: Training of 70 preschool teachers from each district in two three-day training programs with batches of 35 Preschool teachers in each.

Duration: To be held across all districts parallelly starting from September 2026 to mid-December 2026 this year. Subsequently in 2027 and 2028 to cover all preschools in Sri Lanka.

Information of the Provincial and District level focal points, officers selected for the Type 1 training above and Preschool teachers selected for Type 2 training in 2026, should be entered in the given google sheets using the QR codes provided separately for each province (Annex 3: QR codes for 9 provinces to enter the information of focal points and prospective training participants).

B. Procurement and distribution of SBCC material packages

The SBCC material Packages will be procured by HPB and distributed to the districts once procured. Districts are expected to conduct the training programs with the SBCC packages provided for the District Master Trainers in 2025. The Teacher handbooks will be delivered prior to the commencement of the training programs in the district.

1.5 The SBCC package consists of the following two types of communication materials:

I. Training materials:

A set of 24 flashcards in a pouch, a uniform set of lectures in PowerPoint slides saved in a Pen drive provided for master trainers, and a Teacher Handbook with 8 chapters. Training materials should be given only to the Divisional Level Officers being trained.

II. Child-centered Communication Materials packed in a labelled large plastic box:

- i. 6 Story books
- ii. Emotions book
- iii. Eight-piece rainbow puzzle in a box
- iv. Food panel board and 30 food pieces in a box
- v. Urine colour sticker
- vi. A doll with two clothing sets
- vii. A dice and 4 colour player pieces
- viii. Teacher handbook
- ix. Monitoring tool chart (will be provided with the box)
- x. Nursery rhyme audios saved in pen drives given to master trainers

SBCC package should be given to all divisional level officers and all preschool teachers trained.

2. Implementation

2.1 Cascade Implementation plan

National Level → Provincial Level → District Level → Preschool Teachers → Preschool Children and Parents/Caregivers

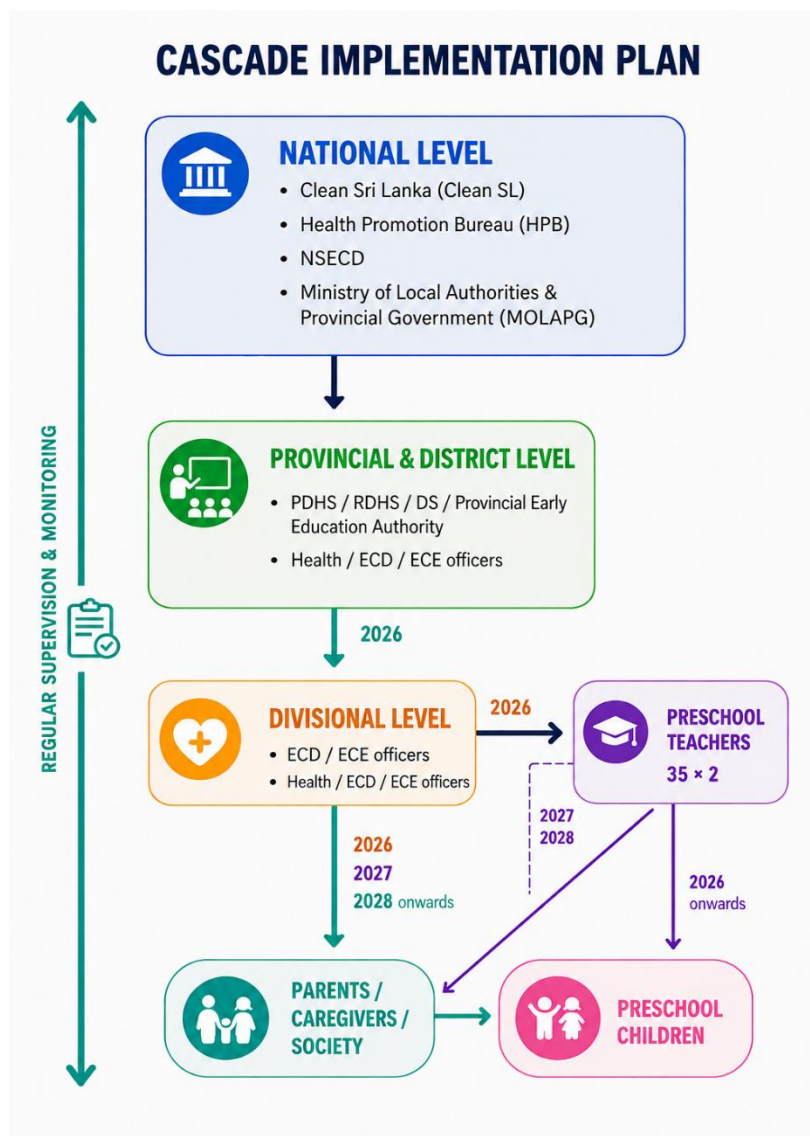


Figure 1: Cascade implementation plan of Preschool SBCC Programme

The Health Promotion Bureau provides national-level technical leadership. While provincial and district-level authorities are expected to lead, coordinate, and manage the implementation of the

program, including financial management (Annexure 4-Fund allocations for each district for two types of training programs).

In the National Roll-out plan of the Preschool SBCC program, the already trained master trainers in each district (Annexure 1) are expected to conduct district-level training programs for divisional-level officers as divisional trainers and preschool teachers from 2026 to 2029. Government funds are allocated through the Clean Sri Lanka Initiative for this program.

The trained preschool teachers are expected to practice SBCC activities frequently with preschool children using the child-centered communication materials in the SBCC package provided by the programme. Parents and caregivers should be made aware and engaged simultaneously at all possible times by all trained officers and preschool teachers to facilitate healthy societal change expected in this program.

2.2. Key Stakeholders with their roles and responsibilities

Stakeholder	Main responsibility
Health Promotion Bureau, Ministry of Health (National Level)	Technical leadership and national coordination for training, procurement and distribution of SBCC material packages, Monitoring and Evaluation
Provincial health authorities (Provincial Directorate of Health Services)	Provincial planning, coordination and monitoring
District health authorities (Regional Directorate of Health Services)	District-level planning, coordination, implementation and monitoring
Early Childhood Development authorities (District and divisional level ECDO under District and Divisional Secretaries)	Coordinated collaboration for the training programs, implementation and monitoring of preschool-sector activities
Early Childhood Education authorities (Provincial level Directors/Chairmans and Pradeshiya Sabha level Development Officers for Preschool Education/Early Childhood Education)	Coordinated collaboration for the training programs, implementation and monitoring of preschool-sector activities
Master trainers and Divisional level trainers	Training and technical facilitation of preschool activities, supervision and reporting
Preschool teachers	Preschool-level implementation and reporting
Parents/caregivers	Facilitation of expected healthy behaviours at home

Table 01: Summary of key stakeholders and their main responsibilities

2.2 Description of Roles and Responsibilities of key stakeholders

I. National Level

The national-level programme team consists of relevant officials from the Clean Sri Lanka Secretariat, Ministry of Health, Ministry of Women and Child Affairs, and Ministry of Local Authorities and Provincial Government. The national level is responsible for:

- a. Overall Preschool SBCC programme coordination with all partners
- b. Development and providing SBCC programme materials
- c. Training of Master Trainers
- d. Providing technical guidance to plan training programs and implementation
- e. Supervision and supportive follow-up
- f. Monitoring programme progress
- g. Periodic review of implementation
- h. Program evaluation

II. Provincial Level

The provincial-level team consists of PDHS, Consultant Community Physicians, Provincial Early Childhood Education Authority, and relevant officers. They are responsible for:

- a. Coordinating programme implementation within the province, to be led by the PDHS and the team.
- b. Appointing a provincial focal person to coordinate this programme at the provincial level from both the provincial health and Early Childhood Education Sector separately would facilitate inter-sectoral coordination.
- c. Facilitating allocation of funds sent from the Clean Sri Lanka Initiative to the RDHS in a timely manner to RDHS to initiate training programs.
- d. Coordinating and monitoring district-level implementation and sustenance.
- e. Supporting districts to resolve implementation problems.

III. District Level

The district level team consists of RDHS, District Secretary, Consultant Community Physicians and relevant officers in health and early childhood development sectors. The district level team is responsible for the following:

- a. Appointing a district focal person to coordinate this program at the district level from health and early childhood development sectors separately to liaise with the Health Promotion Bureau.
- b. Planning the three-day training programmes for divisional level officers and preschool teachers.
- c. Identifying eligible divisional level officers for the training program for them
- d. Identify 70 preschool teachers from 70 preschools in the district for the training programs to be conducted in 2026.
- e. Send the lists of identified divisional level officers and preschool teachers with name, WhatsApp number and language preference to the Director, Health Promotion Bureau on or before 25th August 2026.
- f. Identifying and securing a suitable venue free of charge.
- g. Coordinating the master trainers to conduct training sessions in the training programs for the divisional officers and preschool teachers.
- h. Communicating with prospective participants to ensure their 100% participation (Divisional level officers and Preschool teachers).
- i. Preparing a suitable place in the RDHS office to store the SBCC materials until distribution.
- j. Distributing training, SBCC materials and certificates among participants when received.
- k. Managing approved financial resources.
- l. Conducting the three-day training programs.
- m. Maintaining programme documentation (e.g., attendance sheets, voucher settlements)
- n. Conducting pre/post assessments
- o. Collecting written feedback from each participant
- p. Conducting follow-up and monitoring

IV. Divisional Level

The divisional-level team, comprising the Medical Officer of Health (MOH), Divisional Early Childhood Development Officer (ECDO), and Divisional Officer – Early Childhood Education (DO-ECE), is responsible for:

- a. Coordinating programme implementation within the division from year 2027 (e.g., preschool teacher trainings and parental awareness)
- b. Support identifying and coordination of eligible preschool teachers for the three-day training programs in 2026. This year, the priority should be given to the Health Promotion Preschools selected in the divisions.
- c. Coordinating with the district-level team and master trainers regarding scheduling training programs and implementation
- d. Facilitating the conduct of the three-day training programme for preschool teachers
- e. Identifying and securing suitable venues free of charge for divisional-level training activities
- f. Ensure distribution of the SBCC material packages to the trained preschool teachers when the SBCC packages are delivered
- g. Coordinating the participation of preschool teachers and ensuring 100% attendance
- h. Providing technical and operational support to preschool teachers in the conduct of SBCC activities after training.
- i. Supporting preschool teachers to aware and engage parents and caregivers in programme activities
- j. Maintaining records and documentation of training and programme activities
- k. Utilizing the prescribed monitoring tool to monitor implementation at preschool level
- l. Conducting follow-up visits and providing supportive supervision to preschool teachers
- m. Collecting feedback and identifying implementation challenges
- n. Reporting progress, challenges and recommendations to the district-level team.
- o. Participate in periodic review and programme improvement activities.

