

Findings of the Electronic Citizen Report Card (eCRC)

Benchmark Survey on the Delivery of Secondary Education Services

Final Report for selected DS Divisions in Batticaloa District

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Basith Inadeen, Isuru Thennakoon, Mehala Mahilrajah,
K Romeshun & Hasanthi Tennakoon

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First Published – 2018

ISBN: 978-955-3628-30-5

National Library of Sri Lanka – Cataloguing of Publication Data

Findings of the Electronic Citizen Report Card (eCRC) Benchmark survey on the delivery of secondary education services : final report for selected DS divisions in Batticaloa district / Basith Inadeen...[et al.]. - Colombo : Centre for Poverty Analysis, 2018
40 p. ; 29 cm.

ISBN 978-955-3628-30-5

i. 373.07205493 DDC23

ii. Inadeen, Basith (co. author)

1. Education, Secondary - Sri Lanka - Research

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About CEPA

The Centre for Poverty Analysis (CEPA) is an independent, Sri Lankan think tank promoting a better understanding of poverty related development issues. CEPA believes that poverty is an injustice that should be overcome and that overcoming poverty involves changing policies and practices nationally and internationally, as well as working with people in poverty. CEPA contributes to influencing poverty-related development policy at national, regional, sectoral, programme and project levels. At CEPA, our emphasis is on providing independent analysis, capacity building of development actors, and seeking opportunities for policy influence. We are influenced by a strong orientation towards service provision that is grounded in sound empirical evidence while responding to the needs of the market. CEPA maintains this market orientation through client requests, and also pursues a parallel independent research agenda based on five broad thematic areas: such as post conflict development, infrastructure, migration, environment as well as the facets of poverty (which explores the broader aspects of poverty and vulnerability).

Acknowledgements

The Centre for Poverty Analysis (CEPA) would like to thank the European Union for supporting this study. The study was undertaken as part of the project on “Co-creating social development and good governance: Fostering cooperation between CSOs and government authorities for better social services” in which CEPA partners with ACTED. CEPA took the lead in the design and the conduct of the eCRC survey.

This study was made possible by the support extended to us by the Districts Secretaries, Additional Secretaries, Assistant Commissioners of Local Government (ACLGs), Secretaries of Pradeshiya Sabhas (PSs) in the Batticaloa, Monaragala, and Mullaitivu Districts and Educational Zonal Directors, Deputy Directors of Education (DDEs) and officers of Mullaitivu, Batticaloa, Monaragala.

CEPA wishes to thank the following Civil Society Organisations from Batticaloa District listed below that took part in this study. CEPA would also like to acknowledge the invaluable contribution of the parents and students who provided information to enable this study. Further, the assistance provided by the Enumerators along with Anusha Sivalingam and Shehana Mirza of CEPA to conduct the survey is highly valued.

No	DS Division	GN Division	Name of CSO
1	Manmunai South West	Kadukkamunai	Athavan Community Center
2	Manmunai South West	Arasadithivu North	Women’s Rural Development Society
3	Manmunai South West	Munaikkadu West	Women’s Rural Development Society
4	Manmunai South West	Munaikkadu North	Women’s Rural Development Society
5	Manmunai South West	Kokkadichcholai	Rural Development Society
6	Manmunai South West	Mahiladithivu	Rural Development Society
7	Koralai Pattu South	Korakallimadu	Women’s Rural Development Society
8	Koralai Pattu South	Kiran East	Women’s Rural Development Society
9	Koralai Pattu South	Thevapuram	Nachchathira Women’s Cluster Level
10	Koralai Pattu South	Thikilivaddai	Women’s Rural Development Society
11	Koralai Pattu South	Vahaneri	Rural Development Society
12	Porathivu Pattu	Selvapuram	Rural Development Society
13	Porathivu Pattu	Vanninakar	Rural Development Society
14	Porathivu Pattu	Mavetkudah	Rural Development Society
15	Porathivu Pattu	Kovil Porathivu	Women’s Rural Development Society
16	Porathivu Pattu	Kanesapuram	Rural Development Society
17	Porathivu Pattu	Sinnawathai	Valluvar Community Center
18	Eravur Town	Iyankerni Muslim	Rural Development Society
19	Eravur Town	Meerakerni	Rural Development Society
20	Eravur Town	Mich Nagar	Rural Development Society

List of Abbreviations

ACLGs	Assistant Commissioner of Local Government
EU	European Union
CEPA	Centre for Poverty Analysis
CSO	Civil Society Organisation
CRC	Citizen Report Card
eCRC	Electronic Citizen Report Card
DS	Divisional Secretariat
DDE	Deputy Director of Education
GN	Grama Niladhari
PS	Pradeshiya Sabha
WRDS	Women's Rural Development Society
RDS	Rural Development Society

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1. Introduction

1.1. The Project

The European Union funded project “Co-creating social development and good governance: fostering cooperation between CSOs and government authorities for better social services” aims to strengthen and enhance the capacity of Civil Society Organisations (CSOs) to collaborate with government authorities to promote better access and improved quality of public services, while ensuring the accountability of service providers. ACTED and CEPA have been collaborating to achieve the project results discussed below. While the first study, undertaken during the period of January - February 2018 provided baseline data on the delivery of secondary education services in Mullaitivu, Batticaloa and Monaragala Districts, this benchmarking study (second survey) was undertaken in September 2018 to monitor progress of education services delivery surveyed in the first study.

ACTED has been tasked with delivering the following Results (R1 & R2):

- R1 – The capacity of CSOs to implement their mandates and the ability to actively engage in local social development processes is enhanced,
- R2 – Local needs and gaps in terms of social services are identified through a participatory multi-stakeholder approach and addressed by CSOs and government authorities.

CEPA has been tasked with delivering the following Result- (R3):

- R3 – Enhanced monitoring of social service delivery/quality for better accountability of service providers is promoted, and best practices are disseminated for mainstreaming.

This entailed CEPA to undertake a number of activities which included:

- Identification of public service providers at different levels,
- Selection of enumerators from target CSOs,
- Training enumerators on the Citizen Report Card (CRC) process,
- Facilitation of questionnaire development and data collection,
- Channelling results to government authorities and supporting them in developing plans to address gaps.

