



CENSUS OF CHILDREN IN CHILD CARE INSTITUTIONS **2019** **FINAL REPORT**

Department of Census and Statistics

In collaboration with

**Department of Probation and Child
Care Services**

Census of Children in Child Care Institutions
2019



The Census of Children in Child Care Institutions (CCCI2019) was carried out by the Department of Census and Statistics (DCS) for the Department of Probation and Child Care Services with the financial assistance from UNICEF Sri Lanka.



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Foreword

Every child and young person should live in a supportive, protective, and caring environment that promotes his/her full potential. Children with inadequate or no parental care are at the risk of being deprived of such a nurturing environment. The family being the fundamental group of society and the natural environment for the growth, well-being, and protection of children, efforts should primarily be directed towards enabling the child to remain in or return to the care of his/her parents, or where appropriate, other close family members.

Institutionalization is the most commonly practiced alternative care option in Sri Lanka. However, removal of a child from the care of the family should be seen as a measure of last resort and should, whenever possible, be temporary and for the shortest possible duration. Another alternative care option widely practiced is placing the separated children under the custody of maternal or paternal relatives. But this option is becoming very challenging these days due to economic and social issues. Therefore, the Department of Probation and Child Care Services decided to conduct a study on the economic and social background of institutionalized orphaned, abandoned, and destitute children, children in need of custody and care, and of child suspects and child convicts to find root causes for institutionalization and to develop individual care plans for effective reunifications.

The National Alternative Care Policy was formulated as the first step of this endeavour, and the policy was approved by the Cabinet of Ministers on 06.03.2019. This census conducted by the Department of Census and Statistics fulfils the baseline data requirements of the Department of Probation and Child Care Services for the preparation and implementation of the National Plan of Action for the implementation of the National Alternative Care Policy.

This census, which was conducted in November/December in 2019 covering all Child Care Institutions of the country, provides a snapshot of the situation of Child Care Institutions, children in care of those institutions, and their staff. In addition, this census affirms direct participation of children as their perceptions/views on various aspects of their day-to-day life was collected by interviewing a sample of children in Child Care Institutions. In entirety, the results of this census will assist the Department of Probation and Child Care Services to come up with a Plan of Action to prevent family separation and ensure effective reunification.

Mr. Sudeera Nilanga Withana
Commissioner (Covering up duties)
Department of Probation and Child Care Services

Preface

Best decisions about a policy are made when those decisions are based on contextual evidence, grounded in the best available research evidence and backed by experiential evidence. Making best possible decisions with regard to the marginalized group of children cared for by Child Care Institutions is a key responsibility of the Department of Probation and Child Care Services (DPCCS). With that intention, DPCCS sought the assistance of the Department of Census and Statistics (DCS) to gather information on the situation of Child Care Institutions in the country to prepare the National Plan of Action for the implementation of the National Alternative Care Policy approved by the Cabinet of Ministers in March 2019.

Department of Census and Statistics, the National Statistics Office of Sri Lanka, is mandated with the task of preparing official statistics required for government policy formulation, planning and implementation, and measuring the progress of developmental activities. As the experts in the country authorized to conduct Censuses and Surveys, Department of Census and Statistics accepted the challenge of conducting this first ever census to be carried out on children in Child Care Institutions.

As Probation and Child Care is a subject devolved to the Provincial Councils under the 13th amendment to the constitution in 1987, DCS worked in collaboration with both the Department of Probation and Child Care Services under the State Ministry of Women and Child Development, Preschool and Primary Education, School Infrastructure and Education Services as well as the Provincial Departments of Probation and Child Care Services to ensure complete coverage of the relevant Child Care Institutions.

The Census was planned and executed by the Research and Special Studies Division of DCS while data collection was largely done by DCS staff attached to districts with the assistance of provincial probation staff.

The United Nations Committee on the Rights of the Child in its concluding observations on the latest periodic reports on Sri Lanka, has time and again recommended to ensure that information collected contains up-to-date data on a wide range of children in marginalized and vulnerable situations. The results of this Census will not only help design policies and programs to implement the Convention on the Rights of the Child, a major by-product of this Census would be a database of Children in Child Care Institutions which ensures fulfillment of one of the major recommendations of the said committee.

It is the sincere wish of the Department of Census and Statistics that the results of this census will be used for the betterment of orphaned, abandoned, destitute, victimized, accused, and convicted children living in Child Care Institutions as stated in Article 20 of the Convention on the Rights of the Child.



P.M.P. Anura Kumara
Director General
Department of Census and Statistics

Acknowledgements

The first ever Census of Children in Child Care Institutions would not have been possible without the unstinting contribution of many individuals and organizations. This exercise exceeded the traditional methods of census taking as one of the key outputs would be a database of institutionalized children who are to be reintegrated into the society based on the findings of the census.

While the successful outcome of this endeavour was a result of a great teamwork, we wish to gratefully acknowledge the following key contributions made in the process:

- Former and current Secretaries, State Secretaries of the ministries under which the Department of Census and Statistics and Department of Probation and Child Care Services functioned/function: Mrs. Chandani Wijewardane, Dr. S.R.Atygalle, Mr. Anusha Pelpita, Mrs. Darshana Senanayake and Mrs. Kumari Jayasekara for their guidance in the administrative matters of the census.
- The former Director General of DCS, Dr. I.R.Bandara and the current Director General, Mr. P.M.P. Anura Kumara who played a decisive role throughout the entire census process.
- The former Commissioner of Probation and Child Care Services, Mrs. Chandima Sigera who extended endless contributions during her stint for the successful planning of the census as well as in finalizing outputs of the census. Invaluable contributions by Mr. Sudheera Nilanga Withana, who is currently covering up the duties of the Commissioner of Probation and Child Care Services are acknowledged with deep gratitude.
- The able assistance of Mrs. Sandareka Liyanage, Assistant Commissioner (Technical) and Mrs. Harshika Ediriweera, Assistant Commissioner of the Department of Probation and Child Care Services are gratefully acknowledged.
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- Unparalleled support of all Provincial Commissioners of Probation and Child Care Services throughout the census process by assisting the Department of Census and Statistics in numerous ways by leading their staff for the success of the listing operation, facilitating DCS staff access to the institutions for enumeration, providing the services of Probation Officers to assist the enumerators are recognized with much appreciation.
- Staff of the Child Care Institutions for their cooperation by providing necessary information promptly to complete the questionnaires, and to the children included in the sample to collect their perceptions.
- We are grateful for the insightful suggestions and encouragements of Additional Directors General of DCS, Ms. DDGA Senevirathne and Ms. KMDSD Karunarathne.
- The heads of divisions of DCS who kindly released their staff for census field enumeration activities and Head, Population Census and Demography Division for releasing Ms. MRF Hadiya for Tamil medium work of the census.
- Additional Director General (Administration), Director (Administration) and staff of the Establishment Division, Ms. Diluni Karunaratne, Chief Accountant and her staff, and Transport Division for the support extended for the successful completion of the census.
- Former Additional Director General (ICT) Ms. IAM Fernando, Mr. PMR Fernando, Mr. WHPW Weerasiri, Directors (ICT) for the guidance and invaluable support extended to us who were assisted by Mr. EMD Ekanayake, Assistant Director and Ms.Gayangyi Karunaratne, ICT Officer who developed the systems for data processing, and other staff of ICT Division for various contributions.
- We would like to recognize the efforts of Heads of District Statistical Branches for taking up the field enumeration at short notice despite their tight work schedules and for allocating field officers for enumeration work and also for conducting field supervision activities.

- We are extremely thankful to Mr. MLKP Kumara, Head/Printing Division, Mr. OCSK de Silva, Acting Printing Manager and staff of Printing Division for printing all census material including the Final Report of the census.
- We are thankful to UNICEF for recognizing the need of a census for the implementation of the Alternative Care Policy and for their timely assistance to the Department of Probation and Child Care Services which made this census a reality. Invaluable contribution from Ms. Miranda Armstrong, Chief of Child Protection and her team at UNICEF Sri Lanka at different stage of the process are acknowledged with gratitude.
- The team who prepared this census report comprising of Ms. Milani Salpitikorala, Attorney-at-law, Ms. Nirmalee Perera, Senior Probation Officer, Mrs. UV Jayakody, Director and Ms. KKC Shiromalie, Senior Statistician of Research and Special Studies Division.
- The census of Children in Child Care Institutions would not have been possible without the team work, commitment and dedication of the staff of the Research and Special Studies Division headed by Director, Ms. UV Jayakody. Census planning activities including institution listing, questionnaire development, field testing, training DCS enumerators and Probation Officers, data editing, data double entry and verification, data analysis, tabulations and compilation of the final report was done by her team comprising of Senior Statisticians Ms. KKC Shiromalie, Mr. WHDCP Wijesuriya, Statistician Ms ECP Rathnaweera, Statistical Officers Ms. Deepa Retiyala, Ms. RMAS Gunawaradana, Mr. IS Prabhash, Mr. JGRKW Jayaweera, Ms. WMSD Wanninayake, and Development Officers Ms. MMPL Marasinghe, Mr. IG Senevirathne. They were assisted by ICTAs Ms. HWD Shiromanie, Ms. HNS Hewasinghe, Ms. JAMIE Abhayawardhana, and Management Service Officer Ms. WRUCK Wijesundara. Assistance provided by OES Mr. WSC Madusanka, Mr. HA Chandrasiri, Mr. GRSN Chathuranga. The numerous contributions made by them are gratefully acknowledged.
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- Last but not the least, while dedicating this report to 10,632 children in Child Care Institutions who were the key subject of this census, we sincerely hope that the findings of this census will lead to the formulation of effective policies and plans for the betterment of their future.

Table of Contents

Content	Page
Foreword.....	v
Preface	vii
Acknowledgements	ix
Table of contents	xi
List of tables	xiii
List of figures	xvii
List of Terminology	xix
Summary of findings	xxi
 CHAPTER ONE	
Institutionalization of children in Sri Lanka – An overview.....	1
1.1 Introduction	1
1.2 Institutionalization of children	1
1.3 Types of Institutions in Sri Lanka	2
 CHAPTER TWO	
Background and Methodology of the Census	4
2.1 Background of the census	4
2.2 Census pre planning activities	4
2.3 Listing of Child Care Institutions	5
2.4 Development of the census schedules	5
2.5 Planning the field activities	5
2.6 Enumeration	6
2.7 Data processing	6
2.8 Limitations and notable facts	6
 CHAPTER THREE	
Information on Child Care Institutions in Sri Lanka	7
3.1 Distribution of Child Care Institutions	7
3.1.1 Child Care Institutions by type of institution	7
3.1.2 Child Care Institutions by Province/ District	8
3.1.3 Background of the institution	9
3.2 Facilities and Services provided by the institution	12
3.3 Placement/ warrant/ case committees conducted by the institution	18
 CHAPTER FOUR	
Information on children in Child Care Institutions	19
4.1 Basic information of children	19
4.1.1 By type of institution	19
4.1.2 By age of children.....	19
4.1.3 By district	20
4.1.4 By ethnicity and religion	21
4.1.5 Information related to child's birth	22
4.2 Information on institutionalization	23
4.3 Information on education and vocational education	33
4.3.1 Educational attainment	33
4.3.2 Highest education qualification and literacy	36
4.3.3 Vocational education	38
4.4 Information on child's behavior, illnesses and disability conditions	39
4.5 Information on parents/ guardian	42
4.5.1 Information of parents/ guardian at the time of institutionalization	42
4.5.2 Current information of parents/ guardian	45
4.6 Information on siblings	49

4.7 Information on reintegration to the society	50
4.7.1 Effort of Reintegration to the society	50
4.7.2 Adoption	52
CHAPTER FIVE	
Employees of Child Care Institutions	54
5.1 Basic information	54
5.2 Information on employment	56
5.3 Information on education and vocational qualification	58
CHAPTER SIX	
Children's Views/ Perceptions	60
6.1 Respondent children	60
6.2 Education and interpersonal relationships	60
6.3 Daily routine	61
6.4 Leisure and entertainment	62
6.5 Future expectations	65
CHAPTER SEVEN	
Policy Interventions	66
7.1 Introduction.....	66
7.2 Children in Child Care Institutions	66
7.3 Alternative Care of Children already in Child Care Institutions	68
7.4 Youth Justice through a Restorative Justice System	69
7.5 Reintegration Plans for children who leave Child Care Institutions	69
7.6 Prevention and minimizing children being admitted into Child Care Institutions through Family strengthening.....	69
7.7 Conclusion	70
Staff involved in the Census of Children in Child Care Institutions 2019.....	71
Appendices	
CC1 – Schedule for institutions.....	77
CC2 – Schedule of children.....	81
CC3 – Schedule for the staff.....	89
CC4 – Schedule on children's views/ perceptions.....	91

List of Tables

Table	Page
CHAPTER THREE	
Table 1: Child Care Institutions by type of institution	7
Table 2: Number of Child Care Institutions by province and type of institution	8
Table 3: Child Care Institutions by nature of the institution	10
Table 4: Child Care Institutions by major source of funding and type of institution	10
Table 5: Child Care Institutions by number of children that can be accommodated	11
Table 6: Child Care Institutions by number of children currently accommodated	12
Table 7: Child Care Institutions accommodating excess number of children by type of institution	12
Table 8: Child Care Institutions by education related facilities/ services provided	13
Table 9: Child Care Institutions by health-related facilities/ services provided	14
Table 10: Child Care Institutions by special program conducted for children during 2019	14
Table 11: Child Care Institutions with library facilities and additional reading materials	15
Table 12: Child Care Institutions providing telephone facilities for children by type of institution	15
Table 13: Child Care Institutions by province and main source of drinking water	16
Table 14: Child Care Institutions by currently accommodated children per toilet ratio	17
Table 15: Child Care Institutions by ownership of motor vehicles	17
Table 16: Child Care Institutions by total land area belongs to the institution	17
Table 17: Child Care Institutions by adequacy of beds for children	17
Table 18: Child Care Institutions by facilities provided for children	18
Table 19: Number of institutions which conduct placement committee/ warrant committee/ case committee meetings by type of institution	18
Table 20: Child Care Institutions which conducted committee meetings during 2019 by number of meetings held	18
CHAPTER FOUR	
Table 21: Children in Child Care Institutions by type of institution and sex	19
Table 22: Children in Child Care Institutions by age and sex	19
Table 23: Children in Child Care Institutions by district and sex	20
Table 24: Children in Child Care Institutions by ethnicity and sex	21
Table 25: Children in Child Care Institutions by religion and sex	22
Table 26: Children in Child Care Institutions born in/ out of wedlock	22
Table 27: Whether the mother of child in Child Care Institution is a minor	22
Table 28: Children whose birth has been registered by type of institutions and birth registration document	23
Table 29: Children in Child Care Institutions by age at institutionalization for the first time and sex	24
Table 30: Children in Child Care Institutions by age when referring to the current institution and sex	24

Table 31: Children in Child Care Institutions by the year institutionalized for the first time	24
Table 32: Children in Child Care Institutions by place of residence when institutionalized and sex	25
Table 33: Children in Child Care Institutions by person lived with at the time of institutionalization and sex	25
Table 34: Children in Child Care Institutions by Procedure involved in the institutionalization and sex	26
Table 35: Children in Child Care Institutions by reason for the institutionalization and sex	26
Table 36: Children in Child Care Institutions by reason for the institutionalization and age group	27
Table 37: Destitute children in Child Care Institutions by reason and sex	28
Table 38: Destitute children in Child Care Institutions by reason and age group	29
Table 39: Victimized children in Child Care Institutions by reason and sex	30
Table 40: Victimized children in Child Care Institutions by reason and age group	31
Table 41: Suspected/ convicted children in Child Care Institutions by reason and sex	32
Table 42: Suspected/ convicted children in Child Care Institutions by reason and age group	32
Table 43: Children in Child Care Institutions (aged 3 years and over) by type of institution and educational engagement	33
Table 44: Children in Child Care Institutions (aged 3 years and over) by education engagement, sex and age group	34
Table 45: Children in Child Care Institutions (aged 3 years and over) by education activity currently engaged in and sex	35
Table 46: Children in Child Care Institutions (aged 3 years and over) by education activity currently engaged in and age group	35
Table 47: Children in Child Care Institutions (aged 3 years and over) who are not engaged in any education activity by reason and sex	35
Table 48: Children in Child Care Institutions (aged 3 years and over) who are not engaged in any education activity by reason and age group	36
Table 49: Children in Child Care Institutions (aged 6 years and over) by highest level of education and sex	36
Table 50: Children in Child Care Institutions (aged 6 years and over) by age group, sex and literacy	37
Table 51: Children in Child Care Institutions (aged 16 years and over) with a recognized vocational qualification by sex and age	38
Table 52: Children in Child Care Institutions (aged 16 years and over) with a recognized vocational qualification by subject area and sex	38
Table 53: Children aged 16 years and over who expect to engage in vocational training by field and sex	39
Table 54: Behavioral patterns observed in children in Child Care Institutions by sex	40
Table 55: Children in Child Care Institutions suffering from chronic illnesses/ disability by sex and age group	40
Table 56: Children suffering from chronic illnesses/ disability in Child Care Institutions by illness/ disability and sex	40
Table 57: Children in child -care institutions suffering from chronic illnesses/disability by illness/disability and age group	41
Table 58: Children in Child Care Institutions suffering from chronic illnesses/ disability who are receiving drugs/ treatments by sex and age group	41
Table 59: Guardianship of children in Child Care Institutions at the time of institutionalization	42
Table 60: Whether parents of children in Child Care Institutions lived at the time of institutionalization by sex of child	42
Table 61: Children in Child Care Institutions by background characteristics of father at the time of institutionalization	43

Table 62: Children in Child Care Institutions by background characteristics of mother at the time of institutionalization	43
Table 63: Children who were under a guardian at the time of institutionalization by child's relationship to the guardian and type of residence of the guardian	44
Table 64: Children who were under a guardian at the time of institutionalization by background characteristics of the Guardian	44
Table 65: Children in Child Care Institutions by current guardian of the child	45
Table 66: Current characteristics of father of children in Child Care Institutions	45
Table 67: Children in Child Care Institutions by father's occupation/ source of income	46
Table 68: Children in Child Care Institutions by current background characteristics of mother	47
Table 69: Children in Child Care Institutions by mother's occupation/ source of income	47
Table 70: Children who currently have a guardian by background characteristics of the guardian	48
Table 71: Children who currently have a guardian by guardian's occupation/ source of income	49
Table 72: Children in Child Care Institutions by presence of siblings	50
Table 73: Children who have siblings by place of siblings' residence	50
Table 74: Whether efforts been made at any time to reintegrate the child into the society by sex and age group of the child	51
Table 75: Children who were attempted to reintegrate to the society by type of action and sex of child	51
Table 76: Children who were not attempted to reintegrate to the society by reason and sex of child	52
Table 77: Children who are currently placed for foreign/ local adoption by sex and age group of child	52
Table 78: Children who have been placed for foreign/ local adoption by actions taken/ being taken in relation to the adoption	53
Table 79: Children who haven't been placed for foreign/ local adoption by reason	53
CHAPTER FIVE	
Table 80: Number of employees in Child Care Institutions by type of institution and province	54
Table 81: Employees in Child Care Institutions by age group and sex	54
Table 82: Employees in Child Care Institutions by sex, age group and marital status	55
Table 83: Employees in Child Care Institutions by ethnic group and sex	55
Table 84: Employees in Child Care Institutions by religion and sex	55
Table 85: Employees in Child Care Institutions by occupation and sex	56
Table 86: Employees in Child Care Institutions by service period	57
Table 87: Employees in Child Care Institutions by nature of the appointment and sex	57
Table 88: Employees in Child Care Institutions by nature of the employment and sex	57
Table 89: Employees in Child Care Institutions by highest level of education & sex	58
Table 90: Employees in Child Care Institutions by vocational qualification relevant to current occupation and sex	59

CHAPTER SIX

Table 91: Children interviewed by sex	60
Table 92: Percentage distribution of children in Child Care Institutions by education attainment, their willingness to go to school and sex	60
Table 93: Percentage distribution of children in Child Care Institutions not attending school by field of interest in learning and sex	60
Table 94: Percentage distribution of children in Child Care Institutions by number of friends the child has and sex of the child	61
Table 95: Percentage distribution of children in Child Care Institutions by daily routine	61
Table 96: Percent of children in Child Care Institutions by activities engaged in the institution and sex	62
Table 97: Percentage distribution of children in Child Care Institutions by the person they confide in and sex	62
Table 98: Percentage distribution of children in Child Care Institutions by their favorite pastime and sex	63
Table 99: Percentage distribution of children in Child Care Institutions by their involvement in games/ sports, their favorite game/ sport and sex	63
Table 100: Percentage distribution of children in Child Care Institutions watching television by their favorite TV programme and sex	63
Table 101: Percentage distribution of children in Child Care Institutions by access to and favorite books/ papers and sex	64
Table 102: Percentage distribution of children in Child Care Institutions attending places of worship by sex	64
Table 103: Percentage distribution of children in Child Care Institutions by their emotions on institutional life, reason if unhappy and sex	65
Table 104: Percentage distribution of children in Child Care Institutions by future expectation and sex	65

List of figures

Figure	Page
CHAPTER THREE	
Figure 1: Number of Child Care Institutions by district	9
Figure 2: Child Care Institutions by major source of funding	11
CHAPTER FOUR	
Figure 3: Children in Child Care Institutions by age group and sex	20
Figure 4: Children in Child Care Institutions by district and sex	21
Figure 5: Children in Child Care Institutions by ethnicity	22
Figure 6: Children in Child Care Institutions by nature of registration of birth	23
Figure 7: Children in Child Care Institutions by the year institutionalized for the first time	24
Figure 8: Children in Child Care Institutions by person lived with at the time of institutionalization	25
Figure 9: Children in Child Care Institutions by reason for the institutionalization	26
Figure 10: Children in Child Care Institutions by reason for institutionalization and age	27
Figure 11: Percentage distribution of children aged 6 years and over in Child Care Institutions by highest level of education and sex	37
CHAPTER FIVE	
Figure 12: Employees in Child Care Institutions by age and sex	54
Figure 13: Employees in Child Care Institutions by nature of the appointment	57
Figure 14: Employees in Child Care Institutions by highest level of education	59

List of Terminology

Child

Any person under the age of 18, in line with the UN Convention on the Rights of the Child

Institutionalization of a child

To place a human being in the care of an institution, such as those providing care for a child

De-institutionalization

Deinstitutionalization is the process of reforming child care systems and minimizing the institutionalization of children, finding new placements for children currently resident and setting up replacement services to support vulnerable families in non-institutional ways.

Caregiver

An individual including not limited to a biological parent, kin, foster parent or head of a household who attends to the needs of a child and those who provide care and protection in the institutional setting.

Orphaned child

When applied to a legitimate child, means a child, both of whose parents are dead, or one of whose parents is dead, the other being incapable of acting as a parent; and when applied to an illegitimate child, means a child whose mother is dead.

Abandoned child

When applied to a legitimate child, means a child abandoned by both parents, or abandoned by one parent, the other being dead or incapable of acting as a parent, or a child, both of whose parents are incapable of acting as parents; and when applied to an illegitimate child, means a child abandoned by its mother, or a child whose mother is incapable of acting as a parent.

Destitute child

A child whose father and mother is dead who is deserted by one of the parents and the other is unable to function as parent and needs care and safety, whose parents are receiving public assistance from the Government or from of Local Government Institution; one parent of whom is permanently ill and the other has no fixed income; one parent of whom is in prison and other has fixed income, one of the parents of whom is a mental patient and the other has a court order and having no fixed income. Whose parents are separated by some other way and either mother or father is in custody of the children and both parents do not have any fixed income.

Summary of findings

Department of Census and Statistics carried out Sri Lanka's first ever official census on Children in Child Care Institutions in November/December 2019. The census covered information on the institution itself, children living in those institutions, and on the staff of those institutions. In addition, perceptions/views of a sample of children were collected parallel to the complete enumeration of children.

Key findings on Child Care Institutions:

- There are 379 Child Care Institutions in Sri Lanka, out of which 331 (87.3%) are Voluntary Children's Homes.¹
- Western Province has the highest number of Child Care Institutions (121) with Gampaha, Colombo and Kalutara districts reporting 55, 44 and 22 institutions respectively.
- A majority of Child Care Institutions are funded by sources other than the government. 229 Child Care Institutions reported their major source of funding as non-government local funds.
- 349 Child Care Institutions provide library facilities within the institution while children in 318 Child Care Institutions are given access to receive and make telephone calls to their parents, relatives and friends.

Key findings on children in Child Care Institutions:

- There are 10,632 children in Child Care Institutions out of which 6,615 (62.2%) are female and 4,017 are male.
- More than 88% of these children are reported to be in Voluntary Children's Homes.
- Gampaha district reports the highest number of institutionalized children (1,393) followed by Colombo district with 1,052 children.
- Birth of 9,606 children have been registered but 329 of them are reported to have only a probable age certificate.
- 7,467 (71.3%) of children in Child Care Institutions were between the age 5-14 when they were first institutionalized.
- 7,446 (70%) of the children in these institutions had lived with a parent or both parents at the time of institutionalization and almost 20% had lived with a relative.
- The major contributor to a child being placed in an institution is from being destitute. Out of all institutionalized children, 70% (7,452) were reported to be institutionalized as they were destitute i.e. they were children in need of Care and Protection.
- A majority of destitute children (2,218) are reported to be in need of care and protection as their parents were separated, and the child's custodian had no fixed income to provide for the child.
- The census reports that there are 2,484 victimized children in these institutions, out of which 1,157 had been subjected to physical/psychological/sexual abuse at least once.
- 325 child suspects/ convicts are reported to be in institutions due to numerous reasons ranging from being a suspect/ convict of 'theft/ robbery/ burglary' and being beyond control to committing homicide.
- Of the institutionalized children aged 3 years and over, 93% are engaged in either formal or non-formal education activities, in formal schools and preschools, in higher education institutes or in vocational/ technical education activities.
- On average 93.7 percent of the institutionalized children aged 6 years and over are reported to be literate, which stands at 92.0 percent for male children compared to 94.7 percent for female children.
- Out of 2,780 children aged 16 years and over in Child Care Institutions, 294 (7.3%) have a recognized vocational qualification.

Key findings on the parents/guardians of institutionalized children:

- About 78% of the children in Child Care Institutions were born to married parents.
- 898 institutionalized children have been born when their mother was still a minor.
- 9,788 (92.1%) children had either one or both parents living at the time of institutionalization. Furthermore, 7,102 (66.8%) had either one or both their parents as their guardian at the time of institutionalization
- Of the 10,632 children in Child Care Institutions, 6,946 (65%) currently have a parent or both parents as their guardian.

¹Child Care Institutions that have been established under the Orphanages Ordinance/ Children Development Charter to provide protection and care to orphaned, abandoned and destitute children which are run by volunteer organizations.

- 6,738 (63.4% of the total) children were reported to have a father at the time of the census. Only 25% of them are employed/ has a permanent source of income, were predominantly healthy (45%) and not reported to have any health issues which made them unable to work. However, more than half of the fathers had never visited their offspring in institutions.
- 8,824 (83% of the total) children are reported to have a mother at the time of the census, out of whom only 2,051 are employed/has a permanent source of income. Majority of them (5,097) have no illness or disability. But only 2 in every 3 mothers had visited their children in the institutions.
- 1,829 children have someone other than the father or the mother as the guardian. In the absence of a mother/father or both parents, majority of them have a female relative as the guardian, mainly a grandmother or an aunt.
- Efforts have ever been made to reintegrate only 2,133 (20%) of the children out of which about 83% were attempted to be handed over back to the parents/ relatives/ a fit person.
- Currently there are 174 children waiting to be adopted by a local or a foreign party, 75 in the age group 0-4 years and 46 between the ages 5-9.

Key findings on the staff in Child Care Institutions:

- There are 2,874 employees working in Child Care Institutions of which 1,905 (66.3%) are females. Out of all employees, 1,824 are employed on permanent basis.
- 1,317 employees (46%) have passed G.C.E. (Advanced Level) or a higher qualification, but only 756 (26%) employees have a vocational qualification relevant to their current occupation.

CHAPTER ONE

Institutionalization of children in Sri Lanka – An overview

1.1 Introduction

Institutionalization of children deprived of the protection and care of their biological family or extended family is one of the alternative care options practiced at present in Sri Lanka.

This practice came to our country during the colonial period and was transformed into a formal system with the enforcement of child-related laws in the 1930s and 1940s. Since then, child suspects, child convicts, orphaned and abandoned children, as well as children who need care and protection are referred for institutional care by the Courts as an alternative.

Providing protection and care for children in the past was considered in Sri Lanka as a common responsibility of all, i.e. of the biological family, extended family, neighbors, friends, relatives, and the entire village community. However, this social cohesion gradually disappeared due to the economic, political, social and cultural changes in the country, and the family became an isolated unit.

Further, the concept of family is also fading away owing to the economic, political, social and cultural changes in the country. With this and due to changes in parents' life schedules, certain children began to get isolated even within the family.

Increase in parental divorce and dysfunctional families, and the inability of parents /guardians to care for the children due to severe financial problems, disability conditions and various long-term illnesses are other significant factors that make children destitute.

Due to the above reasons, an increase in the number of "destitute" children admitted to institutional care compared to orphaned or abandoned children was observed during the past several decades.

In addition to economic and social factors, global pandemic situations, and natural and man-made disasters have also posed threats to the safety, protection and care of children. A lot is heard of family separation of children during such situations. For example, a significant number of children at present under institutional care had separated from the family due to the civil war that lasted for several decades in the country, Tsunami, and the present Covid-19 pandemic.

However, Article 21 of the United Nations Convention on the Rights of the Child emphasizes that institutionalization should be the last resort, only when no other alternative care option is available for a child deprived of parental

care. The United Nations Guidelines for the Alternative Care of Children also highlights this fact and outlines the procedure that should be followed by a government to provide alternative care for a child if separated from his/her natural family.

Children who are institutionalized face a stigma within society even after leaving the institutions. Some organizations are now raising a voice for the rights of institutionalized children and address the problems faced by such children after social reintegration, such as not having Birth Certificates, missing equal opportunities in the society, and absence of opportunity for another alternative care option. They also point out the pros and cons of continuing with the "Concept of Orphanages".

Although a child who is unsafe or abused within the natural family needs to be temporarily separated from their natural family, long-term institutionalization results in developing psychological issues. The situation of teenage mothers is tragic. Child abuse incidences reported time to time within the Child Care Institutions causes secondary victimization of children within the child protection system itself.

1.2 Institutionalization of children

Legal provisions in relation to providing institutional care for children have been set out by a number of ordinances available in Sri Lanka.

1. Act No.48 of 1939 (1956 Revision) – Children and Young Persons Ordinance
2. Act No. 22 of 1941 (1956 Revision) – Orphanages Ordinance/ Child Development Center Charter
3. Act No.5 of 1907 – House of Detention Ordinance
4. Act No.4 of 1841 – Vagrants Ordinance

There are two ways of institutionalizing children. One way is institutionalizing a child victim, child suspect or child offender below 16 years of age on court order. Provisions in this regard are available in the Children and Young Person's Ordinance. The manner in which all stakeholders should act when dealing with respect to a child victim after the child is brought before the court has been issued by the Health Ministry in the Case Managements Guidelines.

The second way is institutionalizing an orphaned, abandoned, or destitute child under the provisions of the Child Development Center Charter at the request of the parents/ guardians/ or other relevant parties with the approval of the Provincial Commissioner of Probation.

Nowadays, provision of institutional care has been seen to be practiced as a convenient method due to the fact of not implementing legal provisions in the above ordinances, and the use of other alternatives available for institutionalization or rehabilitation is at a minimum level.

Residential care for orphaned, abandoned and destitute children is provided temporarily in Voluntary Children's Homes as per the provisions of the Orphanages Ordinance and Child Development Center Charter. Children may be institutionalized for a very short period, and it will be of utmost importance to introduce and implement special programmes to return these children to their families as early as possible, e.g. provision of financial support to the family, provision of guidance and counseling, and introducing a foster parent system.

With regard to child victims brought before the court under the Children and Young Persons Ordinance, admission to Certified Schools is only one option and they can also be referred to the care of a fit person as per Section 35 of the ordinance. This is very much similar to the foster parent system and legal provisions are available here to place children under the custody of a relative or non-relative fit person. However, no system of identifying such non-relative parents and handing over the child to them is seen to be in practice.

The Children and Young Person Ordinance provides a number of sentencing options in addition to subjecting child victims and child suspects to institutional correction. Therefore, such punitive measures should be properly implemented, and institutional correction should be limited only to essential children who cannot be subjected to community-based rehabilitation.

Statistically, there is an increase in the practice of community-based rehabilitation for child convicts compared to institutional rehabilitation. Furthermore, the total number of children under institutional care in 2010 was 15,874, and by 2019 it has gradually decreased to 10,632. This indicates the increased practice of non-custodial methods compared to institutionalization as

well as the proper implementation of prevention strategies.

Moreover, as it is possible to reach a settlement using the provisions of the Mediation Board Act instead of taking child suspects to courts, it is required to practice such diversions.

The Department of Probation and Child Care Services has internal procedures that should be followed in the social reintegration of institutionalized children regardless of the reason for institutionalization. However, decisions with regard to social reintegration of children in Child Development Centers, Certified Schools, and Detention Homes should be made by the Placement Committee, the Warrant Committee and the Case Committee, respectively.

Although the programme for the social reintegration of an institutionalized child should be planned through the preparation of an Individual Care Plan from the date of his admission, it is observed that this is not duly practiced nowadays. It is the responsibility of the officers of Provincial Departments of Probation and Child Care Services (PDCCS) and National Child Protection Authority (NCPA) to maintain close supervision of each individual child. Some children have to stay institutionalized for a very long time due to the lack of this regular supervision.

After studying the situation of at-risk children and children in children's homes, and the alternative care options, the Cabinet approval was granted for the National Alternative Care Policy on 06 March 2019. Based on this policy, the Department of Probation and Child Care Services is making arrangements to develop a five-year Action Plan to implement a robust alternative care system in the country. This census was conducted to collect the data/information of institutionalized children in order to obtain information required for the formulation of this Action Plan.

1.3 Types of Institutions in Sri Lanka

At present there are 379 state-run or non-governmental Child Care Institutions in Sri Lanka, established under the provisions of various Acts and Ordinances. The administration and supervision of these Child Care Institutions is carried out by the Provincial Departments of Probation and Child Care Services since 1987 as a fully decentralized subject.

Types of Child Care Institutions currently in operation in Sri Lanka are given below.

Types of Child Care Institutions

Type of Institution	Description
Remand Homes	These institutions have been established under the provisions available in Chapter III of the Children and Young Persons Ordinance. These are facilities for the temporary detention of child suspects and victims until the court decision of such children is made after been brought before the court.
Safe Homes	These institutions have been established under the provisions available in Chapter III of the Children and Young Persons Ordinance. These are facilities for the temporary detention of child suspects and victims until the court decision of such children is made after been brought before the court. Safe Homess are however located only in Northern and Eastern Provinces.
Certified Schools	Children who are convicted under the Children and Young Persons Ordinance are admitted to these institutions for a period of 3 years for institutional correction. Further, children who need care and protection are also admitted to these institutions for a period of 3 years to provide protection and care.
State Receiving Homes	These provide protection and care for orphaned, abandoned and destitute children aged between 0-5 years. There are 9 such centers in the country, with one per province. Orphaned and abandoned children in these centers are placed for adoption and provide other alternative care arrangements. However, if no alternative care arrangement can be found for a destitute child, he/ she will be transferred to a Voluntary Children's Home to receive school education. These Homes have been established under the provisions of the Orphanages Ordinance and Child Development Center Charter.
Approved Homes	Same as Certified Schools, this is an institution set up to rehabilitate child offenders convicted under the Children and Young Persons Ordinance.
Detention Homes	Institutions established under the House of Detention Ordinance to provide care and protection to vagrant children and street children. There is only one Detention Home in the country which is situated in Galle District. However, children are referred to this Detention ome under both the House of Detention Ordinance as well as the Vagrants Ordinance.
Training and Counseling Center	An institution established to provide psycho-social treatment and vocational training to abused children.
Voluntary Children's Homes	There are 331 Voluntary Children's Homes in the country. These are Child Care Institutions that have been established under the Orphanages Ordinance/ Children Development Charter to provide protection and care to orphaned, abandoned and destitute children. They are run by volunteer organizations, and all matters from admission to social reintegration of children are handled by the Provincial Departments of Probation and Child Care Services. These institutions are maintained under the direct supervision of the Provincial Commissioners of Probation and Probation Officers. These institutions provide care for children from 0-18 years of age. Children are admitted to these homes for a period of 03 years and are expected to be reintegrated into the society before the completion of this period, and the decision for reintegration is made by the Placement Committee.