V. Preschool Teachers

Preschool teachers are expected to:

- a. Participate actively and fully in the three-day training programs.
- b. Implement the prescribed SBCC activities at the preschool level as per the instructions given during training and in the Teacher Handbook.
- c. Use the child-centered SBCC materials age-appropriately following participatory approaches.
- d. Encourage and facilitate active participation of children in SBCC activities.
- e. Engage parents and caregivers to facilitate and reinforce the promoted healthy behaviours.
- f. Maintain accurate records of SBCC activities conducted using the monitoring tool provided.
- g. Use the prescribed monitoring tool to monitor and document implementation of preschool SBCC activities and reporting using the QR code given in the monitoring tool.
- h. Participate in monitoring, review and follow-up activities to support continuous improvement of programme implementation.
- i. Ensure the protection and long-term use of the SBCC materials provided in the package.

2.3 Standard Structure of a three-day training program

The National Preschool SBCC Programme implementation includes two levels of standard three-day structured training programs. During the first phase (2026) of the roll-out, the trained master trainers at district level should be involved in the training of divisional level officers and preschool teachers as stated below.

I. Training of Divisional level officers to be Trainers (TOT) for subsequent years

The three-day TOT programme prepares selected divisional level officers to serve as certified trainers for the Preschool SBCC Programme at divisional level from year 2027. It equips them with the knowledge, skills and facilitation competencies required to conduct subsequent preschool teacher training and parental awareness sessions effectively.

II. **Preschool Teacher Training**

During 2026, the preschool teachers should be trained by the previously trained master trainers in the district. Subsequently, in 2027 and 2028, the certified divisional-level trainers are expected to conduct the structured **three-day training programs** for preschool teachers in the respective divisions with the support of district master trainers. This training equips preschool teachers with the knowledge and skills required to engage children in the activities of the preschool SBCC package. Also empower them to make parents aware and engage them appropriately to facilitate behaviour changes among children at home.

2.3.1 Duration of training programs

- I. **Divisional Officer Training:** Three consecutive days
- II. **Preschool Teacher Training:** Three consecutive days

2.3.2 Model day in the Training Schedule

- I. Training sessions should be conducted from **8.30 a.m. to 4.30 p.m.** (Annex 5 - Agenda)
- II. Punctuality will ensure completion of all 8 modules without missing scheduled lessons or activities.
- III. Each training day should include adequate time for learning activities, discussions, practical sessions and participant interaction, with the following scheduled breaks:
 - a. Morning tea break
 - b. Lunch break
 - c. Afternoon tea break

The detailed daily programme and session schedule should be conducted as per the (Annex 5) developed according to the approved training curriculum.

2.3.3 Daily Training Methodology

A training day is a structured approach that integrates **theoretical content with practical application**. As far as possible, each training day should be organized as follows:

- I. **Morning sessions** focus on introducing key concepts, knowledge and content according to the 8 modules of the program through appropriate presentations and interactive learning methods (Annex 5).
- II. **Afternoon sessions** focus on practical application of the concepts of the 8 modules introduced during morning sessions. Activities, demonstrations, group work, role play, storytelling, children's rhymes and other experiential learning methods should be used in the afternoon sessions to develop skills.

The trainer responsible for each module or session should also **plan and facilitate the corresponding practical activities**, ensuring a clear link between the content delivered and its application at preschool level.

2.3.4 Selection of Trainers of District Level Two types of training

Only individuals who qualify for the following two criteria should function as trainers of the two types of training to be done from September 2026:

- I. Completed the Training of Trainers programmes conducted by the Health Promotion Bureau in 2025.
- II. Received the formal certification from HPB as a Master Trainer

Individuals who have not completed the required training and obtained formal certification shall not conduct lectures or function as trainers of the programme. Obtaining necessary support from the certified trainers from neighboring districts is acceptable where necessary.

Trainers should be formally invited in advance and their participation confirmed before the training schedule is finalized. Nominating a shadow trainer for all sessions will ensure all lessons are completed in case any trainer fails to attend as planned.

2.3.5 Training Content and Standardized Materials

The programme consists of eight modules to address 8 behaviours targeted in this SBCC program. Approved uniform PowerPoint presentations have been developed in all three languages to cover the required content of each module of the programme.

2.3.6 Responsibilities of Master Trainers before conducting a training or awareness program:

- I. Read and prepare thoroughly before conducting the session
- II. Familiarize with the assigned content before the training within the allocated time
- III. Deliver the prescribed key messages accurately (Annex 6- Key messages to be delivered)
- IV. Avoid changing or distorting essential messages
- V. Avoid introducing unrelated information
- VI. Use correct and technically accurate terminology
- VII. Prepare adequately

2.3.7 Use of training materials

Only prescribed training materials (PowerPoint presentations or flashcards) should be used to maintain consistency and quality across training programs. Trainers may use **only one type of approved training materials at a given time** according to the facilities available at the venue. That is not to use PowerPoint and flashcards together, but use only one type at a time.

The essential content and key messages of each module should remain consistent irrespective of the presentation method used.

2.3.8 Language of Training

Considering the effectiveness and uniformity of the training each training programme shall be conducted **entirely in either Sinhala or Tamil**, according to the language selected for the programme. In districts where both Sinhala and Tamil languages are used, separate training sessions should be planned.

A single training programme shall preferably not use both Sinhala and Tamil as the primary languages of instruction. Participants should therefore be selected based on their ability to understand and actively participate in the training in the selected language.

3. Training Program

3.1 Planning a Three-Day Training Programme

Once the training dates and participants have been identified, the district programme coordinator shall undertake the following steps to ensure systematic preparation and coordination of the three-day training programme:

Step 1 – Notify the Health Promotion Bureau

Inform the Health Promotion Bureau in writing of the lists of proposed training participants and training dates, in accordance with the established procedure.

A Google Sheet link will be provided in the cover letter for ease of inserting the information of provincial and district focal points and the information of officers and preschool teachers selected to be trained in the provinces and districts separately.

Step 2 – Establish the Training Team and Communication Group

The district programme coordinator shall convene a planning meeting with the district master trainers. Following confirmation of the officials involved in the training, a dedicated WhatsApp group shall be created using a standardized name (eg: District_SBCC_Divisional group / District_SBCC_Preschool teachers) for effective communication and coordination.

Step 3 – Develop the Training Plan

Prepare the complete three-day training plan using the approved Agenda (Annex 5). The plan shall clearly specify:

i. Date	iv. Module	v. Planned activity
ii. Time	vi. Resource person	vii. Materials required
iii. Session	viii. Duration	ix. Person responsible for lectures and activity sessions

Step 4 – Allocate Sessions to Master Trainers

Assign each session to an appropriately certified master trainer and confirm their availability in advance. When identifying most suitable master trainer for respective sessions in the given schedule, area of expertise should be taken into consideration at all possible circumstances. However, all master trainers should be equally competent to train all 8 modules.

- If the master trainer group consists of a MOMCH or MO/PH, the module on nutrition to be covered by that Medical Officer
- If the master trainer group has a Medical Officer of Mental Health in the master trainer group, module 7 to be covered by MOMH.
- The ECDO or DO-ECE to do the module 8.

Step 5 – Plan Practical Activities

Identify and plan the practical activities associated with each session, ensuring that the required time, materials and facilitation arrangements are incorporated into the programme. Additional materials may be needed to conduct some practical activities (Annex 7-Layout of list of activities). Therefore, planning ahead and making those available will enhance effective learning.

Step 6 – Prepare Training Materials and Equipment

Prepare a comprehensive list of all equipment, stationery, audiovisual resources and other materials required for the training and ensure their availability of those before the programme.

Step 7 – Confirm Logistical Arrangements

Confirm the training venue (free of charge), seating arrangements (half circular/circular), meals (healthy meals and snacks), equipment and all other logistical requirements.

Step 8 – Finalize and Inform Participants

Prepare the final list of participants and communicate all essential information regarding the training, including the dates, venue, training hours, language, attendance requirements and other relevant instructions.

Step 9 – Maintain Pre-Training Communication

The dedicated WhatsApp group shall include:

- a. Certified master trainers
- b. Nominated Focal point/s
- c. Participating preschool teachers
- d. The relevant Health Promotion Bureau coordinating officer.

The group shall be used exclusively for essential programme-related communication and coordination before and during the training programme.

3.2 Venue and Physical Requirements

A suitable training venue shall be identified and confirmed well in advance of the programme. The preferred seating arrangement is a **single semi-circular arrangement**, enabling participants to see, communicate and interact effectively with one another (Figure.1).

3.2.1 The Venue

- I. Accommodate approximately **40 participants**
- II. Provide adequate space for movement and practical activities
- III. Facilitate the recommended **circular seating arrangement**
- IV. Have adequate ventilation or air conditioning
- V. Provide sufficient lighting
- VI. Have appropriate electrical facilities
- VII. Provide sufficient space for trainers to conduct presentations, demonstrations and practical activities



Figure 1: Training venue layout

3.2.2 Essential Equipment

The following equipment and facilities shall be available at the training venue:

- a. Computer/laptop
- b. Multimedia projector
- c. Projection screen
- d. Microphone
- e. Sound system
- f. Facilities for audio playback
- g. Facilities for video playback
- h. Extension cords and necessary electrical connections
- i. Any additional equipment required for the planned training activities

All equipment should be checked and tested before the commencement of the training programme.