1.2. Scope of the Report

This report covers the findings of the 2nd eCRC survey (benchmarking survey) on the **Delivery of Secondary Education Services** in selected GN (Grama Niladhari) Divisions within **Batticaloa District**. The survey was carried out in the DS (Divisional Secretariat) Divisions of **Eravur Pattu, Porathivu Pattu,**

Manmunai South West, and **Koralai Pattu South** in September - October 2018 as a follow-up to the 1st eCRC survey undertaken in January-February 2018.

1.3. Objectives of the Study

The specific objectives of the study are:

- (i) To use the CRC as a tool for assessing access, quality and satisfaction of actual users of public services as well as a tool for social accountability and transparency,
- (ii) To proactively disseminate the findings from this study and use them to advocate operational policy and practice reform measures,
- (iii) To present this experience from the actual users for similar initiatives in other public agencies in the other Districts.

1.4. Sampling

The eCRC was carried out for two types of services. One was secondary free education and the other was Pradeshiya Sabha services. The eCRC covered 60 GN Divisions selected by ACTED in the Mullaitivu, Batticaloa and Monaragala Districts. The sample size for the survey was determined as 1200 households for selected 60 GNs or 400 households for 20 GN Divisions in each District. The 400 households per 20 GN Division, was then divided according to the number of actual service receivers of each GN Division.

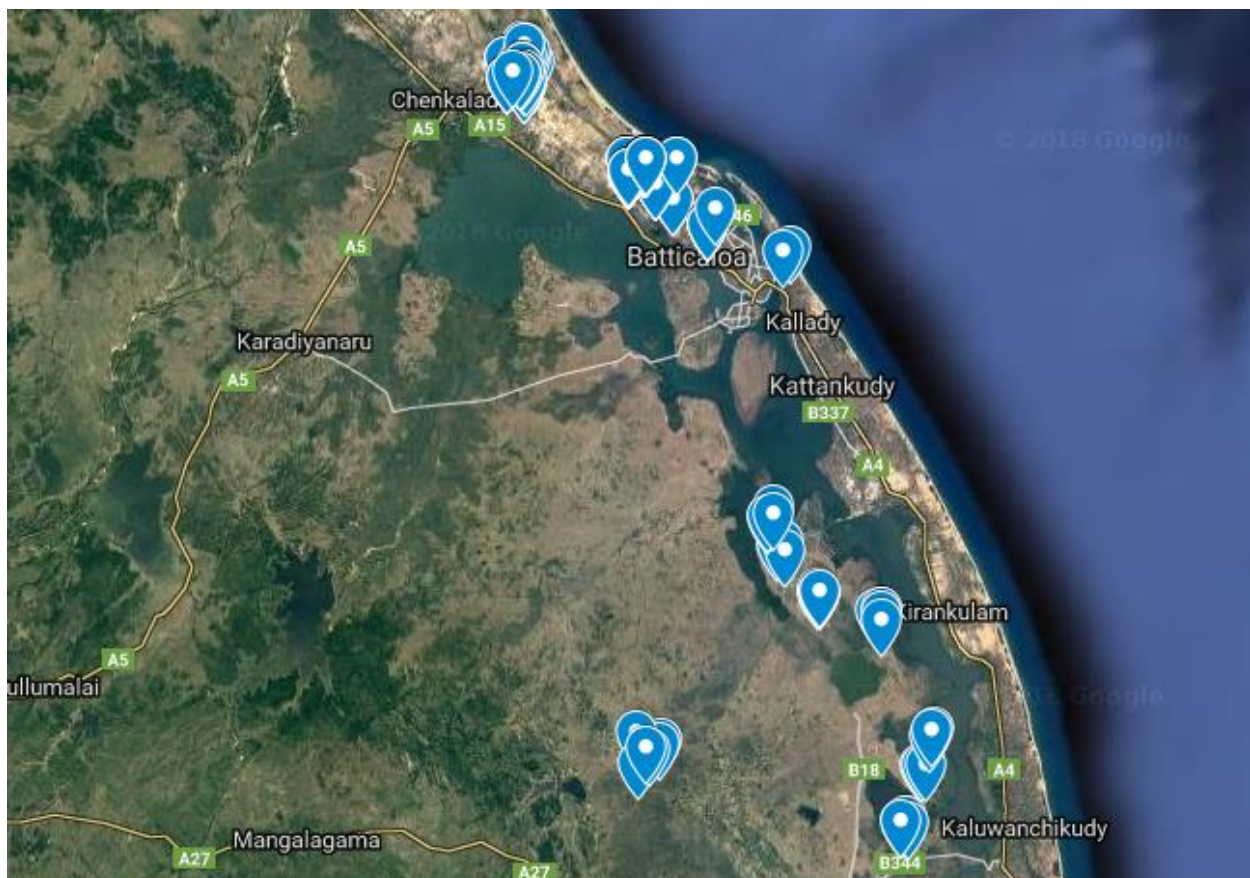
In all three Districts of Batticaloa, Mullaitivu and Monaragala the sampling process was completed in a number of stages. In the first stage, households with school aged children (attending grades 5 to 13) were identified and listed by CSO members for each GN Division, based on data on households within the GN Division. Out of this, the sample of households for the survey was randomly selected according to the calculated sample size for each GN. Meanwhile the sample for the Pradeshiya Sabha services survey was also drawn from the previously mentioned households identified by CSO members for each GN Division, based on the criteria that these households are using at least one public service provided by the Pradeshiya Sabhas. The sampling exercise in each GN Division was undertaken keeping in perspective the ethnic ratios and the spread to achieve wider coverage that is representative of all villages in the GN area. In total, the valid sample that was finalised for analysis, following all quality checks, was 1200 households (400 in Batticaloa District, 400 in Monaragala District, and 400 in Mullaitivu District) for the 60 GN Divisions in all three districts.

Where possible the same households were surveyed during the second round of the eCRC survey. However, it was not a requirement or priority for data collectors to go back to the same households. Feedback from all households in the study area, regardless of whether or not they took part in the first study, is valid for drawing conclusions on the progress of service delivery, as the services are intended for the entire community.