CHAPTER TWO

Background and Methodology of the Census

2.1 Background of the Census

Department of Census and Statistics (DCS) as the National Statistical Office of the country has a history spanning of more than seven decades in conducting island wide censuses and sample surveys. DCS, since its inception has continuously been conducting decennial censuses on population and housing, economic activities on agriculture and non-agricultural activities such as industries, trade and services of the country. In addition, DCS is responsible for conducting few other censuses which are conducted more frequently and various surveys which provide official statistics required for policy formulation and plan implementation in the country. Apart from nationwide censuses inherent to DCS under its mandate, actions are always taken to fulfill any official statistics preparation activities requested by other government institutions for their policy formulation, planning activities.

Department of Probation and Child Care Services required a most reliable and reputable data source to fulfill the data need for planning the implementation of Alternative Care Policy for children in Child Care Institutions through a National Plan of Action. Accordingly, Department of Census and Statistics (DCS) was entrusted with the task of conducting an island wide census to ascertain the statistical information on children in Child Care Institutions. The Census of Children in Child Care Institutions carried out upon a request made by the Department of Probation and Child Care Services is the first ever census conducted in Sri Lanka on Child Care Institutions, children accommodated in these institutions and their staff.

2.2 Census pre planning activities

Planning a census to fulfill the data requirement of implementation of the Alternative Care Policy was a great challenge to DCS because general procedures which are followed for other national censuses, deemed to be impractical for this type of a census. Censuses conducted by DCS are mainly based on households or establishments where the respondent of the census is the head of the household/ a responsible member selected from the household for households or an official with authority for establishment surveys.

For this census, the primary unit of data collection is a Child Care Institution and detailed information was to be collected on the children accommodated in these institutions. Since these children live alone in the institution without their parents/guardians who are

responsible for well-being of these children, information has to be collected from the head of the institution, staff of the institution and/ or Probation Officer in charge of the institution based on their knowledge and the files maintained at the institution for each and every child. Moreover, availability of information differs from child to child and institution to institution, and it depends on the external factors such as type of the institution, reason for institutionalization, socioeconomic and cultural background of the child, functionality of the probationary mechanism in the province. Despite these unaccustomed circumstances, DCS took on the responsibility of conducting the census scientifically and providing official statistics required for the implementation of the Alternative Care Policy for children in Child Care Institutions.

As the initial stage of the census undertaking, a steering committee comprising of members from the DCS and Department of Probation and Child Care Services was appointed to make important decisions regarding the census. In addition, to represent all Provincial Departments of Probation and Child Care Services, a Provincial Probation Commissioner was appointed to this committee.

Initially, an in-depth study was carried out to identify data requirements of the Department of Probation and Child Care Services, how the probation system in Sri Lanka functions, as well as to document the structure of Child Care Institutions. A desk study followed by discussions with officials of Department of Probation and Child Care Services and Provincial Probation commissioners gave further insights into the requirements of the census. Preliminary field visits covering different types of institutions across the country further strengthened the knowledge on information availability, general administration procedures as well as monitoring and evaluation procedures in place at these Child Care Institutions. The methodology for conducting the census was formulated based on the information thus gathered.

Following sequential steps were followed in the entire census process.

1. Listing of Child Care Institutions
2. Drafting census data collection tools
3. Conducting pretests
4. Planning of field activities
5. Conducting census training programmes
6. Census enumeration
7. Data processing and analysis
8. Dissemination of Census data

2.3 Listing of Child Care Institutions

As the first stage of the census, all nine Provincial Departments of Probation and Child Care Services were requested to prepare a list of institutions established under the provisions of various Probation and Child Care related Acts and Ordinances along which contains basic information pertaining to the institution such as;

- Type of institution
- No of children by sex and age group
- No of staff members by sex
- Contact details of the institution
- Information on Head/ In-charge of the institution

According to the lists prepared and communicated by provincial probation departments, there were 380 Child Care Institutions which accommodated 12,059 children taken care of by 2,164 staff members. This information was used as baseline data for subsequent census planning activities.

2.4 Development of the census schedules

A committee consisted of officials from the DCS and the Department of Probation and Child Care Services was formed to draft data collection tools. As the main objective of this census is to collect information to implement the Alternative Care Policy which requires information not only on children but also about the institutional facilities/ services as well as its staff and hence the decision to use multiple questionnaires, as follows.

1. CC1: Schedule of the institution
This schedule was designed to collect information on Child Care Institutions in order to assess the quality and adequacy of the facilities and services provided by the institutions.
2. CC2: Schedule of the children
Out of these four schedules the main schedule of the census was the schedule designed to collect information about the children in Child Care Institutions. This schedule was designed to provide an overview of the socioeconomic background of the institutionalized children and baseline information that could be used to deinstitutionalization of children. Preparing a single questionnaire to obtain all required information pertaining to children who have been institutionalized due to various reasons was quite a challenging task. However, this comprehensive schedule, which consisted of four major sections contained questions to collect information on the child, child's parents/

guardian, siblings and actions taken for deinstitutionalization.

3. CC3: Schedule of the staff

The main objective of introducing this schedule was to provide information as to whether adequate staff is employed in institutions in different positions and whether the staff has required educational and professional qualifications to carry out their responsibilities.

4. CC4: Schedule of the children's views/ perceptions

Adopting an inclusive approach to the census, it was decided to interview a sample of children in Child Care Institutions on their views/ perceptions on the life they lead in the current residence. This would respect the rights of these children by ensuring their voice is heard and taken in to consideration in making decisions regarding their lives. A separate questionnaire was administered to a sample of children aged 6 years and over were asked about their future expectations, day-to-day activities, leisure and entertainment related activities of the institutionalized children by conducting face to face interviews.

All these drafted schedules were pre-tested on different types of institutions covering many provinces. Based on the experience gained from the pretests, some revisions were made to the data collection schedules to suit the practical situations observed in the field.

2.5 Planning the field activities

Census data collection activities were conducted jointly by the officials of the DCS and the officials of the Provincial Departments of Probation and Child Care Services. Statistical staff attached to the district statistical branches as well as officers from the head office, for the districts in which the workload is too heavy, were appointed as census enumerators. Since data gathering was mainly done by referring to the personal files of the children maintained in the institutions Probation Officers in charge of respective institutions assisted DCS officials in the data collection stage. Heads of the district statistical branches supervised data collection activities in respective districts.

All officers appointed as enumerators and supervisors, and Probation Officers assisting the enumerators were provided a training on theoretical knowledge required by them, method of data collection, as well as on completing all four census schedules.

2.6 Enumeration

Field enumeration activities of the census were conducted throughout the country during November and December 2019.

Schedule CC1 was completed by interviewing head of the institution or an officer with authority to provide information therein. Schedule CC2 was completed by referring to the personal files/ medical records of these children, or by interviewing head of the institution/ an officer with authority. Schedule CC3 was completed by interviewing staff members whenever possible or by interviewing head of the institution/ an officer with authority. Schedule CC4 was completed by interviewing a sample of children aged 6 years and over. This sample was selected by enumerators themselves as per the specific instructions given to them during the training.

2.7 Data processing

As the initial step, it was verified that all Child Care Institutions were visited and all the children, staff members and children selected for the sample were enumerated and relevant schedules are duly completed and were received for processing.

All the data collection schedules (CC1, CC2, CC3, CC4) were checked for consistency, edited and relevant fields were coded. Coding of these schedules was found to be extremely complicated as most questions were open

ended hence code lists were continuously updated throughout the editing process.

In order to achieve the highest possible accuracy, double blind data entry workflow method was used at this Census. Contrary to common practice adopted in other censuses/ surveys conducted by DCS, all text fields collected at this census were computerized since this data was expected to be used mainly for taking decisions with regard to providing alternative care for individual child and will enable preparing individual care plans for institutionalized children.

2.8 Limitations and notable facts

1. In general, DCS completes its census or survey schedules by interviewing the respondent or most suitable person for giving information on respondent, but in this census completing the schedules referring the personal files maintained for children by the institutions can be mentioned as a limitation.
2. The most appropriate answer could not be given for some questions because completeness of personal files was not in a satisfactory level for a considerable number of cases.
3. Missing records in some variables in the data file show considerably higher numbers.

CHAPTER THREE

Information on Child Care Institutions in Sri Lanka

Currently there are 10,632 children living in 379 Child Care Institutions. All institutions other than one institution dedicated for Training and Counselling governed by the Department of Probation and Child Care Services under the central government, rest of the Child Care Institutions are coming under the purview of the Provincial Departments of Probation and Child Care Services.

According to the Department of Probation and Child Care Services, there were 14,179 children living in 414 Child Care Institutions in 2013. (Department of Probation and Child Care Services, 2013) It is encouraging to note the States' efforts to reduce institutionalization and adopt a strategy with better alternative care options has paid off, as can be seen in the decreased number of institutions and children therein, in the past decade. However, it is also important to identify the reasons as to institutionalization of children and adopt an effective monitoring mechanism for Child Care Institutions while making sure as many children as possible are reintegrated into the society.

This Chapter aims to identify the status of the Child Care Institutions in Sri Lanka. This would include the number and type of Institutions, its geographical distribution, funding sources and available resources in these institutions.

3.1 Distribution of Child Care Institutions

The total number of 379 Child Care Institutions are distributed amongst 9 Provinces in Sri Lanka. Each province has a Provincial Commissioner for Probation and Child Care Services. All provincial level Probation Officers who handle cases of children, directly report to their respective Provincial Commissioners of Probation.

3.1.1 Child Care Institutions by type of institution

There are 8 specific types of Child Care Institutions in the country to cater to a wide range of children who are either in need of care and protection or children who are in conflict with the law, depending on their circumstances.

There are 14 remand homes where children or youth offenders are detained while they have pending cases in the Courts. These children/ youth offenders are detained for being accused of a crime such as murder, theft, rape or sexual offences, arson, quarrelling, use of illicit alcohol or drugs etc. In addition, there are 4 Safe Homes, which are state run homes for the safe keeping of children as a transition home until the completion of a Court Case. 9 of the institutes are for the purpose of vocational training for

children who have been victims of crime, child offenders and children in need of care and protection, who are admitted to institutions known as Certified Schools. There's one Approved School which provides shelter, psychological and physiological support for children in need of care and protection.

Table 1: Child Care Institutions by type of institution

Type of Institution	Number of institutions	%
Remand Home	14	3.7
Safe Home	4	1.1
Certified School	9	2.4
Approved School	1	0.3
State Receiving Home	9	2.4
Detention Home	1	0.3
Training and Counselling Center	4	1.1
Voluntary Children's Home	331	87.3
Other*	6	1.6
Total	379	100

*Child development centers temporarily functioned under Provincial Departments of Probation and Child Care Services.

There are 9 government run State Receiving Homes which are distributed throughout the country for caregiving children who are orphaned, neglected, abandoned or destitute. There is one Detention Home to house children who are accused of crime and children who are over the age of 18 years who are found on the streets begging.

Vocational training and psycho-social support are given by for children who are admitted to the four government-run Training and Counselling Centres. The largest portion of homes in Sri Lanka are made up of Voluntary Children's Homes. There are currently 331 number of Voluntary Children's Homes managed by private or non-profit organizations around the country totaling to 87.3% of the total number of Institutions in Sri Lanka. Although these organizations are managed by private individuals or a group of individuals, the monitoring of these come directly under the relevant Provincial Departments of Probation and Child Care Services.

3.1.2 Child Care Institutions by Province/ District

As can be seen in Table 2 below, almost one third of all Child Care Institutions are located in Western Province. The reason for this may be because the high population concentration in Western Province which shelters 30% of country's total population. North Central Province reported the lowest number of 15 institutions. There are 14 remand homes currently in Sri Lanka distributed amongst the 8 Provinces other than Eastern Province.

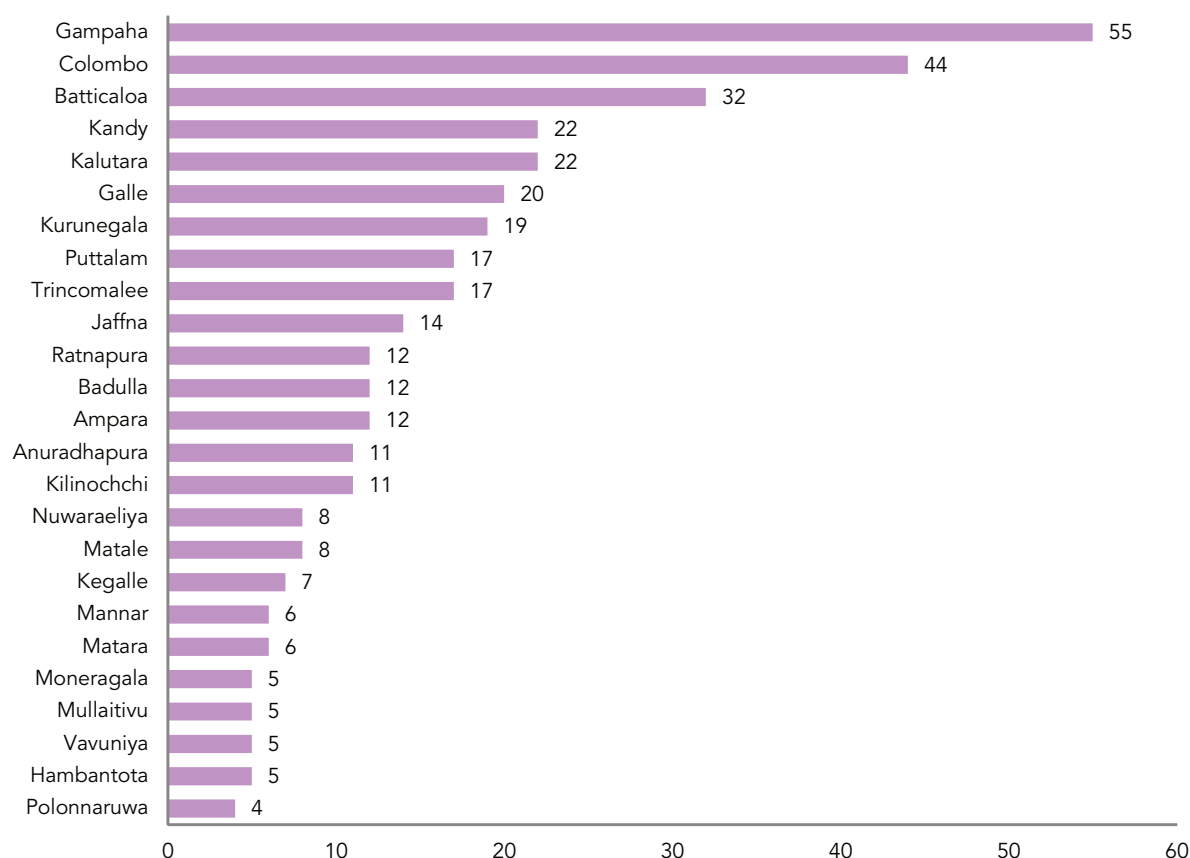
Safe Homes are located only in Northern and Eastern Provinces, of which Northern Province has 1 Safe Home and the Eastern Province that has 3 Safe Homes. The reason for the distribution of Safe Homes only in the Northern and Eastern Provinces maybe due to the reasons of the need of Care and Protection for vulnerable children during the 30 year Civil War and the aftermaths of it.

Maggona in Western Province has the only Approved School while the only Detention Home in the country is located in Southern Province.

Table 2: Number of Child Care Institutions by province and type of institution

Province	Type of institution	Number of institutions	Province	Type of institution	Number of institutions
Western	Total	121	North-western	Total	36
	Remand Home	2		Remand Home	1
	Certified School	2		State Receiving Home	1
	Approved School	1		Voluntary Children's Home	34
	State Receiving Home	1	North-central	Total	15
	Training and Counseling Center	1		Remand Home	2
	Voluntary Children's Home	114		Certified School	1
Central	Total	38		State Receiving Home	1
	Remand Home	2		Training and Counseling Center	1
	State Receiving Home	1		Voluntary Children's Home	8
	Voluntary Children's Home	35		Other*	2
Southern	Total	31	Uva	Total	17
	Remand Home	2		Remand Home	2
	Certified School	2		Certified School	1
	State Receiving Home	1		State Receiving Home	1
	Detention Home	1		Training and Counseling Center	1
	Voluntary Children's Home	24		Voluntary Children's Home	9
	Other*	1		Other*	3
Northern	Total	41	Sabaragamuwa	Total	19
	Remand Home	1		Remand Home	2
	Safe Home	1		State Receiving Home	1
	Certified School	1		Voluntary Children's Home	16
	State Receiving Home	1	All provinces	Total	379
	Voluntary Children's Home	37			
Eastern	Total	61	*Child development centers temporarily functioned under Provincial Departments of Probation and Child Care Services.		
	Safe Home	3			
	Certified School	2			
	State Receiving Home	1			
	Training and Counseling Center	1			
	Voluntary Children's Home	54			

Figure 1
Number of Child Care Institutions by district



Source:
Department of Census and Statistics, Sri Lanka

DCS

Figure 1 above shows the number of Child Care Institutions by district. It is observed that the highest number of 55 Child Care Institutions are located in Gampaha District. Gampaha District in Sri Lanka is the second largest District in terms of population and had a population of 2,417,000 as of 2019 which is only second to the District of Colombo which had a population of 2,448,000. One of the reasons as to the increased number of Child Care Institutions could be due to the population density of these Districts. These two Districts are also the main commercial Districts of the country and attract many migrant workers from all the other Districts.

3.1.3 Background of the Institution

The following section discusses the nature of the Child Care Institutions that include their legal status and how these have been incorporated and the status of its monitoring, its sources of funding the population of children within these institutions.

The Orphanages Ordinance No. 22 of 1941 in Sri Lanka as amended in 1946 was established to provide for the registration and control of orphanages and other institutions for the boarding, care and maintenance of orphaned and abandoned children, and for the purposes connected with the matters aforesaid. Subsequently, provincial councils have taken steps to introduce Child Development Charters/ Statutes at provincial level to cater orphaned, abandoned, destitute, victims of abuse and teenage mothers.

As per Table 3 below, 130 Child Care Institutions are established under the said Orphanages Ordinance of Sri Lanka out of which 10 (2.6% of all institutions) operate as government Institutions and the rest amounting to 120 (31.7%) are established as Private Institutions.

Table 3: Child Care Institutions by nature of the institution

Nature of the institution/ functional status	Number of institutions	%
Government Institutions;		
operated Under statute/ charter on Child Development Centers	8	2.1
operated under Orphanage Ordinance	10	2.6
operated under Children and Young Persons Ordinance	27	7.1
operated under House of Detention Ordinance	1	0.3
National Training and Counseling Centre under the central government	1	0.3
Private Institutions;		
operated under Orphanage Ordinance	120	31.7
operated under statute/ charter on Child Development Centers	209	55.1
Unregistered private institutions	3	0.8
Total	379	100

Part III of the Children and Young Persons Ordinance No. 48 of 1939 entails the establishment of Remand Homes, Approved Schools, Certified Schools and Persons to whose care children and young persons may be committed to. As per Table 3, a total number of 27 (7.1%) out of the 379 homes are established as Government Institutions that operate under the Children and Young Persons Ordinance.

House of Detention Ordinance No. 5 of 1907 is an ordinance to provide for the establishment of House of Detention for Vagrants. Vagrants, for the purpose of this report as per Vagrants Ordinance of Sri Lanka may amount to persons below the age of 18 who either is begging or loitering on the streets or behaving in a riotous or disorderly manner. There is currently 1 institution operated under the House of Detention Ordinance.

The highest numbers of Child Care Institutions are that of Private Institutions that operate under statute/ Charter on Child Development Centers. These may be managed and run by a private board of members and/ or other Civil Society Organizations or NGO's. The total percentage of such Institutions are 55.1% amounting to 209 of such institutions. These are monitored by the relevant Provincial Department of Probation and Child Care Services.

At the time of this census, there were 3 private unregistered Child Care Institutions.

Table 4: Child Care Institutions by major source of funding and type of institution

Source of funding and type of institution	Number of institutions
Government funds	47
Remand Home	14
Safe Home	4
Certified School	9
State Receiving Home	9
Detention Home	1
Training and Counseling Center	4
Other*	6
Non-government - local funds	229
Voluntary Children's Home	229
Non-government - foreign funds	92
Voluntary Children's Home	92
Other source of funding	11
Voluntary Children's Home	10
Approved School	1
Total	379

*Child development centers temporarily functioned under Provincial Departments of Probation and Child Care Service

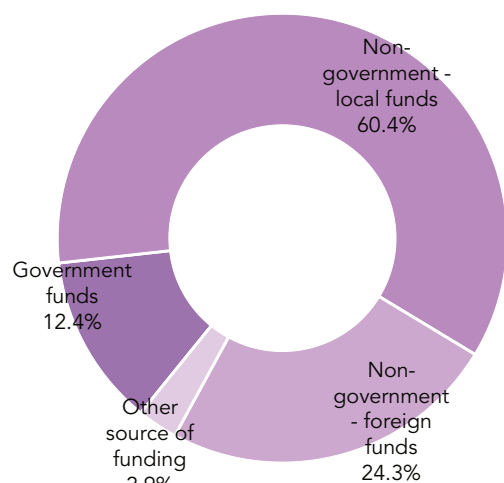
Note: Although most institutions receive funds from multiple sources, major source has been considered here.

As per Table 4 and Figure 2, 60% of the institutions currently established in the country are mainly funded by local funding sources not affiliated with the government. This amounts to 229 out of the total number of 379 institutions.

92 Institutions are funded by Non-Governmental foreign funds. These too are Voluntary Children's Homes, mostly established by expatriates in partnership with locals or by Non-Government Organizations.

There are 47 Child Care Institutions, which may receive donations from various donors but are mainly funded by the National Budget of Sri Lanka.

Figure 2
Child care institutions by source of funding



Source:
Department of Census and Statistics, Sri Lanka



In 2013 a draft Guidelines and Standards for Child Care Institutions in Sri Lanka was published by the National Child Protection Authority (NCPA) of Sri Lanka. These draft guidelines set out the process of the establishment of a Child Care Institution and the quality of its management. In addition to that, there are several guidelines published by different related agencies on standards that should be maintained in these institutions. For example, Department of Probation and Child Care Services has issued a set of standards to uplift the situation of Voluntary Children's Homes while Sri Lanka Standards Institution has issued "Specification for Good Practices for Child Development Centres/ Orphanages". Since multiple guidelines are in place, guidelines set by the NCPA is used as the baseline for this analysis.

At the Census on Child Care Institutions, a detailed questionnaire (CC1) was presented on the resources available for the children that are admitted to such institutions. This would determine the number of children that can be accommodated within the institutions. For example, through the identification of the square foot range of the institution, or the number of beds in an institution.

Table 5 below shows the number of children that can be accommodated as reported by Child Care Institutions based on the available facilities and according to the guidelines stipulated by relevant regulatory authorities.

Table 5: Child Care Institutions by number of children that can be accommodated

Type of institution	Total	0-19	20-39	40-59	60-79	80-99	100-149	150+
Remand Home	14	4	8	1	-	-	-	1
Safe Home	4	2	2	-	-	-	-	-
Certified School	9	2	1	3	1	-	-	2
Approved School	1	-	-	-	-	-	-	1
State Receiving Home	9	1	6	2	-	-	-	-
Detention Home	1	-	-	-	-	1	-	-
Training and Counseling Centre	4	2	2	-	-	-	-	-
Voluntary Children's Home	331	44	158	64	28	10	21	6
Other*	6	-	6	-	-	-	-	-
Total	379	55	183	70	29	11	21	10

*Child development centers temporarily functioned under Provincial Departments of Probation and Child Care Services.

Out of the 379 Child Care Institutions, there are only 31 institutions which can accommodate 100 or more children while a majority of 238 (63%) institutions are equipped with facilities to accommodate less than 40 children at a time.

Number of children that were accommodated in these institutions at the time of the census is given in Table 6 below.

Table 6: Child Care Institutions by number of children currently accommodated

Type of institution	Total	0-19	20-39	40-59	60-79	80-99	100-149	150 +
Remand Home	14	10	3	-	1	-	-	-
Safe Home	4	3	1	-	-	-	-	-
Certified School	9	2	2	4	1	-	-	-
Approved School	1	-	-	-	-	-	1	-
State Receiving Home	9	1	7	-	1	-	-	-
Detention Home	1	-	-	-	-	1	-	-
Training and Counseling Centre	4	3	1	-	-	-	-	-
Voluntary Children's Home	331	130	146	33	5	8	7	2
Other*	6	1	4	1	-	-	-	-
Total	379	150	164	38	8	9	8	2

*Child development centers temporarily functioned under Provincial Departments of Probation and Child Care Services

A comparison between the number of children that can be accommodated within the institution taking into consideration its' resources versus children actually accommodated shows that some institutions are overcrowded. As can be seen in Table 7, 33 (8.7%) institutions in Sri Lanka have children admitted in excess than their actual capacity.

Table 7: Child Care Institutions accommodating excess number of children by type of institution

Type of Institution	Total number of institutions	Accommodating excess number of children	
		Number of institutions	%
Remand Home	14	3	21.4
Safe Home	4	-	-
Certified School	9	1	11.1
Approved School	1	-	-
State Receiving Home	9	2	22.2
Detention Home	1	1	100.0
Training and Counseling Center	4	1	25.0
Voluntary Children's Home	331	22	6.6
Other*	6	3	50.0
Total	379	33	8.7

*Child development centers temporarily functioned under Provincial Departments of Probation and Child Care Services

3.2 Facilities and Services provided by the institution

Information on services and facilities provided for children by the respective institution was gathered at this census.

Education related facilities

Table 8 summarizes the effort put in by Child Care Institutions to provide additional support to the children involved in formal education, nonformal education facilities targeting non- school going children, as well as vocational training facilities provided to these children.

The below data shows how providing sufficient education at the institutions has been overlooked to a larger extent where the data shows over 100 institution do not provide non-formal education facilities for non- school going children and about 250 institution do not participate in vocational training courses for their children.

A comparatively better situation is reported in providing additional tuition for school going children where almost 94% institutions with school going children provide additional tuition either within and/ or outside the institution.

Table 8: Child Care Institutions by education related facilities/ services provided

Facilities/ services provided	Number of institutions	%
Provision of non-formal education facilities for non-school going children of school age		
Provided both within and outside the institution	7	1.8
Provided only within the institution	34	9.0
Provided only outside the institution	2	0.5
Not Provided	111	29.3
Not relevant*	225	59.4
Participation of school going children in additional tuition classes		
participate both within and outside the institution	136	35.9
participate only within the institution	162	42.7
participate only outside the institution	20	5.3
Not participated	21	5.5
No school going children	40	10.6
Participation of children in vocational training courses		
participate both within and outside the institution	14	3.7
participate only within the institution	62	16.4
participate only outside the institution	19	5.0
Not participated	249	65.7
No eligible children for vocational training	35	9.2
Total	379	100

*Includes institutions with no children of school going age or/ and institutions where all children are attending school

From the Child Care Institutions which have reported to participate its children in vocational training courses, it was asked to name three NVQ level courses and three non-NVQ courses with the highest participation and the results are given below.

Most popular NVQ level vocational training courses

1. Sewing/ scientific dress making
2. Computer courses
3. Beauty culture
4. Motor mechanism
5. Carpentry
6. Child protection courses
7. Agriculture related courses
8. Bakery
9. Landscaping
10. Juki machine operator training course
11. English language
12. Metal cutting and welding

Most popular non - NVQ level vocational training courses

1. Computer courses
2. Sewing/ scientific dress making
3. Handwork
4. Beauty culture
5. Cookery
6. Carpentry
7. Electrical technology
8. Plumbing
9. Bakery
10. Agriculture related courses
11. Metal cutting and welding
12. Weaving

Health and wellbeing related facilities

Information on facilities available and services provided to children in Child Care Institutions in terms of their physical and mental health and care has also been collected at this census.

As can be seen in Table 9 below, more than half of the institutions provide medical services by a qualified doctor both within and outside of the institution while the rest of the institutions have to depend on external healthcare facilities for the children living in its care.

Table 9: Child Care Institutions by health-related facilities/ services provided

Facilities/ services provided	Number of institutions	%
Provision of health facilities for children		
Provided both within and outside the institution by a qualified doctor/ doctors	196	51.7
Provided only outside the institution by a qualified doctor/ doctors	183	48.3
Participation of children in counseling programs		
participate both within and outside the institution	118	31.1
participate only within the institution	161	42.5
participate only outside the institution	24	6.3
Not participated	76	20.1
Total	379	100

It is encouraging to note that almost 80% of the Child Care Institutions engage children in Counselling programs either within and/ or outside the institution, which is of essential importance for the wellbeing of the institutionalized child and also for their reintegration into society at some point. However, it is also noted that there are 76 Child Care Institutions which do not provide counselling to its children.

Children in Child Care Institutions are required to be given the opportunity by the respective institution to engage in physical fitness activities, entertainment activities and activities for spiritual development. Having the opportunity to familiarize themselves about their own religion, celebrating various cultural events, and special event of their life is considered a must for a happy childhood.

Table 10: Child Care Institutions by special program conducted for children during 2019

Type of program	Number of institutions	%
Sports meet	187	49.3
Excursions/ trips	248	65.4
Going to movies/ dramas (outside the premises)	118	31.1
Religious program	316	83.4
New year festival	50	13.2
World Children's Day celebration	55	14.5
Concerts	18	4.7
Music/ Drama program	16	4.2
Aesthetic appreciation program	12	3.2
Physical exercise program	11	2.9
Other Programs	76	20.1
Not conducted any special program	19	5.0
Total number of institutions	379	-

Note: Total does not tally as most of institutions have conducted more than one special program

Table 10 shows that most prominence is given to ensuring children participate in religious programs and taking the children on excursions/trips, this in some ways may benefit the children to open avenues for exposure both with travel and spiritually. Out of the 379 institutions around 50 institutions have celebrated the World Children's Day. Despite the fact that most institutions have conducted at least one special program in the year 2019, there were another 19 institutions which has failed to organize any religious, cultural or spiritual activity.

Library and reading facilities

Standards for educational services that should be provided for children in Child Care Institutions specify that a library with suitable number of books appropriate for the children's age as well as daily newspaper and children's papers are to be made available at these institutions.

Out of 379 Child Care Institutions, 349 institutions provide inhouse library facilities. This is an extremely important aspect and the said institutions should be rewarded for the effort taken into increasing their library facilities. The State and donors may also create a system where there could be more allocation of books and other resources to empower and improve the library facilities of these institutions.

Table 11: Child Care Institutions with library facilities and additional reading materials

Type of Institution	Total number of institutions	With library facilities within the institution	Papers/ magazines purchased for children's use				
			Daily	At least Weekly	Only monthly	Once in a while	Not purchased
Remand Home	14	14	6	4	-	-	4
Safe Home	4	4	1	1	-	-	2
Certified School	9	7	2	1	-	-	6
Approved School	1	1	1	-	-	-	-
State Receiving Home	9	3	-	-	1	1	7
Detention Home	1	1	1	-	-	-	-
Training and Counseling Centre	4	3	2	-	-	-	2
Voluntary Children's Home	331	310	129	116	20	7	59
Other*	6	6	1	2	-	-	3
Total	379	349	143	124	21	8	83

*Child development centers temporarily functioned under Provincial Departments of Probation and Child Care Services

Situation with regard to the availability of newspapers or children's papers for the use of these children is not at a satisfactory level. Only 70% of Child Care Institutions purchase papers/ magazines at least once a week or more frequently. About 25% Child Care Institutions do not purchase papers/ magazines at least once a month.

Data concerning facilities show that there is room for improvement in the educational sector at these institutions and should be attended to immediately to ensure a right to a proper education is given to every child present in these institutions.

Communication facilities

Child Care Institutions are expected to promote its children having contact with their relatives and friends who are suitable for the child's wellbeing. In addition to providing in person contact with relatives, children should have access to receive and make telephone calls from their parents, relatives, and friends.

Given the current times, most institutions have provided the children with means of communication through telephone and only 61 institutions haven't provided the children with access to a telephone to be in contact with their loved ones living away from them.

Table 12: Child Care Institutions providing telephone facilities for children by type of institution

Type of institution	Total Number of institutions	Providing Telephone Facilities	Not Providing Telephone Facilities
Remand Home	14	10	4
Safe Home	4	4	
Certified School	9	7	2
Approved School	1	1	
State Receiving Home	9	5	4
Detention Home	1	1	
Training and Counseling Center	4	4	
Voluntary Children's Home	331	280	51
Other*	6	6	
Total	379	318	61

*Child development centers temporarily functioned under Provincial Departments of Probation and Child Care Services

Hygiene related facilities

Table 13 below identified the main sources of drinking water within the Child Care Institutions. Access to safe drinking water is a grave issue in several communities in Sri Lanka, mostly in the outskirts of Colombo and the Coastal areas.

Sri Lanka has an island wide rainfall of 1,900 – 2,200 mm to say that there is a vast supply of water within the island. However, the distribution of this within different communities may be the problem. As can be seen in Table 13, it shows the prevalence of Pipe Borne water in the Child Care Institutions being 51.5%. Although there is 31.7% of the Child Care Institutions that use well water as their main source of drinking water.

However, there are three Child Care Institutions which consume water taken from unprotected wells, out of which 2 are located in the Western Province and one in Eastern Province. Similarly, there is one institution in Sabaragamuwa Province which uses stream water for drinking.

Table 13: Child Care Institutions by province and main source of drinking water

Province and main source of drinking water	Number	%	Province and main source of drinking water	Number	%
Total	379	100	North western	36	100
Pipe water (Main line)	195	51.5	Pipe water (Main line)	4	11.1
Protected well	120	31.7	Protected well	15	41.7
Unprotected well	3	0.8	Tube well	12	33.3
Tube well	37	9.8	Bottled water	2	5.6
Bottled water	4	1.1	Water bowser	2	5.6
Rural water project	3	0.8	Refined water	1	2.8
Water bowser	4	1.1	North central	15	100
Spring water	3	0.8	Pipe water (Main line)	6	40.0
Refined water	9	2.4	Protected well	2	13.3
Stream water	1	0.3	Bottled water	1	6.7
Western	121	100	Refined water	6	40.0
Pipe water (Main line)	69	57.0	Uva	17	100
Protected well	41	33.9	Pipe water (Main line)	12	70.6
Unprotected well	2	1.7	Protected well	3	17.6
Tube well	9	7.4	Tube well	1	5.9
Central	38	100	Spring water	1	5.9
Pipe water (Main line)	27	71.1	Sabaragamuwa	19	100
Protected well	2	5.3	Pipe water (Main line)	7	36.8
Tube well	3	7.9	Protected well	10	52.6
Bottled water	1	2.6	Rural water project	1	5.3
Rural water project	2	5.3	Stream water	1	5.3
Water bowser	1	2.6	Eastern	61	100
Spring water	2	5.3	Pipe water (Main line)	46	75.4
Southern	31	100	Protected well	11	18.0
Pipe water (Main line)	21	67.7	Unprotected well	1	1.6
Protected well	9	29.0	Tube well	2	3.3
Tube well	1	3.2	Water bowser	1	1.6
Northern	41	100			
Pipe water (Main line)	3	7.3			
Protected well	27	65.9			
Tube well	9	22.0			
Refined water	2	4.9			

It is expected that children in Child Care Institutions should have access to toilet facilities during day and night. A ratio of 1 toilet and a bathroom for every 8 children depending on the number of children residing at a given building is considered adequate toilet/ bathroom facilities.