3.3 Supportive Human Resources

The district team shall identify and assign the personnel required for the effective implementation of the training programme in advance. The training team should include, as appropriate:

- a. Programme coordinator
- b. Certified master trainers and focal point/s

- c. Administrative support personnel
- d. Financial and logistical support personnel
- e. Technical support personnel
- f. Documentation support personnel

Roles and responsibilities of all personnel should be clearly assigned and communicated before the commencement of the training programme.

3.4 Planning the activities in each module

Activities are listed under the 8 modules (Annex 7). All activities are not possible to be conducted within the three-day training. However, there are activities to be done essentially (**Bolded** in Annex 7), and others to be done as time permits. Therefore, activities should be planned before. Most importantly, the activities based on the SBCC materials should be done essentially.

In addition, at least a few activities to cover all different modes of communication (Story books, Nursery Rhymes, Role Plays, Classroom activities) should be done during the afternoons of three days.

- I. Trainer is expected to ensure the following areas are covered when conducting activities:
 - a. the objective or the expected outcome of the activity
 - b. the steps in the activity to be conducted
 - c. the number of participants
 - d. the time required
 - e. the materials required
 - f. the instructions to be given
 - g. how the activity can subsequently be adapted for preschool children

As far as possible, activities related to sessions/modules conducted during the morning should be completed during the same day.

All materials required for the activities should be prepared before the session (Eg: boxes for waste bins in four different colours).

II. Participants should be informed clearly about:

- a. The activity with the relevant pages of the teacher handbook
- b. The instructions
- c. The time available
- d. The expected completion time

The activity should be completed within the allocated time and should not exceed the stipulated time for the session.

Where individual activities are planned for the second or third day, participants who will conduct those activities should preferably be identified on the preceding day.

Examples include:

- a. storytelling
- b. Leading singing songs
- c. individual demonstrations
- d. other activities requiring advance preparation

All activities requiring advance preparation, including preparation of equipment and material, must be done prior to the training programme during the planning stage.

A complete record of activities conducted during the three-day training should be maintained by marking in the prescribed activity list (Annex 7).

3.5 Responsibilities of Trainers

3.5.1 Before the Training

Trainers should:

- a. Read and prepare for assigned module
- b. Study the approved presentation materials
- c. Prepare the required activities and materials needed for those
- d. Rehearse the session
- e. Familiarize themselves with the allocated time
- f. Coordinate with other trainers

3.5.2 During the Training

- a. Deliver the approved content accurately
- b. Use participatory and child-friendly approaches
- c. Encourage participant involvement and questioning
- d. Manage questions and discussions within the allocated time
- e. Facilitate activities effectively
- f. Stay within the allocated time for the session by being alert of the time period
- g. Use technically correct terminology only, avoid unnecessary discussion or repetition
- h. Respect cultural diversity of the audience

3.5.3 Technical accuracy of messages and explanations

Trainers should always use correct terminology and explanations. For example, technically accurate terminology should be used instead of simplified expressions that may create misconceptions.

3.5.4 Special Considerations for Implementation within the Preschool

Trainers should emphasize that:

- a. Parents/caregivers should be made aware and involved wherever required
- b. Children should not be discouraged if they are unable to participate fully in an activity
- c. Children with disabilities should be encouraged and supported to participate according to their abilities; and
- d. Activities should be adapted where necessary to ensure inclusion
- e. Children should be appreciated and encouraged for being engaged in activities

3.6 Time Management

- a. Effective time management is an essential responsibility of every trainer. Each trainer shall ensure that only the assigned content is completed within the time allocated in the approved training schedule.
- b. All trainers should be aware of their allocated time before the commencement of the training programme to ensure strict adherence to the allocated time.
- c. As a general guideline, the content of each presentation can normally be covered within **20–30 minutes**, according to the approved programme schedule. This has been confirmed in the pretested training repeatedly.
- d. **Trainers shall not exceed the time allocated to their sessions in the official training schedule.**
- e. An appropriate timing mechanism should be used throughout the training programme to support effective time management.

3.7 Selecting participants/individuals for the two types of three-day trainings in districts

- a. The focal points nominated in Health, Early Childhood Development and Early Childhood Education with the relevant provincial and district coordinating authorities should meet together.
- b. List the nominees for the officer training (Health, ECD and ECE) and preschool teachers training along with language preferences. Fill the google sheet using the relevant Provincial link/QR code provided (Annex 3).
- c. Thereafter, the dates for programs should be identified according to the number of each type of training program in each district (Annex 2).

3.8. Communications prior to the training programs

Identified participants should be informed of:

- a. Training dates
- b. Venue
- c. Starting and finishing times
- d. Training language
- e. Essential three-day attendance requirement
- f. Appropriate clothing for practical activities
- g. Pre- and post-training assessment (Annex 8 and Annex 9)
- h. Feedback requirements
- i. Meal arrangements

3.9 Dress and Cultural Considerations

Participants should be informed in advance to wear comfortable and activity-appropriate clothing because practical activities will be conducted during the training. Taking a group photograph on the 1st day, with key officials, is recommended. Participants should be informed of this for appropriate dress requirements for the photograph. Cultural diversity must be respected throughout the programme.

3.10 Dietary Requirements and Meal Arrangements

Information on participants' dietary requirements shall be obtained **in advance of the training programme** to ensure that appropriate meals can be arranged.

Particular attention should be given to participants who do not consume meat or fish. Suitable alternative meals shall be arranged and confirmed prior to the commencement of the training.

3.11 Ground Rules and Training Etiquette for Participants

Participants should be informed of the expectation of adherence to the following rules throughout the training program:

- a. Arrive at the training venue on time.
- b. Return promptly after scheduled breaks.
- c. Keep mobile phones on silent mode during training sessions.
- d. Leave the training room when attending to essential telephone calls.
- e. Avoid unnecessary conversations during presentations and other training sessions.
- f. Participate actively and constructively in all planned activities.
- g. Complete the **Pre-Training Assessment** (*Annex 8*).
- h. Complete the **Post-Training Assessment** (*Annex 9*).
- i. Complete and submit the **Participant Written Feedback obtained in A4 sheets**.
- j. Follow the instructions and guidance provided by trainers and facilitators throughout the programme.
- k. Reflect on personal wellbeing techniques taught in the sessions, especially module 7.

3.12 Conducting Pre- and Post-Training Assessment (Annex 8 & 9)

- a. The pre and post-training assessment is done through a short-self-administered questionnaire in the form of a Google Form.
- b. Pre-training assessment should be conducted before the training content is delivered.
- c. The QR code for the pre-test is given in Annexure 8. It should be displayed on the screen before the training program starts.
- d. Instruct the participants to insert their 10-digit mobile number correctly, as the mobile phone number will be taken as the identification.
- e. Post-training assessment should be done at the end of the training programme on the third day.
- f. The QR code for the post-test is given in Annexure 9. It should be displayed on the screen before the training programme starts.
- g. Instruct the participants to insert the same 10-digit mobile number they inserted in the pre-test correctly, as the mobile phone number will be taken as the identification.

3.13 Obtaining Participant Feedback

Participants should be informed about the feedback process at the beginning of the training.

- a. A blank A4 sheet should be provided to each participant to write their own constructive feedback about the program and also to further improve the program.
- b. Participants should complete and submit the feedback before the end of the third day, preferably before lunch.
- c. Completed feedback sheets should be collected by the designated Health Focal Point of the district.
- d. The feedback forms should be read, and appropriate measures should be taken in the next training if any rational changes are suggested.

3.14 Attendance and Certification

Full participation in all three days of the training is required to receive the training certificate. Attendance should therefore be recorded separately for each training day (Annexure 10 & 11). Certificates should be issued only after the participant has fulfilled all three days' attendance and other programme requirements. All certificates will be provided by the HPB.

4.0 Documentation and Record Keeping

The Health Coordinator/Focal Point should maintain a complete programme file with dates of the programme. The file should contain the following.

- a. Letter with guidelines and instructions for fund utilization
- b. Trainer list (Name, designation, male/female/ place of work, WhatsApp number)
- c. Training schedule with trainer details for each session
- d. Participant list (Name, designation, male/female/ place of work, WhatsApp number)
- e. Attendance records (Signatures of all three days in three columns in front of each name in the same sheet)
- f. Venue details
- g. Activity plan and equipment checklist

- h. Pre and post-training assessment questionnaires printed according to the number of participants in the training
- i. A4 sheets for participant feedback
- j. Photographs
- k. Certificates to be issued
- l. Financial documents - vouchers for lecture fees, refreshment quotations and bills
- m. Final training report

5.0 Monitoring and Follow-Up

Following the training, district and provincial teams should monitor the implementation of SBCC activities at preschool level, and awareness sessions by the divisional level trainers in their areas. Provincial and district teams should provide supportive supervision and facilitate problem-solving where necessary. Monitoring should include:

- a. Number of teachers trained
- b. Number of preschools reached
- c. Number and types of activities conducted in preschools
- d. Encourage trainers and preschool teachers to report the activities conducted by using the QR code (Annex12 - QR code for reporting activities)
- e. Participation of children
- f. Parent/caregiver engagement and awareness
- g. Availability and use of programme materials
- h. Implementation challenges, support required and corrective actions taken.

6.0 Financial Resource Management

6.1. All financial arrangements should be made according to the approved budget and applicable financial regulations (Annex 13 Payment instructions) and.

Before the training:

- a. Identify expected expenditure as per the fund utilization instructions provided
- b. Confirm applicable rates according to GOSL funding
- c. Arrange necessary advances/payments.

6.2 All expenditure should be supported by appropriate documentation, including original receipts, invoices, attendance records, vouchers and other relevant financial documents.

The district programme coordinator should ensure that:

- a. Expenditure remains within the approved budget
- b. Payments are made only for approved purposes - lecture fees (Annex 14 lecturer signature card), refreshments
- c. Supporting documents are properly maintained
- d. Financial settlements are completed within the required period.

A detailed financial procedure and approved expenditure rates should be provided as a separate annex where applicable.