Sampling was undertaken based on the sampling matrix below:

Population (Households)	Sample size to be selected based on the households (95 % Confidence level)	Sample size to be selected based on the households (90 % Confidence level)
100	80	66
500	217	141
1000	278	164
5,000	357	189
10,000	370	192
30,000	379	195
50,000	381	195
100,000	383	196
200,000	383	196

Satellite imagery was used for the sampling process and given below is a representative satellite image of the study area.



1.5. Methodology

1.5.1. What is a Citizen Report Card?

The Citizen Report Card (CRC) is a simple, yet a powerful tool that can solicit systematic and actual user feedback on the performance of public services. It is a participatory survey that collects feedback on the quality and adequacy of public services from actual users. The CRC provides a sound basis and a proactive approach for communities, CSOs or local governments to engage in a dialogue with service providers and hold them accountable for improving the delivery of public services. Although the CRC was initially conducted in urban contexts, it is now being applied in a wider range of geographic settings and sectoral contexts to understand the status of public service delivery.

The CRC presents a number of benefits. It offers service providers a cost-effective means of finding out if public services that they provide reach the public, especially the more underserved members of the community. In turn, it provides users of public services an opportunity to convey feedback to local government regarding the quality, efficiency, and adequacy of the services that they receive as well as the problems they face in their interactions with service providers. In cases where there are different service providers, it is possible to compare their ratings across various services. The resultant assessment (based on user satisfaction) is then converted into a 'report card' on the performance of public services for a certain locality. The CRC should not be confused with an opinion poll on public services as the CRC reflects the actual experiences of public services users. For example, the surveys that generate the CRCs only target individuals who have used specific services, and/or interacted with the relevant public agencies.

CRCs have been used by various entities ranging from local and national governments, civil society organisations to development partners in over 20 countries as a tool for citizen engagement and service improvements. As this instrument typically generates data at the intersection of citizen-government engagement, its usefulness can branch out into many areas of influence. For example, it can become the basis for informing public policies and programmes, re-engineering of governance processes and service delivery mechanisms, and restructuring of government and community institutions.

One of the salient features of the CRC is its ability to give a voice to marginalised communities, as was the case with this particular study, which focused on engaging communities from very remote and underserved areas in the Batticaloa, Monaragala and Mullaitivu Districts. The aim was to empower communities to demand for improved and satisfactory service delivery, leading to greater self-reliance and sustainability. For the purpose of this study, CEPA focused on assessing prioritised services identified through community based research. The objective was to influence existing practices as well as policies from a pro-poor and rights based perspective.

In addition to community inputs, the study also obtained management response from service providers to facilitate a productive dialogue between service users and service providers. The benefit of the study is enhanced by repeating the survey and determining whether the activities mentioned in the management response (or other interventions) have improved the services, to the recipients.

1.5.2. What is an Electronic Citizen Report Card (eCRC)?

The Electronic Citizen Report Card or the eCRC is a revolutionary approach to conducting CRCs harnessing the power and convenience of state of the art technology. The eCRC enables the reliable collection of citizen feedback through an Android-based mobile application while analysing and reporting the information collected in real time. There are several components to the eCRC process:

(a) Conducting the survey

A scientific sample survey of public feedback and experiences is conducted via a tablet using a mobile application. A GPS tracking system in the cell phones/ tablets indicates the location from where data is collected, thereby enhancing the reliability of data collection.

(b) Remote monitoring for quality control

A web-based survey management module enables survey managers to track the progress of the survey on a real-time basis. This module enables remote monitoring and management of survey activities and hence ensures greater quality control.

(c) Data analysis

Online Dashboard and Data Analysis Tools developed as a part of the eCRC addresses the information needs of various stakeholder groups (e.g. policy makers, administrators, political representatives, and citizens etc.). The results of the survey are presented through easy to understand graphs, tables and maps. Simple colour codes are used to facilitate easy inferences on performance levels.

As the eCRC uses mobile tablets and state of the art technology for survey reporting, it has a number of advantages:

- It generates highly accurate data;
- Provides immediate results;
- Enables data / results displayed on a map of the geographic location where the survey is undertaken;
- It is more cost efficient as it allows the exercise to be repeated with a one-time investment cost.

1.5.3. The Designing of the eCRC

For the purpose of this study, the eCRC survey was designed for 20 selected Grama Niladhari Divisions in each of the Districts of Batticaloa, Monaragala and Mullaitivu. The survey was designed to cover the delivery of services by the Pradeshiya Sabhas and the status of secondary education services in the areas identified for study. The timing of the survey and other logistical details were finalised in consultation with District Secretaries, Zonal Education Directors and Secretaries of Pradeshiya Sabhas in the Districts concerned. The survey was carried out by a team of Civil Society Organisations (CSOs) that represent each GN Division. The team of CSO members has been trained as a pool of resource persons by CEPA for

implementing eCRC surveys in the three Districts with the direct supervision of CEPA researchers as well as ACTED field officers.

1.5.4. Identifying Services to be Surveyed through the eCRC

During focus group discussions (FGDs) with the community, and members of the CSOs, the two issues that emerged as priority areas for improvement were the delivery of (i) Pradeshiya Sabha services, and (ii) secondary education (year 5 - year 13) services. These priorities also aligned with priorities outlined in the ACTED Village Development Plans (VDPs).

Among these, the priority areas for improvement were identified by the rankings provided by the community and CSO representatives.

In the case of education services, secondary education was identified as a priority through FGDs undertaken with the community.

1.5.5. Development of Performance Indicators

A set of specific indicators were identified for secondary education services following a series of consultations with community groups, officials from Zonal Education Offices and Local Government Authorities in the three Districts. The following performance indicators were selected to assess the performance of secondary education service delivery:

Aspects of Secondary Education Services Delivery	Indicators
Access	<ul style="list-style-type: none"> • School attendance within / outside GN Division • Regularity of attendance • Reasons for not attending • Attending tuition classes
Quality	<ul style="list-style-type: none"> • Satisfaction with quality
Facilities	<ul style="list-style-type: none"> • Availability • Satisfaction
Teachers	<ul style="list-style-type: none"> • Availability • Quality of teaching • Teacher’s behaviour • Teaching approach
Inconveniences	<ul style="list-style-type: none"> • Punishments • Abuse • Discrimination • Hidden costs

1.6. The Study Area

Within the Batticaloa District, this study covers a number of areas under the Pradeshiya Sabhas and Educational Zonal Offices in the **Eravur Pattu, Porathivu Pattu, Manmunai South West, and Koralai Pattu South** DS Divisions as shown in the table below.