Table 14: Child Care Institutions by currently accommodated children per toilet ratio

Availability of toilets	Number	%
A toilet per child	18	4.7
A toilet for 2 children	61	16.1
A toilet for 3 - 4 children	170	44.9
A toilet for 5 - 6 children	90	23.7
A toilet for 7 - 8 children	21	5.5
A toilet for 9 - 10 children	6	1.6
A toilet for 11 - 20 children	7	1.8
A toilet for more than 20 children	1	0.3
Number of toilets not specified	2	0.5
No children currently accommodated	3	0.8
Total	379	100

Table 14 indicates 95% of Child Care Institutions is considered to have adequate toilet facilities, that is one toilet for every 8 children. However, most care homes (44.9%) have a toilet allocated to 3-4 children. As census data indicates unfortunately there are also instances where more than 10 children have to manage with one toilet facility which could be very impractical and unsanitary.

Other essential facilities

It is an important fact that Child Care Institutions be provided with a Motor Vehicle due to various reasons such as children needing urgent medical care in an emergency, transport of goods and transporting children to and from Courts, hospitals etc. The Table 15 below shows that almost half of the Child Care Institutions (189) do not have a Motor Vehicle. This may be a detrimental fact and in need of urgent State and donor attention.

Table 15: Child Care Institutions by ownership of motor vehicles

Type of motor vehicle	Number of institutions	%
Bus	52	13.7
Van	91	24.0
Car	11	2.9
Three-wheeler	104	27.4
Tractor/ Land master	8	2.1
Motor cycle	32	8.4
Lorry	9	2.4
Ambulance	2	0.5
Cab	7	1.8
Jeep	4	1.1
No motor vehicle	189	49.9
Total number of institutions	379	100

Note: Total does not tally as some institutions have more than one type of motor vehicle

Child Care Institutions that have more space (land area) would allow the children admitted in such institutions to have more access to sports and outdoor activities such as gardening and play time. It is evident from Table 16 (below) that a larger number of Child Care Institutions in Sri Lanka have more space and it is only 13 institutions (3.4%) that have less than 20 perches and 19 institutions (5.0%) that have between 20-39 perches of land area.

Table 16: Child Care Institutions by total land area owned by the institution

Land area	Number of institutions	%
Less than 20 perches	13	3.4
20 - 39 perches	19	5.0
40-79 perches	54	14.2
80-119 perches	39	10.3
120-159 perches	14	3.7
1 - 2 acres	82	21.6
2 - 3 acres	42	11.1
3 -5 acres	38	10.0
5 -10 acres	34	9.0
10 or more acres	33	8.7
Not specified	11	2.9
Total	379	100

The standards for physical environment and security in Child Care Institutions as stipulated in the "Draft Guidelines and standards for Child Care Institutions" prepared by the National Child Protection Authority, each child should have his or her own bed or a cot depending on their age. Nevertheless, this census reveals that there are 28 Child Care Institutions (7.4%) that do not have beds available for each child, and on the other hand there are 280 Institutions with excess beds available.

Table 17: Child Care Institutions by adequacy of beds for children

Reserved beds	Number of institutions	%
Each child has an own bed	59	15.6
Sufficient beds are not available for its children	28	7.4
Excess beds available	280	73.8
Number of beds are not specified	12	3.2
Total	379	100

Other facilities available for its children in Child Care Institutions were collected at the census. As can be seen in Table 18 below, 93.1% of the Child Care Institutions have facilities such as lecture halls, classrooms and libraries which is reassuring.

Table 18: Child Care Institutions by facilities provided for children

Facility	Number of institutions	%
Reserves lecture halls/ class rooms /libraries for children's education	353	93.1
Reserves halls/ rooms for the fitness activities of children	90	23.7
Provides indoor sport facilities for children	104	27.4
Provides outdoor playground for children	201	53.0
Provides children's parks/ kid's play areas for children	200	52.8
Total number of institutions	379	-

Note: Total does not tally as each facility is considered separately for each institution

It is expected that a large enough playground should be available within the premises or nearby which could accommodate all the children reside in institutions. According to this census, 53% if the total Institutions also provide for outdoor playgrounds and 52.8% of Institutions provide for children's parks or play areas.

3.3 Placement/ warrant/ case committees conducted by the institution

All Child Care Institutions shall function in accordance with the minimum standards issued by respective provincial Department of Probation and Child Care Services (DPCCS). Under Form No.50 of DPCCS, it is the responsibility of the case manager/ case worker to prepare an individual care plan appropriate for each individual child's requirements and review it from time to time.

Over 334 institutions are reported to have conducted Placement/ Warrant/ Case committee meetings. Even though Remand Homes, Safe Homes and Training and Counselling Centres are not required to conduct Placement/ Case/ Warrant Committees, 8 such institutions have reported to have conducted meetings, which may be meetings to discuss matters with regard to their wards.

Table 19: Number of institutions which conduct placement committee/ warrant committee/ case committee meetings by type of institution

Type of Institution	Total number of institutions	Number of institutions conducting committee meetings
Remand Home	14	5
Safe Home	4	2
Certified School	9	6
Approved School	1	1
State Receiving Home	9	8
Detention Home	1	1
Training and Counseling Center	4	1
Voluntary Children's Home	331	306
Other*	6	4
Total	379	334

*Child development centers temporarily functioned under Provincial Departments of Probation and Child Care Services.

This provides reassurance that the necessities of the children at these institutions are met and monitored with care. Decisions are taken by these committees to provide alternative care for children or reintegrate them back to the society.

In addition, number of Placement/ Warrant/ Case Committees held in these institutions in 2019 (from January to November/ December when the census was conducted) was recorded at this census.

Table 20: Child Care Institutions which conducted committee meetings during 2019 by number of meetings held

Number of meetings held	Number of institutions	%
1 meeting	89	26.6
2 meetings	91	27.2
3 meetings	71	21.3
4 meetings	15	4.5
5 or more	48	14.4
No meetings held in 2019	15	4.5
Not specified	5	1.5
Total	334	100

Out of the 334 institutions who reported to have Placement/ Case/ Warrant Committees, only 14.4% of the institutions held more than five meetings throughout the course of the year 2019. It is also noted that some Institutions conduct committee meetings to discuss matters pertaining to several children at once while some institutions conduct a meeting per child.

CHAPTER FOUR

Information on children in Child Care Institutions

This Chapter discusses the status of the children living in Child Care Institutions such as the reasons for admission into the Institution, their demographics, educational and vocational qualifications of children, behavioral aspects, details of parents or guardians. This Chapter would immensely assist in the road mapping for policy implications and strategy to improve the Alternative Care system of Sri Lanka.

4.1 Basic information of children

4.1.1 By type of institution

10,632 children are currently in the child care system in 379 Child Care Institutions in Sri Lanka. Table 21 shows that there is a larger female population of 6,615 (62.2%) children and a male population of 4,017 children. The largest number of 9,382 children (88%) reside in Voluntary Children's Homes. The least number of 35 children shelter in 4 Safe Homes. The only Approved School in the country accommodates only boys. On the other hand, Training and Counselling Centers numbering 4 shelter only girl children.

Table 21: Children in Child Care Institutions by type of institution and sex

Type of institution	Total		Male		Female	
	No.	%	No.	%	No.	%
Remand Home	221	100	64	29.0	157	71.0
Safe Home	35	100	7	20.0	28	80.0
Certified School	291	100	180	61.9	111	38.1
Approved School	105	100	105	100.0	-	-
State Receiving Home	264	100	126	47.7	138	52.3
Detention Home	93	100	47	50.5	46	49.5
Training and Counseling Center	57	100	-	-	57	100.0
Voluntary Children's Home	9,382	100	3,461	36.9	5,921	63.1
Other*	184	100	27	14.7	157	85.3
Total	10,632	100	4,017	37.8	6,615	62.2

*Child development centers temporarily functioned under Provincial Departments of Probation and Child Care Services

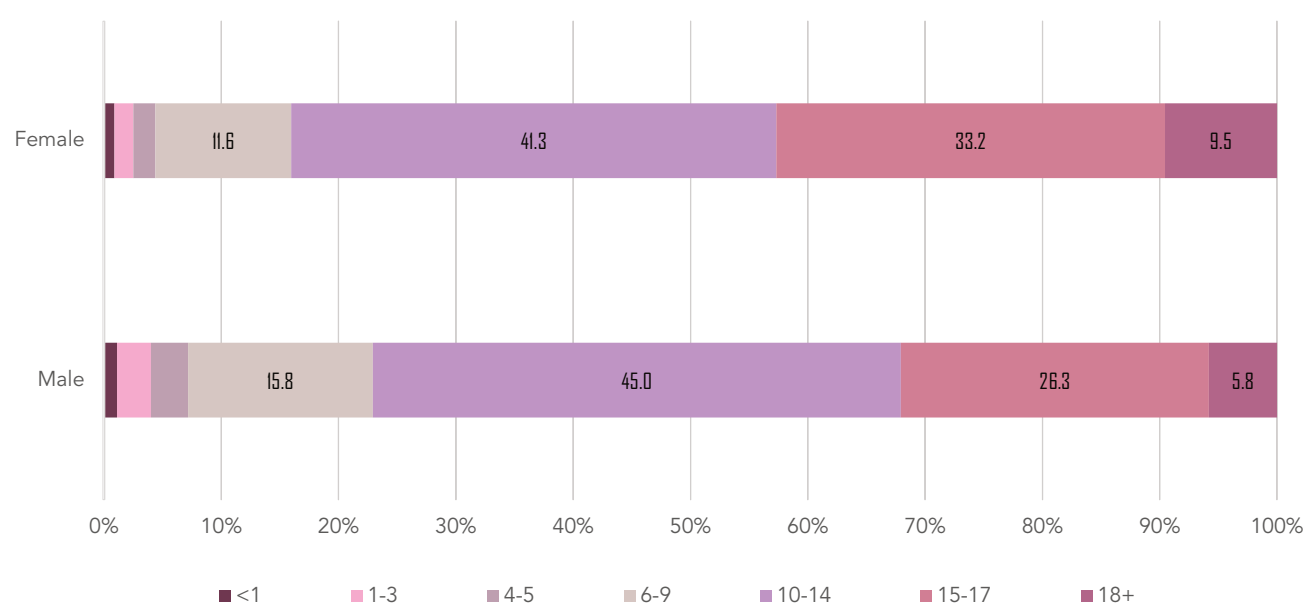
4.1.2 By age of children

According to Table 22 and Figure 3, the highest number of children reported are from age 10-14 (4,543), followed by ages 15-17 (3,248). Even though children upto 18 years of age are to be accommodated in Child Care Institutions, it can be noted that adult children (above 18 years of age) make up 8.1% of the percentage in these institutions. There is a need to monitor the adults that continue to remain in the system and this concern needs to be addressed by authorities.

Table 22: Children in Child Care Institutions by age and sex

Age	Total		Male		Female	
	Number	%	Number	%	Number	%
<1	104	1.0	45	1.1	59	0.9
1	80	0.8	41	1.0	39	0.6
2	62	0.6	36	0.9	26	0.4
3	81	0.8	39	1.0	42	0.6
4	99	0.9	50	1.2	49	0.7
5	153	1.4	77	1.9	76	1.1
6	225	2.1	113	2.8	112	1.7
7	303	2.8	136	3.4	167	2.5
8	387	3.6	178	4.4	209	3.2
9	483	4.5	206	5.1	277	4.2
10-14	4,543	42.7	1,808	45.0	2,735	41.3
15-17	3,248	30.5	1,055	26.3	2,193	33.2
18 and over	864	8.1	233	5.8	631	9.5
Total	10,632	100	4,017	100	6,615	100

Figure 3
Children in Child Care Institutions by age group and sex



Source:
Department of Census and Statistics, Sri Lanka



4.1.3 By district

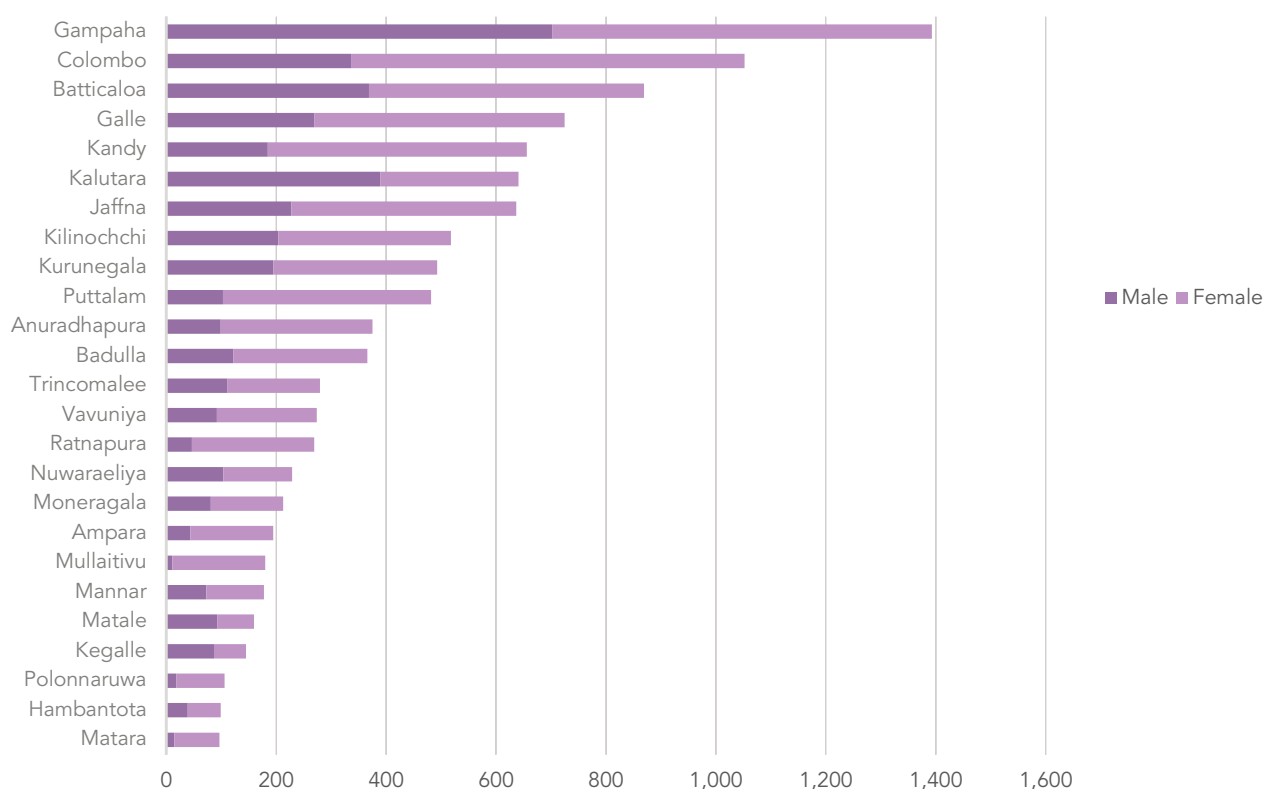
The highest number of children are reported in the Gampaha and Colombo districts. Taking into account that Colombo and Gampaha are both commercial districts and the two most populated districts in the island the high numbers is not a surprise. They are followed by Batticaloa (869), Galle (725), Kandy (656), Kalutara (641) and, Jaffna (637) districts. The numbers shown in more rural areas are far less as there are less facilities in turn less numbers of institutions to accommodate these children.

Table 23: Children in Child Care Institutions by district and sex

District	Total		Male		Female	
	Number	%	Number	%	Number	%
Colombo	1,052	100	336	31.9	716	68.1
Gampaha	1,393	100	702	50.4	691	49.6
Kalutara	641	100	389	60.7	252	39.3
Kandy	656	100	185	28.2	471	71.8
Matale	160	100	93	58.1	67	41.9
Nuwaraeliya	229	100	104	45.4	125	54.6
Galle	725	100	270	37.2	455	62.8
Matara	97	100	15	15.5	82	84.5
Hambantota	99	100	39	39.4	60	60.6
Jaffna	637	100	228	35.8	409	64.2
Mannar	178	100	73	41.0	105	59.0
Vavuniya	274	100	92	33.6	182	66.4
Mullaitivu	180	100	11	6.1	169	93.9

District	Total		Male		Female	
	Number	%	Number	%	Number	%
Kilinochchi	518	100	204	39.4	314	60.6
Batticaloa	869	100	369	42.5	500	57.5
Ampara	195	100	44	22.6	151	77.4
Trincomalee	280	100	111	39.6	169	60.4
Kurunegala	493	100	195	39.6	298	60.4
Puttalam	482	100	103	21.4	379	78.6
Anuradhapura	375	100	99	26.4	276	73.6
Polonnaruwa	106	100	18	17.0	88	83.0
Badulla	366	100	122	33.3	244	66.7
Moneragala	213	100	81	38.0	132	62.0
Ratnapura	269	100	47	17.5	222	82.5
Kegalle	145	100	87	60.0	58	40.0
Total	10,632	100	4,017	37.8	6,615	62.2

Figure 4
Children in Child Care Institutions by district and sex



Source:

Department of Census and Statistics, Sri Lanka

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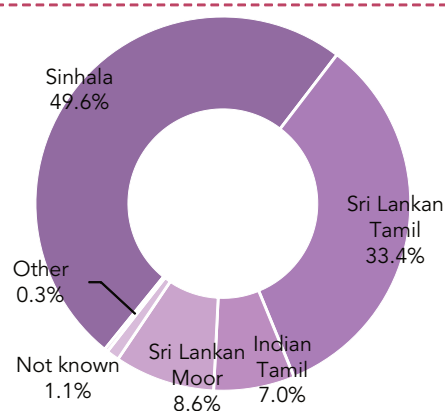
4.1.4 By ethnicity and religion

Of children living in Child Care Institutions, almost half are Sinhalese, followed by 33.4% Sri Lankan Tamils and 8.7% Sri Lankan Moors. When ethnicity and sex is considered, majority were Sinhalese girls which accounted for about 33% of 10,632 institutionalized children. It is sad to note that there are more than 100 children whose ethnicity is not known.

Table 24: Children in Child Care Institutions by ethnicity and sex

Ethnicity	Total		Male		Female	
	Number	%	Number	%	Number	%
Sinhala	5,273	49.6	1,808	45.0	3,465	52.4
Sri Lankan Tamil	3,555	33.4	1,294	32.2	2,261	34.2
Indian Tamil	743	7.0	259	6.4	484	7.3
Sri Lankan Moor	920	8.6	594	14.8	326	4.9
Other	28	0.3	11	0.3	17	0.3
Not known	113	1.1	51	1.3	62	0.9
Total	10,632	100	4,017	100	6,615	100

Figure 5
Children in child care institutions by ethnicity



Source:
Department of Census and Statistics, Sri Lanka



As shown in Table 25, a majority of institutionalized children are Buddhists (42.7%) while the second highest are Hindus (29%) while 19% are Roman Catholic and other Christians. Buddhism is the main religion in the country therefore it explains the higher number of children in institutions that may also sometimes only accommodate children of a certain religion. The number of Islamic children in this case is the lowest which could be due to the strict home bound culture of Islam and the size of the minority groups present in the island.

Table 25: Children in Child Care Institutions by religion and sex

Religion	Total		Male		Female	
	Number	%	Number	%	Number	%
Buddhist	4,540	42.7	1,627	40.5	2,913	44.0
Hindu	3,082	29.0	1,090	27.1	1,992	30.1
Islam	914	8.6	588	14.6	326	4.9
Roman Catholic	1,221	11.5	432	10.8	789	11.9
Other Christians	801	7.5	253	6.3	548	8.3
Other	39	0.4	11	0.3	28	0.4
Not specified	35	0.3	16	0.4	19	0.3
Total	10,632	100	4,017	100	6,615	100

4.1.5 Information related to child's birth

Table 26 below shows that 78.3% of children are born in wedlock and still are put into care homes despite having parents who are both married at the time of birth.

Table 26: Children in Child Care Institutions born in/ out of wedlock

Marital status	Number	%
Born in wedlock	8,324	78.3
Born out of wedlock	1,301	12.2
Not known	1,007	9.5
Total	10,632	100

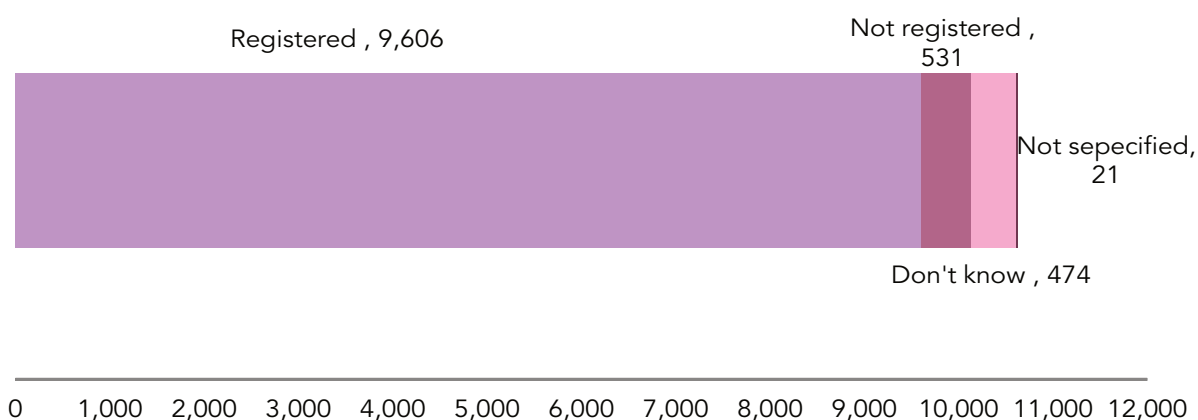
Table 27: whether the mother of child in Child Care Institution is a minor

Age	Number	%
Mother is a minor	898	8.4
Mother is not a minor	8,639	81.3
Not known	1,095	10.3
Total	10,632	100

The fact that 8.4% of mothers are recognized as minors at the time of birth of the child means that there was no consent when sexual intercourse is carried out and this amounts to statutory rape.

Table 28 and Figure 6 depict that birth of 9,606 children (90.3%) in institutions are registered and have birth certificates. Births of 329 (3.1%) institutionalized children are registered but have only a probable age certificate. It shows that almost 10% of births are either not registered/ institution heads do not know whether the birth is registered or not or institutions have failed to report a definite answer to this question.

Figure 6

Children in Child Care Institutions by nature of registration of birth**Source:**

Department of Census and Statistics, Sri Lanka

DCS

Table 28: Children whose birth has been registered by type of institutions and birth registration document

Type of institution	Total		Birth not registered/ not known/ not specified		Birth certificate		Birth registered Probable Age Certificate		Not specified	
	Number	%	Number	%	Number	%	Number	%	Number	%
Remand Home	221	100	82	37.1	135	61.1	3	1.4	1	0.5
Safe Home	35	100	3	8.6	28	80.0	4	11.4	-	-
Certified School	291	100	29	10.0	253	86.9	7	2.4	2	0.7
Approved School	105	100	20	19.0	84	80.0	-	-	1	1.0
State Receiving Home	264	100	114	43.2	144	54.5	5	1.9	1	0.4
Detention Home	93	100	8	8.6	65	69.9	20	21.5	-	-
Training and Counseling Center	57	100	4	7.0	53	93.0	-	0.0	-	-
Voluntary children's Home	9,382	100	742	7.9	8,350	89.0	284	3.0	6	0.1
Other*	184	100	24	13.0	154	83.7	6	3.3	-	-
Total	10,632	100	1,026	9.7	9,266	87.2	329	3.1	11	0.1

*Child development centers temporarily functioned under Provincial Departments of Probation and Child Care Services

4.2 Information on institutionalization

Table 29 below shows the age of children when they were institutionalized for the first time. About 15% of children was institutionalized for the first time when they were below 5 years of age. A considerable number of children have been admitted to institutions when they were teenagers.

Table 29: Children in Child Care Institutions by age at institutionalization for the first time and sex

Age	Total		Male		Female	
	Number	%	Number	%	Number	%
<1	469	4.4	231	5.8	238	3.6
1	170	1.6	80	2.0	90	1.4
2-4	968	9.1	458	11.4	510	7.7
5-9	3,614	34.0	1,415	35.2	2,199	33.2
10-14	3,853	36.2	1,330	33.1	2,523	38.1
15-17	674	6.3	152	3.8	522	7.9
18 and more	33	0.3	12	0.3	21	0.3
Not specified	851	8.0	339	8.4	512	7.7
Total	10,632	100	4,017	100	6,615	100

The data in Table 30 Indicates the age when these children were referred to the institution they are now residing. 327 children were admitted to the current residence when they were just infants. Most children were referred to the current institution when they were teenagers. Contrary to what is believed, institution heads have reported that 60 persons were admitted to the current institution when they were adults over 18. The system as a whole should seek to put in place methods where these children can be relocated and be equipped to venture out from these care homes and establish their own lives.

Table 30: Children in Child Care Institutions by age when referring to the current institution and sex

Age	Total		Male		Female	
	Number	%	Number	%	Number	%
<1	327	3.1	158	3.9	169	2.6
1	121	1.1	61	1.5	60	0.9
2-4	816	7.7	372	9.3	444	6.7
5-9	3,920	36.9	1,588	39.5	2,332	35.3
10-14	4,374	41.1	1,551	38.6	2,823	42.7
15-17	1,001	9.4	261	6.5	740	11.2
18 and more	60	0.6	21	0.5	39	0.6
Not specified	13	0.1	5	0.1	8	0.1
Total	10,632	100	4,017	100	6,615	100

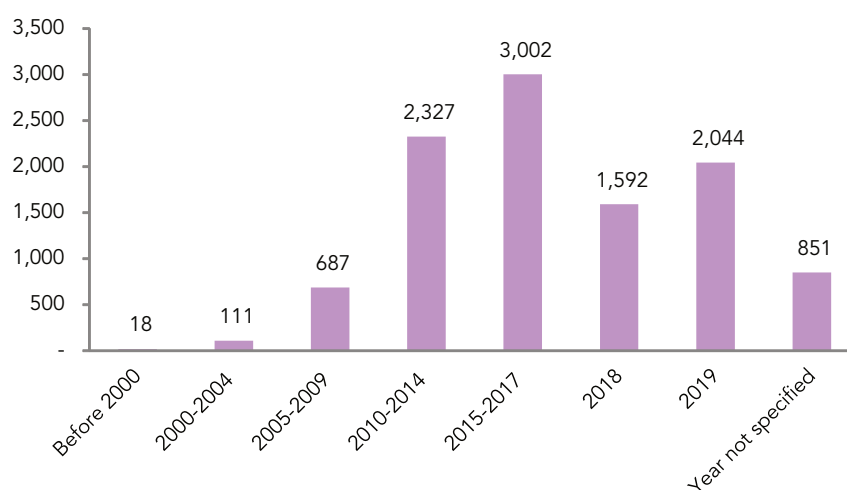
As can be seen in Table 31 and Figure 7, it is unfortunate to notice that some children have been living in institutions for more than 19 years. It is also reported that 6,638 children admitted to since 2015 were living in institutions at the time of the census.

Table 31: Children in Child Care Institutions by the year institutionalized for the first time

Year	Number of children	% of children
Before 2000	18	0.2
2000-2004	111	1.0
2005-2009	687	6.5
2010-2014	2,327	21.9
2015-2017	3,002	28.2
2018	1,592	15.0
2019	2,044	19.2
Year not specified	851	8.0
Total	10,632	100

Figure 7

Children in Child Care Institutions by the year institutionalized for the first time



Source:
Department of Census and Statistics, Sri Lanka

The place of residence of institutionalized children at the time they were admitted to an institution was recorded at this census. According to the responses, two thirds of children (7,124) have resided in a house which belongs to either of his/her parents or a guardian.

Table 32: Children in Child Care Institutions by place of residence when institutionalized and sex

Place resided	Total		Male		Female	
	Number	%	Number	%	Number	%
House belonged to mother/ father/ guardian or an inherited house	7,124	67.0	2,603	64.8	4,521	68.3
House not belonged to mother/ father/ guardian	1,980	18.6	706	17.6	1,274	19.3
Pavement	337	3.2	161	4.0	176	2.7
Hospital	184	1.7	87	2.2	97	1.5
Religious place	74	0.7	49	1.2	25	0.4
Child Care Institution/ Other Protection Center	388	3.6	198	4.9	190	2.9
Other	83	0.8	34	0.8	49	0.7
Not known	438	4.1	174	4.3	264	4.0
Not specified	24	0.2	5	0.1	19	0.3
Total	10,632	100	4,017	100	6,615	100

From the information revealed at the census, creating awareness on family strengthening is of grave importance as most of the said children were living in functional family entities. It is also important to note that 337 children who were institutionalized were living on the streets as street children at the time of institutionalization.

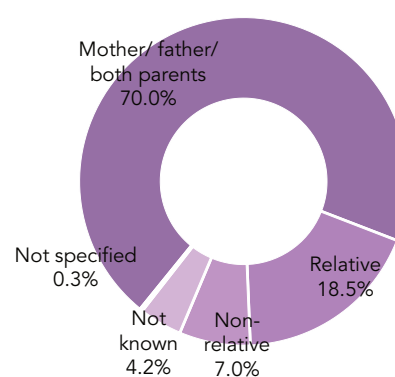
Most institutionalized children (70%) either lived with their mother, father or with both parents just before institutionalization. The child being institutionalized could be due to various reasons like parents passing away, financial difficulties to support a child, separation of both parents, domestic abuse etc.

Table 33: Children in Child Care Institutions by person lived with at the time of institutionalization and sex

person lived with	Total		Male		Female	
	Number	%	Number	%	Number	%
Mother/ father/ both parents	7,446	70.0	2,800	69.7	4,646	70.2
Guardian (relative)	1,965	18.5	695	17.3	1,270	19.2
Guardian (non-relative)	314	3.0	121	3.0	193	2.9
Other non-relative	429	4.0	219	5.5	210	3.2
Not known	448	4.2	170	4.2	278	4.2
Not specified	30	0.3	12	0.3	18	0.3
Total	10,632	100	4,017	100	6,615	100

Figure 8 clearly shows the percentage of relatives being guardians before is at 18%. It is a common belief that a child is usually institutionalized if they are orphaned but as opposed to what one might assume almost 90% of children have one or both parents, relatives whom they lived with when institutionalized. The grassroot reasons for this may be parental feud and neglect of children. Again, coming down to the issue of more awareness on family strengthening and child protection.

Figure 8
Children in Child Care Institutions by person lived with at the time of institutionalization



Source:
Department of Census and Statistics, Sri Lanka

The regular process for institutionalization is done through a Court Order or on the approval of the Provincial Commissioners. It is promising to note that a larger number amounting to 86.4% of the children have been institutionalized through Court Order/ on approval of the Provincial Commissioner of Probation.

Table 34: Children in Child Care Institutions by Procedure involved in the institutionalization and sex

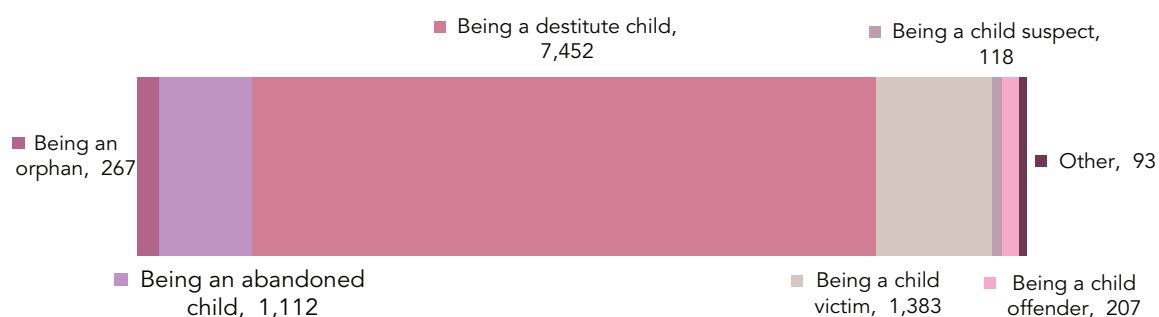
Procedure	Total		Male		Female	
	Number	%	Number	%	Number	%
Through a Court Order	5,199	48.9	1,762	43.9	3,437	52.0
On the approval of the Provincial Commissioner of Probation	3,991	37.5	1,547	38.5	2,444	36.9
Directly through guardians	1,302	12.2	662	16.5	640	9.7
Other party (not a guardian)	96	0.9	23	0.6	73	1.1
Not known	16	0.2	11	0.3	5	0.1
Not specified	28	0.3	12	0.3	16	0.2
Total	10,632	100	4,017	100	6,615	100

Table 35 and Figure 9 indicates reasons as to why children are institutionalized by sex of the child. The most common reason for both sexes being that the child is destitute. A child being a suspect is the lowest benefactor towards children being placed in institutions. Other factors that contribute to the increasing population of children who are being institutionalized include child victimization, juvenile offenders and abandonment of children by their guardians or parents. Gender disparities do not exist other than being a child victim where girls considerably outnumber boys while more boys than girls are institutionalized as child suspects/ child offenders.

Table 35: Children in Child Care Institutions by reason for the institutionalization and sex

Reason	Total		Male		Female	
	Number	%	Number	%	Number	%
Being an orphan	267	2.5	116	2.9	151	2.5
Being an abandoned child	1,112	10.5	450	11.2	662	10.5
Being a destitute child	7,452	70.1	2,925	72.8	4,527	70.1
Being a child victim	1,383	13.0	179	4.5	1,204	13.0
Being a child suspect	118	1.1	104	2.6	14	1.1
Being a child offender	207	1.9	179	4.5	28	1.9
Other	93	0.9	64	1.6	29	0.9
Total	10,632	100	4,017	100	6,615	100

Figure 9
Children in Child Care Institutions by reason for institutionalization



Source:

Department of Census and Statistics, Sri Lanka

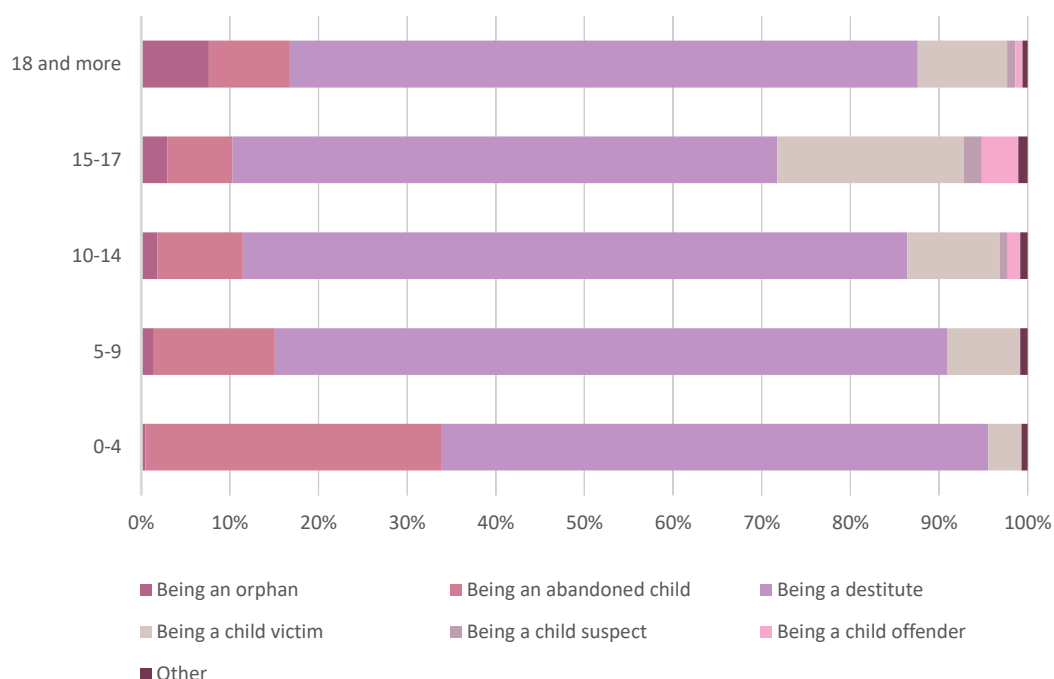
When the reason for institutionalization is analyzed by age group, it can be seen in Table 36 and Figure 10 that being a destitute is comparatively larger despite the age. However, children being institutionalized due to being abandoned is relatively higher for children 0-4 years. In contrast, a relatively higher percentage of children (21%) aged 15-17 years have been institutionalized due to victimization.