Annexes

The following standard annexes accompany this guideline:

Annex 1 - List of district level master trainers trained in 2025/2026

Annex 2 - Summary of Number of Training programs Required to be done in each district with number of participants in each training program

Annex 3 – Link and QR Codes to enter the information of Provincial and District level focal points to coordinate and information of participants for the two types of District Level training programs to implement

Annex 4 - Financial Allocations for the two types of training programs for each district and provincial level

Annex 5- Three-Day Training Programme agenda

Annex 6 – Key points to be emphasized in each module by the trainer

Annex 7 - SBCC Activity list according to each module

Annex 8 – QR code for Pre Training Assessment google form

Annex 9 - QR code for Post Training Assessment google form

Annex 10 – Sample signature card for Divisional Officer Training

Annex 11 – Sample signature card for Preschool Teacher Training

Annex 12 – QR code for the reporting of performed SBCC activities

Annex 13 – Payments and Expenditure

Annex 14 – Sample signature card for lecturers (master trainers trained initially)

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Annex 1 - SBCC Master Trainers by District 2025/2026**Colombo**

Province	District	Name of the Officer	Designation
Western Province	Colombo	K.D.V.S Dissanayake	PHNS
Western Province	Colombo	M.G.D.S.Abeynayaka	District ECDO
Western Province	Colombo	Nadeeka Priyadarshani Kandage	Coordinating DO-ECD
Western Province	Colombo	R.M Deepika Rathnayaka	HEO
Western Province	Colombo	Mrs. Geethma Savindi	HEO
Western Province	Colombo	Dr.V.Liyanapathirana	MOMCH
Western Province	Colombo	L.D.Malawalaarachchi	RSPHNO
Western Province	Colombo	M.G.Kosala Lakmal	HEO
Western Province	Colombo	Mr. Dushmantha C. Rajapaksha	Director ECD, Western Province
Western Province	Colombo	Mr P.M.Munasinghe	HEO
Western Province	Colombo	Ms W.B.D.C.Bandara	Development Officer
Western Province	Colombo	Ms C C A Gamage	Development Officer
Western Province	Colombo	Ms M A Imalka Udayangani	Development Officer
Western Province	Jpura	Ms D.M.A.Samarapali	Development Officer
Western Province	Jpura	Ms P M Suwini Lakmali	Development Officer
Western Province	Colombo	Mr. R M G S Bandara	Development Officer
Western Province	Piliyandala	Ms K Randika Thilakshani	Development Officer
Western Province	Horana	Ms K I R Kalubowila	Development Officer

CMC

Province	District	Name of the Officer	Designation
Western Province	CMC	Dr. O.K.P Chathrapani	MOMCH
Western Province	CMC	R D Pathmeera	HEO
Western Province	CMC	Imali Abeysinghe	HEO

Gampaha

Province	District	Name of the Officer	Designation
Western Province	Gampaha	Ms.K.A.P.L.Kodikara	ECDO
Western Province	Gampaha	Dr. Helanka Wijayathilake	District CCP
Western Province	Gampaha	Dr.Shashika Lakmali Ranaweerachchi	MOMCH
Western Province	Gampaha	H.M.T.P. Herath	PHNS (Kelaniya)
Western Province	Gampaha	Dr.Indika Pethiyagoda	MO MH
Western Province	Gampaha	Mrs.Achala Jayasinghe	District ECDO
Western Province	Gampaha	Mrs.Tharanga Dissanayake	District ECDO
Western Province	Gampaha	Ms. L. B Abayasundara	ECDO
Western Province	Divulapitiya	Ms I R R S Abeyrathne	Development Officer
Western Province	Gampaha	Mrs. Thilini Danushka Karunarathne	Health Education Officer/Gampaha District

Kalutara

Province	District	Name of the Officer	Designation
Western Province	Kalutara	Ms. W.D.Winitha Withana	ECDO
Western Province	Kalutara	Mr.M.D.P.M.Gunarathne	ECDO
Western Province	Kalutara	G.C.B De Silva	PHNS
Western Province	Kalutara	C.R. Ruwanpura	RSPHNO
Western Province	Kalutara	Dr.K.G.U.Dalpatadu	MO MH
Western Province	Kalutara	A P Amaratunga	RSPHNO
Western Province	Kalutara	J.C.I.K.Wijewardane	HEO
Western Province	Kalutara	S.K.Sunil Shantha	HEO
Western Province	Kalutara	P.D.M.Lakmali	District ECDO

NIHS

Province	District	Name of the Officer	Designation
Western Province	NIHS	Mr.L P W N Pathirage	HEO

Galle

Province	District	Name of the Officer	Designation
Southern	Galle	Dr A A S Chaturika	AMOH Balapitiya
Southern	Galle	S.R.D.U. Mahindusena	PHNS
Southern	Galle	Dr.Nalin Prasanna Wijesekara	MO School Health
Southern	Galle	Dr Ajanthi Kumari	MO MH
Southern	Galle	Indika Prasad	HEO
Southern	Galle	B.G.I Niroshan	District ECDO
Southern	Galle	Mr.Mahindarathne	HEO
Southern	Galle	Mr Chandimal	HEO
Southern	Galle	Mr.Chandana	HEO
Southern	Galle	Ms.Sujeewa	HEO

Matara

Province	District	Name of the Officer	Designation
Southern	Matara	Mr. Manjula Alahakoon	Health Education Officer
Southern	Matara	Mr. Nalaka Ruwan Gamage	Health Education Officer
Southern	Matara	Mr. E. L. G. Mahesh Kumara	District ECDO
Southern	Matara	Dr. P. Disanayake	MO MH
Southern	Matara	Mrs. W. W. Priyadarshani	PHNS
Southern	Matara	Mrs W.K. Chandralatha	HEO

Hambanthota

Province	District	Name of the Officer	Designation
Southern	Hambanthota	G.B Champika	RSPHNO
Southern	Hambanthota	H.A. Deshabandu	HEO
Southern	Hambanthota	K.G.A.C.Thushara	HEO
Southern	Hambanthota	G.Sumith Chandrasiri	DECDDO

Kegalle

Province	District	Name of the Officer	Designation
Sabaragamuwa	Kegalle	I.S.Rajapaksha	HEO
Sabaragamuwa	Kegalle	P.D.M.W.K.Nedungamuwa	RSPHNO
Sabaragamuwa	Kegalle	Anoma Marasinghe	Acting District CCP
Sabaragamuwa	Ruwanwella	H P T D Premarathne	ECDO
Sabaragamuwa	Kegalle	R.A.S.V. Bandara (po)	EDO
Sabaragamuwa	Galgamuwa	Dr E.R.J.M.M Ekanayake	MOG

Rathnapura

Province	District	Name of the Officer	Designation
Sabaragamuwa	Rathnapura	N. H.Sajani Nadeeka	District CCP
Sabaragamuwa	Rathnapura	H.A . S. Karunarathna	MOMCH
Sabaragamuwa	Rathnapura	M. N. Nawaz	MOMCH
Sabaragamuwa	Rathnapura	M.K.N.S Gunarathna	PHNS
Sabaragamuwa	Rathnapura	W.D.S.N Kulasekara	RSPHNO
Sabaragamuwa	Rathnapura	W.A.J.Peiris	RSPHNO
Sabaragamuwa	Rathnapura	P A N Manjula Wijesundara	HEO
Sabaragamuwa	Rathnapura	J A M Prasad Ariyaratne	HEO

Anuradhapura

Province	District	Name of the Officer	Designation
North Central Province	Anuradhapura	Dr. T.M.Kumarasinghe	MOMCH
North Central Province	Anuradhapura	Dr. Indika Kallepotha	MO MH
North Central Province	Anuradhapura	Mr Palitha Jayarathna	HEO
North Central Province	Anuradhapura	Mrs Geetha Senevirathana	PHNS
North Central Province	Anuradhapura	Mrs.PNH Thennakoon	District ECDO
North Central Province	Anuradhapura	Mrs.R.M.G.M Rathnayake	Coordinating DO-ECD
North Central Province	Anuradhapura	Dr.B.M.A.PRathnamali	MOMCH
North Central Province	Anuradhapura	Mr G D G A S Gunarathne	HEO

Polonnaruwa

Province	District	Name of the Officer	Designation
North Central	Polonnaruwa	D.M.M.H.K.Dissanayaka	RSPHNO
North Central	Polonnaruwa	M.K.G.A.P. Senawirathna	PHNS
North Central	Polonnaruwa	C.D.W.Munaweera	PHNS
North Central	Polonnaruwa	M.P.Sampath Munasingha	District ECDO
North Central	Polonnaruwa	Dr.W.K.D.S. Rajapaksha	MO MH
North Central	Polonnaruwa	K.A.D.Nishani Nawarathna	Coordinating DO-ECD

Badulla

Province	District	Name of the Officer	Designation
Uva Province	Badulla	Dr R.M.S. Bandara	MO Health Promotion / MO Public Health
Uva Province	Badulla	Suresh Kanna	HEO
Uva Province	Badulla	E.D.Sugathapala	ECDO
Uva Province	Badulla	Dr W.M.A. Rathnayaka	MO MH
Uva Province	Badulla	Charuni Gajanayake	District ECDO
Uva Province	Badulla	A.G.Siriyalatha	ECDO

Monaragala

Province	District	Name of the Officer	Designation
Uva Province	Monaragala	G.D.T.Jayalath	MO MH
Uva Province	Monaragala	D.M.R.Bandara	HEO
Uva Province	Monaragala	J.E.Sudheera Rathnayaka	District ECDO
Uva Province	Monaragala	R.M. Wasantha Rathnayaka	Coordinating DO-ECD
Uva Province	Monaragala	Miss. M. Nirosha Udayangani	DO-ECD

Matale

Province	District	Name of the Officer	Designation
Central Province	Matale	Dr P C B Rambukwella	MOMCH
Central Province	Matale	Dr.E.M.P.Kularathna	MO MH
Central Province	Matale	T.L.A.S.T.Liyanaarachchi	HEO
Central Province	Matale	W.W.E.M.B.K.Ekanayake	PHNS
Central Province	Matale	I.K.G.D.K.M Ihalakorala	PHNS
Central Province	Matale	Ms M.G.Sunethra Kumarihami	District ECDO

Kandy

Province	District	Name of the Officer	Designation
Central Province	Kandy	Dr. N.D Dhanapala	MOMCH
Central Province	Kandy	Ms. N. Wijewickrama	HEO
Central Province	Kandy	Ms. L. Adhikari	ECCD Co-ordinator
Central Province	KMC	Ms. S.P Senarathne	HEO
Central Province	Kandy	L.A.C.K. Abeywardana	ECDO
Central Province	Kandy	Miss B.M.C Bandaranayake	Coordinating DO-ECD