DS Division/ Pradeshiya Sabha / Zonal Education Office	GNs	Number of Villages	Number of Households
Eravur Pattu DS Division / Eravur Pattu PS / Batticaloa Central Zonal Education Office	Meerakerni	9	1485
	Mich Nagar	7	2063
	Iyenkerni Muslim	3	840
Porathivu Pattu DS Division / Porathivu Pattu PS / Vellavelly - Pattiruppu Zonal Education Office	Sinnawathai	3	435
	Kanesapuram	1	420
	Kovil Porathivu West	1	415
	Vanninakar	1	409
	Mavetkudah	3	434
Manmunai South West DS Division / Manmunai South PS / Paddippalai – Batticaloa West Zonal Education Office	Selvapuram	1	337
	Kadukkamunai	5	480
	Arasadithivu North	2	308
	Mahiladithivu South	3	576
	Munaikkadu West	4	327
	Munaikkadu North	2	369
	Kokkaddicholai	3	586
	Kiran East	3	1197
	Korakallimadu	3	677
Thevapuram	2	656	
Koralai Pattu South DS Division / Oddamavady Pradeshiya Sabha Kalkuda Zonal Education Office	Thikiliveddai	5	423
	Vahaneri	5	462

2. Key Findings

The eCRC survey gathered data on access to secondary education, quality of education, facilities and other issues faced by secondary school children in the study area. The subsequent sections discuss the progress made in these areas during the period of May - September 2018. Baseline data collected during the 1st eCRC survey is referred to as **Wave 1** or the **first wave** and data collected during the 2nd eCRC survey is referred to as **Wave 2** or the **second wave** in the discussion below.

2.1. Access to Secondary Education

Figure 1: Attending School Within One's GN Division

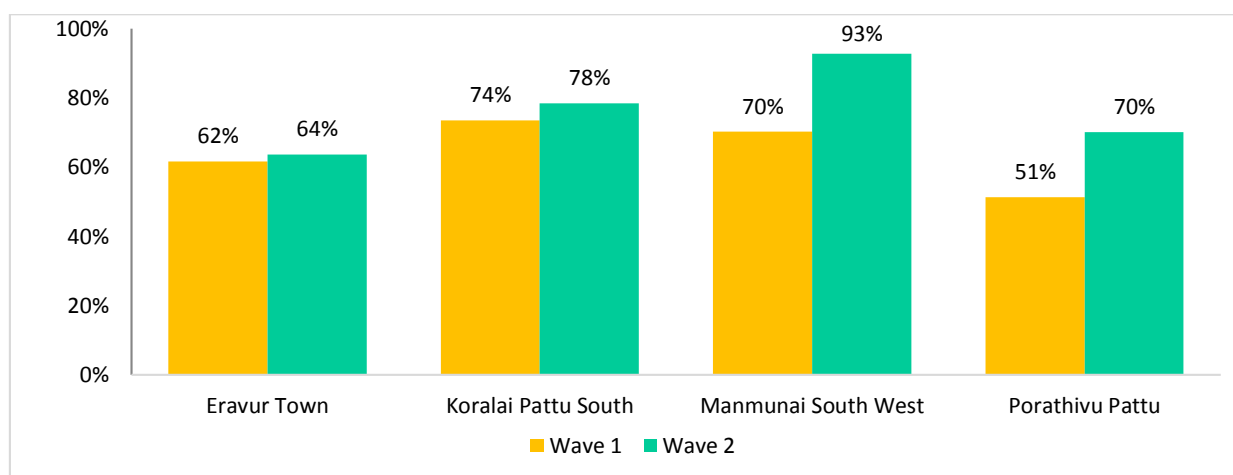
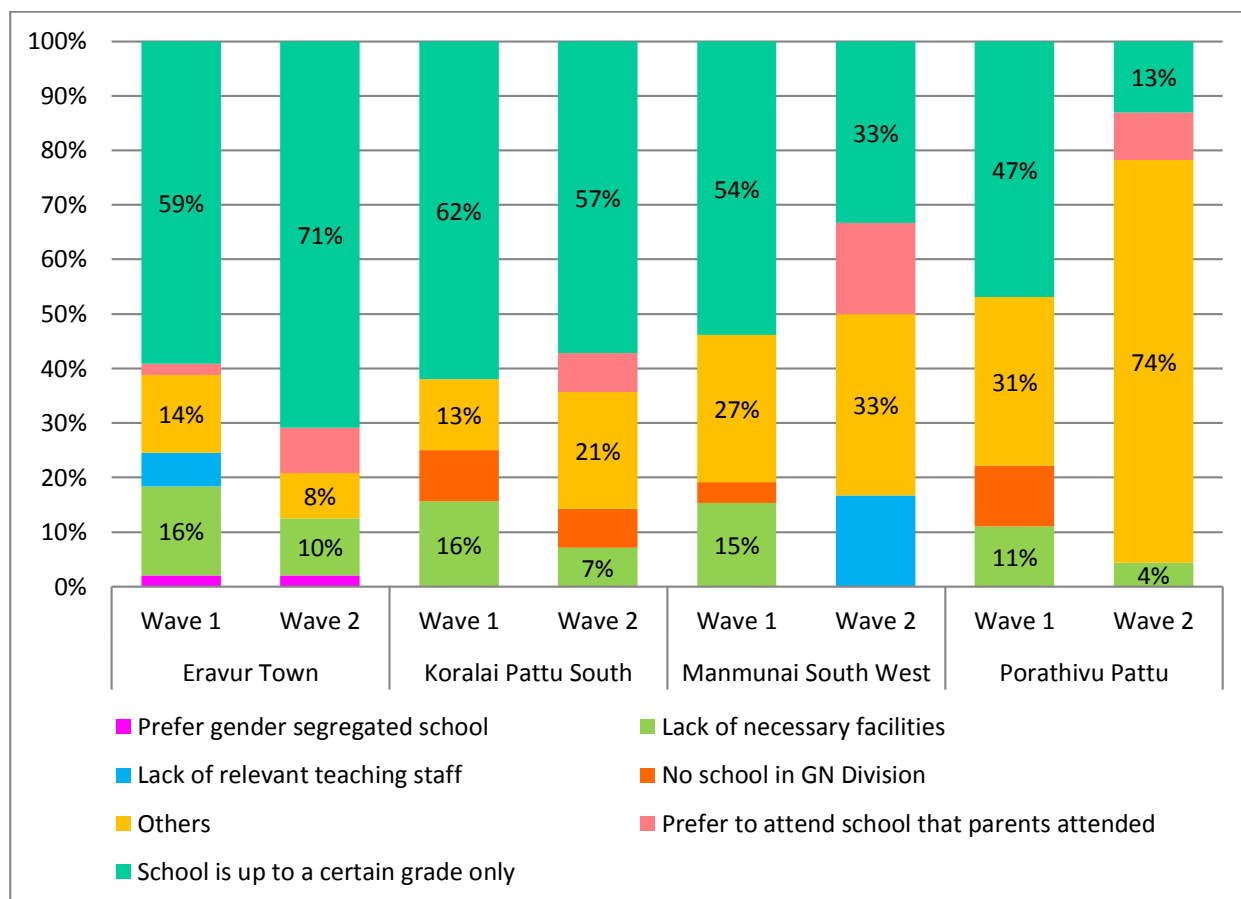