Table 36: Children in Child Care Institutions by reason for the institutionalization and age group

Reason for the institutionalization	Total		0-4		5-9		10-14		15-17		18 and more	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Being an orphan	267	2.5	2	0.5	22	1.4	82	1.8	95	2.9	66	7.6
Being an abandoned child	1,112	10.5	142	33.3	212	13.7	439	9.7	240	7.4	79	9.1
Being a destitute	7,452	70.1	263	61.7	1,177	75.9	3,405	75.0	1,995	61.4	612	70.8
Being a child victim	1,383	13.0	16	3.8	124	8.0	473	10.4	683	21.0	87	10.1
Being a child suspect	118	1.1	-	-	2	0.1	41	0.9	67	2.1	8	0.9
Being a child offender	207	1.9	-	-	1	0.1	65	1.4	134	4.1	7	0.8
Other	93	0.9	3	0.7	13	0.8	38	0.8	34	1.0	5	0.6
Total	10,632	100	426	100	1,551	100	4,543	100	3,248	100	864	100

Figure 10

Children in Child Care Institutions by reason for institutionalization and age



Source:

Department of Census and Statistics, Sri Lanka

Irrespective of the reason for institutionalization, information was collected from all children who were destitute/ victimized/ suspected/ convicted during their entire life, the reason for being a destitute/ a victim or a suspect/ convict.

Destitute children

The major contributor to a child being placed in an institution as depicted above is from being destitute, i.e. a child in need of Care and Protection. However, Table 37 below reveals that out of all institutionalized children, 8,022 (75.5%) were reported to be destitute during their lifetime. However, no gender differences have been observed in being destitute.

A strong mechanism should be in place to identify the families with children at risk of separation and provide financial as well as psychosocial support to strengthen their family units. Such mechanism should be supported by both government and non-governmental agencies.

Some children were reported to have been destitute due to more than one reason and it could record multiple answers as required. "Parental separation and no fixed income with the child's custodian" was reported as the major reason for a child being destitute closely followed by "Abandonment by one parent and the other parent's inability to parent the child".

More than 1,100 children are reported as destitute as his/ her parents have no fixed income and hence have to depend on public assistance. It is disheartening to observe that most of the destitute children have both parents but are not in a position to parent their children due to financial reasons, parents' disability, parents' imprisonment, or their inability to provide child with a secure environment at home.

Table 37: Destitute children in Child Care Institutions by reason and sex

Reason	Total		Male		Female	
	Number	%	Number	%	Number	%
Parents being dependents on public assistances/ Parents have no fixed income / both parents are not able to parent the child	1,113	13.9	424	13.5	689	14.1
Death of the mother or father. No fixed income with the living person/ being unable to protect the child	1,896	23.6	824	26.3	1,072	21.9
Mother / father is not fit for work according doctor's diagnosis and other parent doesn't have a fixed income/ both parents are disabled	203	2.5	77	2.5	126	2.6
Imprisonment of both parents/ imprisonment of the mother/ father and no fixed income with the other person	363	4.5	159	5.1	204	4.2
Parental separation. No fixed income with the child's custodian.	2,218	27.6	860	27.5	1,358	27.8
Abandonment by the mother/ father and the other parent is not in a position to parent the child.	2,026	25.3	745	23.8	1,281	26.2
Death of the mother or father and abandonment by the other parent	311	3.9	105	3.4	206	4.2
Child insecurity in the family	184	2.3	52	1.7	132	2.7
Other	236	2.9	82	2.6	154	3.1
Total children ever destitute	8,022	-	3,131	-	4,891	-

Note: Total does not tally as some children have more than one reason for destitution

Having observed that the largest contributor to destitute children being placed in Child Care Institutions arises from parental separation (2,218), Table 38 shows that the age group most affected by parental separation are children aged between 10-14 years, with the number being 1,066. Census data shows that inability of one parent to look after the child who's already being abandoned by the other parent is the second biggest contributor to children being destitute, and similarly, 10-14 age group being affected the most.

Table 38: Destitute children in Child Care Institutions by reason and age group

Reason	Total		0-4		5-9		10-14		15-17		18 and more	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Parents being dependents on public assistances/ Parents have no fixed income / both parents are not in a position to parents the child	1,113	13.9	39	14.1	140	11.2	496	13.6	322	14.7	116	17.6
Death of the mother or father. No fixed income with the living person/ being unable to protect the child	1,896	23.6	11	4.0	158	12.6	864	23.7	651	29.7	212	32.2
Mother/ father is not fit for work according doctor's diagnosis and other parent doesn't have a fixed income/ both parents are disable	203	2.5	3	1.1	34	2.7	105	2.9	46	2.1	15	2.3
Imprisonment of both parents/ imprisonment of the mother/ father and no fixed income with the other person	363	4.5	22	8.0	97	7.7	158	4.3	70	3.2	16	2.4
Parental separation. No fixed income with the child's custodian.	2,218	27.6	30	10.9	433	34.5	1,066	29.3	540	24.6	149	22.6
Abandonment by the mother/ father and the other parent is not in a position to parent the child	2,026	25.3	161	58.3	404	32.2	883	24.3	463	21.1	115	17.5
Death of the mother or father and abandonment by other parent	311	3.9	5	1.8	35	2.8	142	3.9	92	4.2	37	5.6
Child insecurity in the family	184	2.3	9	3.3	41	3.3	76	2.1	44	2.0	14	2.1
Other	236	2.9	9	3.3	47	3.7	96	2.6	63	2.9	21	3.2
Total children ever destitute	8,022	-	276	-	1,255	-	3,640	-	2,193	-	658	-

Note: Total does not tally as some children have more than one reason for destitution

The ongoing trend consistently identifies that, children in the age group 10-14 are always the most affected category irrelevant of any underlying reasons. This trend could be due to the severe financial requirements that a parent/ remaining parent may be unable to provide for a child within the 10 to 14 age group as this is a time when educational commitments which may prove to be an additional burden that a single or financially unstable parent could not afford.

Adolescence is a period of rapid biological, cognitive and neurological changes which impacts on psychological functioning and relationships. Therefore, it is important to keep in mind that Children in early adolescence also face

many challenges through physical changes to the body and hormonal changes, which may cause various types of social anxiety related issues making it hard for parents to sustain.

Victimized children

The census data, as can be seen in Table 39 below clearly depicts that 2,484 (24%) have been victimized during their life time. The discrepancy by sex for abuse is astonishingly large with a total of 1,759 girls compared to 725 victimized boys.

Table 39: Victimized children in Child Care Institutions by reason and sex

Reason	Total		Male		Female	
	Number	%	Number	%	Number	%
Subjected to physical/ psychological/ sexual abuse	1,157	46.6	70	9.7	1,087	61.8
Subjected to cruelty	223	9.0	95	13.1	128	7.3
Engagement in forced child labour	44	1.8	17	2.3	27	1.5
Procuration/ Engagement in child prostitution	12	0.5	-	-	12	0.7
Being a street child/ Begging	171	6.9	91	12.6	80	4.5
Rendered helpless due to natural disasters	76	3.1	61	8.4	15	0.9
Subjected to abduction/ abuse	121	4.9	4	0.6	117	6.7
Brought before the Courts for the reason of being a child victim due to death of parents/ parents being bedridden and was subjected to institutionalization.	49	2.0	25	3.4	24	1.4
Being stranded	163	6.6	88	12.1	75	4.3
Subjected to neglect	888	35.7	433	59.7	455	25.9
Brought before the Courts for the reason of abandonment by the parents and was subjected to institutionalization.	178	7.2	65	9.0	113	6.4
Subjected to sale of children/ human trafficking	13	0.5	6	0.8	7	0.4
Other	13	0.5	10	1.4	3	0.2
Total children ever victimized	2,484	-	725	-	1,759	-

Note: Total does not tally as some children have more than one reason for victimization

An alarming total of 1,157 institutionalized children have been subjected to either physical, psychological or sexual abuse which is reported as the main reason for child victimization. The second largest contributor to child victimization, a total of 888 children, stems from being subjected to neglect.

Table 40 clearly shows the recurrent trend in which adolescents in the age groups 10-14 and 15-17 have reported to be victimized. However, children 15 years and over are reported to have subjected to physical/ psychological/ sexual abuse with almost 64% of the victims aged 15-17 and 50% of the victims aged 18 and over are reported to be physically/ psychologically/ sexually abused during their life time.

Table 40: Victimized children in Child Care Institutions by reason and age group

Reason	Total		0-4		5-9		10-14		15-17		18 and more	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Subjected to physical/ psychological/ sexual abuse	1,157	46.6	5	7.4	73	23.2	370	38.3	624	64.6	85	50.0
Subjected to cruelty	223	9.0	13	19.1	55	17.5	88	9.1	57	5.9	10	5.9
Engagement in forced child labour	44	1.8	1	1.5	2	0.6	17	1.8	17	1.8	7	4.1
Procuration/ Engagement in child prostitution	12	0.5	-	-	1	0.3	3	0.3	8	0.8	-	-
Being a street child/ Begging	171	6.9	14	20.6	45	14.3	68	7.0	28	2.9	16	9.4
Rendered helpless due to natural disasters	76	3.1	-	-	2	0.6	47	4.9	24	2.5	3	1.8
Subjected to abduction/ abuse	121	4.9	-	-	2	0.6	26	2.7	88	9.1	5	2.9
Brought before the Courts for the reason of being a child victim due to death of parents / parents being bedridden and was subjected to institutionalization.	49	2.0	-	-	8	2.5	17	1.8	17	1.8	7	4.1
Being stranded	163	6.6	4	5.9	30	9.6	68	7.0	49	5.1	12	7.1
Subjected to neglect	888	35.7	32	47.1	144	45.9	413	42.8	244	25.3	55	32.4
Brought before the Courts for the reason of abandonment by the parents and was subjected to institutionalization.	178	7.2	13	19.1	25	8.0	74	7.7	51	5.3	15	8.8
Subjected to procurement/ sale of persons/ human trafficking	13	0.5	3	4.4	1	0.3	5	0.5	2	0.2	2	1.2
Other	13	0.5	1	1.5	1	0.3	5	0.5	6	0.6	-	-
Total children ever victimized	2,484	-	68	-	314	-	966	-	966	-	170	-

Note: Total may not tally as some children have more than one reason for victimization

Suspected/ convicted children

Table 41 shows that 325 institutionalized children are reported to be suspects of/convicted due to various reasons. The number of male suspects/ convicts (283) are significantly larger than the number of female suspects/ convicts (42). The highest number of 142 children reported to be suspected/ convicted for theft, robbery or burglary. The second highest reason to be a suspect/ convict is reported as the child being beyond control.

Table 41: Suspected/ convicted children in Child Care Institutions by reason and sex

Reason	Total		Male		Female	
	Number	%	Number	%	Number	%
Theft/ robbery/ burglary	142	43.7	135	47.7	7	16.7
Inflicting injury on others	17	5.2	17	6.0	-	-
Possession/ use/ sale of illicit drugs	39	12.0	37	13.1	2	4.8
Possession/ use/ sale of alcohol	4	1.2	4	1.4	-	-
Entered into an underage marriage	23	7.1	-	-	23	54.8
Engaged in prostitution	1	0.3	1	0.4	-	-
Committing rape/ sexual abuse	32	9.8	29	10.2	3	7.1
Vagrancy	24	7.4	20	7.1	4	9.5
Engaged in terrorist acts	1	0.3	1	0.4	-	-
A child beyond control	56	17.2	54	19.1	2	4.8
Homicide	6	1.8	6	2.1	-	-
Other	19	5.8	14	4.9	5	11.9
Not specified	2	0.6	2	0.7	-	-
Total children suspected/ convicted	325	-	283	-	42	-

Note: Total does not tally as some children have more than one reason for being a suspect/ convict.

Out of the 42 female children reported to have suspected/ convicted, 23 (7%) reported to have entered into an underage marriage. Other than being suspected/ convicted due to entering underage marriage, number of male suspects/ convicts is always higher than the number of female suspects/ convicts for all other reasons.

As illustrated in Table 42 below, it is concerning to see that 26 institutionalized children within the 8-12 age group are reported to be suspects/ convicts. It is an area where authorities should take necessary actions to restore and rehabilitate these young suspects/ convicts so that they will have better choices to lead a normal life devoid of crime.

Table 42: Suspected/ convicted children in Child Care Institutions by reason and age group

Reason	Total		8-12		13-17		18 and over	
	Number	%	Number	%	Number	%	Number	%
Theft/ robbery/ burglary	142	43.7	17	65.4	116	40.8	9	60.0
Inflicting injury on others	17	5.2	3	11.5	12	4.2	2	13.3
Possession/ use/ sale of illicit drugs	39	12.0	2	7.7	36	12.7	1	6.7
Possession/ use/ sale of alcohol	4	1.2	-	-	4	1.4	-	-
Entered into an underage marriage	23	7.1	-	-	23	8.1	-	-
Engaged in prostitution	1	0.3	-	-	1	0.4	-	-
Committing rape/ sexual abuse	32	9.8	-	-	29	10.2	3	20.0
Vagrancy	24	7.4	5	19.2	18	6.3	1	6.7
Engaged in terrorist acts	1	0.3	-	-	1	0.4	-	-
A child beyond control	56	17.2	6	23.1	48	16.9	2	13.3
Homicide	6	1.8	-	-	6	2.1	-	-
Other	19	5.4	2	7.7	16	5.6	1	6.7
Not specified	2	0.6	2	7.7	16	5.6	1	6.7
Total suspected/ convicted children	325	-	26	-	284	-	15	-

Note: Total does not tally as some children have more than one reason for being a suspect/ convict

4.3 Information on education and vocational education

The role of education during childhood determines much of an individual's lifelong development – cognitive, emotional, social and physical. Information related to education and vocational training of institutionalized children were collected as follows;

- Educational attainment from children aged 3 years and over
- Highest educational qualification and literacy from children aged 6 years and over
- Vocational qualifications and expectations from children 16 years and over

4.3.1 Educational attainment

It was recorded on all Institutionalized children aged 3 years and over, whether they are currently involved in any learning activity i.e. whether they are engaged in studies at a pre-school, school, university, NVQ or non-NVQ vocational/ technical education or any other learning activity.

Out of all institutionalized children 9,658 are recognized as involved in any learning activity, educational, vocational or technical. As shown in Table 43, the Child Care system has played an important role in providing 93% of the children in institutions with an education. Educational attainment is above 95% in Approved Schools (96.2%) and Voluntary children's Homes (95.2%). On the other hand, Remand Homes and Safe Homes show very low levels of educational attainment where more than 50% are not engaged in any learning activity. This may be due to the fact that movements of children in and out of Remand Homes/Safe Homes are more frequent so there may not have enough time to enroll in any educational activity. The system needs to make some improvements to ensure all children receive formal,

Table 43: Children in Child Care Institutions (aged 3 years and over) by type of institution and educational engagement

Type of institution	Total		Engaged in education activity		Not engaged in education activity	
	Number	%	Number	%	Number	%
Remand Home	221	100	91	41.2	130	58.8
Safe Home	27	100	13	48.1	14	51.9
Certified School	291	100	231	79.4	60	20.6
Approved School	105	100	101	96.2	4	3.8
State Receiving Home	105	100	88	83.8	17	16.2
Detention Home	93	100	79	84.9	14	15.1
Training and Counseling Center	57	100	50	87.7	7	12.3
Voluntary Children's Home	9,303	100	8,852	95.2	451	4.8
Other*	184	100	153	83.2	31	16.8
Total	10,386	100	9,658	93.0	728	7.0

*Child development centers temporarily functioned under Provincial Departments of Probation and Child Care Services

Table 44 shows engagement in education activity by age group and sex. There are no significant gender differences in overall attainment. However, as assumed, children in age group 5-17 are involved more in learning activities.

Table 44: Children in Child Care Institutions (aged 3 years and over) by education engagement, sex and age group

Age and sex	Total		Engaged in education activity		Not engaged in education activity	
	Number	%	Number	%	Number	%
Total	10,386	100	9,658	93.0	728	7.0
3-4	180	100	143	79.4	37	20.6
5-9	1,551	100	1,487	95.9	64	4.1
10-14	4,543	100	4,383	96.5	160	3.5
15-17	3,248	100	2,957	91.0	291	9.0
18 and more	864	100	688	79.6	176	20.4
Male	3,895	100	3,634	93.3	261	6.7
3-4	89	100	75	84.3	14	15.7
5-9	710	100	675	95.1	35	4.9
10-14	1,808	100	1,741	96.3	67	3.7
15-17	1,055	100	953	90.3	102	9.7
18 and more	233	100	190	81.5	43	18.5
Female	6,491	100	6,024	92.8	467	7.2
3-4	91	100	68	74.7	23	25.3
5-9	841	100	812	96.6	29	3.4
10-14	2,735	100	2,642	96.6	93	3.4
15-17	2,193	100	2,004	91.4	189	8.6
18 and more	631	100	498	78.9	133	21.1

As shown in Table 45, out of these children, 91.4% are currently attending school. Other than the children attending pre school or university, 4% are involved in vocational/ technical education. Significant gender differences are not observed in the education activity these children are engaged in.

Table 45: Children in Child Care Institutions (aged 3 years and over) by education activity currently engaged in and sex

Education activity currently engaged in	Total		Male		Female	
	Number	%	Number	%	Number	%
Pre school	252	2.6	134	3.7	118	1.9
School	8,835	91.4	3,250	89.4	5,585	92.7
University	39	0.4	11	0.3	28	0.5
Vocational/ Technical (NVQ)	141	1.5	68	1.9	73	1.2
Vocational/ Technical (Non NVQ)	249	2.6	108	3.0	141	2.4
Other	115	1.2	50	1.4	65	1.1
Not specified	27	0.3	13	0.4	14	0.2
Total	9,658	100	3,634	100	6,024	100

According to the Sri Lankan law, it is compulsory that all children go to school till they are 14 years of age at which point they can choose to continue their education or drop out and engage in vocational/ technical education or find employment.

Table 46 below shows children aged 3 years and over engaged in educational activity by age group.

Table 46: Children in Child Care Institutions (aged 3 years and over) by education activity currently engaged in and age group

Education activity currently engaged in	Total		3-4		5-9		10-14		15-17		18 and more	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Pre school	252	2.6	141	98.6	111	7.5	-	-	-	-	-	-
School	8,835	91.5	-	-	1,367	91.9	4281	97.7	2670	90.3	517	75.1
University	39	0.4	-	-	-	-	-	-	-	-	39	5.7
Vocational/ Technical (NVQ)	141	1.5	-	-	-	-	10	0.2	76	2.6	55	8.0
Vocational/ Technical (Non NVQ)	249	2.6	-	-	-	-	35	0.8	161	5.4	53	7.7
Other	115	1.2	2	1.4	7	0.5	43	1.0	39	1.3	24	3.5
Not specified	27	0.3	-	-	2	0.1	14	0.3	11	0.4	-	-
Total	9,658	100	143	100	1,487	100	4,383	100	2,957	100	688	100

The below Table 47 illustrates the reason as to why the 728 children who are not engaged in any sort of educational activity. 157 are not in education due to legal reasons such as pending Court Cases etc. while 99 are not studying as they are suffering from learning disabilities. This group not engaged in any education

activity includes 56 child mothers who can be given vocational/ training education opportunities. It is unfortunate to observe that 47 children are not in schools as the request to schools for their admission has been rejected (21) or absence of relevant documents to enter to a school (26) respectively.

Table 47: Children in Child Care Institutions (aged 3 years and over) who are not engaged in any education activity by reason and sex

Reason	Total		Male		Female	
	Number	%	Number	%	Number	%
Awaiting exam results	56	7.7	6	2.3	50	10.7
Learning disabilities	99	13.6	37	14.2	62	13.3
Disease/ disability conditions	67	9.2	36	13.8	31	6.6
Admission to a school has been rejected	21	2.9	7	2.7	14	3.0
Legal reasons	157	21.6	68	26.1	89	19.1
Hope to provide school/ preschool education	54	7.4	24	9.2	30	6.4
Unable to pass G.C.E. (O/L)/ G.C.E. (A/L) or completed school education	28	3.8	11	4.2	17	3.6
Recently referred to this institution	55	7.6	21	8.0	34	7.3
Child mother	56	7.7	-	-	56	12.0
Employed	36	4.9	12	4.6	24	5.1
Absence of relevant documents	26	3.6	16	6.1	10	2.1
Other	73	10.0	23	8.8	50	10.7
Total	728	100	261	100	467	100

As can be seen in Table 48, more than 100 children within the age group of 15-17 are not being educated due to legal reasons. Respondents (mostly heads of respective Child Care Institution) have reported that they hope to provide school/ pre-school education to 54 children who

are mostly between 3 to 9 years. Probation authorities should formulate necessary policies and programs to ensure all institutionalized children are received suitable education opportunities.

Table 48: Children in Child Care Institutions (aged 3 years and over) who are not engaged in any education activity by reason and age group

Reason	Total		3-4		5-9		10-14		15-17		18 and more	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Awaiting exam results	56	7.7	-	-	-	-	-	-	7	2.4	49	27.8
Learning disabilities	99	13.6	-	-	2	3.1	24	15.0	48	16.5	25	14.2
Disease/ disability conditions	67	9.2	4	10.8	17	26.6	22	13.8	16	5.5	8	4.5
Admission to a school has been rejected	21	2.9	-	-	2	3.1	7	4.4	10	3.4	2	1.1
Legal reasons	157	21.6	2	5.4	5	7.8	40	25.0	104	35.7	6	3.4
Hope to provide school/ preschool education	54	7.4	28	75.7	16	25.0	6	3.8	2	0.7	2	1.1
Unable to pass G.C.E. (O/L)/ G.C.E. (A/L) or completed school education	28	3.8	-	-	0	-	1	0.6	13	4.5	14	8.0
Recently referred to this institution	55	7.6	3	8.1	15	23.4	21	13.1	16	5.5	0	-
Child mother	56	7.7	-	-	0	-	10	6.3	41	14.1	5	2.8
Employed	36	4.9	-	-	0	-	0	-	1	0.3	35	19.9
Absence of relevant documents	26	3.6	-	-	4	6.3	18	11.3	4	1.4	0	-
Other	73	10.0	-	-	3	4.7	11	6.9	29	10.0	30	17.0
Total	728	100	37	100	64	100	160	100	291	100	176	100

4.3.2 Highest education qualification and literacy

Information has been collected from all Institutionalized children aged 6 years and over, on the highest education qualification they have achieved so far. Hence information with respect to 10,053 children in the relevant age group are given in Table 49 below.

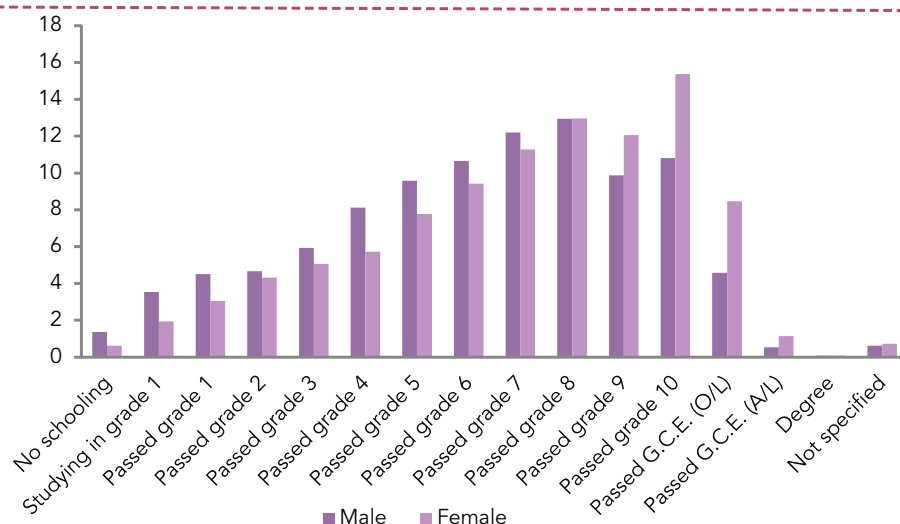
It is a law in Sri Lanka that children under the age of 14 have to be enrolled in a school and engaged in a formal education program. It can be seen that there are 90 children in the system who have never been to a school out of which the majority is male. On the other hand, in addition to the 39 who are currently attending university (refer Table 46) Table 49 shows that there are 8 people with degree as their highest education qualification which is a somewhat positive indicator of education opportunities open for institutionalized children.

Table 49: Children in Child Care Institutions (aged 6 years and over) by highest level of education and sex

Level of education	Total		Male		Female	
	Number	%	Number	%	Number	%
No schooling	90	100	51	56.7	39	43.3
Studying in grade 1	255	100	132	51.8	123	48.2
Passed grade 1	361	100	168	46.5	193	53.5
Passed grade 2	447	100	174	38.9	273	61.1
Passed grade 3	541	100	221	40.9	320	59.1
Passed grade 4	665	100	303	45.6	362	54.4
Passed grade 5	849	100	357	42.0	492	58.0
Passed grade 6	993	100	397	40.0	596	60.0
Passed grade 7	1,168	100	455	39.0	713	61.0
Passed grade 8	1,303	100	483	37.1	820	62.9
Passed grade 9	1,131	100	368	32.5	763	67.5
Passed grade 10	1,375	100	403	29.3	972	70.7
Passed G.C.E. (O/L)	706	100	171	24.2	535	75.8
Passed G.C.E. (A/L)	92	100	20	21.7	72	78.3
Degree	8	100	3	37.5	5	62.5
Not specified	69	100	23	33.3	46	66.7
Total	10,053	100	3,729	37.1	6,324	62.9

Figure 11 which illustrates percentage distribution of children by level of education clearly shows that highest level of education achieved by males are comparatively lower than that of female children. 5.2% males have achieved more than G.C.E (O/L) or higher qualifications while almost 10% of girls have passed G.C.E (O/L) or a higher qualification.

Figure 11
Percentage distribution of children aged 6 years and over in Child Care Institutions by highest level of education and sex



Source:
Department of Census and Statistics, Sri Lanka



Overall literacy rates in Sri Lanka in 2019 is 92.9 while it stands at 93.6 for male and 92.3 for female (Labour Force Survey, Sri Lanka). However, as can be seen in Table 50, language literacy of institutionalized children shows a reverse pattern where 94.7% of the female population are literate compared to the 92% male population. A noteworthy observation is that children between the ages of "6 -7" have the highest illiteracy rate which could be explained due to the young age of the child.

Table 50: Children in Child Care Institutions (aged 6 years and over) by age group, sex and literacy

Sex and age group	Total		literate		illiterate		Not specified	
	Number	%	Number	%	Number	%	Number	%
Total	10,053	100	9,417	93.7	604	6.0	32	0.3
6-7	528	100	406	76.9	118	22.3	4	0.8
8-10	1,458	100	1,321	90.6	134	9.2	3	0.2
11-14	3,955	100	3,741	94.6	198	5.0	16	0.4
15-17	3,248	100	3,116	95.9	125	3.8	7	0.2
18 and more	864	100	833	96.4	29	3.4	2	0.2
Male	3,729	100	3,429	92.0	289	7.8	11	0.3
6-7	249	100	186	74.7	59	23.7	4	1.6
8-10	622	100	568	91.3	54	8.7	0	0.0
11-14	1,570	100	1,462	93.1	104	6.6	4	0.3
15-17	1,055	100	993	94.1	59	5.6	3	0.3
18 and more	233	100	220	94.4	13	5.6	0	0.0
Female	6,324	100	5,988	94.7	315	5.0	21	0.3
6-7	279	100	220	78.9	59	21.1	0	0.0
8-10	836	100	753	90.1	80	9.6	3	0.4
11-14	2,385	100	2,279	95.6	94	3.9	12	0.5
15-17	2,193	100	2,123	96.8	66	3.0	4	0.2
18 and more	631	100	613	97.1	16	2.5	2	0.3

4.3.3 Vocational education

Information has been collected from all Institutionalized children aged 16 years and over, on the vocational/ technical qualifications received by them and their expectations on receiving such qualifications.

The data in Table 51 illustrates that only 204 out of 2,780 over the age of 16 have a recognized vocational qualification which is about 7% of the total children aged 16 years and over in institutions. There are no significant gender differences in the percent of children having vocational/ technical qualifications. As can be expected, children aged 18 years and over are more likely to have a vocational/ technical qualification.

Table 51: Children in Child Care Institutions (aged 16 years and over) with a recognized vocational qualification by sex and age

Sex and age	Total children	Has a recognized vocational qualification	
		Number	%
Total	2,780	204	7.3
16	1,144	44	3.8
17	772	37	4.8
18 and over	864	123	14.2
Male	837	65	7.8
16	378	25	6.6
17	226	12	5.3
18 and over	233	28	12.0
Female	1,943	139	7.2
16	766	19	2.5
17	546	25	4.6
18 and over	631	95	15.1

Table 52 below shows the areas in which institutionalized children have obtained vocational/ technical qualifications in, the highest being Sewing followed by Information Technology related qualifications and Beauty Culture and Welding. Area of qualification displays a clear gap in gender roles formed by cultural norms. For example, only one male child as opposed to 51 females in sewing, no males in Beauty Culture, no females in Welding related qualifications. However, contrary to common belief, more females (37) have IT/ Computer related qualifications than 12 male children.

Table 52: Children in Child Care Institutions (aged 16 years and over) with a recognized vocational qualification by subject area and sex

Subject area	Total	Male	Female
Sewing	52	1	51
Information Technology/ IT related	26	10	16
Computer Diploma	23	2	21
Beauty Culture	14	0	14
Welding	14	14	0
Agriculture	13	0	13
Electrical Technology	11	11	0
Pipe welding	11	11	0
Electrician	10	9	1
English Language/ English Certificate	13	1	6
Gardening	5	5	0
Dancing	4	0	4
AAT	4	0	4
Hotel	7	2	5
Leather work	3	0	3
Home science and related	3	0	3
Teaching and related	2	0	2
Other	23	13	10
Total	204	65	139

Note: Total does not tally as some children have more than one qualification

Respondents on behalf of institutionalized children were asked whether these children would like to obtain any vocational/ technical qualifications in future and the subject area of their preference. Table 53 below shows the responses of children.

The number of children who expect to engage in vocational training is 890 out of which are 282 male and 608 are female. These numbers are much higher than the children who currently have a qualification in vocational coaching in turn showing improvement in the sector. The highest numbers are recorded in the field of Information technology, computer diploma and sewing.

Table 53: Children aged 16 years and over who expect to engage in vocational training by field and sex

Vocational training course	Total	Male	Female	Vocational training course	Total	Male	Female
Information Technology	166	37	129	Masonry	7	7	-
Computer Diploma	148	28	120	Air hostess	6	2	4
Sewing	145	1	144	Life saving	6	-	6
Beauty culture	47	2	45	Sports	6	1	5
Motor Mechanism	37	37	-	Tourism	5	5	-
Electrical work	30	29	1	Office administration	5	1	4
Carpentry	22	22	-	Barber	5	5	0
Mechanic	18	10	8	Management	4	3	1
Hand work	17	3	14	Mass media	4	-	4
Cookery	16	6	10	Agriculture	4	-	4
Welding	15	15	-	Civil engineering	4	2	2
Hotel Management	14	6	8	Nursery development	4	-	4
Bakery	13	9	4	Teaching	3	-	3
Nursing	15	1	14	Landscaping	3	3	-
Dancing/ Music/ Aesthetic	25	4	21	Social work	3	1	2
Hotel course	10	8	2	Timber technology	3	1	2
Graphic Designing	9	4	5	Electric cabling	3	3	-
Juki machine operator	8	3	5	Plumbing	3	3	-
English language	13	4	9	Cake making	2	-	2
Preschool teaching	7	-	7	Ayurvedic	2	1	1
Garment	7	-	7	Other	26	15	11
				Total	890	282	608

4.4 Information on child's behavior, illnesses and disability conditions

Behavioral patterns of children recorded at the census is shown in Table 54 which suggests that almost 90% of children in institutions have good discipline and normal behaviour. Institutions should be given credit for maintaining and instilling values and qualities that help these children engage with others.

However, 441 children have attacked/ attempted to attack other children. 297 Children are reported to prefer isolation to the extent of a behavioral issue while 251 have been found frequently scolding staff. Incorporating mental health facilities in these institutions have to be a necessity and no longer just an option.

Table 54: Behavioral patterns observed in children in Child Care Institutions by sex

Current behavior	Total		Male		Female	
	Number	%	Number	%	Number	%
A normal behaviour	9,545	89.8	3,534	88.0	6,011	90.9
Tends to get isolated/ Prefers isolation	297	2.8	108	2.7	189	2.9
Has inflicted self- injuries (cutting) or has attempted to do so	104	1.0	31	0.8	73	1.1
Has attempted suicide	52	0.5	14	0.3	38	0.6
Frequently scolding staff and children harshly	251	2.4	106	2.6	145	2.2
Has attacked other children/ has attempted to do so	441	4.1	239	5.9	202	3.1
Has attacked the staff/ has attempted to do so	91	0.9	44	1.1	47	0.7
Has attempted to runaway	144	1.4	61	1.5	83	1.3
Show hypersexual/ homosexual drive	131	1.2	46	1.1	85	1.3
Other	231	2.2	100	2.5	131	2.0
Total children	10,632	-	4,017	-	6,615	-

Note: Total does not tally as more than one behavioral issue has been observed for some children

Chronic illnesses/ disabilities of institutionalized children reported at the census are given in Table 55. Out of the 687 children (6.5%) who are reported to be suffering from a chronic illness/ disability, 329 are boys and 358 are girls. Of all boys in institutions, 8.2% are reported to be suffering from chronic illnesses/disability while 5.4% of girls have a chronic illness/ disability.

Table 55: Children in Child Care Institutions suffering from chronic illnesses/ disability by sex and age group

Age and sex	Total children	Children with chronic illnesses/ disability	
		Number	%
Total	10,632	687	6.5
0-4	426	38	8.9
5-9	1,551	94	6.1
10-14	4,543	304	6.7
15-17	3,248	203	6.3
18 and over	864	48	5.6
Male	4,017	329	8.2
0-4	211	20	9.5
5-9	710	56	7.9
10-14	1,808	142	7.9
15-17	1,055	92	8.7
18 and over	233	19	8.2
Female	6,615	358	5.4
0-4	215	18	8.4
5-9	841	38	4.5
10-14	2,735	162	5.9
15-17	2,193	111	5.1
18 and over	631	29	4.6

The illness/ disability suffered by these 687 children are given in Table 56. A highest number of 262 children suffer from mental disorders followed by diseases associated with the respiratory system where 93 children have contracted it. In most illnesses/ disabilities, cases the ratio of male to female children having these diseases is 1:1.

Table 56: Children suffering from chronic illnesses/ disability in Child Care Institutions by illness/ disability and sex

Illness/ Disability	Total	Male	Female
Heart diseases	42	21	21
Venereal diseases	5	1	4
Diseases associated with the respiratory system	93	42	51
Vision impairments	48	23	25
Mental disorders	262	133	129
Hearing disorders	32	15	17
Speech disorders	54	29	25
Autism	20	10	10
Thalassemia	4	2	2
Cancer	4	3	1
Epilepsy/ Neurological disorders	40	19	21
Disabilities in limbs	17	11	6
Mental retardation	13	8	5
Other	69	32	37
Not specified	46	17	29
Total children suffering from chronic illnesses/ disability	687	329	358

Note: Total does not tally as some children have more than one illness/ disability

Table 57 shows the age group of children that generally suffer from chronic illnesses and disability is between ages 10 - 14.

Table 57: Children in child -care institutions suffering from chronic illnesses/disability by illness/disability and age group

Illness/ Disability	Total	0-4	5-9	10-14	15-17	18 and more
Heart diseases	42	3	7	16	15	1
Venereal diseases	5	1	1	-	3	-
Diseases associated with the respiratory system	93	6	11	50	20	6
Vision impairments	48	3	5	19	16	5
Mental disorders	262	5	32	123	83	19
Hearing disorders	32	3	6	11	11	1
Speech disorders	54	4	18	22	8	2
Autism	20	-	4	12	3	1
Thalassemia	4	1	1	2	-	-
Cancer	4	-	-	1	3	-
Epilepsy/ Neurological disorders	40	7	6	16	10	1
Disabilities in limbs	17	1	2	4	4	6
Mental retardation	13	1	2	6	2	2
Not specified	46	3	4	19	15	5
Other	69	7	14	26	19	3
Total	687	38	94	304	203	48

Note: Total does not tally as some children have more than one illness/ disability

Table 58 below indicates that the percentage of children being treated for their illnesses is 72.9% with no significant difference between the two sexes or by their age. However, authorities should look into the 129 children who are not receiving drugs/treatments who may not need long term treatments but proper care which could be provided by institutions.