Nuwara Eliya

Province	District	Name of the Officer	Designation
Central Province	Nuwara Eliya	Dr Lakmal Narangoda	MO MH
Central Province	Nuwara Eliya	M.D Lakmali Indika Kularathne	PHNS
Central Province	Nuwara Eliya	R.M.P.Senevirathna	HEO
Central Province	Nuwara Eliya	T G Chamika Prasadini Jayarathne	District Coordinating ECDO
Central Province	Nuwara Eliya	J M R S K Siriwardhena	District Coordinating ECDO
Central Province	Nuwara Eliya	W W W Kanchana Ruwan Renu	District Coordinating ECDO

Ampara

Province	District	Name of the Officer	Designation
Eastern Province	Ampara	Dr. T. Liyanage	MOMCH
Eastern Province	Ampara	K.G.T.K Maithripala	RSPHNO
Eastern Province	Ampara	Dr. A.D. A.P Rajakaruna	MO MH
Eastern Province	Ampara	K.M.T.C.K.Dayawansha	HEO
Eastern Province	Ampara	R.M.A.P.S.Wijerathna	ECDO (District Coordinator)

Batticaloa

Province	District	Name of the Officer	Designation
Eastern Province	Batticaloa	Dr.M.Achchuthan	MO Health Promotion / MO PH
Eastern Province	Batticaloa	Dr.S.Dan	MO MH
Eastern Province	Batticaloa	Mr.T.Thajikaran	HEO
Eastern Province	Batticaloa	Mrs.C.D.R.Anderson	PHNS
Eastern Province	Batticaloa	Mr.V.Muralitharan	Coordinating DO-ECD

Trincomalee

Province	District	Name of the Officer	Designation
Eastern Province	Trincomalee	Khumayoon Nafrath	Coordinating DO-ECD
Eastern Province	Trincomalee	Dr.I.Senthuran	MOMCH
Eastern Province	Trincomalee	Dr. S. M.D.P.Samaraweera	MO MH, BH Muthur
Eastern Province	Trincomalee	Mrs.D.D.D.N.Perera	PHNS
Eastern Province	Trincomalee	Mrs.E.M.Niroshini	PHNS
Eastern Province	Trincomalee	Mrs.M.H.N.Perera	PHNS

Kalmunai

Province	District	Name of the Officer	Designation
Eastern Province	Kalmunai	Dr P.G. Paradev Daniel	MOMCH
Eastern Province	Kalmunai	M J M FAIROOS	HEO
Eastern Province	Kalmunai	A Abdul Gany	ECDO
Eastern Province	Kalmunai	K. SHIVAMALAR	PHNS
Eastern Province	Kalmunai	R. Chanthirrakumar (REP)	RSPHNO

Vavuniya

Province	District	Name of the Officer	Designation
Northern	Vavuniya	Dr.T.Jayarradan	MOMCH
Northern	Vavuniya	Dr.S.Suthakaran	MO MH
Northern	Vavuniya	Mr.N.Ketheeswaran	HEO
Northern	Vavuniya	Mrs.K.Rajeewkanth	District ECDO
Northern	Vavuniya	Mrs.R.P.V.T.Rajapaksha	PHNS

Kilinochchi

Province	District	Name of the Officer	Designation
Northern	Kilinochchi	Dr.S.Thirumagal	District CCP
Northern	Kilinochchi	Dr.A.Dirony	MOMCH
Northern	Kilinochchi	Mrs.N.Manjula	RSPHNO
Northern	Kilinochchi	Mr.Beranavan	HEO

Jaffna

Province	District	Name of the Officer	Designation
Northern	Jaffna	Mrs.S.Sivakumary	HEO
Northern	Jaffna	Dr.V. Gokulan	MOH
Northern	Jaffna	Mr.R.Amalan	District ECDO
Northern	Jaffna	Mrs U Shanthalogini	RSPHNO

Mullathivu

Province	District	Name of the Officer	Designation
Northern	Mullathivu	Dr.R.S. Patabendige	MO MH
Northern	Mullathivu	Mr.A.Jeyabalan	HEO

Mannar

Province	District	Name of the Officer	Designation
Northern	Mannar	Mr. Easwaran	HEO
Northern	Mannar	Mrs. P.I.J. Reval	PHNS
Northern	Mannar	Dr. S.C. Wickramaratne	MO MH
Northern	Mannar	Mrs.R. Yogaveni	RSPHNO

Puttalam

Province	District	Name of the Officer	Designation
North Western	Puttalam	Dr Mohommed Faleel Fathima Fazeena	MO Public Health
North Western	Puttalam	Dr. M.A.A.S Fernando	MOMCH
North Western	Puttalam	Dr. S.A.C.M.Wijesiri	MO MH
North Western	Wennappuwa	Dr Sanath Fernando	MOH
North Western	Puttalam	Mrs. D.M.C.D. Manike	RSPHNO
North Western	Puttalam	Mr. W.M.N.N Kumara	District ECDO
North Western	Puttalam	Mr. D M P R T B Dissanayake	DO ECD

Kurunegala

Province	District	Name of the Officer	Designation
North Western	Kurunegala	Dr. Niluka Gunathilaka	District CCP
North Western	Kurunegala	Dr. Nilanga Alwis	MOMCH
North Western	Kurunegala	Dr. Chamila Jayasinghe	MO MH
North Western	Kurunegala	Mr. H.M.P.B. Herath	HEO
North Western	Kurunegala	Ms. D.C.Y.K. Wijerathna	District ECDO
North Western	Kurunegala	Ms.M.A.K.K. Gunathilaka	PHNS
North Western	Kurunegala	Mr.I U Priyashantha	DO ECD

PHDT & TVET

Province	District	Name of the Officer	Designation
	PHDT	Ms Achini Weerasinghe	Manager Health
	PHDT	Ms B.L. Malki Apsara Buthpitiya	Project Officer
	PHDT	Dr Paba Palihawadana	Consultant, PHDT
	PHDT	B. Pratheepan	Instructor
	PHDT	K. Jaliny	Instructor
	TVET	U.V.K.P.K Udabage	Instructor
	TVET	Manori Weragala	Instructor
	TVET	H.S. Thanoja Dilrukshini Sahabandu	Instructor

Annex 2 - Summary of Number of Training programs required to be done in each district with number of participants in each training program

Province	District	Three-day Training programs for Divisional level Officers					Training Sessions for Pre School Teachers				Total Number of Trainings
		Total Officers to be Trained	1 st	2 nd	3 rd	Total No. of Officer Trainings per district	Total Pre-school teachers to be trained	1 st	2 nd	Total No of Preschool Teacher Trainings per district	
Western	Colombo + CMC	76	38	38	-	2	70	35	35	2	4
	Gampaha	57	30	27	-	2	70	35	35	2	4
	NIHS	55	30	25	-	2	70	35	35	2	4
	Kalutara						70	35	35	2	2
Southern	Galle	80	40	40	-	2	70	35	35	2	4
	Matara	70	35	35	-	2	70	35	35	2	4
	Hambantota	50	25	25	-	2	70	35	35	2	4
	Anuradhapura	88	30	30	28	3	70	35	35	2	5
	Polonnaruwa	22	22		-	1	70	35	35	2	3
Central	Kandy	70	35	35	-	2	70	35	35	2	4
	Matale	38	38		-	1	70	35	35	2	3
	Nuwara Eliya	35	35		-	1	70	35	35	2	3

North Western	Kurunegala	112	40	36	36	3		70	35	35	2	5
	Puttlam	53	30	23	-	2		70	35	35	2	4
Northern	Jaffna	51	30	21	-	2		70	35	35	2	4
	Vavuniya	34	34	-	-	1		70	35	35	2	3
	Mannar							70	35	35	2	2
	Mulaitivu	30	30	-	-	1		70	35	35	2	3
	Kilinochchi							70	35	35	2	3
Eastern	Batticaloa	47	30	17	-	2		70	35	35	2	4
	Ampara	40	40	-	-	1		70	35	35	1	2
	Trincomalee	39	39	-	-	1		70	35	35	2	3
	Kalmunei	38	38	-	-	1		70	35	35	1	2
Sabaraga- muwa	Kegalle	63	30	33		2		70	35	35	2	4
	Ratnapura	91	31	30	30	3		70	35	35	2	5
Uva	Badulla	66	33	33		2		70	35	35	2	4
	Monaragala	55	30	25		2		70	35	35	2	4
TOTAL		1360						1820				

Annex 3: Link and QR Codes to enter the information of Provincial and District level focal points to coordinate and information of participants for the two types of District Level training programs to implement - National SBCC Program 2026 within STEP UP Early Childhood Development (Complete before 04.09.2026)

Province	Link	QR Code
Central Province	https://docs.google.com/spreadsheets/d/1sc99c0TU1WBvmDYyJyZXXTLpugJAao4T9YEsDw6jFcg/edit?usp=sharing	Central 
Eastern Province	https://docs.google.com/spreadsheets/d/1R1h2tXoGAR927pllrukR3H7keQHIF5D7EU_Yw8hyZZM/edit?usp=sharing	Eastern 
North Central Province	https://docs.google.com/spreadsheets/d/1ICT6liQ7zADFQJ8ywficeEkSzkMcBGA0wKzQs6_sGXQ/edit?usp=sharing	North Central 

North Western Province	https://docs.google.com/spreadsheets/d/15at2VtHSHFd4FO7uBfIJV123ooB-4-gEO4MY6gzFIlc/edit?usp=sharing	North Western 
Northern	https://docs.google.com/spreadsheets/d/1z4xSfc8xjbRgf_XkbyTdn1-glCWwFsVAS9Q7HM_4YGI/edit?usp=sharing	Northern 
Sabaragamuwa	https://docs.google.com/spreadsheets/d/14O9scCRgFFyU5u7RIA0eWqly6HZs9gUCGQh_OQ6ET-s/edit?usp=sharing	Sabaragamuwa 