Figure 1 presents school attendance within one's own GN Division. There is a slight increase in the number of students going to schools within ones GN Division in Eravur Pattu and Koralai Pattu South DS Divisions during the second wave. A more noticeable increase for the same is seen in Manmunai South West and Porathivu Pattu DS Divisions. However, it should be kept in mind that for the 2nd eCRC survey, data was not always gathered from the same households that participated in the 1st eCRC survey. Enumerators at times visited other households when the same respondents were not available. This required the 2nd eCRC survey to include more households located in very interior areas of the DS Divisions being surveyed. Due to their remoteness, households in these areas have less opportunity to send their children to schools outside their GN Divisions. Therefore, it seems that more children are attending schools within their own GN Divisions during the second wave.

On probing into the reasons for attending schools outside of one's GN Division, there were various reasons cited as shown in **Figure 2**. During both the first and second waves, a key reason cited was that the school within one's GN Division offered classes only up to a certain grade (grade 5 or 11) which compelled them to attend schools that offer higher grades outside their GN Divisions. Lack of facilities was also frequently cited as a reason to attend a school outside one's GN Division. This was quite noticeable during the second wave in Porativu Pattu, though not highlighted in the graphs. One of the reasons cited quite frequently was that the school within the GN did not offer certain subject streams

(e.g. Science, Arts, Commerce etc.) and hence, the need to attend a school outside the GN where these subjects were offered.

Figure 2: Reasons for Attending School Outside One's GN Division



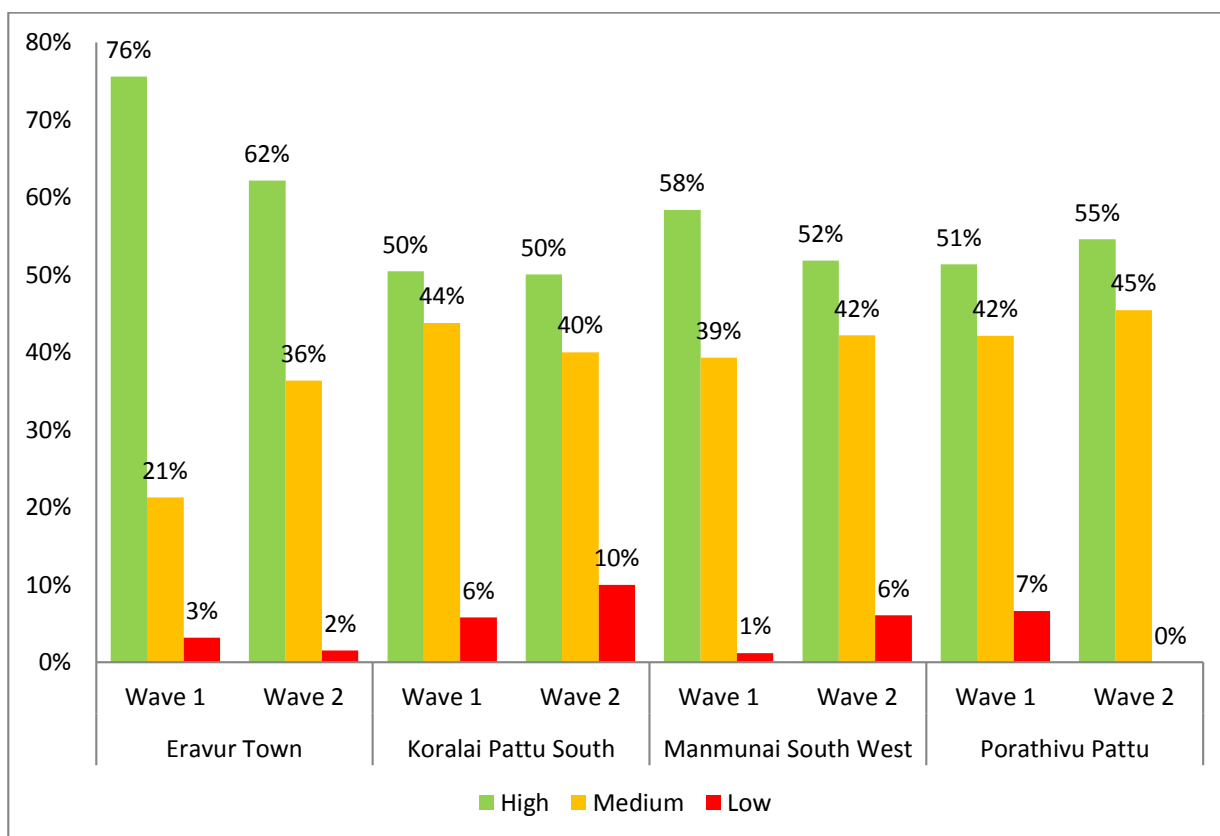
2.2. Quality and Satisfaction with Secondary Education Services