Table 58: Children in Child Care Institutions suffering from chronic illnesses/ disability who are receiving drugs/ treatments by sex and age group

Age and sex	Total		Receiving drugs/ treatments		Not receiving drugs/ treatments		Not specified	
	Number	%	Number	%	Number	%	Number	%
Total	687	100	501	72.9	129	18.8	57	8.3
0-4	38	100	30	78.9	4	10.5	4	10.5
5-9	94	100	75	79.8	14	14.9	5	5.3
10-14	304	100	215	70.7	61	20.1	28	9.2
15-17	203	100	148	72.9	40	19.7	15	7.4
18 and more	48	100	33	68.8	10	20.8	5	10.4
Male	329	100	237	72.0	71	21.6	21	6.4
0-4	20	100	14	70.0	4	20.0	2	10.0
5-9	56	100	47	83.9	7	12.5	2	3.6
10-14	142	100	94	66.2	34	23.9	14	9.9
15-17	92	100	70	76.1	20	21.7	2	2.2
18 and more	19	100	12	63.2	6	31.6	1	5.3
Female	358	100	264	73.7	58	16.2	36	10.1
0-4	18	100	16	88.9	0	0.0	2	11.1
5-9	38	100	28	73.7	7	18.4	3	7.9
10-14	162	100	121	74.7	27	16.7	14	8.6
15-17	111	100	78	70.3	20	18.0	13	11.7
18 and more	29	100	21	72.4	4	13.8	4	13.8

4.5 Information on parents/ guardian

For all institutionalized children, information on his/ her parents or guardian at the time of institutionalization as well as the parental/ guardian information at the time of the census was collected at the census.

The term orphan is used to describe a child who does not have living parents. According to the current statistics there is a larger number of children with at least one living guardian (9,070 children). There may be many instances where either one of the biological parents finds it challenging to keep the child in their care. This is one of the main reasons as to the institutionalization of children. The following section provides information as to the parents or guardians of institutionalized children.

4.5.1 Information of parents/ guardian at the time of institutionalization

Basic information

As observed in Table 59, the vast majority of cases are of children being under the care of the mother alone (41.4%) prior to being committed into a Child Care Institution. It is also noted that one in every 10 children had both parents as his/ her guardian when they were institutionalized. One in every five children had someone other than mother/ father as their guardian.

Table 59: Guardianship of children in Child Care Institutions at the time of institutionalization

Guardian of the child	Number	%
Both parents were guardians	1,071	10.1
Only father was a guardian	1,632	15.3
Only mother was a guardian	4,399	41.4
Someone else was the guardian	1,968	18.5
No guardian/ Not known/ Not specified	1,562	14.7
Total	10,632	100

Table 60 illustrates that a majority of children (55.6%) had been institutionalized when both parents were still alive. The number of children who are institutionalized when only the mother is alive (27.9%) far supersedes that of when only the father is alive (8.6%). This may have a relationship between the gap of employment and average disposable income by gender in the country as single mothers may be forced to place their children under child care services if they cannot provide them with economic security.

Table 60: Whether parents of children in Child Care Institutions lived at the time of institutionalization by sex of child

Whether parents lived	Total		Male		Female	
	Number	%	Number	%	Number	%
Both parents lived	5,908	55.6	2,077	51.7	3,831	57.9
Only father lived	916	8.6	328	8.2	588	8.9
Only mother lived	2,964	27.9	1,253	31.2	1,711	25.9
Both parents dead	238	2.2	101	2.5	137	2.1
Father dead, mother not known	49	0.5	24	0.6	25	0.4
Mother dead, father not known	67	0.6	25	0.6	42	0.6
Both parents not known	479	4.5	208	5.2	271	4.1
Not specified	11	0.1	1	0.0	10	0.2
Total	10,632	100	4,017	100	6,615	100

It is also reported that 238 children were institutionalized since both parents were no more. Similarly, Child Care Institutions are unaware of whether parents were alive or not for 479 children at the time of institutionalization.

Father's information – at the time of institutionalization

Information on child's father such as marital status, where he resided, economic status and his health status at the time of institutionalization has been recorded at this census.

a) Marital Status of father - It is important to note that in majority of cases (39.1%) where a child is placed under the institutions of Child Care is when the father is married to the biological mother of the child. This may be due to several reasons including family dynamics where the environment is not conducive for the upbringing of a child. This is closely followed by father being widowed/ divorced/ separated (34.9%).

b) Where father resided - Fathers of 646 and 92 children were residing in a prison or another country at the time the child was institutionalized.

c) Economic status of father - It is also noteworthy that barring the children of fathers of whom the economic status is not known (37.2%), a considerable number of children of unemployed men who do not have a fixed income (35.9%) entrust the care of their children with Child Care Institutions proving how important the economic status for a child's upbringing.

d) Health status of father - Contrary to what may be assumed by many, a majority of fathers (53.6%) had no illness/ disability to hinder earning and income when the child is sent for institutional care.

Table 61: Children in Child Care Institutions by background characteristics of father at the time of institutionalization

Background characteristic	Number	%
Marital status of father		
Unmarried	217	3.2
Married to child's mother	2,667	39.1
Married to someone else	779	11.4
Widowed/ divorced/ separated	2,380	34.9
Not known	781	11.4
Where father resided		
In prison	646	9.5
In another country	92	1.3
Elsewhere	4,387	64.3
Not known	1,659	24.3
Not specified	40	0.6
Economic status of father		
Was employed/ had a permanent source of income	1,827	26.8
Not employed/ had no permanent source of income	2,452	35.9
Not known	2,536	37.2
Not specified	9	0.1
Health status of father		
Suffered from illness/ disability which hindered earning income	483	7.1
No illness/ disability to hinder earning income	3,659	53.6
Not known	2,665	39.1
Not specified	17	0.2
Total	6,824	100

Mother's information – at the time of institutionalization

Information on child's mother such as marital status, where she resided, economic status and her health status at the time of institutionalization has been recorded at this census.

a) Marital Status of mother - Conversely to fathers, a majority of mothers of 3,448 institutionalized children (38.1%) who had committed their children to Child Care Institutions were either widowed, divorced or separated.

b) Where mother resided - Mothers of 190 and 664 children were residing in a prison or another country respectively at the time the child was institutionalized which is significantly higher than corresponding figures for fathers.

c) Economic status of mother - It has been observed that more than half (57.8%) of the children whose mothers are either not employed or have no permanent income to provide for their children which may be a leading factor for the placement of children in Child Care as discussed earlier.

d) Health status of mother - Mothers of 773 children were reported to have suffered from illness/ disability which hindered earning income when these children were institutionalized.

Table 62: Children in Child Care Institutions by background characteristics of mother at the time of institutionalization

Background characteristic	Number	%
Marital status of mother		
Unmarried	638	7.2
Married to child's father	2,667	30.1
Married to someone else	1,063	12.0
Widowed/ divorced/ separated	3,448	38.9
Not known	1,052	11.9
Not specified	4	0.1
Where mother resided		
In prison	190	2.1
In another country	664	7.5
Elsewhere	6,418	72.3
Not known	1,534	17.3
Not specified	66	0.7
Economic status of mother		
Was employed/ had a permanent source of income	1,577	17.8
Not employed/ had no permanent source of income	5,129	57.8
Not known	2,154	24.3
Not specified	12	0.1
Health status of mother		
Suffered from illness/ disability which hindered earning income	773	8.7
No illness/ disability to hinder earning income	5,609	63.2
Not known	2,470	27.8
Not specified	20	0.2
Total	8,872	100

These statistics show us that the majority of children who are currently in Child Care Institutions are those with parents living in Sri Lanka. It is then of urgent need to find more methods for family strengthening awareness programs and strategies in order to enable them to be more responsible for the protection of their children.

Guardian's information – at the time of institutionalization

When a parent/ both parents are not the guardian of the child when he/ she is institutionalized, information on the child's guardian has been recorded. There were 1,968 children in institutions who had a someone other than parents as their guardian and Table 63 shows who these children lived with and what kind of residential facility they lived in before institutionalization.

Table 63: Children who were under a guardian at the time of institutionalization by child's relationship to the guardian and type of residence of the guardian

Relationship	Total		Residence suitable for living		Residence not suitable for living		Not known		Not specified	
	Number	%	Number	%	Number	%	Number	%	Number	%
Grandfather	139	7.1	98	70.5	26	18.7	14	10.1	1	0.7
Grandmother	954	48.5	674	70.6	177	18.6	97	10.2	6	0.6
Uncle	113	5.7	83	73.5	5	4.4	25	22.1	0	-
Aunt	388	19.7	312	80.4	32	8.2	42	10.8	2	0.5
Brother/ Sister	141	7.2	114	80.9	13	9.2	13	9.2	1	0.7
Stepfather/ stepmother	13	0.7	11	84.6	2	15.4	0	-	0	-
Other relation	61	3.1	46	75.4	7	11.5	8	13.1	0	-
Relationship not specified	25	1.3	13	52.0	3	12.0	6	24.0	3	12.0
Non-relative	134	6.8	92	68.7	16	11.9	25	18.7	1	0.7
Total	1,968	100	1443	73.3	281	14.3	230	11.7	14	0.7

Out of these 1,968 children, close to half (48.5%) of the children were living with their grandmother before institutionalized. Second highest number of children (388) were reported to have lived with their aunt before sending for institutional care.

It can also be seen that about 73% of these children lived with guardians in a residence suitable for living. On the other hand, 281 of children are reported to have lived in a residence not suitable for living. It has been observed that (84.6%) of the households where a child lives with their step parent are considered to be suitable for living. This could be due to a plethora of individual and general reasons with the economic security being a definite and significant factor again.

By observing the data in table 64, we can identify that even when a child is under the legal guardianship of someone if the economic security isn't available the child may again be placed under institutions of child care. This can be seen by the fact that 56.3% of the children whose guardians who hand children over to child care services have either no permanent source of income or are unemployed. This could be due several reasons along with the fact that most legal guardians are the grandmothers of the children who are most likely to have been unemployed most their lives due to the comparatively higher female unemployment rate in Sri Lanka making it in turn far less likely that the grandmothers are economically independent which would definitely affect the ability to raise a child.

Table 64: Children who were under a guardian at the time of institutionalization by background characteristics of the Guardian.

Background characteristic	Number	%
Economic status of the guardian		
Was employed/ had a permanent source of income	410	20.8
Not employed/ had no permanent source of income	1,108	56.3
Not known	424	21.5
Not specified	26	1.3
Health status of the guardian		
Suffered from illness/ disability which hindered earning income	220	11.2
No illness/ disability to hinder earning income	1,282	65.1
Not known	451	22.9
Not specified	15	0.8
Age of the guardian (years)		
Below 18	21	1.1
18-64	1,158	58.8
65 and over	564	28.7
Not known	215	10.9
Not specified	10	0.5
Total	1,968	100

Most of the guardians (65.1%) were reported healthy and free from any disability and a majority of guardians (58.8%) were between 18-64 years of age when the ward who were dependent upon their care were institutionalized.

4.5.2 Current information of parents/ guardian

Basic information

Table 65 analyses children in institutions by current guardian of the child have very close similarities to the figures of table 59 which analyzed guardianship of children in Child Care Institutions at the time of institutionalization.

Here too it can be observed that the significant proportion of institutionalized children (40.8%) currently have their mother as the guardian and that the proportion of children who have their father as their current guardian (13.9%) is even below that of someone else being the guardian (17.2%). This may be due to the grandmothers/ aunts assuming the responsibilities of guardianship most often.

Table 65: Children in Child Care Institutions by current guardian of the child

Current Guardian of the child	Number	%
Both parents are guardians	1,127	10.6
Only father is a guardian	1,481	13.9
Only mother is a guardian	4,338	40.8
Someone else is the guardian	1,829	17.2
No guardian/ Not known/ Not specified	1,857	17.5
Total	10,632	100

Father's current information

Information on child's father such as current marital status, where he is currently residing, his economic status and his current health status as well as the father visiting the child at the institution has been recorded at this census.

One of the key observations is that fathers of 3,758 (55.8%) have never visited their children at the institution. This fact along with the lack of data regarding marital status, economic stability, health status could mean that most fathers have abandoned their family responsibilities altogether due to a wide range of specific and generic reasons.

Table 66: Current characteristics of father of children in Child Care Institutions

Background characteristic	Number	%
Marital status of father		
Unmarried	86	1.3
Married to child's mother	1,827	27.1
Married to someone else	932	13.8
Widowed/ divorced/ separated	1,512	22.4
Not known	2,334	34.6
Not specified	47	0.7
Where father resides		
In prison	262	3.9
In another country	92	1.4
Elsewhere	3,782	56.1
Not known	2,564	38.1
Not specified	38	0.6
Economic status of father		
Is employed/ has a permanent source of income	1,746	25.9
Not employed/ no permanent source of income	1,742	25.9
Not known	3,225	47.9
Not specified	25	0.4
Health status of father		
Suffers from illness/ disability which hinders earning income	439	6.5
No illness/ disability to hinder earning income	3,055	45.3
Not known	3,167	47.0
Not specified	77	1.1
Frequency of father visiting the child		
Several times a month	332	4.9
About once a month	955	14.2
Several times a year	957	14.2
Once every few years	295	4.4
Only once so far	415	6.2
Never visited	3,758	55.8
Not specified	26	0.4
Total	6,738	100

a) Current marital status of father - Due to the lack of data regarding the marital status of a majority of the fathers of the children (35.8%), it cannot be clearly understood what the family dynamics are, of the parents of whom the children are in Child Care Institutions. However, it should be noted that 25.8% of the fathers are still married to the biological mother of the child which lead us to safely assume that the family environment is not favourable for the upbringing of a child.

b) Where father resides - Fathers of 262 and 92 children are currently in prison or in another country respectively.

c) Economic status of father - It has been observed that 25.9% of the children of whose fathers are economically unstable and about the same percentage is employed/ economically stable.

However, information on economic status of father of more than 48% of the children is not known/ not specified. If this information is uncovered the even split between the fathers of stable and unstable economic conditions may tilt to a single side and judging by the previous data, the chances of the economically unstable fathers gaining majority is highly likely.

d) Health status of father - Out of about 3,500 (51.8%) responses received regarding father's current health status, majority were healthy and has not reported of any health issues that may hinder earning an income.

e) Frequency of father visiting the child - Fathers of about 1,300 children visit their children at least once a month. Some fathers do not visit their offspring in institutions at least once a year and some have visited them only once so far shows their commitment and their level of engagement in their child's day to day life.

Out of the 1,746 fathers who are recognized as employed/ has a permanent source of income, the occupation/ source of income was recorded at the census. The information on the occupational background shows that most children who are subjected to Institutions of Child Care come from families where the father's income is generated from blue collar jobs. Majority (40.3%) of the fathers are laborers, followed by mason (9.5%) and fishermen (5.8%). The reason as to why most children of blue-collar workers ultimately are subjected to institutionalization could be the high labor turnover rate of such jobs due to the minimal skill necessary which could push many into unemployment.

Table 67: Children in Child Care Institutions by father's occupation/ source of income

Occupation/ source of income	Number	%	Occupation/ source of income	Number	%
Laborer	704	40.3	Chef	15	0.9
Mason	165	9.5	Business/ trading	13	0.7
Fisherman	102	5.8	Painter	13	0.7
Farmer	91	5.2	Cinnamon peeling	13	0.7
Driver	75	4.3	Coconut plucking	12	0.7
vendor/ seller	59	3.4	Bus conductor/ vehicle attendant	12	0.7
Foreign employment	49	2.8	Sales assistant	11	0.6
Carpenter	41	2.3	Mason assistant	9	0.5
Military service	27	1.5	Sales assistant	8	0.5
Watcher/ Security guard	25	1.4	Retired	7	0.4
Planter/ Plantation industry/ Cultivation	21	1.2	Backer	7	0.4
Motor mechanic	18	1.0	Other	163	9.3
Threewheeler driver	17	1.0	Not specified	52	3.0
Waiter	17	1.0	Total	1,746	100

Mother's current information

In addition to the father's information described above, same information with regard to child's mother such as her current marital status, where she is currently residing, her economic status, her current health status, and the frequency she's visiting her child at the institution are illustrated in Table 68 below

Table 68: Children in Child Care Institutions by current background characteristics of mother

Background characteristic	Number	%
Marital status of mother		
Unmarried	308	3.5
Married to child's father	1,827	20.7
Married to someone else	1,346	15.3
Widowed/ divorced/ separated	2,717	30.8
Not known	2,559	29.0
Not specified	67	0.8
where mother resides		
In prison	87	1.0
In another country	663	7.5
Elsewhere	5,699	64.6
Not known	2,341	26.5
Not specified	34	0.4
Economic status of mother		
Is employed/ has a permanent source of income	2,051	23.2
Not employed/ no permanent source of income	3,848	43.6
Not known	2,906	32.9
Not specified	19	0.2
Health status of mother		
Suffers from illness/ disability which hinders earning income	704	8.0
No illness/ disability to hinder earning income	5,097	57.8
Not known	2,945	33.4
Not specified	78	0.9
Frequency of mother visiting the child		
Several times a month	788	8.9
About once a month	2,028	23.0
Several times a year	1,841	20.9
Once every few years	565	6.4
Only once so far	598	6.8
Never visited	2,954	33.5
Both child and mother are in the same institution	27	0.3
Not specified	23	0.3
Total	8,824	100

Current marital Status of mother - Similar pattern to fathers' shows for mothers' marital status where mothers current marital status of about 2,600 children is reported as not known/ not specified which also lead to inconclusive family dynamics. It is quite evident that most mothers who have given up their children to institutions are currently either divorced, widowed or separated (31%). A comparatively higher number of 1,346 mothers are currently married to someone other than the respective child's father.

a) Where mother resides - Mothers of 87 and 663 children are currently in prison or in another country respectively.

b) Economic status of mother - Of the 5,899 children whose mother's economic stability is reported, a little more than 2,000 are reported to be employed/ economically stable. Furthermore 43% of the women of whom the children are currently in institutions still remain unemployed or without a permanent source of income.

c) Health status of mother - Out of about 5,800 (65.8%) responses received regarding mother's current health status, majority were healthy and has not reported of any health issues that may hinder earning an income.

d) Frequency of mother visiting the child - About 1 in 3 mothers of institutionalized children visit their children at least once a month while a little more than a third of mothers have never visited their offspring. Even though it's slightly better than for fathers, there may be heavy psychological and social factors behind this reality.

Table 69 shows that of the extremely limited number of mothers (2,051) who are employed and have had their children taken up by institutions that they too engage in extremely labor intensive and unskilled work. This adds to the economic insecurity and other social factors that may lead to instability of their family life making the home environment inhospitable to children. Furthermore, in Sri Lanka when mothers take up foreign employment there are a lot of family issues that happen which would lead to children being placed in Institutions of Child Care.

Table 69: Children in Child Care Institutions by mother's occupation/ source of income

Occupation/ source of income	Number	%	Occupation/ source of income	Number	%
Labourer	548	26.7	Sales assistant	33	1.6
Foreign employment	462	22.5	Income from lease/ rent/ interest/ foreign remittances/ family member	27	1.3
Housemaid	275	13.4	Farmer	26	1.3
Garment factory workers	232	11.3	Caregiver / attendant	18	0.9
Chef	55	2.7	Self employed	16	0.8
vendor/ seller	44	2.1	Other	196	9.6
Tea plucker	37	1.8	Not specified	46	2.2
Tailor	36	1.8	Total	2,051	100

Current Guardian's information

When a parent/ both parents are currently not the guardian of the child, information on the child's guardian has been recorded. There were 1,829 children in institutions who has a someone other than parents as their guardian and Table 70 shows the age of the guardian, child's relationship to the guardian, marital status of the guardian, number of children dependent on the guardian, economic status of the guardian, health status of the guardian, and frequency of the guardian visiting the child.

Table 70: Children who currently have a guardian by background characteristics of the guardian

Background characteristic	Number	%	Background characteristic	Number	%
Age of the guardian			Health status of the guardian		
18-64	823	45.0	Suffers from illness/ disability which hinders earning income	195	10.7
65 and over	260	14.2	No illness/ disability to hinder earning income	1,246	68.1
Not known	746	40.8	Not known	377	20.6
Child's relationship to the guardian			Not specified	11	0.6
Grand father	114	6.2	Frequency of the guardian visiting the child		
Grand mother	782	42.7	Several times a month	178	9.7
Uncle	114	6.2	About once a month	590	32.3
Aunt	418	22.9	Several times a year	660	36.1
Brother/ sister	202	11.0	Once every few years	150	8.2
Stepfather/ stepmother	11	0.6	Only once so far	134	7.3
Other relations	72	3.9	Never visited	109	6.0
Not specified	30	1.6	Not specified	8	0.4
Non relative	86	4.7	Total	1,829	100
Marital status of the guardian					
Unmarried	122	6.7			
Married	947	51.8			
Widowed/divorced/ separated	431	23.6			
Not known	319	17.4			
Not specified	10	0.5			
Number of children dependent on the guardian					
No dependent children	792	43.3			
1 child	218	11.9			
2 children	233	12.7			
3 children	108	5.9			
4 children	29	1.6			
5 or more children	20	1.1			
Not specified	429	23.5			
Economic status of the guardian					
Is employed/ has a permanent source of income	445	24.3			
Not employed/ no permanent source of income	975	53.3			
Not known	403	22.0			
Not specified	6	0.3			

Age of the guardian - 45% of the guardians are between 18 and 64 years of age.

a) Child's relationship to the guardian - Out of the 1,829 children who's guardian is anyone other than a parent/ both parents, grandmothers are the guardian of 782 (42.7%) children and 22.9% of the instances it is their aunt. This shows that it's mostly women who have dominated the legal guardianship responsibilities of children.

b) Current marital status of the guardian - More than half of the guardians are married while 122 guardians are currently unmarried.

c) Number of children dependent on current guardian - 793 guardians have no dependent children while 608 of them are reported to have one or more children dependent on them.

d) Economic status of the guardian - More than half of the guardians are reported neither employed nor have a permanent source of income. Only 1 in every 4 is employed/ has a permanent source of income.

e) Health status of the guardian - Out of 1,829 guardians, 68.1% are healthy and has no illness to hinder earning an income.

f) Frequency of guardian visiting the child - 42% of guardians have visited their ward at the institution at least once a month while 944 children were visited by their guardian less frequently. However, it is unfortunate to note that 109 guardians have never visited the child in their charge.

Table 71 below shows occupation/ source of income of 445 guardians who are reported as employed/ has a permanent source of income. Legal guardianship of children when viewed at through the demographics of the source of income of the legal guardians also shows that it is dominated by the blue-collar workers with laborers taking up 25.4% of the total. This could be an indication that these problems are mostly endured by the lower middle class of society. The instability of the sector within which they are occupied maybe a significant reason why the children under their care are institutionalized.

Table 71: Children who currently have a guardian by guardian's occupation/ source of income

Occupation/ source of income	Number	%	Occupation/ source of income	Number	%
Labourer	113	25.4	Fisherman	3	0.7
vendor/ seller	30	6.7	Rubber tapping	3	0.7
Farmer	29	6.5	Three wheel driver	3	0.7
Tea plucker	25	5.6	Watcher/ Security guard	3	0.7
Tailor	19	4.3	Self employed	3	0.7
Garment factory workers	18	4.0	Cinnamon peeling	3	0.7
Business/ trading	17	3.8	Nursing assistant	3	0.7
Housemaid	14	3.1	Priest/ Pastor/ Moulavi	2	0.4
Income from lease/ rent/ interest/ foreign remittances/ family member	14	3.1	Caregiver/ attendant	2	0.4
Mason	11	2.5	Technician	2	0.4
Retired	10	2.2	Painter	2	0.4
Teacher	10	2.2	Accountant	2	0.4
Planter/ Plantation industry/ Cultivation	8	1.8	Animal husbandry	2	0.4
Sales assistant	6	1.3	Development officer/ assistant	2	0.4
Carpenter	5	1.1	Working in private sector	2	0.4
Housemaid (foreign)	5	1.1	Restaurant owner	2	0.4
Military service	4	0.9	Postman	2	0.4
Driver	4	0.9	Tuition teacher	2	0.4
Waiter	4	0.9	Other	30	6.7
Chef	4	0.9	Not specified	18	4.0
vendor/ seller	4	0.9	Total	445	100

4.6 Information on siblings

Information on all living siblings of institutionalized children was recorded at the census. In here sibling born to child's parents or siblings from child's mother was considered as child's siblings.

As given in Table 72, just more than a half of children have 1 or 2 siblings while 1,707 are reported as the only child of his/ her family.

Table 72: Children in Child Care Institutions by presence of siblings

Presence of siblings	Number	%
1 sibling	2,940	27.7
2 siblings	2,633	24.8
3 siblings	1,408	13.2
4 siblings	600	5.6
5 siblings	253	2.4
6 or more siblings	172	1.6
No siblings	1,707	16.1
Not known	904	8.5
Presence/ number not specified	15	0.1
Total	10,632	100

Information on the place of residence of siblings of institutionalized children has been recorded at the census. The purpose was to see whether the child's siblings are institutionalized and if so whether they are kept at the same institution whenever possible.

According to the United Nations "Convention on the Rights of the Child" and as stipulated in the "Guidelines and standards for Child Care Institutions" prepared by the National Child Protection Authority, it is imperative that priority is given to children with siblings when allocating them to institutions and that efforts are to be made to keep the family intact as far as possible.

Table 73 shows that 2,126 of the children have their siblings living in the same institution or other institution. However, majority of 2,927 children are reported to be the only child in the family living in an institution. (UN guideline for alternative care of children para 17)

Table 73: Children who have siblings by place of siblings' residence

Place of residence	Number	%
All siblings in this institution	1,411	17.6
All siblings in other institutions	715	8.9
All siblings living with mother/ father/ guardian	2,927	36.5
All siblings living elsewhere	50	0.6
All siblings living in this institution and other institution	273	3.4
All siblings living in this institution or with mother/ father/ guardian	870	10.9
At least one sibling living in institutions and others are living with mother/ father/ guardian or elsewhere	869	10.8
At least one sibling living with mother/ father/ guardian and are elsewhere or not known	197	2.5
At least one sibling living with mother/ father/ guardian and others are not known	5	0.1
Whereabouts of all siblings are not known	689	8.6
Not specified	9	0.1
Total	8,015	100

4.7 Information on reintegration to the society

It is no doubt that a safe and secure family is the optimal environment for the growth and development of children. Identifying the fundamental impact of the loss of family care on child wellbeing and development, it has inevitably become the responsibility of the Provincial Departments of Probation and Child Care Services to take necessary actions to reintegrate these children into the society. This first ever Census of Children in Child Care Institutions is a major step in the efforts of reintegrating these 10,632 institutionalized children who are currently separated, back into their families and their communities.

Institution heads were asked to report the efforts of reintegration with regard to each and every child of the institution and the summary findings are given in this section.

4.7.1 Effort of Reintegration to the society

It was asked whether any efforts have made to reintegrate the child into the society. Out of 10,632 children taken into consideration for this census, efforts have been made to reintegrate only about 2,133 (20%) children out of which majority of 1,381 are girls.

When different age groups are considered, it can be seen that reintegration of one in every three children aged 4 years and below has taken place which is comparatively higher than the percentage of older children. The majority of the children adopted throughout the world is under age five and the propensity of adopting children under 5 years of age is comparatively higher in Sri Lanka as well. However, it is noted that 272 children 4 years and below who could be reintegrated but no action has been taken for reintegration.

Table 74: Whether efforts been made at any time to reintegrate the child into the society by sex and age group of the child

Sex and age	Total		Yes		No		Not Relevant		Not specified	
	Number	%	Number	%	Number	%	Number	%	Number	%
Total	10,632	100	2,133	20.1	7,259	68.3	1,219	11.5	21	0.2
0-4	426	100	143	33.6	272	63.8	11	2.6	-	-
5-9	1,551	100	283	18.2	1,189	76.7	78	5.0	1	0.1
10-14	4,543	100	730	16.1	3,223	70.9	580	12.8	10	0.2
15+	4,112	100	977	23.8	2,575	62.6	550	13.4	10	0.2
Male	4,017	100	752	18.7	2,649	65.9	613	15.3	3	0.1
0-4	211	100	63	29.9	142	67.3	6	2.8	-	-
5-9	710	100	125	17.6	549	77.3	35	4.9	1	0.1
10-14	1,808	100	292	16.2	1,236	68.4	278	15.4	2	0.1
15+	1,288	100	272	21.1	722	56.1	294	22.8	-	-
Female	6,615	100	1,381	20.9	4,610	69.7	606	9.2	18	0.3
0-4	215	100	80	37.2	130	60.5	5	2.3	-	-
5-9	841	100	158	18.8	640	76.1	43	5.1	-	-
10-14	2,735	100	438	16.0	1,987	72.7	302	11.0	8	0.3
15+	2,824	100	705	25.0	1,853	65.6	256	9.1	10	0.4

It is astonishing to note that there are about 5,800 children aged 10 years and over in institutions who have not been a part of the effort process of reintegration into society. The age group "5-9" is the highest age group where a lack of effort is visible with more than 75% of children were not even considered for reintegration.

Table 75 below illustrates the response with regard to the 2,133 children that were ever attempted to be integrated into the society by type of action taken. Authorities have attempted to handover a majority of 61% of these children back to the mother/ father of the child. A significant number of children were also tried to be handed over to a "relative/ fit person". Number of children that have been placed for local and foreign adoption are 250 and 23 respectively.

Table 75: Children who were attempted to reintegrate to the society by type of action and sex of child

Type of action	Total		Male		Female	
	Number	%	Number	%	Number	%
Handover the child back to the mother/ father	1,302	61.0	460	61.2	842	61.0
Handover the child to a relative/ fit person	487	22.8	182	24.2	305	22.1
Place the child for local adoption	250	11.7	114	15.2	136	9.8
Place the child for foreign adoption	23	1.1	9	1.2	14	1.0
Direct the child to an in-service training/ an employment/ self-employment	240	11.3	64	8.5	176	12.7
Enter the child into marriage	18	0.8	-	-	18	1.3
Not specified	2	0.1	2	0.3	-	-
Total children ever attempted to reintegrate	2,133	-	752	-	1,381	-

Note: Total does not tally as more than one action has been taken to integrate child to the society

The 68.3% (7,259) that was not part of the effort process of reintegration into society has many reasons as to why the necessary effort was not applied. The most popular by a large scale is that the authorities assuming that the institution was the safest place for the child (43.9%). The second reason being that the mandatory requirement of parent/ guardian's consent for reintegration has not been given for a slightly more than 1,500 (21.4%) children. Additionally, about 30% of these children are not in the reintegration process either because the time period approved for institutionalization has not ended or since they have not been in institutions long enough to initiate the reintegration process.

Table 76: Children who were not attempted to reintegrate to the society by reason and sex of child

Reason	Total		Male		Female	
	Number	%	Number	%	Number	%
The time period approved/ ordered for institutionalization has not ended	1,254	17.3	517	19.5	737	16.0
A sufficient time period has not passed since the institutionalization to initiate the reintegration process.	1,009	13.9	541	20.4	468	10.2
searching for information about the mother and father	306	4.2	142	5.4	164	3.6
Consent of the mother/ father/ guardian has not been given	1,557	21.4	555	21.0	1,002	21.7
Health issues of the child	108	1.5	57	2.2	51	1.1
Health issues of the mother/ father/ guardian	130	1.8	47	1.8	83	1.8
Legal barriers	730	10.1	192	7.2	538	11.7
Administrative reasons	299	4.1	115	4.3	184	4.0
This institution being the safest place for the child	3,189	43.9	966	36.5	2,223	48.2
Child still in education	315	4.3	102	3.9	213	4.6
No one to take on the child	76	1.0	9	0.3	67	1.5
Other	94	1.3	5	0.2	9	0.2
Not specified	13	0.2	3	0.1	10	0.2
Total children not attempted to reintegrate	7,259	-	2,649	-	4,610	-

Note: Total does not tally as more than one reason has been affected not to integrate child to the society

4.7.2 Adoption

Table 77 below shows the age sex distribution of 174 institutionalized children who are currently placed for foreign/ local adoption out of which 99 are girls. It is also notable that out of the positive effort towards adoption – most of it is focused on children between the age of “0 – 4” and it reduces drastically as age increases. The Sri Lankan law states that only a child below the age of 14 can be adopted, thereby leaving behind a majority of children with no option of adoption at all.

Table 77: Children who are currently placed for foreign/ local adoption by sex and age group of child

Age and sex	Number	%
Total	174	100
0-4	75	43.1
5-9	46	26.4
10-14	41	23.6
15+	12	6.9
Male	75	100
0-4	34	45.3
5-9	17	22.7
10-14	23	30.7
15+	1	1.3
Female	99	100
0-4	41	41.4
5-9	29	29.3
10-14	18	18.2
15+	11	11.1

Table 78 illustrates the action taken/ action being taken in relation to the adoption of 174 children who are placed for adoption. Out of the 174 children 75 children (43.1%) obtained recommendations from the adoption committee but only for the adoption of 24 (13.8%) children that adoption cases are filed.

Table 78: Children who have been placed for foreign/ local adoption by actions taken/ being taken in relation to the adoption

Action	Total		Male		Female	
	Number	%	Number	%	Number	%
Obtained the consent/ affidavits of the mother/ father/ guardian	53	30.5	22	29.3	31	31.3
Obtained recommendations for the adoption from the Placement Committee/ Adoption Committee	75	43.1	35	46.7	40	40.4
Obtained the Courts order for the adoption	49	28.2	19	25.3	30	30.3
Entered the name into the Adoption Register	62	35.6	33	44.0	29	29.3
Publicized the name for the adoption	30	17.2	14	18.7	16	16.2
Identified a suitable applicant for adoption	40	23.0	13	17.3	27	27.3
Filed the adoption case/ the case is in progress	24	13.8	12	16.0	12	12.1
Total children placed for foreign/ local adoption	174	-	75	-	99	-

Note: Total does not tally as more than one action has been taken for a child in relation to the adoption

According to the census, there are 1,928 children who are currently not placed for foreign/ local adoption. Table 79 below shows the reason as to why these children haven't been placed for local/ foreign adoption. Most children (49.4%), are not placed for adoption as their parents/ guardian disapproved adoption followed by the reason that the child has exceeded the adoption age (21.7%).

Table 79: Children who haven't been placed for foreign/ local adoption by reason

Reason	Total	
	Number	%
Child exceeded the adoption age	419	21.7
Disapproval of the father/ mother/ guardian	953	49.4
Yet to receive the consent of the father/ mother/ guardian	249	12.9
Health issues of the child	8	0.4
Order for the adoption of the child has not been issued by the Courts	76	3.9
Failure of previous attempts for adoption of the child	22	1.1
Child not being eligible for an adoption	329	17.1
Processing to handover the child to mother/ father/ relative/ non relative	38	2.0
Other reasons	6	0.3
Not specified	15	0.8
Total children not placed for foreign/ local adoption	1,928	-

Note: Total does not tally as there may be more than one reason for not placing the child for adoption

Certain children remain institutionalized even until the age of 18 due to legal issues, refusal of the family to accept the child back, and due to parent's reluctance to give consent to adoption. Furthermore, children sometimes lose the right to receive care of an alternative family due to practical problems and administrative weaknesses. Even though provisions are available to place an orphaned child for adoption in the very early stage of life, it may not evenly implemented across the country.

CHAPTER FIVE

Employees of Child Care Institutions

5.1 Basic information

According to the responses of the census, the total number of employees in Child Care Institutions is 2,874 of which about two thirds are female. The patriarchal mindset culture of Sri Lankan child care provision may be the major factor that the larger number of the workforce being women. This on the other hand could, explain as to why women are comparatively more prone to seek jobs within the child sector.