Southern	https://docs.google.com/spreadsheets/d/1YubkNcKJYTxunMs4MZPFhMy8c8I2Hst8rr03U0WjKCo/edit?usp=sharing	Southern 
Uva	https://docs.google.com/spreadsheets/d/1KzZvKpVNyWRcCDMM3NTVtS-DWDTLPsWgQtTQWHIWNBE/edit?usp=sharing	Uva 
Western	https://docs.google.com/spreadsheets/d/1LjLXtH9b7E1k_E20y3yz6nHXQwuq9gZ2blmwwwQIES8/edit?usp=sharing	Western 

Annex 4- Financial Allocations for the two types of training programs for each district and provincial level

Number of Officer training programs and number of participating officers in each program differ according to the number of total officers of the three sectors in each district. Preschool teacher trainings should be done for 70 preschool teachers selected from each district in 2026

Province	District	Allocation for Officer Trainings (MOH, ECDO DO-ECE training budget) (LKR)		Allocation for Preschool teachers training budget (LKR)		Total Allocation for both types of district training programs (LKR)	Total Allocation for the Province (LKR)
		Allocation for District (Rs)	Allocation for Province (Rs)	Allocation for District (Rs)	Allocation for Province (Rs)		
Western	Colombo - CMC	472,200	1,254,600	447,900	1,791,600	9,201,00	3,046,200
	Colombo						
	Gampaha	395,250		447,900		843,150	
	NIHS			447,900		447,900	
	Kalutara	387,150		447,900		835,050	
Southern	Galle	488,400	1,303,200	447,900	1,343,700	936,300	2,646,900
	Matara	447,900		447,900		895,800	
	Hambantota	366,900		447,900		814,800	
North Central	Anuradhapura	603,000	774,300	447,900	895,800	1,050,900	1,670,100
	Polonnaruwa	171,300		447,900		619,200	

Province	District	Allocation for Officer Training budgets (MOH, ECDO DO-ECE Officers) (LKR)		Allocation for Preschool teachers training budget (LKR)		Total Allocation for both types of training programs in district (LKR)	Total Allocation for both types of training programs in the whole Province (LKR)
		Allocation for District (LKR)	Allocation for Province (LKR)	Allocation for District (LKR)	Allocation for Province (LKR)		
Central	Kandy	447,900	907,950	447,900	1,343,700	895,800	2251650
	Matale	236,100		447,900		684,000	
	Nuwara Eliya	223,950		447,900		671,850	
North Western	Kurunegala	700,200	1,079,250	447,900	895,800	1,148,100	1,975,050
	Puutalm	379,050		447,900		826,950	
Northern	Jaffna	370,950	794,550	447,900	2,239,500	818,850	3,034,050
	Vavuniya	219,900		447,900		667,800	
	Mannar			447,900		447,900	
	Mulaitivu	203,700		447,900		651,600	
	Kilinochchi			447,900		447,900	

Eastern	Batticaloa	354,750	107,5200	447,900	1,343,700	802,650	2418900
	Ampara + Kalmunai	480,300		447,900		928,200	
	Trincomalee	240,150		447,900		688,050	
Sabaraga muwa	Kegalle	419,550	103,4700	447,900	895,800	867,450	1930500
	Ratnapura	615,150		447,900		1,063,050	
Uva	Badulla	431,700	818,850	447,900	895,800	879,600	1714650
	Monaragala	387,150		447,900		835,050	
Total		9,042,600	9,042,600	11,645,400	11,645,400	20688000	20688000

***District allocation is for training of health, ECD and ECE officials and preschool teachers on implementation of SBCC package in 2026.**

Annex 5- Three-Day Training Programme agenda

Day 1- Schedule and the plan for SBCC training programme for Divisional Level Officers or Preschool teachers						
Duration (minutes)	Module	lecture topic	Flash Cards		Resource Person	
			Number	Title	Name	Designation
		Registration and Pre-test				
15 mins		Playing the short video on Introduction of the SBCC program and its aims			Facilitating officer from HPB	
45 mins	1	Personal hygiene and oral health promotion	1	Let's stay clean and be healthy		
			2	Let's guide the child in using the toilet properly		
	Tea Break					
90 mins	4	Physical Activity Promotion	9	Let's be active for a healthy life		
			10	Let's avoid competition and enjoy the game		
30 mins	5	Controlled screen time	11	Let's stay away from digital screens and spend more time with the child		
30 mins	6	Promoting Adequate Sleep	12	Let's encourage the children to have an adequate sleep from an early age		
	Lunch Break					

	Activities and equipment needed			
	1	Story Books - Api Pirisidu Lamayi and Hathi Vatena Thuru Vinoda Vemu		
	2	Physical activities to be done during the lecture itself		
	3	Mage Nama Neena Childrens Song		
	4	Panel box activity for reducing screen time		
	5			
	6			
	7			
	Evening Tea and end of day			

Day 2 - Schedule and the plan for SBCC training programme for preschool teachers

Duration (minutes)	Module	Lecture Topic	Flash Cards		Resource Person	
			Number	Title	Name	Designation
60 mins	3	Healthy Dietary behavior promotion	4	Let's give children a variety of foods containing different tastes and nutrients daily		
			5	Let's maintain the weight and height appropriate for the child's age and weight-for-height		
			6	Let's limit foods containing high sugar and high salt		
			7	Let's provide children with a variety of rainbow-coloured foods every day		
			8	The best drink for thirst is water. Water keeps us refreshed.		
45 mins	2	Waste Management and environment protection	3	Let's dispose waste in an environmentally friendly manner		
	Tea Break					
75 mins	7	Looking after yourself	14	Let's have a pleasant day		
			15	Let's Encourage Parents and Caregivers to Become Mindful of Their Emotions to Improve Self- Awareness		
			16	Strengthening problem- solving skills through emotion regulation		

			17	Identifying people and situations that help reduce and manage stress throughout the day		
			22	Let's learn about money management		
	Lunch Break					
	Activities and equipment needed					
	1	Food Panel				
	2	Rainbow Puzzle				
	3	Story Book - Nanavath venna gunavathva kamu				
	4	Story book - Danena Hangena Lamayi				
	5	Emotion book activities				
	6	Podi Badaginnata song				
	7	Podi kola keli song and activity - garbage disposal				
	8	Little Chef role play				
	Evening Tea and end of 2nd day					

Day 3 - Schedule and the plan for SBCC training programme for preschool teachers

Duration (minutes)	Module	lecture topic	Flash Cards		Resource Person	
			Number	Title	Name	Designation
20 mins	7	Being a role model parent	13	Let's role model expected behaviours as parents		
20 mins	7	Parental Kindness and spending quality one hour a day	18	Helping children recognize and express their emotions positively		
20			19	Let's encourage parents to spend at least one hour every day with their children in a meaningful and productive way		
15	7	Communicating to children through preschool teachers/parents/caregivers	20	Let's appreciate and value the good behaviour of children	Do not conduct this as a separate lecture. Introduce the contents in this flash card throughout the programme	
	Tea Break					
15	7	Protecting the child	21	Let's protect children from physical, mental and sexual abuse		
15	8	Leading a happy family	23	For a happy family, both the mother and father should work together	Do not conduct this as a separate lecture. Introduce the contents in this flash card throughout the programme	

45	8	Providing Early learning opportunities	24	Let's give children the opportunity to gain learning experiences throughout the day		
	Lunch Break					
	Activities and equipment needed					
	1	Story Book - Samagiye Sathuta and Honda Purudu Athi Lamayi				
	2	Happy Family Role Play				
	3	Doll activity				
	4	Name telling game				
	5	Mindful walking				
	Handing over the documents					
	Post test and collecting feedback forms					
	Awarding of certificates and conclusion of the training programme					
	Evening Tea and end of program					

Annex 6 – Key points to be emphasized in each module by the trainers

This annexure provides the key messages (Take home messages) that should be communicated during each module of the training program. The supervising officers participating in program monitoring should pay particular attention to whether these key messages are being clearly and accurately communicated to participants during the sessions, and bridge the gaps.

Module 1: Promoting Personal Hygiene and Oral Health among Children

Personal Hygiene

- Children can bathe daily unless they are unwell.
- Particular attention should be given to cleaning:
 - Hair
 - Ears and behind the ears
 - Neck
 - Armpits
 - Fingernails and, particularly toe nails
 - Umbilical area
 - Private parts.

Oral Health

- Children should brush their teeth **twice a day — in the morning and at night after meals**.
- Teeth should also be cleaned after meals where appropriate.
- Use **fluoride-containing toothpaste**.
- All teeth and **all three surfaces of every tooth** should be cleaned properly.

Healthy Bowel and Toilet Habits

- Toilet training may be introduced from around **9 months of age patiently**, when the child is able to sit independently.
- Children should be encouraged to use a toilet/potty, particularly for passing stools.
- Children may be encouraged to develop a regular bowel habit, preferably at a consistent time of the day.
- Children should be referred for medical assessment if: involuntary urination persists at or beyond **5 years of age**
 - involuntary bowel movements persist at or beyond **4 years of age**.

Module 2: Promoting keeping the Environment Clean and Safe

The 3Rs

Children should be introduced to the three important approaches to reducing waste:

1. **Reduce** – minimize the amount of waste generated.
2. **Reuse** – use items repeatedly instead of throwing them away.
3. **Recycle** – separate recyclable materials so that they can be processed and used again.

Waste Separation and Colour-Coded Bins

- Proper separation of waste is essential for effective recycling.
- Waste should be placed in the appropriate colour-coded bin.

Colour	Type of Waste
Green	Kitchen waste, leftover food and biodegradable waste
Orange	Plastic and polythene
Blue	Paper and cardboard
Red	Glass
Yellow	Clinical waste

Alternatives when colour-coded bins are not available

- Colour-coded labels can be attached to available bins.
- Single-colour bins can be labelled or colour-coded according to the type of waste.
- Cardboard boxes or bags can also be used as temporary waste containers when appropriate.

Important: Ceramics, crockery and porcelain should **not** be placed with glass waste.

Module 3: Promoting Eating a Healthy Diet with Vegetables, Fruits and Green Leaves

Understanding Food Groups

- Sufficient time should initially be spent helping children understand different types of food.
- Children should first learn to **identify and name foods**.
- They should then learn to classify foods into appropriate food groups.