Figure 3 indicates the satisfaction levels expressed by both parents and secondary school students regarding quality of education. The graph provides a comparison of satisfaction levels during both the first and second waves. In all four DS Divisions most respondents were either highly or moderately satisfied with the quality of education. While high satisfaction levels show a noticeable decline in Eravur Pattu DS Division, only a small variation can be seen in the other three DS Divisions during the second wave. Moreover, there is an increase in low satisfaction levels in Koralai Pattu South DS Division during the second wave. In general, reasons given for decline in satisfaction included:

- Lack of relevant teachers to teach certain subject matter;
- Teachers do not arrive on time and sometimes they leave early;
- Teachers' attendance is hampered by transport issues due to poor conditions of access roads, while limited bus service is available at particular times only;

- There are no opportunities for additional classes or participation in extracurricular activities at national events;
- Practical classes are not conducted in a satisfactory manner;
- Classes are held only up to Grade 9;
- Lack of necessary infrastructure and facilities in schools; and
- Female teachers are sometimes not willing to travel to schools in very remote areas.

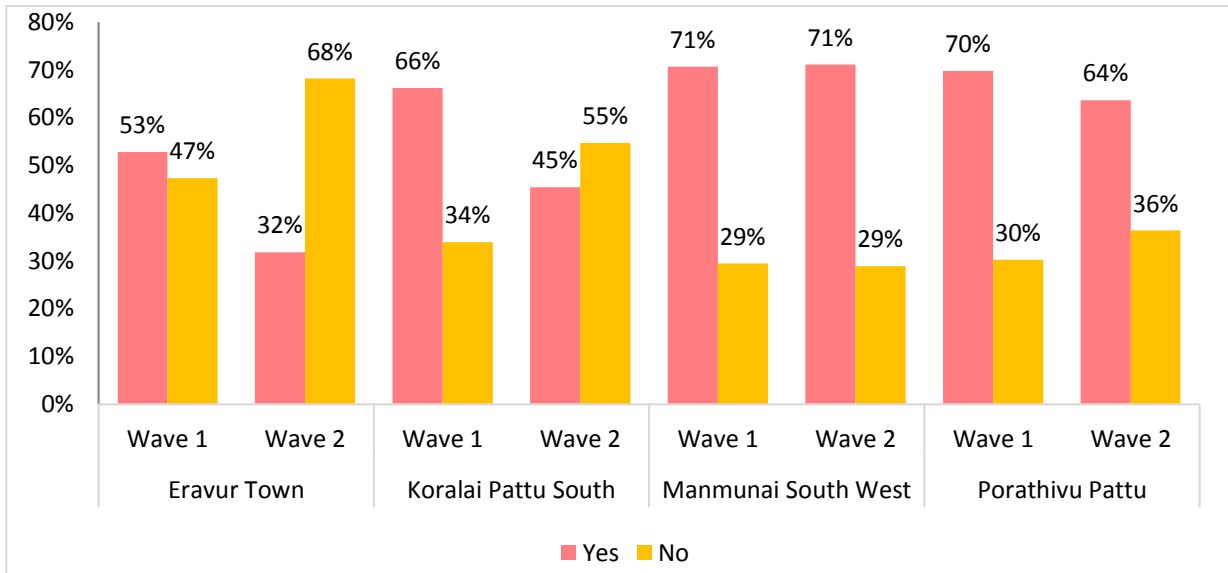
Figure 3: Overall Satisfaction Regarding Quality of Education



In general, the decline in satisfaction is explained in terms of there being a more positive outlook at the start of the year when the first wave of data collection was undertaken. This positive outlook has reduced somewhat among the respondents during second wave, as they are faced with certain challenges and barriers to their educational aspirations. These challenges include transport issues, problems caused during the rainy season, among others.

The proportion of students attending tuition classes in the four DS Divisions is presented in **Figure 4**. Reasons cited by students for attending tuition was that they wanted to gain additional knowledge; syllabuses were not covered in schools; difficulties in understanding what was taught in school; teachers not paying enough attention; and being compelled to attend because friends are attending tuition. There is considerable decline in the proportion of students attending tuition in the last four months in Eravur Pattu and Koralai Pattu South DS Divisions as illustrated in **Figure 4**. Moreover, a slight decline is seen in Porathivu Pattu DS Division. This decline can be attributed to teachers conducting extra classes in school when examinations are nearing, which then reduces the need to attend tuition classes.

Figure 4: Students Attending Tuition Classes



2.3. Facilities

Figure 5, 6, 7 and Figure 8 provide an overview of the facilities available to secondary school children in the Eravur Pattu, Porathivu Pattu, Manmunai South West, and Koralai Pattu South DS Divisions respectively.