Table 80: Number of employees in Child Care Institutions by type of institution and province

Type of institution	Total	Western	Central	Southern	Northern	Eastern	North western	North central	Uva	Sabaragamuwa
Remand Home	116	31	10	8	-	0	18	12	19	18
Safe Home	19	-	-	-	4	15	-	-	-	-
Certified School	134	38	-	40	17	8	-	10	21	-
Approved School	12	12	-	-	-	-	-	-	-	-
State Receiving Home	203	27	15	34	23	6	23	16	34	25
Detention Home	27	-	-	27	-	-	-	-	-	-
Training and Counseling Center	37	13	-	-	-	4	-	6	14	-
Voluntary Children's Home	2,273	726	252	165	386	349	158	74	88	75
Other*	53	-	-	20	-	-	-	10	23	-
Total	2,874	847	277	294	430	382	199	128	199	118

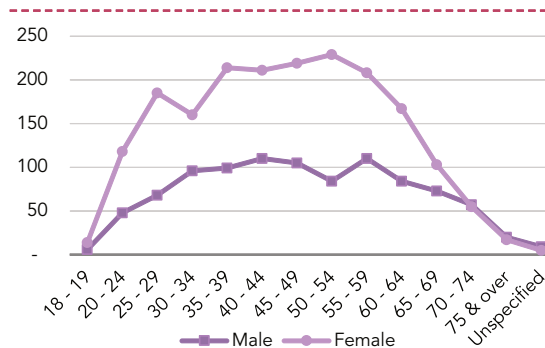
*Child development centers temporarily functioned under Provincial Departments of Probation and Child Care Services.

It is also to note in both table 81 and figure 12 that the group most involved are middle aged women and there's very a smaller number of young women and men involved in child care. This reaffirms the assumption made above and further implies the necessity for us as a country to stem out of this conviction to get the youth and both sexes involved in a sector that very much needs the support of the community as a whole.

Table 81: Employees in Child Care Institutions by age group and sex

Age group	Total		Male		Female	
	Number	%	Number	%	Number	%
18 - 19	20	0.7	6	0.6	14	0.7
20 - 24	166	5.8	48	5.0	118	6.2
25 - 29	253	8.8	68	7.0	185	9.7
30 - 34	256	8.9	96	9.9	160	8.4
35 - 39	313	10.9	99	10.2	214	11.2
40 - 44	321	11.2	110	11.4	211	11.1
45 - 49	324	11.3	105	10.8	219	11.5
50 - 54	313	10.9	84	8.7	229	12.0
55 - 59	318	11.1	110	11.4	208	10.9
60 - 64	251	8.7	84	8.7	167	8.8
65 - 69	176	6.1	73	7.5	103	5.4
70 - 74	112	3.9	57	5.9	55	2.9
75 & over	37	1.3	20	2.1	17	0.9
Not Specified	14	0.5	9	0.9	5	0.3
Total	2,874	100	969	100	1,905	100

Figure 12
Employees in Child Care Institutions by age and sex



Source:
Department of Census and Statistics, Sri Lanka

DCS

Census results also show that 30% of employees are above 60 years of age despite 60 being the usual age of retirement. Nonetheless, significant differences observed in age sex composition of employees in Child Care Institutions.

Table 82 denotes that out of all employees of Child Care Institutions, 30.5% have never married while married people consists of the highest at a 61.2%.

Table 82: Employees in Child Care Institutions by sex, age group and marital status

Sex and age group	Total		Never married		Married		Widowed/ Divorced/ Separated		Not Specified	
	Number	%	Number	%	Number	%	Number	%	Number	%
Total	2,874	100	878	30.5	1,759	61.2	231	8.0	6	0.2
18-59	1,966	100	676	34.4	1,192	60.6	92	4.7	6	0.3
60 and over	894	100	200	22.4	555	62.1	139	15.5	-	-
Not Specified	14	100	2	14.3	12	85.7	-	-	-	-
Male	969	100	191	19.7	756	78.0	20	2.1	2	0.2
18-59	616	100	161	26.1	448	72.7	5	0.8	2	0.3
60 and over	344	100	28	8.1	301	87.5	15	4.4	-	-
Not Specified	9	100	2	22.2	7	77.8	-	-	-	-
Female	1,905	100	687	36.1	1,003	52.7	211	11.1	4	0.2
18-59	1,350	100	515	38.1	744	55.1	87	6.4	4	0.3
60 and over	550	100	172	31.3	254	46.2	124	22.5	-	-
Not Specified	5	100	-	-	5	100.0	-	-	-	-

As can be seen in Table 83, majority of the employees (59.7%) in Child Care Institutions are Sinhalese followed by Tamils (33.6%). The participation of other ethnic groups in child care employment is far less given their population overall.

Table 83: Employees in Child Care Institutions by ethnic group and sex

Ethnic Group	Total		Male		Female	
	Number	%	Number	%	Number	%
Sinhalese	1717	59.7	495	51.1	1222	64.1
Sri Lanka Tamil	850	29.6	305	31.5	545	28.6
Indian Tamil	115	4.0	36	3.7	79	4.1
Sri Lanka Moor	157	5.5	120	12.4	37	1.9
Other	26	0.9	9	0.9	17	0.9
Not specified	9	0.3	4	0.4	5	0.3
Total	2,874	100	969	100	1,905	100

Table 84: Employees in Child Care Institutions by religion and sex

Religion	Total		Male		Female	
	Number	%	Number	%	Number	%
Buddhist	1398	48.6	429	44.3	969	50.9
Hindu	626	21.8	219	22.6	407	21.4
Islam	164	5.7	120	12.4	44	2.3
Roman Catholic	397	13.8	108	11.1	289	15.2
Other Christian	275	9.6	89	9.2	186	9.8
Other	4	0.1	2	0.2	2	0.1
Not specified	10	0.3	2	0.2	8	0.4
Total	2,874	100	969	100	1,905	100

Further based on religion, nearly 48.6% of the employees are Buddhists whilst a considerable proportion is Hindus (21.8%) and more than 20% are Christians. As data reveal, a small proportion of Islam, especially Islam women are in the sector and this could be due to perhaps their customs and religious orthodox that they do not allow especially females to live outside their houses. Further, the number of Islamic based Child Care Institutions are also limited in the country.

5.2 Information on employment

Employees in Child Care Institutions by their occupation is given in Table 85 below. It is again important to note that the higher percentage of females even in roles such as cooks, accountants, matrons.

Table 85: Employees in Child Care Institutions by occupation and sex

Occupation	Total		Male		Female	
	Number	%	Number	%	Number	%
Cook / Cook Attendant	378	13.2	56	5.8	322	16.9
Assistant Warden/ Assistant Matron/ Sub Warden	343	11.9	45	4.6	298	15.6
Warden/ Matron/ House Warden	282	9.8	68	7.0	214	11.2
House Mother	239	8.3	0	0.0	239	12.5
Labourer / Sanitary Labourer / Office Labourer / Garden Labourer	234	8.1	122	12.6	112	5.9
Matron/ Chief Matron/ Head Master/ Superintendent	200	7.0	44	4.5	156	8.2
Manager/ Operational Manager	196	6.8	109	11.2	87	4.6
Watcher/ Security Officer	182	6.3	164	16.9	18	0.9
Driver	97	3.4	97	10.0	0	0.0
Teacher (Trained/ Unskilled)	108	3.8	34	3.5	74	3.9
Attendant	73	2.5	11	1.1	62	3.3
Overseer	55	1.9	30	3.1	25	1.3
Karyala Karya Sahayaka (KKS)/ Office Assistant	40	1.4	19	2.0	21	1.1
Public Management Assistant/ Clerk	37	1.3	4	0.4	33	1.7
Education Instructor	37	1.3	17	1.8	20	1.0
Vocational Training Instructor	28	1.0	16	1.7	12	0.6
Housemaster/ Assistant Housemaster	22	0.8	8	0.8	14	0.7
Development Officer	22	0.8	5	0.5	17	0.9
Supervisor	19	0.7	9	0.9	10	0.5
Accounts Assistant	17	0.6	6	0.6	11	0.6
Laundryman	16	0.6	1	0.1	15	0.8
Accountant	16	0.6	5	0.5	11	0.6
Director	15	0.5	11	1.1	4	0.2
Administrative Officer	14	0.5	3	0.3	11	0.6
Nurse/ Senior Nursing Officer	13	0.5	0	0.0	13	0.7
Assistant House Mother	12	0.4	0	0.0	12	0.6
Relief Worker	12	0.4	2	0.2	10	0.5
Pre School Teacher/ Pre School Matron	11	0.4	2	0.2	9	0.5
Other	156	5.4	81	8.4	75	3.9
Total	2,874	100	969	100	1,905	100

All child care employees were asked how long they have been working in this Child Care Institution and the duration of service in the current occupation is given in Table 86 below.

Most employees (34.7%) serve for a period of 1-4 years while almost one in every five employees has served in the current institution for 10 years or more. and one in every four employees have been with their current work place less than a year.

More than 20% of employees have served in the current occupation for more than 10 years or more.

Table 86: Employees in Child Care Institutions by service period

Service period	Number	%
Service in the current institution		
less than 1 year	695	24.2
1-4 years	997	34.7
5-9 years	528	18.4
10 or more years	530	18.4
Not Specified	124	4.3
Service in the current occupation		
less than 1 year	607	21.1
1-4 years	923	32.1
5-9 years	612	21.3
10 or more years	613	21.3
Not specified	119	4.1
Total	2,874	100

Table 87 shows that more than 63.5% employees of Child Care Institutions are in permanent employment. Employees working on temporary/ casual/ contract basis are about 30% of the total.

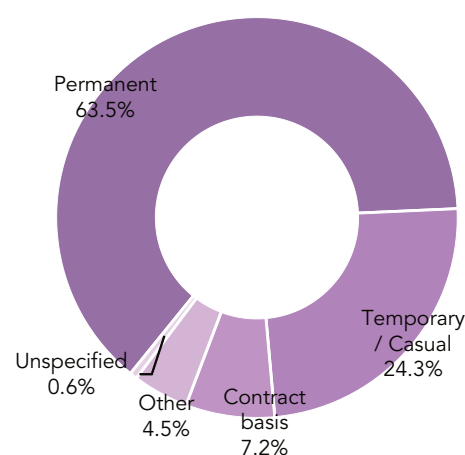
Table 87: Employees in Child Care Institutions by nature of the appointment and sex

Nature of the appointment	Total		Male		Female	
	Number	%	Number	%	Number	%
Permanent	1,824	63.5	636	65.6	1,188	62.4
Temporary/ Casual	698	24.3	193	19.9	505	26.5
Contract basis	206	7.2	92	9.5	114	6.0
Other	129	4.5	41	4.2	88	4.6
Not specified	17	0.6	7	0.7	10	0.5
Total	2,874	100	969	100	1,905	100

Table 88: Employees in Child Care Institutions by nature of the employment and sex

Nature of Employment	Total		Male		Female	
	Number	%	Number	%	Number	%
Whether residential/ non- residential						
Residential	1,508	52.5	431	44.5	1,077	56.5
Non-residential	1,253	43.6	485	50.1	768	40.3
Not specified	113	3.9	53	5.5	60	3.1
Whether shift work/ daily duties						
Shift Work	525	18.3	193	19.9	332	17.4
Daily Duties	1,729	60.2	551	56.9	1,178	61.8
Not specified	620	21.6	225	23.2	395	20.7
Total	2,874	100	969	100	1,905	100

Figure 13
Employees in Child Care Institutions by nature of the appointment



Source:
Department of Census and Statistics, Sri Lanka



Employees of Child Care Institutions were asked about the nature of their employment, that is whether they are residential or non-residential employees as well as whether they are on daily duties or shift work and the results are given in Table 88 below.

1,508 (52.5%) child care staff is employed on residential basis out of which majority of 71% are female.

When the number of employees in daily duties vs shift work is compared, about 60% of employees are working in daily duties.

5.3 Information on education and vocational qualifications

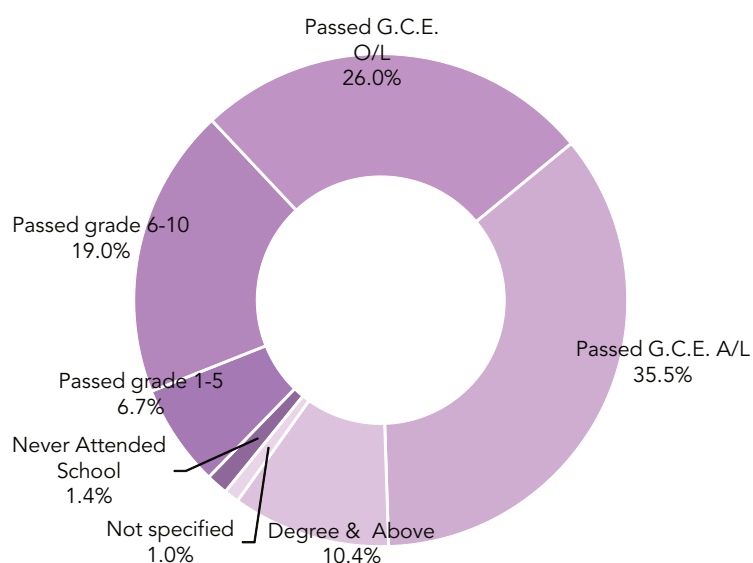
Qualification wise, about 46% of employees have GCE (A/L) or a higher qualification. On the other hand, 8% of Child Care Institution employees have never attended school or attended only up to primary level.

Table 89: Employees in Child Care Institutions by highest level of education & sex

Highest level of education	Total		Male		Female	
	Number	%	Number	%	Number	%
Never Attended School	41	1.4	8	0.8	33	1.7
Passed grade 1-5	193	6.7	75	7.7	118	6.2
Passed grade 6-10	547	19.0	199	20.5	348	18.3
Passed G.C.E. O/L	748	26.0	252	26.0	496	26.0
Passed G.C.E. A/L	1,019	35.5	275	28.4	744	39.1
Degree & above	298	10.4	146	15.1	152	8.0
Not specified	28	1.0	14	1.4	14	0.7
Total	2,874	100	969	100	1,905	100

Figure 14

Employees in Child Care Institutions by highest level of education



Source:

Department of Census and Statistics, Sri Lanka

DCS

Table 90 shows that only 756 of employees have some kind of vocational qualification and over 2,000 Child Care workers have no vocational qualification whatsoever. This raises many concerns as to how children in these institutions are handled and taught basic etiquette and education.

Out of 567 female employees with vocational qualifications, highest number (110) was reported to have a qualification on Early Childhood Development/ Montessori. Majority of men out of 189 with vocational qualifications, 27 have a qualification on Counseling slightly higher than the number with Child Protection Course/ Diploma.

Table 90: Employees in Child Care Institutions by vocational qualification relevant to current occupation and sex

Availability of vocational Qualification	Total	Male	Female
With vocational qualification	756	189	567
Child protection course/ diploma	117	25	92
Early childhood development course, Montessori course/ Montessori diploma	111	1	110
Information technology	85	23	62
Counseling course, Psychological Counseling Course/ Diploma	81	27	54
psychology/ Child Psychology Course/ Diploma	44	13	31
Child Care Institution course	36	6	30
Nursing Diploma/ Nursing Course	29	-	29
Housekeeper/ Niwasa matha training	28	-	28
Sewing course	24	1	23
Teacher training	20	6	14
First aid diploma/ certificate	19	2	17
Cookery/ Bakery course	17	3	14
Child Rights courses	16	5	11
English language course	16	7	9
Social work course	15	8	7
Child development course/ diploma	15	1	14
Electrical technician/ electrical and electronic course	12	11	1
Motherhood course	11	-	11
Theology course/ diploma	10	6	4
Other courses	204	80	124
No vocational qualification	2,095	766	1,329
Not specified	23	14	9
Total	2,874	969	1,905

Note: Persons with vocational qualifications do not tally as some employees have more than one qualification

CHAPTER SIX

Children's Views/ Perceptions

It is imperative that irrespective of the circumstances of institutionalization, institution and its staff should treat all children with respect and maintain the privacy and the dignity of its children. More importantly child rights should not be violated and that the organization should promote and protect rights of its children.

Promoting participatory approach to ensure rights of the child and for children to feel that their views and opinions are taken into consideration when decisions that affect their lives and their future are made, a small questionnaire was administered on a sample of children living in Child Care Institutions.

Following section includes views, perceptions and expectations of a sample of children age 6 to 18 who were selected representing all the institutions. A total of 2,457 children were subjected to the interview, amounting to approximately 25% of the total number of institutionalized children.

6.1 Respondent children

Table 91: Children interviewed by sex

Sex	Number	%
Male	992	40.4
Female	1,465	59.6
Total children	2,457	100.0

6.2 Education and interpersonal relationships

According to the Education Ordinance No. 31 of 1939 of Sri Lankan Law, all children of 14 years and below must attend school and pursue education. If this responsibility is not fulfilled by the guardian of the child at the time, severe measures can be taken by child care authorities. Childhood education and interpersonal relationships largely contribute to shaping an individual and are considered very important in determining the characteristics and attributes the youth of Sri Lanka possess.

Table 92 indicates that 90.5% of children interviewed, attend school. However, only 88.8% of children have stated that they like to go to school every day. There may be a reason worth researched as to why some of the school going children in Child Care Institutions are not keen on going to school every day. However, no significant differences are observed between the percentages of male and female children attending school and wanting to pursue an education by their own will.

Table 92: Percentage distribution of children in Child Care Institutions by education attainment, their willingness to go to school and sex

Education attainment/ willingness to go to school	Total	Boys	Girls
Education attainment			
Attending school	90.5	91.6	89.8
Not Attending school	9.5	8.4	10.2
Willingness to go to school			
Like to go to school every day	88.8	89.2	88.5
Do Not like to go to school every day	10.5	10.0	10.9
Not specified	0.7	0.8	0.7
Total	100	100	100

Respondent children who are not schooling were asked whether they would like to learn anything and from those who responded yes, they were asked what they would like to learn. As can be seen in Table 93 below 77% of non-school going children stated that they like to learn something, and most preferred interests were Sewing, Beauty Culture, Carpentry, Motor Mechanism and so on. The efforts by the State to at least provide such form of learning activities based on their likes and dislikes are commendable. Nonetheless, about 20% of non-school going children stated that they do not like to learn anything.

Table 93: Percentage distribution of children in Child Care Institutions not attending school by field of interest in learning and sex

Field of interest in learning	Total	Male	Female
Like to learn something	77.1	71.7	80.5
Sewing	17.4	-	28.3
Beauty Culture	5.0	-	8.2
School Curriculum	5.0	3.0	6.3
Carpentry	5.0	13.1	-
Motor Mechanism	3.1	8.1	-
Information Technology	2.7	2.0	3.1
Art	2.7	3.0	2.5
Music	2.7	-	4.4
Tamil	2.7	4.0	1.9
Other	27.9	34.3	23.9
Not specified	2.7	4.0	1.9
Do Not like to learn anything	20.2	23.2	18.2
Not specified	2.7	5.1	1.3
Total	100	100	100

An important aspect promoted by Child Care Institutions is for children to be in contact with their relatives and friends. Institutions are also instructed to provide facilities within premises for children to meet their relatives and friends at any reasonable time.

Data given in Table 94 demonstrates that children in institutions, despite having gone through the system are capable of maintaining healthy social relationships with their colleagues. In this case, institutions should be commended for supplying the child with a healthy environment that have equipped them with the adequate social and life skills to develop relationships beyond the shelter homes itself. Only 1% of children have trouble in making friends. This could be due to a compilation of factors such as early childhood trauma, anxiety, lack of communication skills, mental health issues etc.

Table 94: Percentage distribution of children in Child Care Institutions by number of friends the child has and sex of the child

Friends the child has	Total	Male	Female
Many	67.0	71.8	63.7
Several	16.7	14.6	18.1
Few	12.1	11.0	12.9
Only one	3.0	1.5	4.0
No friends	1.1	0.7	1.4
Not specified	0.2	0.4	-
Total	100	100	100

6.3 Daily routine

A daily routine is ideal for any person to maintain balance in life. It is very important that children have a routine not just only in an institutional environment but also a family environment as well. Benefits of daily routine is that it reduces exhaustion of carer, helps children to gain confidence and independence, helps children establish healthy habits and gain important housing skills and assists children keep grounded in times of stress and transition. It is encouraging to see that almost all institutions have a routine for the children. However, caution should be practiced as not to have tough routines which may actually create more harm than good.

Children interviewed at the census were asked about their daily routine such as the time they usually wake up in the morning, the time they usually go to bed at night, and questions related to their personal hygiene.

Table 95: Percentage distribution of children in Child Care Institutions by daily routine

Daily Routine	Total	Male	Female
Time child usually wakes up in the morning			
On or before 4.00 a.m.	16.2	10.7	20.0
4.00 a.m. - 4.30 a.m.	18.1	15.5	19.8
4.30 a.m. - 5.00 a.m.	44.5	47.3	42.6
5.00 a.m. - 5.30 a.m.	12.4	14.4	11.0
5.30 a.m. - 6.00 a.m.	7.1	9.8	5.3
After 6.00 a.m.	1.5	2.1	1.0
Time not specified	0.3	0.2	0.3
Time child usually goes to sleep at night			
On or before 7.30 p.m.	3.7	4.2	3.3
7.30 p.m. - 8.00 p.m.	12.3	11.9	12.6
8.00 p.m. - 8.30 p.m.	8.5	11.0	6.8
8.30 p.m. - 9.00 p.m.	31.5	35.6	28.7
9.00 p.m. - 9.30 p.m.	13.3	15.2	12.1
9.30 p.m. - 10.00 p.m.	17.2	12.3	20.5
10.00 p.m. - 10.30 p.m.	6.1	5.5	6.6
10.30 p.m. - 11.00 p.m.	4.0	2.2	5.3
After 11.00 p.m.	2.7	1.4	3.6
Time not specified	0.5	0.6	0.4
Number of times a child brushes his/ her teeth per day			
Once	18.1	22.9	14.8
Twice	74.8	70.6	77.7
Three times or more	7.0	6.4	7.4
Not specified	0.2	0.2	0.1
Frequency of taking a shower			
Daily	64.1	76.9	55.4
Every other day	24.8	13.2	32.7
A few days a week	10.7	9.3	11.7
Not specified	0.4	0.6	0.2
Total	100	100	100

Almost 80% of the children surveyed wake up before 5am in the morning about 87% go to bed before 10 at night. According to dental health experts, brushing teeth twice a day preferably once in the morning and once in the evening with a soft bristled brush is recommended. It is

extremely important that infants and young children practice good oral hygiene to prevent risk of dental conditions and complications. Table 95 reveals that almost one in five children in Child Care Institutions do not follow expert advice to brush their teeth twice a day. Almost 90% of children take showers as frequent as every other day.

The information below (Table 96) suggests that Child Care Institutions take necessary actions to assure that the children grow up with the basic skills and habits needed to take care of themselves and fulfil social obligations towards others. 86% of the children wash their own clothes which suggests that they are capable of taking care of their own responsibilities. They also learn how to contribute to a social setting when sharing a living space with multiple individuals as they learn to clean and sweep the institution (80.1%) and its garden areas (66.7%). Although a lesser percentage of children (20%) engage in washing small children's clothes, this helps them develop empathy and care towards others in general. Teaching children to water plants on a routinely basis teach children to comply to the duties handed to them.

Table 96: Percent of children in Child Care Institutions by activities engaged in the institution and sex

Activities child engages in the institution	Total	Male	Female
Washing their own clothes	86.0	81.4	89.2
Wash small children's clothes	20.0	15.6	23.0
Sweeping the institution	80.1	76.3	82.6
Sweeping the garden of the institution	66.7	63.0	69.2
Cleaning the garden of the institution	54.9	55.5	54.5
Watering/ caring for flowers / plants	55.7	53.3	57.3
Assist in cooking	37.8	22.0	48.5

The data gathered from a sample of children clearly indicates that children tend to confide in adults rather than children of their own age. Interestingly, there's no significant difference between the percentages of male and female figures the children confine in. Only 0.7% of the children do not talk to anyone which signifies that all or most children do communicate their needs which is a healthy sign.

Table 97: Percentage distribution of children in Child Care Institutions by the person they confide in and sex

The person they confide in	Total	Male	Female
Warden/ Matron	28.7	26.6	30.2
Chief Matron	19.2	16.5	21.0
Manager	11.2	16.9	7.4
Friends	7.0	3.9	9.1
Mother in the institution/ Niwasa Matha	4.2	2.8	5.1
Sub warden	3.4	3.9	3.1
Reverend (Father, Priest, Sister, Maulavi)	7.2	8.3	6.4
Employee in the institution	2.8	2.8	2.7
School teacher	1.3	1.2	1.4
Head of school (Head Master)	1.3	1.7	1.0
House Mistress	1.1	1.5	0.9
Mother	0.9	0.5	1.2
Not talking with anyone	0.7	0.5	0.9
Sister	0.6	0.2	0.9
Caretaker	0.5	1.2	-
Instructor	0.4	0.4	0.4
Other	0.9	1.3	0.5
Not specified	8.6	9.5	8.0
Total	100	100	100

6.4 Leisure and entertainment

Sports and recreational events help improve the mental health and happiness of the child. Giving the child space and opportunities to explore their imagination instead of having them idle around bring out the child's potential as an individual as well. Table 98 indicates that the children's favorite past-time activity is playing, where more male children (70.1%) enjoy it more than females do (51.0%). The second favorite past time activity according to the data is reading books where females show a greater liking towards it than males do. Other hobbies children include drawing, singing, talking to friends, handwork, writing, watching television etc.

Table 98: Percentage distribution of children in Child Care Institutions by their favorite pastime and sex

Favorite pastime	Total	Male	Female
Playing	58.7	70.1	51.0
Reading books/ papers	23.1	13.6	29.6
Watching television	5.4	5.4	5.4
Sleeping	3.9	3.5	4.1
Being alone	2.4	1.5	3.0
Drawing	1.3	1.3	1.2
Singing	0.6	0.3	0.8
Talking with friends	0.5	0.2	0.8
Doing hand work	0.4	0.3	0.5
Writing essays/ songs/ books/ poems/ copy writing	0.4	0.2	0.5
Other	2.4	2.5	2.3
Not specified	0.9	1.0	0.8
Total	100	100	100

As can be seen in Table 99, more than 88% children in Child Care Institutions take part in sports. This ensures that they get enough exercise so that the child develops a good physical foundation from a young age. It helps children build teamwork, leadership, coordination and motor skills. A higher number of males participate in sports than female children do.

Table 99: Percentage distribution of children in Child Care Institutions by their involvement in games/ sports, their favorite game/ sport and sex

involvement in games/ sports and favorite game/ sport	Total	Male	Female
Plays games/ does sports	88.4	95.1	83.8
Cricket	23.3	45.5	8.3
Volleyball	9.2	9.7	8.9
Football	8.0	18.1	1.1
Elle	7.1	2.1	10.4
Athletics	6.9	3.8	8.9
Netball	3.9	0.0	6.6
Carom	3.7	3.7	3.7
Hide and seek	3.6	1.1	5.3
Badminton	3.3	0.3	5.4
Tag games	3.5	1.6	4.8
kilithattu	2.3	0.9	3.3
Basketball	1.3	1.2	1.4
Hopscotch	2.0	0.5	2.9
Kabadi	1.3	0.6	1.8
Chess	0.7	0.5	0.8
Any sport/ game	0.6	0.2	0.8
Other	6.7	4.1	8.4
Game/ sport not specified	0.9	1.0	0.9
Do not play games/ do sports	10.8	4.1	15.4
Not specified	0.8	0.8	0.8
Total	100	100	100

The children interviewed were asked whether they watch television and what their favourite TV program is. The table 100 below shows that 81% of children in Child Care Institution use watching television as a source of entertainment. The highest group of children are interested in watching teledramas (24.4%) and a lesser number of children pay attention to cartoons (20.3%). It's concerning to see that a very low number of children are interested in educational programs and programs that specifically cater to children.

Due consideration should be given to these findings and regulate the content that the children in these institutions are exposed to by today's media. Although providing an additional facility of entertainment is creditable it also should be monitored by the higher authorities of the institution to ensure the children watch content suitable to their age groups while enjoying it simultaneously.

Table 100: Percentage distribution of children in Child Care Institutions watching television by their favorite TV programme and sex

Favorite TV programme	Total	Male	Female
Children who watch TV	81.0	84.8	78.5
Tele dramas	24.4	21.0	26.8
Cartoons	20.3	27.7	15.2
Movies	11.0	15.4	8.0
News	6.0	3.8	7.5
Music/ Dance/ Aesthetic Programs	3.7	2.0	4.8
Reality shows	3.1	1.4	4.3
Children's programs	2.0	1.2	2.5
Religious programmes	1.9	1.8	1.9
Entertainment programs	1.6	2.3	1.1
Educational programmes	1.5	1.4	1.5
Any programme/ no specialty	1.3	0.8	1.6
Other	1.2	2.4	0.4
Programme Not specified	3.1	3.4	2.9
Children who do not watch TV	18.0	13.7	20.9
Not specified	1.0	1.5	0.6
Total	100	100	100

Table 101 indicates that more than 90% of children have access to reading material which is a positive indicator as reading is associated with higher levels of creativity and imagination. More female children have access to reading materials than males do. As regular and consistent reading can help to improve a child's concentration abilities. Furthermore, it will help a child learn to sit still and listen for long periods of time, which will benefit them in their schooling.

Table 101: Percentage distribution of children in Child Care Institutions by access to and favorite books/ papers and sex

Access to and favorite books/ papers	Total	Male	Female
Having access to books/ papers	90.9	87.3	93.4
Books they like to read			
Story books	60.7	53.4	65.6
Religious books	3.5	2.9	3.9
School textbooks	3.4	5.0	2.3
History books	2.0	1.5	2.3
Subject related	1.8	1.8	1.8
Comic Books	1.5	1.4	1.6
Extracurricular textbooks	0.7	0.9	0.5
Poetry	0.6	0.8	0.5
Any book/ Nothing special	3.0	2.3	3.4
Other	0.4	0.3	0.5
Book Not specified	13.3	16.8	10.9
Papers they like to read			
Wijaya	11.9	12.7	11.4
virakesari	10.7	10.8	10.7
Lankadeepa	9.0	8.9	9.1
Mihira	4.6	3.1	5.6
Udayan	4.6	2.8	5.7
Chuti baba	2.5	2.5	2.5
Valampuri	2.2	1.3	2.8
Mawbima	1.5	2.2	1.1
Sirikatha	1.5	0.0	2.5
Kinihira	1.4	0.5	2.0
Thinakkural	1.1	1.4	1.0
Thinakaran	1.0	1.8	0.5
Divaina	0.9	1.0	0.9
Lama pradeepaya	0.7	0.3	1.0
Tharuni	0.7	0.0	1.2
Vidulaka	0.7	0.6	0.7
No specific paper	3.1	2.5	3.4
Other	5.8	4.8	6.4
Paper not specified	26.8	29.9	24.7
Not having access to books/ papers	7.8	11.2	5.5
Not specified	1.3	1.5	1.1
Total	100	100	100

A majority of 60.7% children like to read story books with religious books being the second highest, taking a comparative lower percentage of 3.5%.

Newspapers help children to stay up to date with the current happenings of the world and it is important that relevant authorities take necessary actions to providing reading material to the 8% of children who have reported that they do not have access to books or newspapers.

Table 102: Percentage distribution of children in Child Care Institutions attending places of worship by sex

Attending places of worship	Total	Male	Female
Go to temples/ churches/ Kovil	88.4	89.2	87.8
Do not go to temples/ churches/ Kovil	10.7	9.4	11.5
Not specified	1.0	1.4	0.7
Total	100	100	100

Aspects of spirituality are associated with positive outcomes, even when trauma survivors develop psychiatric difficulties such as post-traumatic stress or depression. Certain Child Care Institutions in the island undoubtedly have a religious basis. This could contribute to the increased level of participation of children in religious activities as it is made a mandatory practice by the institutions involved. Sri Lanka having a deep religious and cultural background could also add to the fact that 88.4% of children in Child Care Institutions attend these places of worship. It is interesting to note that despite common belief, participation in religious activities among girls is lower than that of boys.

Almost half of the population of children placed in institutions have responded that they are “very happy” and fulfilled with the life they lead at the institutions (Table 103). 38.6% of them are relatively happy and 6.6% seem to have neutral feelings about their circumstances.

5.4% of children who have responded as “unhappy” were asked why they are unhappy about the institutional life. The main reasons being wanting to reunite with their parents, guardians or siblings, Missing their homes and parents and no visitations from parents. There are two underlying issues that are brought to attention by their responses. A very few children are being beaten and harassed by the warden and other children and this should be addressed by the institutions authorities immediately to ensure all children have a safe space to live in despite the hardship they already endure.

Table 103: Percentage distribution of children in Child Care Institutions by their emotions on institutional life, reason if unhappy and sex

Emotions on institutional life	Total	Male	Female
Very happy	48.8	46.0	50.7
Happy	38.6	41.1	36.9
Neutral feelings	6.6	4.9	7.7
Unhappy	5.4	7.1	4.2
Want to be with parents/ guardians/ siblings	2.0	2.4	1.7
Missing home	0.9	0.8	0.9
Missing parents	0.8	1.3	0.4
Remembering past worries	0.3	0.7	0.1
Scolding/ beating by warden	0.2	0.5	0.1
Harassment by other children	0.2	0.3	0.1
Bored of institution life	0.2	0.2	0.1
Being poor	0.1	0.3	-
Unable to go to out of the institution	0.1	0.2	-
No visitations from parents/ guardians	-	-	0.1
Hard to live without liquor	-	0.1	-
No freedom	-	0.1	-
Reason not specified	0.5	0.1	0.8
Not specified	0.7	0.9	0.5
Total	100	100	100

6.5 Future expectations

Children display motivation and ambition towards seeking employment in interested fields. Having certain career ambitions mean the children in these institutions are encouraged to see a life beyond institutionalization. This could make rehabilitation of individuals after they attain age to step out of these institutions much easier.

Children interviewed were asked what their future expectations are and a majority of 30.8% has responded that they are interested in pursuing a teaching career followed by 12.9% of children aiming to be doctors. a collective of about 15% want to embark on a career related to law enforcement.

Table 104: Percentage distribution of children in Child Care Institutions by future expectation and sex

Future expectation	Total	Male	Female	Future expectation	Total	Male	Female
Teacher	30.8	12.8	43.0	Bank manager	0.7	0.5	0.8
Doctor	12.9	8.7	15.8	Apparel employee	0.7	0.1	1.0
Policeman/ STF	8.5	11.0	6.8	Software engineer	0.7	1.2	0.3
Armed Forces Officer/ Other Rank	6.6	11.8	3.0	Air hostess	0.6	-	1.0
Engineer	5.0	9.1	2.3	Accountant	0.6	0.5	0.6
Lawyer	2.8	1.0	4.0	Businessman	0.5	1.3	-
Technician	2.1	5.0	0.1	Bank related	0.5	0.6	0.5
Driver	1.9	4.6	-	Tourism field	0.5	1.0	0.2
sportsman	1.5	3.1	0.5	Government employee	0.5	0.5	0.5
Nursing officer	1.4	0.3	2.1	Religious Sister	0.5	-	0.8
Pastor/ Mawlavi/ Priest	1.3	2.8	0.3	Tailor	0.5	-	0.8
Pilot	1.2	2.3	0.4	Carpenter	0.5	1.2	-
Singer	1.1	1.2	1.1	Other	8.1	9.5	7.2
Chef	1.1	2.3	0.3	Do not like to do a job	0.2	0.1	0.2
Beautician	1.0	0.7	1.2	Any occupation/ nothing special	1.2	1.3	1.2
Scientist	0.9	1.1	0.8	Not specified	3.7	4.2	3.3
				Total	100	100	100

CHAPTER SEVEN

Policy Interventions

7.1 Introduction

In the census carried out, there is vital information of the state of institutions, the institutionalized children, employees working at these institutions and parties such as guardians and parents who have contributed in some way or another for the institutionalization of the child. The census also indicates the lengths taken by the appointed bodies for children to receive basic rights like education and health care.

However, with the accumulated data it can be determined whether the measures taken are adequate to pass as standards of care, whether there being enough carers, enough contributions for sanitary care, whether all children have adequate access to mental health facilities, reintegration plans and so on.

It is important that the governing body ensures all government and private institutions are effectively regulated and monitored. These institutions should be inspected on a regular basis to maintain basic given standards of care. Accordingly, the institutional care provided, where necessary should be held accountable and thereon be subjected to criticism and improvement. A scientific data collection such as this census should be conducted, and statistics of this nature should be collected, analyzed and used to deepen the understanding of the causes, scales and impact of child institutionalization. The fact that Probation and Child Care Services come under the devolved government might be the root cause of the problem. However National Child Protection Authority which has mandatory powers under Act No.50 of 1998 to monitor Child Care should strengthen its monitoring activities to make sure all Child Care Institutions are properly monitored, and its facilities/ services are regulated.