The six food groups are:

1. Cereals and starchy foods
2. Oils and oil-rich nuts/seeds
3. Animal-source protein foods, eggs and pulses
4. Fresh milk and dairy foods
5. Vegetables and green leafy vegetables
6. Fruits

Nutrients and Functions of Food

Food Group	Main Nutrients	Main Function
Cereals and starchy foods	Carbohydrates	Energy-giving foods
Oils and oil-rich nuts/seeds	Fats/Lipids	Energy and essential functions
Animal-source foods, eggs and pulses	Protein	Growth and body-building
Fresh milk and dairy foods	Protein and other essential nutrients	Growth and development
Fruits	Vitamins and minerals	Protective foods
Vegetables and green leafy vegetables	Vitamins and minerals	Protective foods

- Trainers should ensure that teachers clearly understand the difference between **pulses** (Double-Seed-Leaf = dicots) **and cereals** (Single-Seed-Leaf = monocot), as these are sometimes confused.
- The difference between **energy-giving foods** (starch and oils) and **growth/body-building foods** (proteins) should be explained in simple terms.

Vegetables, Fruits and Green Leaves

- Children should consume, a minimum, **two types of vegetables, two types of fruits and a portion of green leafy vegetables daily.**
- Encourage children to eat vegetables and fruits of **different colours** each day.

Water Intake

- Adequate water intake is important for children's health.
- A preschool-aged child generally requires approximately **1.3–1.7 litres of water/fluids per day**, equivalent to about **6–8 glasses**, depending on individual needs and environmental conditions.
- Urine colour can be used as a simple indication of hydration:
 - **Almost clear:** continue drinking water as usual.
 - **Pale yellow:** drink a little more water.
 - **Dark yellow:** drink water promptly.

Reducing Sugar and Salt

- Foods high in added sugar and salt should be limited.
- Children and parents should be encouraged to understand the colour-coded nutrition information on packaged food labels.
- Both **sugar and salt intake should be kept as low as reasonably possible.**

Module 4: Promoting Physical Activities Suitable for Children

- Preschool-aged children should engage in approximately **180 minutes of physical activity each day**.
- At least **60 minutes should be moderate-to-vigorous or vigorous activity (eg:Running, Jumping, Dancing or Swimming)**, during which:
 - breathing becomes faster;
 - heart rate increases; and
 - the child may sweat.
- Children should not remain seated or inactive in one place for more than **30 minutes at a time**.
- Physical activity can be incorporated into **everyday activities**, between two seated learning activities, play, learning activities and household routines.
- Children should be encouraged to enjoy movement and active play rather than viewing physical activity only as formal exercise.

Module 5: Reducing Time Spent with Digital Screens

- Children **under 2 years of age** should not be exposed to digital screens.
- For children aged **2–3 years**, if screen use is considered necessary, it should be kept to **less than 30 minutes per day**.
- For children aged **3–5 years**, screen time should be kept to **less than 60 minutes per day**.
- Parents and caregivers should also model healthy behaviour by reducing their own unnecessary screen use.
- Digital screen use should be replaced with age-appropriate alternatives such as:
 - active play
 - outdoor activities
 - reading
 - creative activities
 - conversations; and
 - play with parents and other children

Module 6: Promoting Healthy Night-Time Sleep for Children

Importance of Adequate Sleep

- Healthy sleep habits (Sleep Hygiene) can be **taught and established**.
- Insufficient sleep may contribute to:
 - impaired growth and development;
 - mental and emotional health difficulties; and
 - difficulty functioning effectively during the day.
- Preschool-aged children should receive approximately **11–13 hours of sleep in a 24-hour period, including naps**, according to individual needs.
- Adequate uninterrupted night-time sleep is particularly important for healthy development.

Promote Sleep Hygiene

Children should be encouraged to:

- go to sleep and wake up at approximately the **same time every day**;
- avoid digital screens for approximately **2 hours before bedtime**;
- begin preparing for sleep approximately **1 hour before bedtime**;
- sleep in a **dark, quiet, comfortable and safe environment**; and
- follow a consistent and calming bedtime routine.
- Sleeping hours to include 10pm to 4am

Module 7: Promoting Parents, Teachers and Caregivers to treat Children with Kindness

Positive Parenting and Role Modelling

- Children learn by observing and imitating adults.
- Parents, teachers and caregivers should therefore act as positive role models.
- Avoid using inappropriate or abusive language in front of children.
- Lying to children can undermine the trust they have in their parents and caregivers.

Reinforcing Positive Behaviour

- Positive behaviour should be recognized and appreciated.
- Unwanted attention-seeking behaviour should not be unnecessarily reinforced with attention.
- Discipline should focus on teaching the child appropriate behaviour rather than humiliating or harming the child.

Never Use Violence to Correct Violence

- Physical aggression is not an appropriate method of discipline.
- A child who hits or hurts another child should be guided to understand what happened and how the other child was affected.
- Hitting a child to teach that hitting is wrong sends a contradictory message and reinforces violence as a way of solving problems.

Helping Children Understand the Consequences of their Actions

When one child hurts another:

- discuss the incident calmly with the child who caused the harm;
- help the child who was hurt express what happened and how they felt;
- help the child who caused the harm understand what happened and how the other child may have felt; and
- guide children towards safer and more appropriate ways of interacting.

Responding to Accidents

When a child accidentally breaks something:

- first acknowledge the positive action the child was attempting to perform
- recognize that accidents can happen
- teach the child that greater care and attention can help prevent accidents
- avoid harsh or threatening responses.

Harsh responses may cause children to

- hide mistakes in the future
- lie
- blame others
- become afraid to disclose what has happened

Never Label or Compare Children

- Correct the **behaviour**, not the child's identity or character.
- Avoid statements such as “You are a bad child.”
- Never compare one child negatively with another child.
- The message should be: “**The behaviour was not appropriate,**” rather than “**You are a bad child.**”

Protecting Children from Sexual Abuse

Children should be taught three simple protective messages:

SAY NO → GO (MOVE AWAY) → TELL (To A TRUSTED ADULT)

Children should know that they can:

- say “**No**” to unwanted touching or behaviour;
- move away (**Go**) from an unsafe situation; and
- tell (**Tell**) a trusted adult.

When a Child Discloses Abuse

When a child reports possible abuse:

- do not dismiss or ignore the disclosure;
- listen carefully and calmly
- do not leave the child alone or place the child in further danger
- take steps to protect the child
- respond appropriately and seek to establish the facts through the proper procedures;
- obtain appropriate medical advice when necessary
- seek assistance from relevant child protection and law-enforcement authorities according to established procedures.

The Daily “Golden Hour”

- Parents should set aside a dedicated period every day to spend meaningful time with their child.
- Ideally, spend **one hour**, or at least **30 minutes**, doing something the child enjoys.
- Set aside a specific time each day for this interaction.
- During this time, avoid distractions and other activities.
- Allow the child to talk, express feelings and share experiences.
- Keep the activity within the agreed time and maintain the routine consistently.

Basic Financial Management for Families

Parents should be encouraged to:

- Develop appropriate money-management habits using 5 strategies to help manage many household problems
 1. Correct Documenting - all income and expenditure to be listed in detail
 2. Correct savings - save approximately **10–25% of income before spending**, where financially feasible
 3. Correct spending - prioritize essential needs over expenditure for wants
 4. Correct borrowing/loan taking only if essential - consider borrowing primarily for productive/investment purposes
 5. Investment - explore appropriate additional sources of income.

Support parents and caregivers manage stress to facilitate kind speech towards children

- **Gratitude Journaling**: Start writing the simple things in life that we are grateful for.
- **Reflective Practice**: Start looking at one's thoughts, speech and behaviour around an important/critical incident each day. This helps to identify weaknesses, thinking errors and behaviours that can be changed. Then think about ways in which one can think/behave differently if a similar situation arises again.
- **Being mindful in at least two actions performed daily** (Eg: Eating, Walking, Sweeping, Cutting Vegetables) - this practice helps the mind to let go of thought flow and focus on present moment
- **Mapping the daily routine activities**, managing time, ensuring time for leisure is included in daily routine is also important.
- Knowing that we all have emotions like sadness, happiness, fear, anger and surprise. Accepting those and regulating in an appropriate manner is important.
- Engage in happiness creating daily leisure activities
- Understanding the support network and seeking support

Involving Father in the Child care activities

- Father involvement improves sense of security and wellbeing of children
- Improve brain development and critical thinking in children
- Improve family unity and happiness
- Enhance mother's mental wellbeing and fathers wellbeing

Module 8: Promoting Critical Thinking and Independence in Children

- Children should be given opportunities to learn throughout the day to attune five senses.
- Children are constantly learning from their surroundings and everyday experiences.
- Allow children to explore their environment safely and learn through experience.
- Mistakes should be treated as opportunities for learning rather than occasions for punishment or humiliation.
- Support children to think, ask questions, make choices and solve simple problems independently.
- Recognize and praise even small positive actions, efforts and acts of helpfulness.
- Positive encouragement helps strengthen children's **self-confidence and sense of independence**.
- Adults should provide appropriate guidance while allowing children sufficient opportunities to learn and discover things for themselves.
- Getting children involved in age appropriate house hold chores will give them confidence and improve self-esteem. Thereby, giving them early learning opportunities.
- Activities to help children learn should involve improving all development/skill domains - motor skills (Gross motor and Fine motor), cognitive skills, language skills, psychological and social skills.