Figure 5: Availability and Usage of Facilities in Eravur Pattu DS Division

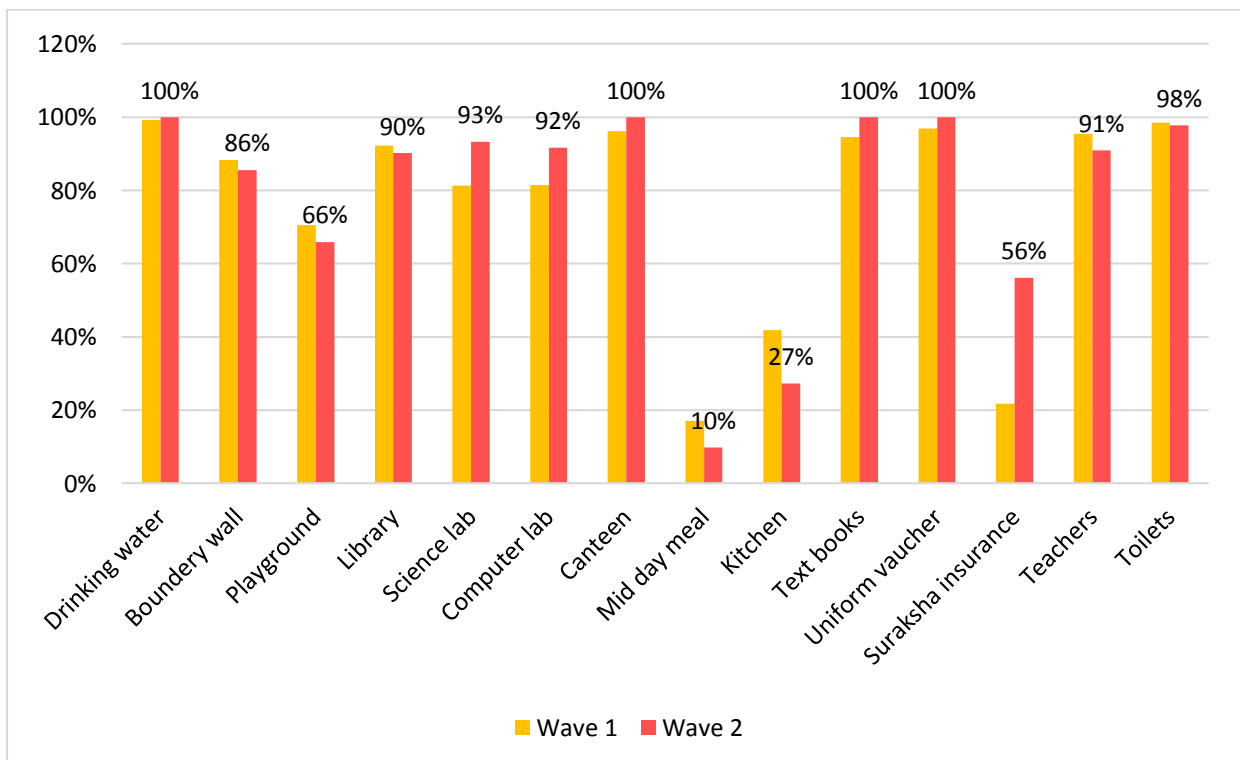


Figure 6: Availability and Usage of Facilities in Porathivu Pattu DS Division

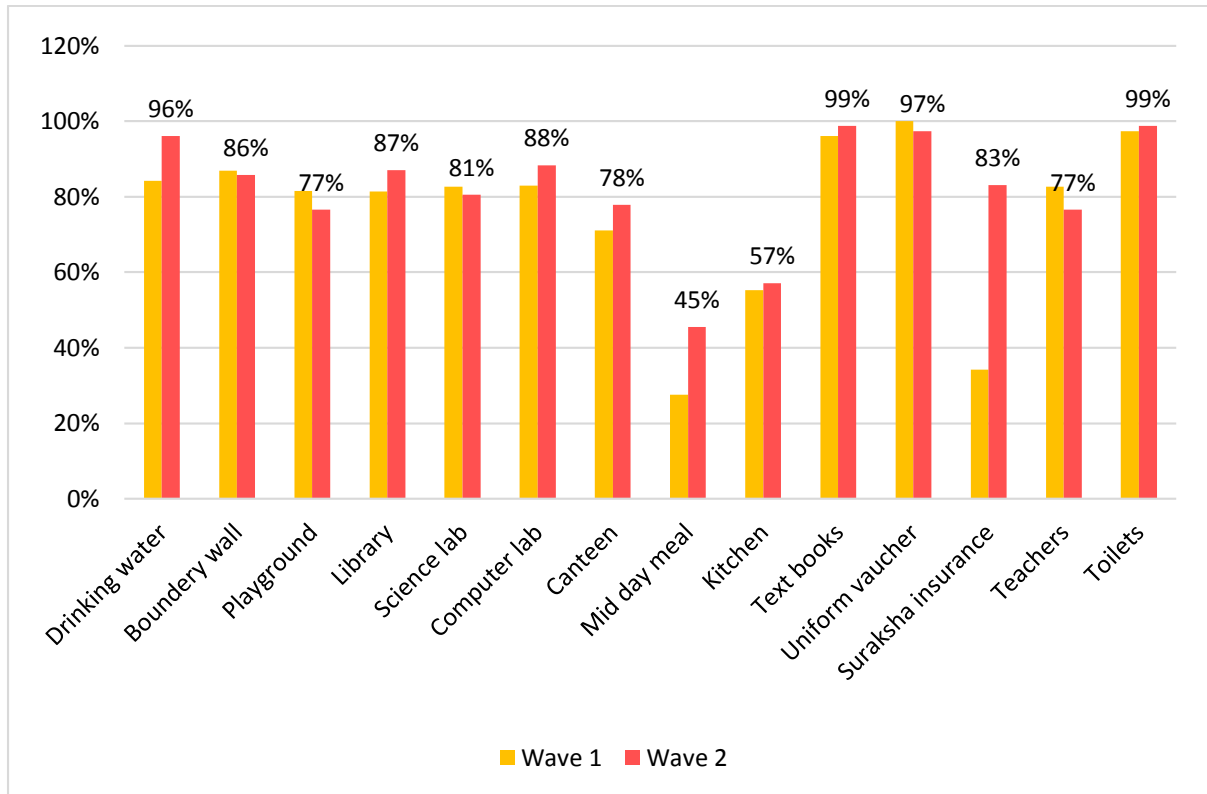


Figure 7: Availability and Usage of Facilities in Manmunai South West DS Division