The Committee on the Rights of the Child has frequently commented on lack of qualified staff, lack of training and inadequate monitoring and supervision, in particular of institutions. For example, it expressed concern to Sri Lanka that there was no monitoring mechanism for either registered or unregistered institutions or voluntary homes, and recommended that the State should "...establish a uniform set of standards for public and private institutions and voluntary homes and monitor them regularly" (Sri Lanka CRC/C/15/Add207, paras 32 and 33)¹ Increasing the funding allocated for Probation and Child Care Services by respective Provincial Councils and taking necessary actions to increase the cadre according to the set standard of Children: staff ratios as stipulated by relevant authorities may resolve the issue of lack of staff and caregivers who possess the emotional and psychosocial competency to work with children.

There is a huge lack of timely changes and law reform made that are necessary to ensure that Sri Lanka is on par

or at least adhere to minimum international standards of Child Care and protection as it is a member signatory to the United Nations Convention on the Rights of the Child. As per the convention all children have the right to family life, family relations and to be with their guardians unless proven to not be in their best interest. It is observed in the census 92% of the children in institutions have one or both parents alive at the time of institutionalization. It has come to question that most of these children would not have been institutionalized if their parents or guardians had adequate support for the entire family. Most families are trapped in chronic poverty, surviving on irregular income or suffering other major obstacles in caring for their children.

According to the Census of Children in Child Care Institutions, majority of children in the institutions have both parents. Those children are institutionalized mainly due to poverty and separation of parents (dysfunctional families) Hence it is suggested to implement proper system for providing counselling, psychosocial support, arranging home visits by social workers to provide guidance for those families. Further to that educate parents on "good parenting" and importance of early childhood development of children, create awareness on child protection services at easily accessible at regional level, actions that can be taken against child abuse and violence,

It is very important that the government takes more action towards creating opportunities for children and young adults in terms of employment, education and self-development. Unlike many other countries across the world Sri Lanka should be commended for offering all its citizens access to free education and health facilities.

A child's rights and best interests should always be the focal point of judgements made about child care and protection. Services and methodologies such as therapy, counseling, form of complaints to support children to express and share their experiences should be adapted to. It is important that a child's personal input is taken into consideration while making decisions and reviewing them. It is important that the child is and feels heard and listened to throughout.

7.2 Children in Child Care Institutions

Institutionalized children are subjected to harsh conditions both physically and mentally at a very early age. Institutionalization all together should be reformed to avoid children from being subjected to further trauma and abuse. There are many negative effects institutionalization has on affect a child's wellbeing and mental state.

Children being cut off from their families play a critical role in the child's ability to form day to day relationships and attachments. As most of these institutions are not regularly monitored and examined children are at risk of experiencing neglect and abuse. These make children

¹ Implementation handbook for the Convention on the Rights of the Child prepared for UNICEF by Rachal Hodgkin and Peter Newell

vulnerable and compromises their safety as most of these cases go unnoticed and unreported. The authorities do not provide sufficient funds to maintain these shelters to their upmost standards so that the children will experience a comfortable life despite already going through a lot of mental strain. A poor value of money is reserved for this sector compared to other forms of national and private care. Lack of attention, care and stimulation the institutionalized environment provides might lead to malnutrition among institutionalized children. It is observed that not all institutions conduct necessary activities for children to develop life skills and experiences that equip them to succeed in society. This could make integration back to society extremely tough for the children once they attend age as they will lack the ability to adapt to the new world conditions.

It is mandatory that reintegration plans are established for each individual child and a central authority to monitor and follow up on their well-being even after they have left the institution. Some children fall prey to sex and drug exploitation after leaving institutions solely due to the reason that they have no one or no family to fall back on.

A system for integration and regeneration into society after a child turns 18 has not been put in place. It is very clear through the census that there are individuals over the age of 18 still remaining in institutions without any support to maintain and start livelihoods on their own. This is a huge area that needs to be improved immediately. There needs to be employment opportunities to bank funds created to help children transition into a new lifestyle from the homes they have been in for years. There also has to be a constant support system in place during and after the reintegration process so that these individuals don't resort to unhealthy lifestyles and criminal behavior in order to survive.

When in discussion of institutionalization of children, it is also important to look at good practices from countries that have exceptional Child Care policies. In many countries residential special schools are not classified as a form of institutional care, even though children spend the majority of the year living in the school, away from their families.

In **Belarus**, the Ministry of Education introduced inclusive education more than a decade ago, including a special curriculum and specially trained teaching assistants to support children with intellectual disabilities and autism to learn alongside their peers in local schools. Admissions to residential special schools fell and the government decided to deinstitutionalize. This met with considerable resistance, but one institution director pro-actively managed the closure of her own institution, and resistance to change from the personnel was minimal. They developed community-based support services, which reunited more than half the children with their families. Other children were placed in foster care and small group homes. All children were integrated into

mainstream schools to be educated. Most institution personnel were retrained and redeployed in the new services.

Bulgaria: Government, donors, experts and nongovernmental organizations working together in Bulgaria in 2010, the government developed a 15-year national action plan for comprehensive de-institutionalization of services for children and families. The plan was developed in consultation with the European Commission and a national group of experts, including representatives of all relevant ministries, national NGOs and local authorities. The involvement of all stakeholders, including funding bodies, made it possible to identify obstacles to paying for the reform to be carried out and to develop strategies to overcome these obstacles. The Bulgarian government decided to prioritize the most vulnerable children and to begin the reform by developing services needed to replace institutions for children with severe disabilities, including children with intellectual disabilities. Because many of the children were placed at some distance from their families, planning of the services required to replace the institutions was complex and required a national mapping process. The Bulgarian government, with support from experts, developed an assessment tool and involved local social workers, institution personnel and professionals from NGOs in assessing the needs of 2000 children with disabilities. The planned new services are based on these assessments.

Romania: Preparing children with intellectual disabilities to move from an Institution in 2001, one county in Romania decided to close an institution for 250 children and young adults with severe intellectual disabilities. Staffing levels in the institution were inadequate – often one member of staff looked after 20 or more children. Severely institutionalized behaviors were common, including self-stimulation, and some children were physically or chemically restrained on a routine basis to prevent aggression towards others or self-harming. Children rarely left the institution and were unfamiliar with the world outside. The local authorities had few qualified personnel to prepare all the children for their new placements, so they worked with a local NGO to develop preparation programmes for each child. Children with intellectual disabilities need concrete rather than abstract explanations of new situations. So the professionals working with the children used play, special communication methods, photographs and actual experience to understand the changes that were happening. Children who had never lived outside institutions did not understand concepts such as “family”, “home” and “community”. Children were prepared individually, and those who wanted to live together in groups undertook joint activities to develop relationships. Activities were aimed at increasing self-esteem and self-identity, stimulating the children's abilities to make choices and state their wishes for the future. Children with

severe behavioral difficulties, such as aggression to others or self-harming, were involved in regular one-to-one therapy with skilled professionals. Techniques such as intensive interaction were used to develop other means of communication, reduce self-harming behaviours and help children to form healthy relationships. The institution personnel learned alternative methods to help children with behavioural difficulties, reducing the use of physical restraint. When the children moved to their new homes, the vast majority demonstrated little or no disturbed behaviour. They settled into their new environments quickly and rapid improvements were noted in their health, development, behavior and independence skills. Recruiting, supporting and financing specialist foster parents In many countries foster care has been slow to develop. Yet this service is essential to reduce reliance on residential institutions. In many CEE/CIS countries, there is a belief that people will not foster children with intellectual disabilities. Despite this, there are excellent examples of specialist foster care in this part of the Region. In one Romanian county, the director of social services developed a specialist foster care service to facilitate the closure of a local institution for children with severe disabilities. The director believed that such foster carers should receive a higher salary than mainstream foster carers. At that time, there was no provision in the law on foster care for this expenditure, but the director persuaded the county council to prioritize specialist foster care and to provide additional funds from the local budget. Within two years, the county had managed to place more than 100 children with moderate to severe intellectual disabilities in local, long-term specialist foster families. Improvements in children's health, development and behaviour were dramatic. Although the local authority provided additional funding to foster parents, the cost per child of placement in foster care was still considerably cheaper than the institution.

7.3 Alternative Care of Children already in Child Care Institutions

One of the biggest obstacles to removing children from institutions and closing them down is the lack of support for alternative forms of care – particularly family-based care. Encouraging the development of high-quality alternative care options such as kinship care, fostering and national adoption helps to expand the range of options for children needing alternative care. Achieving this in many countries, however, often means reforming the current care system, including legal and policy change, retraining care and social work staff, reallocating the care budget, and recruiting family-based carers and appointment. This is best achieved through an overall deinstitutionalization strategy which is a part of a coordinated policy regarding children in need of alternative care.

It is important that the government provides support for families to overcome day to day challenges that will help keep the family unit intact thereby leading to less children

being institutionalized. The importance of day-to-day care services for working parents should be noted. There are day care centers available in the country for children from low income families, which are administered by "Lanka Mahila Samithi". These kinds of facilities should be expanded Island wide and give an opportunity for parent with low income to keep their children with them. It is observed that small and steady steps being taken in certain sectors to ensure that not just women, but families as whole receive enough support to ease their daily struggles.

The Alternative Care Policy has been approved by the Cabinet of Ministers on 06th March 2019 in the hopes of a strategized Alternative Care System in Sri Lanka. The policy is based on two main principles that are; The Necessity Principle and The Suitability Principle.

The Necessity Principle involves mechanisms that, seek to prevent a child's admission into the alternative care system; establish strong gatekeeping mechanisms ensuring that every option is considered to keep a child within his or her own parental home prior to alternative care services; recognize that a child has the right to participate in all decisions regarding his or her placement within his or her evolving capacity; and, emphasize the need for a stronger comprehensive assessment, and multidisciplinary team approach to determine the necessity of placement.

The Suitability Principle is based on the premise that; if it is not viable to keep a child within his or her nuclear family, then the most appropriate forms of alternative care will be advocated to promote holistic development of the child; when it is determined that alternative care is required, the most suitable one will be chosen with the participation of the child taking the best interest of the child into consideration; and, if alternative care is the only solution it is required to review and assess periodically to ensure the child's adjustment to the new environment.

The cabinet approved Alternative Care policy also keeps in mind the values and principles such as; the Best Interest of the Child; The importance of the Family Unit; Guarding the safety and well-being of the child; Empowering the actors within the Child Sector; Inclusion through unconditional acceptance regardless of predisposition; Participation of the child; Non-discrimination; Support through providing assistance to help families raise their children; Advocacy through fighting for the rights of each child; A comprehensive wide-range of care options; Monitoring systems; Privacy through keeping information confidential; Quality Family support/ alternative care services in conducive environments and finally Collaboration through team efforts being maintained by all who serve children.

Suggestions through Child Protection legal practitioners also include the "Fit Person Order" through Section 57 and 58 of the Children and Young Persons Ordinance. The Fit Person Order is for a "Fit Person" to be present in

the Courts to take over the temporary care and protection of the child. This is an already existing law that is seldom used mostly due to the lack of knowledge of these existing provisions. It was also suggested that a list of "fit persons" be established and maintained for this purpose.

Given the above information from the Alternative Care Policy it is obvious that all the systems are well thought through and in place. What then seems to be the problem? It is the implementation of the existing systems and laws. Most of the extremely importance policies and laws are stagnant for a long time in one place without moving forward. It is the responsibility of the State to ensure that these come in line with immediate effect to resolve the persisting issues within the Child Sector.

7.4 Youth Justice through a Restorative Justice System

There are a number of 325 children already institutionalized due to being accused of offence. Some of such offences are drug abuse, sexual offence, assault and theft. According to the Sri Lankan law a child can be criminally liable from the age of 12-14 years. When a child (above 12) is accused of offence, according to the current systems in place, the child faces the retributive Criminal Justice process just like an adult who has committed a crime. The retributive system is an archaic system which has proven no results as to "correcting" a man from his faults. A child or youth who commits a crime and thereafter taken through the criminal justice process and reprimanded will almost always continue his or her life committing acts of crime, mostly due to the negative beliefs and systems of punishments he or she had to go through.

Thus, instead of the retributive criminal justice process, a 'restorative rehabilitative process' should be implemented for children and young persons accused of crime, so that they have another chance at life and another chance to "correct" themselves. This is also encompassed in the African philosophy of Ubuntu which means, "..... in certain regions of South Africa, when someone does something wrong, he is taken to the center of the village and surrounded by his tribe for two days while they speak of all the good he has done. They believe each person is good, yet sometimes we make mistakes, which is really a cry for help. They unite in this ritual to encourage the person to reconnect with his true nature. The belief is that unity and affirmation have power to change behavior that shame and punishment. This is known as Ubuntu – humanity towards others." (www.skeptics.stackexchange.com)

Many developed and developing countries have now established a system of Restorative Justice mostly towards young and child offenders in order to allow them a rehabilitative process where they can easily then be

reintegrated into society lifting the burden off the State, the Accused and Society itself.

Restorative Justice is a theory of justice that emphasizes repairing harm caused by criminal behavior. It is best accomplished through corporate processes that include all stakeholders. This can lead to transformation of people, relationships and communities. Practices and programs reflecting restorative purposes will respond to crime by; identifying and taking steps to repair harm; involving all stakeholders; and transforming the traditional relationship between communities and their governments in responding to crime. Restorative Justice theory and programs have emerged over the past 35 years as an increasingly influential world-wide alternative to criminal justice practice.

7.5 Reintegration Plans for children who leave Child Care Institutions

There are many systems placed by the State for children who leave the care of Child Care Institutions such as national level trainings, NVQ trainings, work and training in the Garment industry and so on. Although there are many of such opportunities available for care-leavers, there is an issue as to the proper streamlining of such opportunities, where it is not coordinated accordingly. It is important to identify talents of children while they are residing in the Child Care Institutions and thereafter connect them to the relevant field of interest. Simple matters such as learning how to dress for a job interview, acting and speaking in a professional manner, typing skills, work ethics etc. are matters that are learnt through observation and proper ethics in the home environment.

It is mandatory that systems are in place to follow up on the safety and reintegration of care leavers. This could be done through a system of registration within the Department of Probation and Child Care Services working together with the Department of Social Services. One of the largest backfalls for care leavers is the fact that the National Identity Card residential address always refers to the Child Care Institution that they were residing. This has caused care leavers to be stigmatized when applying for jobs, other vocational training programs and even finding residential accommodation. Measures must be undertaken for care leavers to be registered in places of their residence after leaving Care Institutions.

Access to mental health assistance should also be available for all care leavers who are reintegrated into society so as to minimize the emotional damage caused to them through institutionalization.

7.6 Prevention and minimizing children being admitted into Child Care Institutions through Family Strengthening

Article 9 of the United Nations Convention on the Rights of the Child states that;

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.

2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.

3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.

4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

And

Article 18 states that;

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from Child Care services and facilities for which they are eligible.

The International Convention on the Rights of the Child gives all children the right to a family. The right to a family allows children to be connected to their history,

and it offers a protective perimeter against violation of their rights. Children separated from their families become easy victims of violence, exploitation, trafficking,

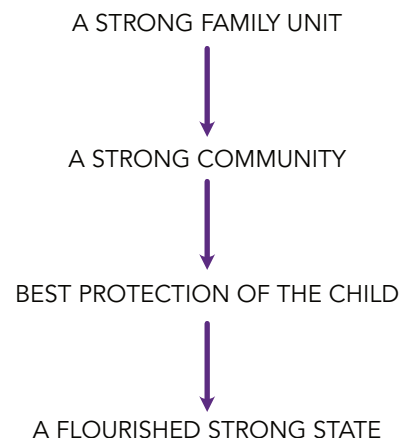
discrimination and all other types of abuse. Even so, it is sometimes the case that the family which should in principle be protecting the child is in fact inflicting the abuse.

A family is a community of people united by kinship ties, found in all human societies. It is equipped with a name and a home, and creates between its members an obligation for moral and material solidarity (particularly between parents and children).

In traditional societies, extended families (now referred to as clans) include dozens, even hundreds of households with diverse functions.

In modern societies, the family is increasingly restricted to a single level of parentage or alliance: the nuclear family (father, mother, child).

It is clearly understandable that the best protection of the child lies within a strong family unit. Thus, it is of extreme importance that the State engages in grassroot level family strengthening programs and awareness programs to assist families to hold the strength of the family unit together.



7.7 Conclusion

This is the first ever census on children in Child Care Institutions that has been conducted by the Department of Census and Statistics, the national statistics office of which a major output is a complete database of all institutionalized children and their complete profile required for the formulation of policies, planning and implementation of activities for the betterment of these children.

However, it is essential to collect this data on a regular basis or to have a system in place to update this information on regular basis which would make further implications to and within the system for improvement and protection of children. These statistics should be used to find areas of concern in the system that need necessary attention and decrease the rate of children being institutionalized in Sri Lanka.

Staff involved in the Census of Children in Child Care Institutions 2019

Staff of the Research and Special Studies Division - Overall Census planning and execution

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12. Mr SL Mamaduwa	Deputy Director	24. Mr RDJU Rajapaksha	Senior Statistician

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124. Ms RMCK Rajapakse	Statistical Officer	172. Mr KGN Kalupahana	Statistical Officer
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Appendices



Census on Children in Child Care Institutions - 2019
Schedule for Institutions
Department of Census and Statistics
Department of Probation and Child Care Services

Schedule CC1

General Instructions

- ❖ Write down the answers by interviewing Head of the institution and Probation officer.
- ❖ Write down the answers clearly using a blue pen only.
- ❖ Minimize changes in answers as much as possible.
- ❖ For any changes in answers, use correction fluid and re-write after drying well.
- ❖ Leave all fields marked as "Code" blank.
- ❖ In case the answer should be selected, circle the relevant number.

Complete after data collection/ supervision

Statement of the Enumerator

I certify that the data collection for the census was conducted to the best of my ability after visiting the relevant institutions, interviewing the required officers and referring to the documents.

Signature

Name

Designation

Year Month Date

Statement of the Supervisor

I confirm that the census has been conducted properly and the form has been completed correctly.

Signature

Name

Designation

Year Month Date

A. Identification information

A1 Name of the Institution

A2 Address of the institution

A3 Type of Institution

- ☐ 1 Remand Home
- ☐ 2 Safe Home
- ☐ 3 Certified School
- ☐ 4 Approved School
- ☐ 5 State Receiving Home
- ☐ 6 Detention Home
- ☐ 7 Training and Counseling Center
- ☐ 8 Voluntary Children's Home
- ☐ 9 Other

(Specify)

A4 Telephone No.

A5 Fax No.

A6 Email Address

A7 Province and District

Code

A8 Judicial Zone

Code

A9 Divisional Secretariat Division

Code

A10 Grama Niladhari Division and No.

Code

A11 Institution ID

A12 Nature of the institution

(Circle the relevant code considering the nature of registration functional status)

- ☐ 1 Government institution operated Under statute/ charter on Child Development Centers
- ☐ 2 Government institution operated under Orphanage Ordinance
- ☐ 3 Government institution operated under Children and Young Persons Ordinance
- ☐ 4 Government institution operated under House of Detention Ordinance
- ☐ 5 Private institution operated under Orphanage Ordinance
- ☐ 6 Private institution operated under statute/ charter on Child Development Centers
- ☐ 7 Unregistered institution operated under a voluntary organization

A13 What is the major source of finding of the institution?

- ☐ 1 Government
- ☐ 2 Non-government - local
- ☐ 3 Non-government - foreign
- ☐ 4 Other

B Information on the number of children and staff of the institution**B1** How many children can be accommodated in the institution?

B2 How many children are currently in the institution?

B3 Number of children present in the institution
(As of age completed at last birthday)

	Male	Female	Total
1. < 5 years			
2. 5-9 years			
3. 10-14 years			
4. 15-17 years			
5. 18 years or above			
Total			

B4 Number of children in the institution at school going age but not going to school?
(Enter "000" if none)

B5 Number of children in the institution suffering from a long term illness or disability as diagnosed by a medical officer? (Enter "000" if none)

B6 Staff of the institution

(Employed on permanent/ temporary/ casual/ volunteer or any other basis)

Designation	No.	
	Male	Female
1. Matron-in-charge/ Head Master (Principal)/ Superintendent		
2. House Master/ Asst. House Master		
3. Warden/ Matron/ Male House Keeper/ Female House Keeper		
4. Asst. Warden/ Asst. Matron/ Asst. Male House Keeper/ Asst. Female House Keeper		
5. Manager		
6. Vocational Training Instructor		
7. Teacher (Preschool/ Trained/ untrained)		
8. House mother		
9. Attendant		
10. Driver		
11. Overseer		
12. Cook		
13. Laundryman		
14. Labourer/ sanitary Labourer		
15. Watcher		
Others (please specify below)		
16.		
17.		
18.		
19.		
20.		
21. Other Positions not mentioned above		
Total		

C Facilities and Services provided by the institution for the children**C1.** Does the institution provide non formal education facilities for children at school going age who are not attending, if any?

- ☐ 1 Yes, provided both within and outside the institution
- ☐ 2 Yes, provided only within the institution
- ☐ 3 Yes, provided only outside the institution
- ☐ 4 Not Provided
- ☐ 5 No such children

C2 Do the children who are attending school also participate tuition classes for co-curricular subjects?

- ☐ 1 Yes, participate both within and outside the institution
- ☐ 2 Yes, participate only within the institution
- ☐ 3 Yes, participate only outside the institution
- ☐ 4 Not participated
- ☐ 5 No school going children in the institution

C3 Do the children participate in vocational training programmes?

- ☐ 1 Yes, participate both within and outside the institution
- ☐ 2 Yes, participate only within the institution
- ☐ 3 Yes, participate only outside the institution
- ☐ 4 Not participated
- ☐ 5 None of the children in the institution is at eligible age for vocational training } Go to C4

C3.1 Mention 3 NVQ level vocational training programmes with the highest participation of the children

Name of the course	Number of children
1.	
2.	
3.	

C3.2 Mention 3 non NVQ level vocational training programmes with the highest participation of the children

Name of the course	Number of children
1.	
2.	
3.	

C4 How is health facilities provided for children?

- ☐ 1 Medical facilities are provided both within and outside the institution by a qualified doctor / doctors.
- ☐ 2 Provided only within the institution
- ☐ 3 Provided only outside the institution

C5 Do the children participate in counselling programmes?

- ☐ 1 Yes, participate both within and outside the institution
- ☐ 2 Yes, participate only within the institution
- ☐ 3 Yes, participate only outside the institution
- ☐ 4 Not participated

C6 What were the special programmes conducted in 2019 for physical fitness/ entertainment and spiritual wellbeing of children?

Special Programme	Frequency
1. Sports meet	
2. Excursions/ trips	
3. Watching movies/ dramas (outside the premises)	
4. Religious programmes (special programmes such as abide by precepts/ Christmas/ Deepawali)	
Other (specify below)	
5.	
6.	
7.	
7.	

C7 Are papers and magazines purchased for the use of children?

- ☐ 1 Yes
- ☐ 2 No → Go to C8

C7.1 How many papers/ magazines were purchased during last month for the children to read?

(Mention 3 papers/ magazines of which the highest number of copies were purchased at a time)

Paper/ magazine	Number of copies purchased most recently		
	Daily	Weekly	Monthly
1.			
2.			
3.			
4.			

C8 Does the institution provide library facilities for children within the institution?

- ☐ 1 Yes
- ☐ 2 No

C9 How many computers are allocated for the use of children? (Enter “000” if computers have not been allocated for children’s use)

C10 Does the institution provide telephone facilities for the children to contact their guardians via the institution’s telephone line, upon request by the child and/ or their guardian?

- ☐ 1 Yes
☐ 2 No

C11 Does the institution conduct placement committees/ warrant committees/ case committees?

- ☐ 1 Yes
☐ 2 No → Go to C14

C12 How many placement committees/ warrant committees/ case committees meetings have been conducted so far in 2019?

C13 What is the date of the last meeting of the placement committee/ warrant committee/ case committee?

Year Month Date

C14 What is the main source of drinking water for the institution?

- ☐ 1 Pipe water (Main Line)
☐ 2 Protected well
☐ 3 Unprotected well
☐ 4 Tube well
☐ 5 Bottled drinking water
☐ 6 Rural water project
☐ 7 Water bowser
☐ 8 Other

(Specify).....

D Assets available in the institution for the welfare of children

D1 Number of motor vehicles owned by the institution? (Including leased/ rented motor vehicles obtained solely for the use of the institution)

Type of motor vehicle	Number
1. Bus	
2. Van	
3. Car	
4. Three wheeler	
Other (Mention the three types of vehicles with the highest value)	
5.	
6.	
7.	

D2. What is the extent of land owned by the institution? (Mention the approximate extent if the exact figure is not known)

Acres	Roods	Perches

D3 How many dormitories/bed rooms are reserved for children to sleep?

Type	Number
1. Dormitories	
2. Bed rooms	
3. Cells (relevant for remand homes only)	

D4 Number of beds reserved for children to sleep? (Including the cots available for infants)

D5 How many halls/ rooms have been reserved specially for children’s use/ activities?

Type of facility	Number
1. Reserved for children's education (lecture halls/ class rooms/ libraries etc.)	
2. Reserved for fitness activities of children	
3. Indoor sports facilities (for sports such as table tennis, badminton etc.)	
Other (Specify below)	
4.	
5.	

D6 Does the institution have a playground/ playgrounds?

- ☐ 1 Yes
☐ 2 No

D7 Does the institution have a kids’ play area(s), which has children’s sports facilities, reserved for entertainment/ activities of the children?

- ☐ 1 Yes
☐ 2 No

D8 How many toilets in the institution are reserved for the children?

Finish the questionnaire



Schedule of children
Department of Census and Statistics
Department of Probation and Child Care Services

General Instructions

- ◆ Write down the answers while referring the child's reports and interviewing head of the institution/ Probation Officer.
- ◆ Write down the answers clearly using a blue pen only.
- ◆ Minimize changes in answers as much as possible.
- ◆ For any changes in answers, use correction fluid and re-write after drying well.
- ◆ Leave all fields marked as "Code" blank.
- ◆ In case the answer should be selected, circle the relevant number.

Complete following information after data collection / supervision

Statement of the enumerator

I certify that the data collection for the census was conducted to the best of my ability after visiting the relevant institution, interviewing the required officers and referring to the documents.

Signature

Name

Designation

Year Month Date

Statement of the Supervisor

I confirm that the census has been conducted properly and the form has been completed correctly.

Signature

Name

Designation

Year Month Date

Part A: Identification Information**A1 Name of the institution****A2 Address of the institution****A3 Type of institution**

- ☐ 1 Remand Home
- ☐ 2 Safe Home
- ☐ 3 Certified School
- ☐ 4 Approved School
- ☐ 5 State Receiving Home
- ☐ 6 Detention Home
- ☐ 7 Training and Counselling Center
- ☐ 8 Voluntary Children's Home
- ☐ 9 Other

(Specify)

A4 Province & District

Code

A5 Divisional Secretariat Division

Code

A6 Institution ID**A7 Book no.**

A8 Child's No

Part B – Information on the Child

B1. Basic Information

B1.1 Name in full

B1.2 Sex

- ☐ 1 Male ☐ 2 Female

B1.3 Was this child born in wedlock?

- ☐ 1 Yes
☐ 2 No
☐ 3 Don't know

B1.4 Was the mother a minor at the time of child's birth?

- ☐ 1 Yes
☐ 2 No
☐ 3 Don't know

B1.5 Date of birth of the child

(If the exact date of birth is not known, provide an estimate for the year and enter '88' for the month and date)

Year Month Date

B1.6 Age as of last birthday

(If less than one year, enter '00')

Years

B1.7 Has the child's birth been registered?

- ☐ 1 Yes
☐ 2 No
☐ 3 Not known } → Go to B1. 10

B1.8 What is the document in which the birth was registered?

- ☐ 1 Birth Certificate
☐ 2 Probable Age Certificate

B1.9 N.I.C. No.

B1.10 Ethnicity

- ☐ 1 Sinhala
☐ 2 Sri Lankan Tamil
☐ 3 Indian Tamil
☐ 4 Sri Lankan Moor
☐ 5 Other
☐ 6 Not known

B1.11 Religion

- ☐ 1 Buddhist
☐ 2 Hindu
☐ 3 Islam
☐ 4 Roman Catholic
☐ 5 Other Christians
☐ 6 Other

B2 Information on Institutionalization

B2.1 Date on which the child was referred to this institution

Year Month Date

B2.2 Date on which the child was first institutionalized

(If the exact date is not known, indicate at least the year. If unaware of any information, enter 9999 for the year)

Year Month Date

B2.3 Place of residence of the child at the time of institutionalization

- ☐ 1 House belonged to mother/ father/ guardian or an inherited house
☐ 2 House not belonged to mother/ father/ guardian
☐ 3 Pavement
☐ 4 Hospital
☐ 5 Religious place
☐ 6 Other
(Specify)
☐ 7 Not known

B2.4 With whom did the child live at the time of institutionalization?

- ☐ 1 Mother/ father/ both parents
☐ 2 Guardian/ caretaker (relative)
☐ 3 Guardian/ caretaker (non-relative)
☐ 4 Other party (non-relative) (eg. hospital staff, clergy, security personnel etc.)
☐ 5 Not known

B2.5 Procedure of institutionalization

- ☐ 1 Through court order
☐ 2 On the approval of the Provincial Commissioner of Probation
☐ 3 Directly through guardians
☐ 4 Other
(Specify)

B2.6 Reason for institutionalization

- ☐ 1 Being an orphan
☐ 2 Being an abandoned child
☐ 3 Being a destitute child
☐ 4 Being a child victim
☐ 5 Being a child suspect
☐ 6 Being a child offender
☐ 7 Other
(Specify)

B2.7 If the child is a destitute, reason(s) for destitution

(If the child has been institutionalized to be kept under custody and care, study the situation carefully and circle all relevant codes, irrespective of the answer given in B2.6)

- ☐ 1 Parents being dependents on public assistances. Parents have no fixed income.
- ☐ 2 Death of the mother or father. No fixed income with the living person.
- ☐ 3 Mother / father is not fit for work according doctor's diagnosis. Other parent doesn't have a fixed income
- ☐ 4 Imprisonment of the mother or father. Other parent doesn't have a fixed income
- ☐ 5 Parental separation. No fixed income with the child's custodian.
- ☐ 6 Abandonment by the mother/father. The other parent is not in a position to parent the child.
- ☐ 7 Other

(Specify).....

B2.8 If this child is a victim of some form, reason(s) for victimization

(If the child has been institutionalized to be kept under custody and care, study the situation carefully and circle all relevant codes, irrespective of the answer given in B2.6)

- ☐ 1 Subjected to physical/psychological/sexual abuse
- ☐ 2 Subjected to cruelty
- ☐ 3 Engagement in forced child labour
- ☐ 4 Procuration/ Engagement in child prostitution
- ☐ 5 Being a street child/ Begging
- ☐ 6 Rendered helpless due to terrorist acts
- ☐ 7 Rendered helpless due to natural disasters
- ☐ 8 Subjected to abduction/ abuse
- ☐ 9 Brought before the court for the reason of being a child victim due to death of parents / parents being bedridden and was subjected to institutionalization
- ☐ 10 Being stranded
- ☐ 11 Subjected to neglect
- ☐ 12 Brought before the court for the reason of abandonment by the parents and was subjected to institutionalization
- ☐ 13 Subjected to sale of children/ human trafficking
- ☐ 14 Other

(Specify).....

B2.9 If this child is a suspect/ offender, reason(s) for being so

- ☐ 1 Theft/robbery/burglary
- ☐ 2 Inflicting injury on others
- ☐ 3 Possession/use/sale of illicit drugs
- ☐ 4 Possession/use/sale of alcohol
- ☐ 5 Entered into an underage marriage
- ☐ 6 Engaged in prostitution
- ☐ 7 Committing rape/sexual abuse
- ☐ 8 Vagrancy
- ☐ 9 Engaged in terrorist acts
- ☐ 10 A child beyond control
- ☐ 11 Attempting murder
- ☐ 12 Homicide
- ☐ 13 Other

(Specify).....

B3 Information on the child's behaviour, illnesses and disability conditions

B3.1 According to the observations, what is the behavioral pattern of the child

(can mark multiple options if relevant)

- ☐ 1 Has a normal behaviour
- ☐ 2 Tends to get isolated/ prefers isolation
- ☐ 3 Has inflicted self- injuries (cuts) or has attempted to do so
- ☐ 4 Has attempted suicide
- ☐ 5 Frequently scolds the staff/ other children harshly
- ☐ 6 Has attacked other children/ attempted to do so
- ☐ 7 Has attacked the staff/ has attempted to do so
- ☐ 8 Has attempted to runaway
- ☐ 9 Shows a hyper sexual/ homosexual drive
- ☐ 10 Other

(Specify).....

B3.2 As per the doctor's diagnosis, is the child suffering from a long term illness or disability?

- ☐ 1 Yes
- ☐ 2 No → Go to B4

B3.3 What is the illness/ disability child is suffering from?

(can mark multiple answers if relevant)

- | | |
|---|---|
| <input type="checkbox"/> 1 Heart diseases | <input type="checkbox"/> 2 Venereal diseases |
| <input type="checkbox"/> 3 Disease associated with the respiratory system | <input type="checkbox"/> 4 Vision impairments |
| <input type="checkbox"/> 5 Mental disorders | <input type="checkbox"/> 6 Hearing disorders |
| <input type="checkbox"/> 7 Speech disorders | <input type="checkbox"/> 8 Autism |
| <input type="checkbox"/> 9 Thalassemia | <input type="checkbox"/> 10 Cancer |
| <input type="checkbox"/> 11 Other long term illnesses/disabilities | |

(Specify).....

B3.4 Is the child continuously receiving medication /treatment for the above illness/disability?

- ☐ 1 Yes
- ☐ 2 No

B4 Information on education and vocational qualifications

For children born on or before 31st October 2016 (aged 3 years or above)

B4.1 Is the child currently engaged in any education activity?

(Education activity refers to pre-school/ school/ vocational/ degree education)

- ☐ 1 Yes
- ☐ 2 No → Go to B4.3

B4.2 Education activity currently engaged in

(Circle the relevant code and go to B4.4)

- ☐ 1 Pre school education
- ☐ 2 School education
- ☐ 3 University education
- ☐ 4 Vocational/ Technical education (NVQ)
- ☐ 5 Vocational/ Technical education (non-NVQ)
- ☐ 6 Other education activities

B4.3 If the child is not engaged in any educational activity at present, the reason for that

- ☐ 1 Awaiting exam results
- ☐ 2 Learning disabilities
- ☐ 3 Illness/ disability conditions
- ☐ 4 Rejection of admission to a school
- ☐ 5 Legal reasons
- ☐ 6 Other

(Specify).....

For children born on or before 31st October 2013 (aged 6 years or above)

B4.4 Highest education qualification

- ☐ 1 No schooling
- ☐ 2 Currently studying in Grade 1
- ☐ 3 Passed Grade 1
- ☐ 4 Passed Grade 2
- ☐ 5 Passed Grade 3
- ☐ 6 Passed Grade 4
- ☐ 7 Passed Grade 5
- ☐ 8 Passed Grade 6
- ☐ 9 Passed Grade 7
- ☐ 10 Passed Grade 8
- ☐ 11 Passed Grade 9
- ☐ 12 Passed Grade 10
- ☐ 13 Passed G.C.E. (O/L)
- ☐ 14 Passed G.C.E (A/L)
- ☐ 15 Has obtained a degree

B4.5 Ability to read and write in a particular language

Conform with the Head of/ a suitable officer of, the child's ability to read and write in a particular language with an understanding.

- ☐ 1 Can read and write
- ☐ 2 Cannot read and write

For children born on or before 31st October 2003 (aged 16 years or above)

B4.6 Has the child obtained a recognized vocational qualification?

- ☐ 1 Yes
- ☐ 2 No → Go to B4.8

B4.7 Highest vocational qualification

Code	Name of the course	Year obtained	Whether a NVQ level qualification	
			1. Yes	2.No
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

B4.8 If the child expects to engage in a vocational training course, in which field would it be?

(Contact the Head/ suitable officer of the institution to get course details while concerning about the child's interest)

Course Code

Part C – Information on the child's parents/ guardians

C1 Information on the child's father

C1.1 Was the child's father alive at the time of child's institutionalization?