Communicating to children

- Maintaining eye contact - sit on the ground or in a small chair with children in preschool setting
- Simple, clear and slow speech
- Appreciate little achievements
- Never ignore questions from children
- Never discriminate based on disability, skin colour, size of body, religion, race or gender
- Do not compare or criticize children
- Do not label or call names
- Never speak harsh words or yell at children as emotional abuse make unseen unhealed scars in young child's brain

Annex 7 - SBCC Activity list according to each module

සමාජ සහ වර්ගාත්මක වෙනසක් ඔස්සේ ළමා සෞඛ්‍ය ප්‍රවර්ධනය සඳහා ජාතික සන්නිවේදන වැඩසටහන.						
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		මම පොඩි නිනා දත් මැද නාලා	අපි පිරිසිදු ළමයි	පුංචි ළමයි අපි සුවදයි	1	දත් මැදීමේ ක්‍රියාකාරකම
					2	අත් සේදීම - නියපොතු සේදීම
					3	රෙදි සේදීම ඇඳුම් එල්ලීම
					4	බීම, නානකාමරය පිරිසිදු කිරීම
					5	පුද්ගලික සනීපාරක්ෂක දිනය
		දවසට දෙවරක් මුව පිරිසිදුවත් සැම දින උදයට			1	ලේනෝ ලේනෝ තුන් ඉරි රාලේ
					2	දත් කැකුළු පාලා
					3	පුංචි අපිටත් සිනා මුසු දත්
					4	රැක ගනිමු සුවැති කිරි සිනා
					5	පුංචි කෝවිඩ්‍ය සහ මුතු දත් පෙරහැර

මොඩියුලය 2						
දරුවන් තුළ පරිසරය ආරක්ෂාකරගැනීමේ සහ පරිසරය පිරිසිදුව තබාගැනීමේ පුරුද්ද ප්‍රවර්ධනය කිරීම						
		ලමා ගීත	කතන්දර පොත්	භූමිකා රංග		ක්‍රියාකාරකම්
		ගත්තම ගත් දෙය එතැන තියන්නේ			1	මාසික පරිසර හිතකාමී දිනය (මිත්‍රශීලී සිකුරාදා)
		පොඩි කොළ කැලි කාඩ්බෝඩ් කැලි			2	කසළ පොළ
					3	ඩෙංගු මදුරුවා සමඟ හැංගිමුත්තන් කිරීමේ ක්‍රීඩාව
					4	ගසක් සිටුවා ආදරයෙන් රැක බලා ගනිමු
					5	ගස්වලට ස්තූති කිරීම
මොඩියුලය 3						
දරුවන් තුළ එළවළු පළතුරු සහ පලාචර්ග අතුලත් සමබල ආහාර වේලක් ලබාගැනීමේ පුරුද්ද ප්‍රවර්ධනය කිරීම						
		පොඩි බඩගින්නට මොනවද කන්නේ?	නැණුවත් වෙන්ත- ගුණුවත්ව කන්න	පෝෂණයයි පුංචි මමයි	1	ආහාර පුවරු ක්‍රියාකාරකම
		දොඩම් බීම මොන රසයිද ?		රස ගුණ පිරි එළවළු - කටු ද ගෙනෙන්නේ	2	දේදුනු ප්‍රභේලිකා ක්‍රීඩාව
					3	පළතුරු යුෂ රියෙස්ටා
					4	පළතුරු සලාද සාදා චිනෝද වෙමු.
					5	සිහියෙන් යුතු ව එළවළු සහ පළතුරු කෑමෙන් සැබෑ රසය හඳුනා ගැනීම.
					6	ආහාර සල්පිල (පොළ)
					7	ආහාර ලේබල් බැලීමේ ක්‍රීඩාව
					8	මුත්‍රාවල වර්ණය පරීක්ෂා කර ජලය පානය කිරීමේ ක්‍රීඩාව

මොඩියුලය 4 දරුවන් තුළ දිනපතා නිර්දේශිත කාලසීමාවකට අනුව ශාරීරික ක්‍රියාකාරකම් වල යෙදීමේ පුරුද්ද ප්‍රවර්ධනය කිරීම					
කතන්දර පොත්			ක්‍රියාකාරකම්		
හති වැටෙන තුරු විනෝද වෙමු කතාන්දර පොත			දළ වාලක කුසලතා වර්ධනය සඳහා		සියුම් වාලක කුසලතා වර්ධනය සඳහා
		1	අත්ප්‍රධියට උඩ පැනීම		1.පොල් මිරිකීමේ සෙල්ලම
		2	දෙමව්පියන් වෙත ළඟා වීමේ ක්‍රීඩාව		2.ක්ලේ ගුලි මාලය
		3	බට්ටා පැනීම		3.පබළු සහ වූල් ක්‍රීඩාව
		4	සතුන් සහ ක්‍රීඩා අනුකරණය කිරීම		4.පිටි ගුලිය
		5	ඉගෙනුම් කව අතර සක්‍රීයතා		5.පලතුරු කැපීම
		6	පඩි පැනීමේ ක්‍රීඩාව		6.එළවළු සමඟ විනෝද වන්න
		7	දළඹු ඇවිදීම / ටැංකි ඇවිදීම		7.චතුර පිරවීමේ ක්‍රීඩාව
		8	අත් සහ කකුල් මුද්‍රණය කර ඇති කොටුවලට පැනීම		8.හැඩතල කැපීම
		9	කොක් පිළිමය සැදීම		9.සරල ඔරිගාමි නිර්මාණ
		10	වාකයා හා කුකුළු පැටවුන් ක්‍රීඩාව		10.සංගීත කණ්ඩායම
		11	සංගීත පුටු තරඟය		11.වර්ණ ගැන්වීමේ ක්‍රීඩාව
		12	ගල් වීමේ නැටුම		
මොඩියුලය 5: දරුවන් තුළ සුවදායී ප්‍රමාණවත් රාත්‍රී නින්දක් ලබාගැනීමේ පුරුද්ද ප්‍රවර්ධනය කිරීම					
	ළමා ගීත	කතන්දර පොත්	භූමිකා රංග		ක්‍රියාකාරකම්
				1	රාත්‍රී කඳවුර නින්දට පෙළඹවීමේ ක්‍රියාකාරකම

මොඩියුලය 6: දරුවන් තුළ ඩිජිටල් තිර සමග ගතකරන කාලය අඩු කිරීමේ පුරුද්ද ප්‍රවර්ධනය කිරීම					
	ලමා ගීත	කතන්දර පොත්	භූමිකා රංග		ක්‍රියාකාරකම්
				1	ඩිජිටල් තිර මත ගත කරන කාලය හේතුවෙන් අහිමි වන අවස්ථා දෙස බැලීම.
				2	රාත්‍රී කඳවුර
				3	පැනල් පෙට්ටි ක්‍රියාකාරකම
				4	තිර කාලය (ඩිජිටල් තිර භාවිතය) අවම කළ සහ පාලනය කළ දරුවන් ඇගයීමට ලක් කිරීම
මොඩියුලය 7: දෙමවුපියන් ගුරුවරුන් සහ රැකබලාගන්නන් දරුවන්ට කරුණාවන්තව සැලකීම ප්‍රවර්ධනය කිරීම					
	සෙල්ලම් භාවා, දෙකට ම කැඩුනා,	දැනෙන හැඟෙන පුංචි ළමයි	සතුවු පවුල	1	අපේ හැඟීම් ක්‍රීඩාව
	ආදර මගේ තාත්තා, කෑම කවන තාත්තා,			2	හැඟීම් නිරූපණය වන කාඩ්පත් නිර්මාණය කිරීම.
				3	කාඩ්පත් නම් කිරීමේ ක්‍රීඩාව
				4	හැඟීම් ප්‍රකාශ කිරීම සඳහා උනන්දු කිරීම
				5	“මගේ ශරීරය” ක්‍රීඩාව
				6	බෝනික්කා නැහැවීම
				7	හුස්ම ගන්නා විට දැනෙන ආකාරය සහ යටිපතුල්වලට දැනෙන ආකාරය අත් විඳීම
මොඩියුලය 8 : දරුවන්ගේ විවාරාත්මක චිත්තනය සහ ස්වාධීනත්වය ප්‍රවර්ධනය කිරීම					
	කොස්සක් ගත්තා ගේ අතු ගැවා	හොඳ පුරුදු ඇති ළමයි	පවුල තුළ උදව්	1	නම් කීමේ ක්‍රීඩාව
	පාර මාරුවෙන ගීතය	සමගියේ සතුට		2	මග සලකුණු පිළිපදිමු.
	මග සලකුණු ගීතය				

Annex 8 – QR code for Pre Training Assessment Google form *(Answer only in one language)*

Insert your 10 digit mobile phone number carefully

Sinhala	Tamil
	
https://forms.gle/HHJmWnYjF76tkpSs7	https://forms.gle/gnw3LpshwF92vtS68

Annex 9 - QR code for Post Training Assessment Google form *(Answer only in one language) *

Insert your 10 digit mobile phone number carefully without changing

Sinhala	Tamil
	
https://forms.gle/ixeVF3BLqQnzUtQC6	https://forms.gle/iFDH7bHLHUgJCTgj8

Annex 10 – Sample signature card for Divisional Officer Training (Photocopy relevant number of pages)

[illegible]

Annex 11 – Sample signature card for Preschool Teacher Training (Photocopy relevant number of pages)

[illegible]

Annex 12 – QR code for the reporting of performed SBCC activities

SBCC material usage reporting google form link – Please use only one language.

Sinhala	Tamil	English
		
https://forms.gle/HQjB19NqPJMgPh366	https://forms.gle/QVvdt2KCEWbgvNHH8	https://forms.gle/QwMfoJfk7L2aoSg27

Annex 13 – Payments and Expenditure Management

Cost component	Rs
Refreshments per person per day	1250
Morning Tea	300
Lunch	650
Evening Tea	300
Lectures per person per hour *	2400
Stationary per person per program	300
Fuel per program	1500

* vary by the designation/qualifications of the lecturer.

Above rates for refreshments will be the maximum rates that can be used.

Lecture fees should be approved according to the Public Administration circular: 7/2025

No participation fee, Administration fee or Resource fee.

Annex 14 – Sample signature card for lecturers (master trainers trained initially)

Training of Divisional Officers of Health, ECD and ECE Sectors / Pre School Teachers by the district master trainer pool to roll-out the Preschool SBCC program in Sri Lanka 2026 STEP-UP Early Childhood Development National Program of Clean Sri Lanka Initiative								
	District							
	Venue							
	Date							
	Time :	8 : 30 am to 4 : 30 pm						
Lectures Signature Card - Day 1 / 2 / 3								
No	Full Name	Designation	Workplace	Mobile number (Whatsapp)	Lecture topic	Duration		Signature
					Day 1	From	To	
1								
2								
3								
4								
5								

6								
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