- ☐ 1 Yes
☐ 2 No → Go to C2
☐ 3 Not known → Go to C1.6

C1.2 Father's name

C1.3 Father's date of birth

Year	Month	Date
<input type="text"/>	<input type="text"/>	<input type="text"/>

C1.4 Father's N.I.C. No.

C1.5 Information on child's father at the time of child's institutionalization

C1.5.1 Father's marital status at the time of child's institutionalization

- ☐ 1 Unmarried
☐ 2 Married to the child's mother
☐ 3 Married to someone other than child's mother
☐ 4 Widowed/ divorced/ separated
☐ 5 Not known

C1.5.4 Did the father have an employment/ a permanent source of income at the time of child's institutionalization?

- ☐ 1 Yes
☐ 2 No
☐ 3 Not known

C1.5.2 Was the father a guardian of the child at the time of child's institutionalization?

- ☐ 1 Yes
☐ 2 No
☐ 3 Not known

C1.5.5 As per a doctor's diagnosis, was the father suffering from an illness/ disability which had resulted in an inability to earn an income

(Heart diseases, diseases associated with the respiratory system, mental disorders, venereal diseases, visual impairments, hearing disabilities, speech disorders, other physical disabilities, other long-term illnesses)

- ☐ 1 Yes
☐ 2 No
☐ 3 Not known

C1.5.3 Was the father in prison/ in another country at the time of child's institutionalization?

- ☐ 1 In prison
☐ 2 In another country
☐ 3 He was neither in prison nor in another country
☐ 4 Not known

C1.6 Current characteristics of child's father

C1.6.1 Has the child's father come forward as a guardian of the child at the moment?

- ☐ 1 Yes
☐ 2 No
☐ 3 Not alive at present → Go to C2
☐ 4 Not known whether alive or not

C1.6.4 Does the child's father have an employment/ a permanent source of income?

- ☐ 1 Yes
☐ 2 No
☐ 3 Not known } → Go to C1.6.6

C1.6.2 Current marital status of child's father

- ☐ 1 Unmarried
☐ 2 Married to child's mother
☐ 3 Married to someone other than child's mother
☐ 4 Widower/ divorced/ separated
☐ 5 Not known

C1.6.5 Current employment/ source of income of child's father

 code

C1.6.6 As per a doctor's diagnosis, is the child's father suffering from a physical/ mental illness or disability which had made him unable to work?

- ☐ 1 Yes
☐ 2 No
☐ 3 Not known

C1.6.3 Is the child's father in prison/ in another country at present?

- ☐ 1 In prison
☐ 2 In another country
☐ 3 Neither in prison nor in another country
☐ 4 Not known

C1.6.7 The frequency of the father visiting the child at the institution

- ☐ 1 Several times a month
☐ 2 about Once a month
☐ 3 Several times a year
☐ 4 Once every few years
☐ 5 Has visited only once
☐ 6 Has never visited, so far

C2. Information on child's mother

C2.1 Was the child's mother alive at the time of child's institutionalization?

- ☐ 1 Yes
☐ 2 No → Go to C3
☐ 3 Not known → Go to C2.6

C2.3 Mother's date of birth

Year Month Date

C2.2 Mother's name

C2.4 Mother's N.I.C. No.

C2.5 Information on child's mother at the time of institutionalization

C2.5.1 Mother's marital status at the time of child's institutionalization

- ☐ 1 Unmarried
☐ 2 Married to child's father
☐ 3 Married to a someone other than the child's father
☐ 4 Widowed/ divorced/ separated
☐ 5 Not known

C2.5.4 Did the mother have an employment/ a permanent source of income at the time of child's institutionalization?

- ☐ 1 Yes
☐ 2 No
☐ 3 Not known

C2.5.2 Was the mother a guardian of the child at the time of child's institutionalization?

- ☐ 1 Yes
☐ 2 No
☐ 3 Not known

C2.5.5 As per a doctor's diagnosis, was the mother suffering from an illness/ disability which had resulted in an inability to earn an income?

(Heart diseases, diseases associated with the respiratory system, mental disorders, venereal diseases, visual impairments, hearing disabilities, speech disorders, other physical disabilities, other long- term illnesses)

- ☐ 1 Yes
☐ 2 No
☐ 3 Not known

C2.5.3 Was the mother in prison/ in another country at the time of child's institutionalization?

- ☐ 1 In prison
☐ 2 In another country
☐ 3 Neither in prison nor in another country
☐ 4 Not known

C2.6 Current characteristics of child's mother

C2.6.1 Has the child's mother come forward as a guardian of the child at the moment?

- ☐ 1 Yes
☐ 2 No
☐ 3 Not alive at present → Go to C3
☐ 4 Not known whether alive or not

C2.6.4 Does the child's mother have an employment/ a permanent source of income?

- ☐ 1 Yes
☐ 2 No
☐ 3 Not known } → Go to C2.6.6

C2.6.2 Current marital status of child's mother

- ☐ 1 Unmarried
☐ 2 Married to child's father
☐ 3 Married to someone other than the child's father
☐ 4 Widowed/ divorced/ separated
☐ 5 Not known

C2.6.5 Current employment/ source of income of child's mother

code

C2.6.6 As per a doctor's diagnosis, is the child's mother suffering from a physical/ mental illness or disability which had make him unable to work?

- ☐ 1 Yes
☐ 2 No
☐ 3 Not known

C2.6.3 Is the child's mother in prison/ in another country at present?

- ☐ 1 In prison
☐ 2 In another country
☐ 3 Neither in prison nor in another country
☐ 4 Not known

C2.6.7 The frequency of the mother visiting the child at the institution

- ☐ 1 Several times a month
☐ 2 about Once a month
☐ 3 Several times a year
☐ 4 Once every few years
☐ 5 Has visited only once
☐ 6 Has never visited, so far

C3 Information on child's guardian, when the mother or father is not the guardian

C3.1 Information on child's guardian/ caretaker at the time of child's institutionalization, if the mother or father was not the guardian

Fill this section only if the child's mother/father was not the guardian of the child at the time of institutionalization

C3.1.1 Was the child under a guardian at the time of institutionalization?

- ☐ 1 Yes
☐ 2 No
☐ 3 Not known

→ Go to C3.2

C3.1.2 Was the guardian/caretaker at the time of institutionalization a relative of the child?

- ☐ 1 Yes
☐ 2 No

→ Go to C3.1.4

C3.1.3 What is the relationship of the guardian/ caretaker to the child?

code

C3.1.4 Was the guardian/caretaker residing in a place suitable for living at that time?

- ☐ 1 Yes
☐ 2 No
☐ 3 Not known

C3.1.5 Did the guardian/ caretaker have an employment/ a permanent source of income at that time?

- ☐ 1 Yes
☐ 2 No
☐ 3 Not known

C3.1.6 As per the doctor's diagnosis, was the guardian/ caretaker suffering from an illness/ disability at that time which had resulted in an inability to earn an income?

(Heart diseases, diseases associated with the respiratory system, mental disorders, venereal diseases, visual impairments, hearing disabilities, speech disorders, other physical disabilities, other long- term illnesses)

- ☐ 1 Yes
☐ 2 No
☐ 3 Not known

C3.1.7 Was the guardian/caretaker a person below the age of 18 years at that time?

- ☐ 1 Yes
☐ 2 No
☐ 3 Not known

→ Go to C3.2

C3.1.8 Was the guardian/caretaker a person at the age of 65 years or above at that time?

- ☐ 1 Yes
☐ 2 No
☐ 3 Not known

C3.2 Information on child's current guardian, if the mother or father is not the guardian

Fill this section only if the child has a guardian and the mother/ father is not the guardian

C3.2.1 Guardian's name

C3.2.2 Guardian's date of birth

Year Month Date

C3.2.3 Guardian's N.I.C. No.

C3.2.4 Is the current guardian a relative of the child?

- ☐ 1 Yes
☐ 2 No
☐ 3 Not known

→ Go to C3.2.6

C3.2.5 What is the relationship of the guardian to the child?

code

C3.2.6 Guardian's marital status

- ☐ 1 Unmarried
☐ 2 Married
☐ 3 Widowed/ divorced/ separated
☐ 4 Not known

C3.2.7 No. of dependent children of the guardian

(Enter '00' if none)

C3.2.8 Does the guardian have an employment/ a permanent source of income?

- ☐ 1 Yes
☐ 2 No
☐ 3 Not known

→ Go to C3.2.10

C3.2.9 Current employment/ source of income of the guardian

code

C3.2.10 As per the doctor's diagnosis, is the child's guardian suffering from a physical/ mental illness or disability which had make him/her unable to work?

- ☐ 1 Yes
☐ 2 No
☐ 3 Not known

C3.2.11 The frequency of the guardian visiting the child at the institution

- ☐ 1 Several times a month
☐ 2 About Once a month
☐ 3 Several times a year
☐ 4 Once every few years
☐ 5 Has visited only once
☐ 6 Has never visited, so far

Part D - Information on Child's Siblings

D1 Does the child have siblings?

- ☐ 1 Yes
☐ 2 No
☐ 3 Not known

→ Go to E

D2 If yes, how many?

Male Female Total

D3 Where are they at present?

	No.		
	Male	Female	Total
1. In this institution			
2. In another institution			
3. With the mother/ the father/ a guardian			
4. Not known			

Part E – Information on reintegration to the society

E1 Has any effort ever been made to reintegrate the child into the society?

- ☐ 1 Yes
☐ 2 No → Go to E3
☐ 3 Not known → Go to section F

E4 Has the child been entered into an adoption procedure (local/ foreign) at that moment?

- ☐ 1 Yes
☐ 2 No → Go to E6

E2 What are the efforts that have been made so far/ currently being made to reintegrate the child into the society?

(can mark multiple answers if relevant. Circle all relevant codes and proceed to question E4.)

- ☐ 1 Attempted to hand over the child back to the father/ mother
☐ 2 Attempted to hand over the child to a relative/ fit person
☐ 3 Attempted to hand over the child to a local party for adoption
☐ 4 Attempted to hand over the child to a foreign party for adoption
☐ 5 Attempted to direct the child to an in-service training/ employment/ self-employment
☐ 6 Attempted to convince the child into marriage

E5 What are the measures that have been taken/ are being taken in relation to the adoption (local/foreign)?

(Circle all relevant codes and proceed to Section F)

- ☐ 1 Obtaining affidavits/ consent from the mother/ father/ guardian
☐ 2 Obtaining recommendations from the Placement Committee/ Adoption Committee
☐ 3 Obtaining a court order for adoption
☐ 4 Entering the name into the Adoption Register
☐ 5 Publicizing the name for adoption
☐ 6 Identifying a suitable applicant for adoption
☐ 7 Filing the adoption case/ Adoption case is in progress

E3 If no efforts have been made to reintegrate the child into the society, the reason(s) for that are,

(Circle the relevant code(s) and proceed to Section F)

- ☐ 1 The time period approved/ordered for institutionalization has not ended
☐ 2 A sufficient period of the time has not passed since the institutionalization in order to initiate the reintegration process.
☐ 3 Searching for the information about the father and mother
☐ 4 Consent of the mother/father/guardians has not been given
☐ 5 Health issues of the child
☐ 6 Health issues of the mother/ father/ guardian
☐ 7 Legal barriers
☐ 8 Administrative reasons
☐ 9 This institution being the safest place for the child
☐ 10 Other

(Please specify).....

E6 Reason for the child not being placed into an adoption procedure (local/foreign) at present

(Circle the relevant codes and proceed to Section F)

- ☐ 1 Exceeded the relevant age
☐ 2 Disapproval of the mother/ father/ guardians
☐ 3 Consent of the mother/ father/ guardians is yet to be received
☐ 4 Health issues of the child
☐ 5 Court order for adoption has not been issued
☐ 6 Failure of previous attempts for adoption
☐ 7 The child not being eligible for an adoption
☐ 8 Other

Specify).....

Part F- Special Remarks

If you have anything special to be mentioned about this child, write it down here and proceed to get details of the next child.



Census of Children in Child Care Institutions - 2019
Schedule for the staff
Department of Census and Statistics
Department of Probation and Child Care Services

Page No. /

Schedule **CC3**

A1 Name of the Institution :

A2 Institution ID :

B Basic information				
B1 Person's No	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
B2 Name with initials	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
B3 Sex	<input type="checkbox"/> 1 Male <input type="checkbox"/> 2 Female	<input type="checkbox"/> 1 Male <input type="checkbox"/> 2 Female	<input type="checkbox"/> 1 Male <input type="checkbox"/> 2 Female	<input type="checkbox"/> 1 Male <input type="checkbox"/> 2 Female
B4 National Identity Card No	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
B5 Date of Birth <small>(If Date of birth not known, please specify an approximate year. Indicate '88' for month & date)</small>	Year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Month <input type="text"/> <input type="text"/> Date <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Month <input type="text"/> <input type="text"/> Date <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Month <input type="text"/> <input type="text"/> Date <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Month <input type="text"/> <input type="text"/> Date <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
B6 Age (years)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
B7 Marital status	<input type="checkbox"/> 1 Never married <input type="checkbox"/> 2 Married <input type="checkbox"/> 3 Widowed/ Divorced/ Separated	<input type="checkbox"/> 1 Never married <input type="checkbox"/> 2 Married <input type="checkbox"/> 3 Widowed/ Divorced/ Separated	<input type="checkbox"/> 1 Never married <input type="checkbox"/> 2 Married <input type="checkbox"/> 3 Widowed/ Divorced/ Separated	<input type="checkbox"/> 1 Never married <input type="checkbox"/> 2 Married <input type="checkbox"/> 3 Widowed/ Divorced/ Separated
B8 Ethnicity	<input type="checkbox"/> 1 Sinhala <input type="checkbox"/> 2 Sri Lankan Tamil <input type="checkbox"/> 3 Indian Tamil <input type="checkbox"/> 4 Sri Lankan Moor <input type="checkbox"/> 5 Other	<input type="checkbox"/> 1 Sinhala <input type="checkbox"/> 2 Sri Lankan Tamil <input type="checkbox"/> 3 Indian Tamil <input type="checkbox"/> 4 Sri Lankan Moor <input type="checkbox"/> 5 Other	<input type="checkbox"/> 1 Sinhala <input type="checkbox"/> 2 Sri Lankan Tamil <input type="checkbox"/> 3 Indian Tamil <input type="checkbox"/> 4 Sri Lankan Moor <input type="checkbox"/> 5 Other	<input type="checkbox"/> 1 Sinhala <input type="checkbox"/> 2 Sri Lankan Tamil <input type="checkbox"/> 3 Indian Tamil <input type="checkbox"/> 4 Sri Lankan Moor <input type="checkbox"/> 5 Other
B9 Religion	<input type="checkbox"/> 1 Buddhist <input type="checkbox"/> 2 Hindu <input type="checkbox"/> 3 Islam <input type="checkbox"/> 4 Roman Catholic <input type="checkbox"/> 5 Other Christian <input type="checkbox"/> 6 Other	<input type="checkbox"/> 1 Buddhist <input type="checkbox"/> 2 Hindu <input type="checkbox"/> 3 Islam <input type="checkbox"/> 4 Roman Catholic <input type="checkbox"/> 5 Other Christian <input type="checkbox"/> 6 Other	<input type="checkbox"/> 1 Buddhist <input type="checkbox"/> 2 Hindu <input type="checkbox"/> 3 Islam <input type="checkbox"/> 4 Roman Catholic <input type="checkbox"/> 5 Other Christian <input type="checkbox"/> 6 Other	<input type="checkbox"/> 1 Buddhist <input type="checkbox"/> 2 Hindu <input type="checkbox"/> 3 Islam <input type="checkbox"/> 4 Roman Catholic <input type="checkbox"/> 5 Other Christian <input type="checkbox"/> 6 Other
C Information on employment				
C1 Occupation/Designation <small>(Boxes marked as 'code' should be left blank)</small>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Code <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Code <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Code <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Code <input type="text"/> <input type="text"/>
C2 Date of appointment to this post	Year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Month <input type="text"/> <input type="text"/> Date <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Month <input type="text"/> <input type="text"/> Date <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Month <input type="text"/> <input type="text"/> Date <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Month <input type="text"/> <input type="text"/> Date <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
C3 Date of assumption of duties at this institution	Year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Month <input type="text"/> <input type="text"/> Date <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Month <input type="text"/> <input type="text"/> Date <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Month <input type="text"/> <input type="text"/> Date <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Month <input type="text"/> <input type="text"/> Date <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
C4 Nature of employment	<input type="checkbox"/> 1 Permanent <input type="checkbox"/> 2 Temporary/ casual <input type="checkbox"/> 3 Contract basis <input type="checkbox"/> 4 Other	<input type="checkbox"/> 1 Permanent <input type="checkbox"/> 2 Temporary/ casual <input type="checkbox"/> 3 Contract basis <input type="checkbox"/> 4 Other	<input type="checkbox"/> 1 Permanent <input type="checkbox"/> 2 Temporary/ casual <input type="checkbox"/> 3 Contract basis <input type="checkbox"/> 4 Other	<input type="checkbox"/> 1 Permanent <input type="checkbox"/> 2 Temporary/ casual <input type="checkbox"/> 3 Contract basis <input type="checkbox"/> 4 Other
C5 Nature of Service <small>(Answers for C5.1 C5.2 should be provided separately)</small>	C5.1 <input type="checkbox"/> 1 Residential <input type="checkbox"/> 2 Non-residential C5.2 <input type="checkbox"/> 1 Shift Work <input type="checkbox"/> 2 Daily duties	C5.1 <input type="checkbox"/> 1 Residential <input type="checkbox"/> 2 Non-residential C5.2 <input type="checkbox"/> 1 Shift Work <input type="checkbox"/> 2 Daily duties	C5.1 <input type="checkbox"/> 1 Residential <input type="checkbox"/> 2 Non-residential C5.2 <input type="checkbox"/> 1 Shift Work <input type="checkbox"/> 2 Daily duties	C5.1 <input type="checkbox"/> 1 Residential <input type="checkbox"/> 2 Non-residential C5.2 <input type="checkbox"/> 1 Shift Work <input type="checkbox"/> 2 Daily duties
D Information on educational/ professional qualifications				
D1 Highest educational qualification	<input type="checkbox"/> 1 Never attended school <input type="checkbox"/> 2 Passed Grade 1-5 <input type="checkbox"/> 3 Passed Grade 6-10 <input type="checkbox"/> 4 Passed G.C.E (O/L) <input type="checkbox"/> 5 Passed G.C.E (A/L) <input type="checkbox"/> 6 Degree/Post Graduate Degree	<input type="checkbox"/> 1 Never attended school <input type="checkbox"/> 2 Passed Grade 1-5 <input type="checkbox"/> 3 Passed Grade 6-10 <input type="checkbox"/> 4 Passed G.C.E (O/L) <input type="checkbox"/> 5 Passed G.C.E (A/L) <input type="checkbox"/> 6 Degree/Post Graduate Degree	<input type="checkbox"/> 1 Never attended school <input type="checkbox"/> 2 Passed Grade 1-5 <input type="checkbox"/> 3 Passed Grade 6-10 <input type="checkbox"/> 4 Passed G.C.E (O/L) <input type="checkbox"/> 5 Passed G.C.E (A/L) <input type="checkbox"/> 6 Degree/Post Graduate Degree	<input type="checkbox"/> 1 Never attended school <input type="checkbox"/> 2 Passed Grade 1-5 <input type="checkbox"/> 3 Passed Grade 6-10 <input type="checkbox"/> 4 Passed G.C.E (O/L) <input type="checkbox"/> 5 Passed G.C.E (A/L) <input type="checkbox"/> 6 Degree/Post Graduate Degree
D2 Have you followed any vocational training programme relevant to your current employment?	<input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No	<input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No	<input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No	<input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No
D3 If the answer for D2 above is 'yes', the courses followed. <small>(Specify only 2 courses followed. Boxes marked as 'code' should be left blank)</small>	Course 1 Qualified year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Code <input type="text"/> <input type="text"/> Course 2 Qualified year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Code <input type="text"/> <input type="text"/>	Course 1 Qualified year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Code <input type="text"/> <input type="text"/> Course 2 Qualified year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Code <input type="text"/> <input type="text"/>	Course 1 Qualified year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Code <input type="text"/> <input type="text"/> Course 2 Qualified year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Code <input type="text"/> <input type="text"/>	Course 1 Qualified year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Code <input type="text"/> <input type="text"/> Course 2 Qualified year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Code <input type="text"/> <input type="text"/>

B Basic information				
B1 Person's No	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>
B2 Name with initials	<div style="border: 1px solid black; width: 100%; height: 20px;"></div>	<div style="border: 1px solid black; width: 100%; height: 20px;"></div>	<div style="border: 1px solid black; width: 100%; height: 20px;"></div>	<div style="border: 1px solid black; width: 100%; height: 20px;"></div>
B3 Sex	<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Male <div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Female </div>	<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Male <div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Female </div>	<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Male <div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Female </div>	<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Male <div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Female </div>
B4 National Identity Card No	<div style="border: 1px solid black; width: 100%; height: 20px;"></div>	<div style="border: 1px solid black; width: 100%; height: 20px;"></div>	<div style="border: 1px solid black; width: 100%; height: 20px;"></div>	<div style="border: 1px solid black; width: 100%; height: 20px;"></div>
B5 Date of Birth <small>(If Date of birth not known, please specify an approximate year. Indicate '88' for month & date)</small>	<div style="display: flex; justify-content: space-around; width: 100%;"> YearMonthDate </div> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>	<div style="display: flex; justify-content: space-around; width: 100%;"> YearMonthDate </div> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>	<div style="display: flex; justify-content: space-around; width: 100%;"> YearMonthDate </div> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>	<div style="display: flex; justify-content: space-around; width: 100%;"> YearMonthDate </div> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>
B6 Age (years)	<div style="border: 1px solid black; width: 40px; height: 20px;"></div>	<div style="border: 1px solid black; width: 40px; height: 20px;"></div>	<div style="border: 1px solid black; width: 40px; height: 20px;"></div>	<div style="border: 1px solid black; width: 40px; height: 20px;"></div>
B7 Marital status	<div style="display: flex; flex-direction: column; gap: 5px;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Never married</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Married</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 3 Widowed/ Divorced/ Separated</div> </div>	<div style="display: flex; flex-direction: column; gap: 5px;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Never married</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Married</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 3 Widowed/ Divorced/ Separated</div> </div>	<div style="display: flex; flex-direction: column; gap: 5px;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Never married</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Married</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 3 Widowed/ Divorced/ Separated</div> </div>	<div style="display: flex; flex-direction: column; gap: 5px;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Never married</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Married</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 3 Widowed/ Divorced/ Separated</div> </div>
B8 Ethnicity	<div style="display: flex; flex-direction: column; gap: 5px;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Sinhala</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Sri Lankan Tamil</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 3 Indian Tamil</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 4 Sri Lankan Moor</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 5 Other</div> </div>	<div style="display: flex; flex-direction: column; gap: 5px;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Sinhala</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Sri Lankan Tamil</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 3 Indian Tamil</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 4 Sri Lankan Moor</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 5 Other</div> </div>	<div style="display: flex; flex-direction: column; gap: 5px;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Sinhala</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Sri Lankan Tamil</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 3 Indian Tamil</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 4 Sri Lankan Moor</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 5 Other</div> </div>	<div style="display: flex; flex-direction: column; gap: 5px;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Sinhala</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Sri Lankan Tamil</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 3 Indian Tamil</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 4 Sri Lankan Moor</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 5 Other</div> </div>
B9 Religion	<div style="display: flex; flex-direction: column; gap: 5px;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Buddhist</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Hindu</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 3 Islam</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 4 Roman Catholic</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 5 Other Christian</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 6 Other</div> </div>	<div style="display: flex; flex-direction: column; gap: 5px;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Buddhist</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Hindu</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 3 Islam</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 4 Roman Catholic</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 5 Other Christian</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 6 Other</div> </div>	<div style="display: flex; flex-direction: column; gap: 5px;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Buddhist</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Hindu</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 3 Islam</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 4 Roman Catholic</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 5 Other Christian</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 6 Other</div> </div>	<div style="display: flex; flex-direction: column; gap: 5px;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Buddhist</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Hindu</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 3 Islam</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 4 Roman Catholic</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 5 Other Christian</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 6 Other</div> </div>

C Information on employment				
C1 Occupation/Designation <small>(Boxes marked as 'code' should be left blank)</small>	<div style="border: 1px solid black; width: 100%; height: 20px; position: relative;"> Code </div>	<div style="border: 1px solid black; width: 100%; height: 20px; position: relative;"> Code </div>	<div style="border: 1px solid black; width: 100%; height: 20px; position: relative;"> Code </div>	<div style="border: 1px solid black; width: 100%; height: 20px; position: relative;"> Code </div>
C2 Date of appointment to this post	<div style="display: flex; justify-content: space-around; width: 100%;"> YearMonthDate </div> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>	<div style="display: flex; justify-content: space-around; width: 100%;"> YearMonthDate </div> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>	<div style="display: flex; justify-content: space-around; width: 100%;"> YearMonthDate </div> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>	<div style="display: flex; justify-content: space-around; width: 100%;"> YearMonthDate </div> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>
C3 Date of assumption of duties at this institution	<div style="display: flex; justify-content: space-around; width: 100%;"> YearMonthDate </div> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>	<div style="display: flex; justify-content: space-around; width: 100%;"> YearMonthDate </div> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>	<div style="display: flex; justify-content: space-around; width: 100%;"> YearMonthDate </div> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>	<div style="display: flex; justify-content: space-around; width: 100%;"> YearMonthDate </div> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>
C4 Nature of employment	<div style="display: flex; flex-direction: column; gap: 5px;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Permanent</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Temporary/ casual</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 3 Contract basis</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 4 Other</div> </div>	<div style="display: flex; flex-direction: column; gap: 5px;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Permanent</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Temporary/ casual</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 3 Contract basis</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 4 Other</div> </div>	<div style="display: flex; flex-direction: column; gap: 5px;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Permanent</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Temporary/ casual</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 3 Contract basis</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 4 Other</div> </div>	<div style="display: flex; flex-direction: column; gap: 5px;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Permanent</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Temporary/ casual</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 3 Contract basis</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 4 Other</div> </div>
C5 Nature of Service <small>(Answers for C5.1 C5.2 should be provided separately)</small>	<div style="display: flex; flex-direction: column; gap: 5px;"> <div>C5.1 <div style="display: flex; justify-content: space-between; width: 100%;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Residential</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Non -residential</div> </div></div> <div>C5.2 <div style="display: flex; justify-content: space-between; width: 100%;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Shift Work</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Daily duties</div> </div></div> </div>	<div style="display: flex; flex-direction: column; gap: 5px;"> <div>C5.1 <div style="display: flex; justify-content: space-between; width: 100%;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Residential</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Non -residential</div> </div></div> <div>C5.2 <div style="display: flex; justify-content: space-between; width: 100%;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Shift Work</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Daily duties</div> </div></div> </div>	<div style="display: flex; flex-direction: column; gap: 5px;"> <div>C5.1 <div style="display: flex; justify-content: space-between; width: 100%;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Residential</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Non -residential</div> </div></div> <div>C5.2 <div style="display: flex; justify-content: space-between; width: 100%;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Shift Work</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Daily duties</div> </div></div> </div>	<div style="display: flex; flex-direction: column; gap: 5px;"> <div>C5.1 <div style="display: flex; justify-content: space-between; width: 100%;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Residential</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Non -residential</div> </div></div> <div>C5.2 <div style="display: flex; justify-content: space-between; width: 100%;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Shift Work</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Daily duties</div> </div></div> </div>

D Information on educational/ professional qualifications				
D1 Highest educational qualification	<div style="display: flex; flex-direction: column; gap: 5px;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Never attended school</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Passed Grade 1-5</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 3 Passed Grade 6-10</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 4 Passed G.C.E (O/L)</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 5 Passed G.C.E (A/L)</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 6 Degree/Post Graduate Degree</div> </div>	<div style="display: flex; flex-direction: column; gap: 5px;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Never attended school</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Passed Grade 1-5</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 3 Passed Grade 6-10</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 4 Passed G.C.E (O/L)</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 5 Passed G.C.E (A/L)</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 6 Degree/Post Graduate Degree</div> </div>	<div style="display: flex; flex-direction: column; gap: 5px;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Never attended school</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Passed Grade 1-5</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 3 Passed Grade 6-10</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 4 Passed G.C.E (O/L)</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 5 Passed G.C.E (A/L)</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 6 Degree/Post Graduate Degree</div> </div>	<div style="display: flex; flex-direction: column; gap: 5px;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Never attended school</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 Passed Grade 1-5</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 3 Passed Grade 6-10</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 4 Passed G.C.E (O/L)</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 5 Passed G.C.E (A/L)</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 6 Degree/Post Graduate Degree</div> </div>
D2 Have you followed any vocational training programme relevant to your current employment?	<div style="display: flex; flex-direction: column; gap: 5px;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Yes</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 No</div> </div>	<div style="display: flex; flex-direction: column; gap: 5px;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Yes</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 No</div> </div>	<div style="display: flex; flex-direction: column; gap: 5px;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Yes</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 No</div> </div>	<div style="display: flex; flex-direction: column; gap: 5px;"> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 1 Yes</div> <div><div style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></div> 2 No</div> </div>
D3 If the answer for D2 above is 'yes', the courses followed. <small>(Specify only 2 courses followed. Boxes marked as 'code' should be left blank)</small>	<div style="border: 1px solid black; padding: 5px;"> <div>Course 1</div> <hr/> <div style="display: flex; justify-content: space-between; width: 100%;"> Qualified yearCode </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div> <div>Course 2</div> <hr/> <div style="display: flex; justify-content: space-between; width: 100%;"> Qualified yearCode </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div> </div>	<div style="border: 1px solid black; padding: 5px;"> <div>Course 1</div> <hr/> <div style="display: flex; justify-content: space-between; width: 100%;"> Qualified yearCode </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div> <div>Course 2</div> <hr/> <div style="display: flex; justify-content: space-between; width: 100%;"> Qualified yearCode </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div> </div>	<div style="border: 1px solid black; padding: 5px;"> <div>Course 1</div> <hr/> <div style="display: flex; justify-content: space-between; width: 100%;"> Qualified yearCode </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div> <div>Course 2</div> <hr/> <div style="display: flex; justify-content: space-between; width: 100%;"> Qualified yearCode </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div> </div>	<div style="border: 1px solid black; padding: 5px;"> <div>Course 1</div> <hr/> <div style="display: flex; justify-content: space-between; width: 100%;"> Qualified yearCode </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div> <div>Course 2</div> <hr/> <div style="display: flex; justify-content: space-between; width: 100%;"> Qualified yearCode </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div> </div>

Statement of the Enumerator

I certify that the data collection for the census was conducted to the best of my ability after visiting the relevant institution, interviewing the required officers and referring to the documents.

Name Signature

Designation Date

Statement of the Supervisor

I confirm that the census has been conducted properly and the form has been completed correctly.

Name Signature

Designation Date



Census of Children in Child Care Institutions - 2019
Schedule for children's Views/ Perceptions
Department of Census and Statistics
Department of Probation and Child Care Services

Schedule **CC4**

Only for children of aged 6 years or above (born on or before 31 Oct. 2013)

Instructions

- ◆ If the answer has to be chosen, circle the relevant number
- ◆ If the answer has to be written, write in clear handwriting
- ◆ Leave all fields marked as 'code' blank

Enumerator's Name:

Signature

Date

1. Information on the institution

1.1 Name of the Institution

1.2 Institution ID

2. Basic Information

2.1 Child's No

2.2 Child's Name

2.3 Sex

- ☐ 1 Male
☐ 2 Female

2.4 Child's age

Years

3. Information on education, extra-curricular activities and personal relationships

3.1 Do you attend school?

- ☐ 1 Yes
☐ 2 No → Go to 3.6

3.2 What is the name of the school you attend?

Code

3.3 Grade

3.4 Do you like to go to school every day?

- ☐ 1 Yes → Go to 3.7
☐ 2 No

3.5 If not, what is the reason?

- ☐ 1 No desire to study
☐ 2 Absence of love from teachers
☐ 3 Harassment by children
☐ 4 Other

(Specify)

3.6 Are you interested in learning something although you do not attend school?

- ☐ 1 Yes
☐ 2 No → Go to 3.7

3.6.1 If yes, what would you like to learn?

Code

3.7 Have you won any Certificates/ trophies/ medals by participating in a sports competition?

- ☐ 1 Yes
☐ 2 No → Go to 3.8

3.7.1 Specify the sport(s)/ event(s)

Code

1.

2.

3.8 Have you obtained any certificates/ trophies/ medals by participating any other competition(s) (debates/art/dancing/music/essay etc.)?

- ☐ 1 Yes
☐ 2 No → Go to 3.9

3.8.1 Specify the competition(s)

Code

1.

2.

3.9 How many male/ female friends do you have?

- ☐ 1 Many
☐ 2 Some
☐ 3 Few
☐ 4 One
☐ 5 None
- } Go to section 4

3.9.1 If none, what is the reason

Code

4. Information on daily routine

4.1 At what time do you wake up in the morning? a.m.

4.2 Normally, at what time do you sleep at night? p.m.

4.3 How many times a day do you brush your teeth?

4.4 Normally, how many days a week do you bathe?

- ☐ 1 Daily
- ☐ 2 Every other day
- ☐ 3 Few days a week

4.5 Do you engage in the following activities at the institution? (Circle all the relevant codes)

- ☐ 1 Washing your clothes
- ☐ 2 Washing the clothes of small children
- ☐ 3 Sweeping the house
- ☐ 4 Sweeping the yard
- ☐ 5 Cleaning the garden
- ☐ 6 Watering/nurturing the plants
- ☐ 7 Helping in cooking

4.6 When you face with a problem, with whom do you talk about it? Code

5. Information on leisure and recreation

5.1 What do you like to do during your leisure time?

- ☐ 1 Playing
- ☐ 2 Sleeping
- ☐ 3 Reading books/ papers
- ☐ 4 Being alone
- ☐ 5 Watching television
- ☐ 6 Other

(Specify).....

5.2 Do you play?

- ☐ 1 Yes
- ☐ 2 No → Go to 5.3

5.2.1 What is your favourite sport/ game? Code

5.3 Do you watch television?

- ☐ 1 Yes
- ☐ 2 No → Go to 5.4

5.3.1 What is your favourite TV programme? Code

5.4 Do you have books/ papers in the institution to read?

- ☐ 1 Yes
- ☐ 2 No → Go to 5.5

5.4.1 What is your favourite book? Code

5.4.2 What is your favourite paper? Code

5.5 Do you engage in religious activities?

- ☐ 1 Yes
- ☐ 2 No

5.6 Do you visit temples/ churches/ mosques/ kovils?

- ☐ 1 Yes
- ☐ 2 No

5.7 Has the institution taken you on trips?

- ☐ 1 Yes
- ☐ 2 No → Go to 5.8

5.7.1 If yes, what are the places you have visited? Code

1.....
 2.....
 3.....

5.8 What are the places you would like to visit if you go on trips? Code

1.....
 2.....

5.9 Are you happy at the institution?

- ☐ 1 Very happy
 - ☐ 2 Happy
 - ☐ 3 Neither happy, nor sad
 - ☐ 4 Not happy
- } Go to part 6

5.9.1 If not happy, what is the reason?

6. Future expectations

6.1 What is your ambition/ the job you would like to do in the future?

2019 CENSUS OF CHILDREN IN CHILD CARE INSTITUTIONS

FINAL REPORT

Department of Census and Statistics | Ministry of Economic Policies &
Plan Implementation

www.statistics.gov.lk

Extract from the Convention on the Rights of the Child:

- 1.A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.
- 2.States Parties shall in accordance with their national laws ensure alternative care for such a child.
- 3.Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989 entry into force 2 September 1990, in accordance with article 49

The first ever Census of Children in Child Care Institutions conducted by the Department of Census and Statistics fulfills a major requirement of the convention on having a complete database of the marginalized group of children living in Child Care Institutions in Sri Lanka.

The Vision of DCS

“To be the leader in the region in producing timely statistical information to achieve the country's development goals.”

The Mission of DCS

“Making contribution in the socioeconomic development of the country by providing accurate timely statistics, more Effectively by means of new technology, and utilising the services of dedicated staff under a strategic leadership to become a prosperous nation in the globalised environment.”

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