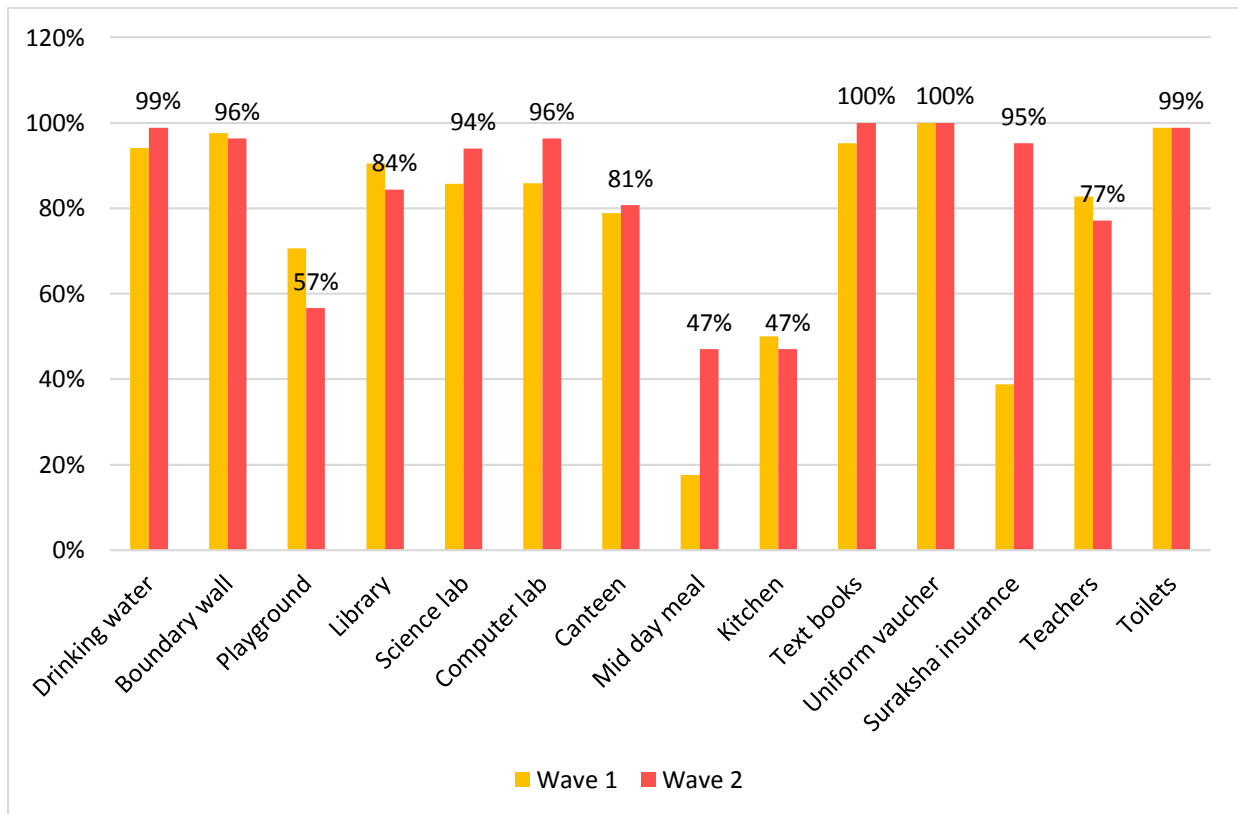
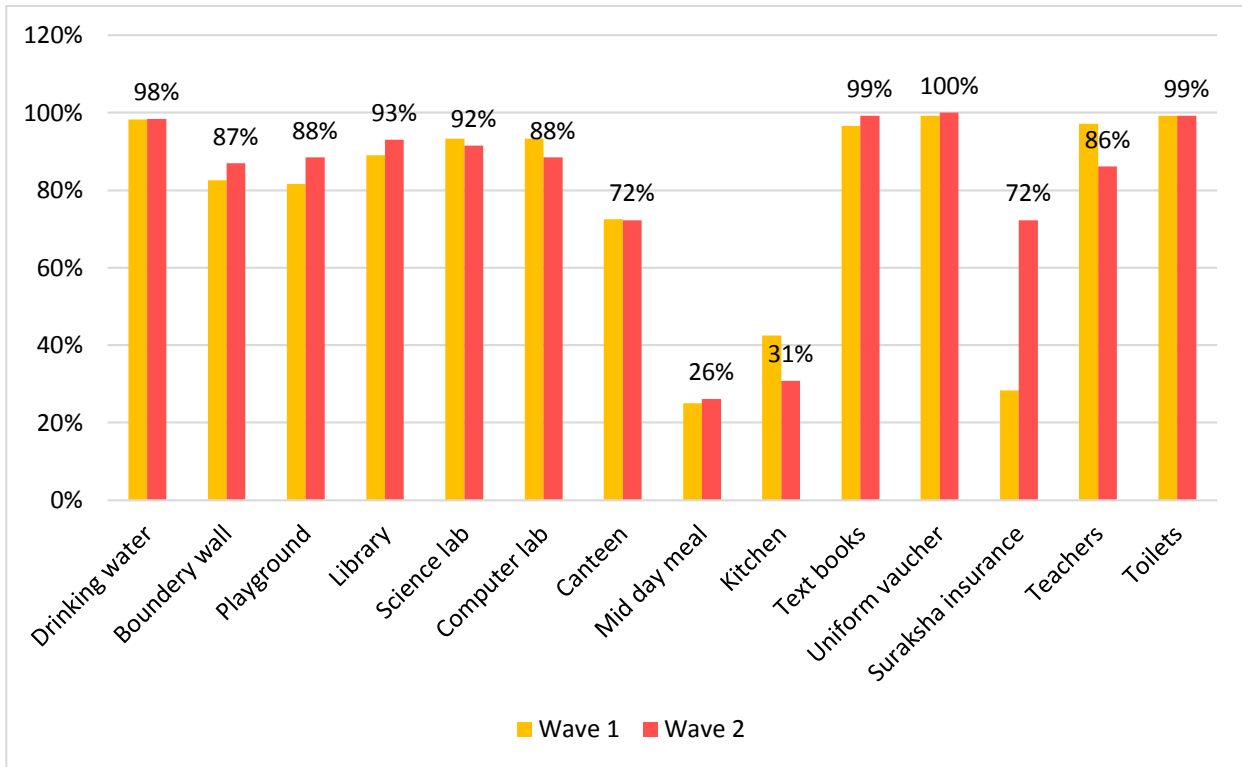


Figure 8: Availability and Usage of Facilities in Koralai Pattu South DS Division



While most facilities surveyed are available to the majority of students in the study area, there are some noticeable gaps in the availability of facilities such as mid-day meals, kitchen facilities, and Suraksha insurance in all four DS Divisions. However, the availability of Suraksha insurance have increased over the last four months; but Eravur Pattu and Koralai Pattu South DS Divisions are still lagging behind with approximately less than 75% of the students indicating that this is available to them. Ideally, the Suraksha student insurance scheme should be available to all students in Sri Lanka. It is possible that some respondents have indicated that insurance is not available to them simply because they lack awareness about this facility. However, there is an improvement in awareness during the second wave. Therefore, this indicates the need to build awareness on the availability of this facility for all students to enable the benefits they are entitled to; especially students in underserved areas, who would benefit the most.

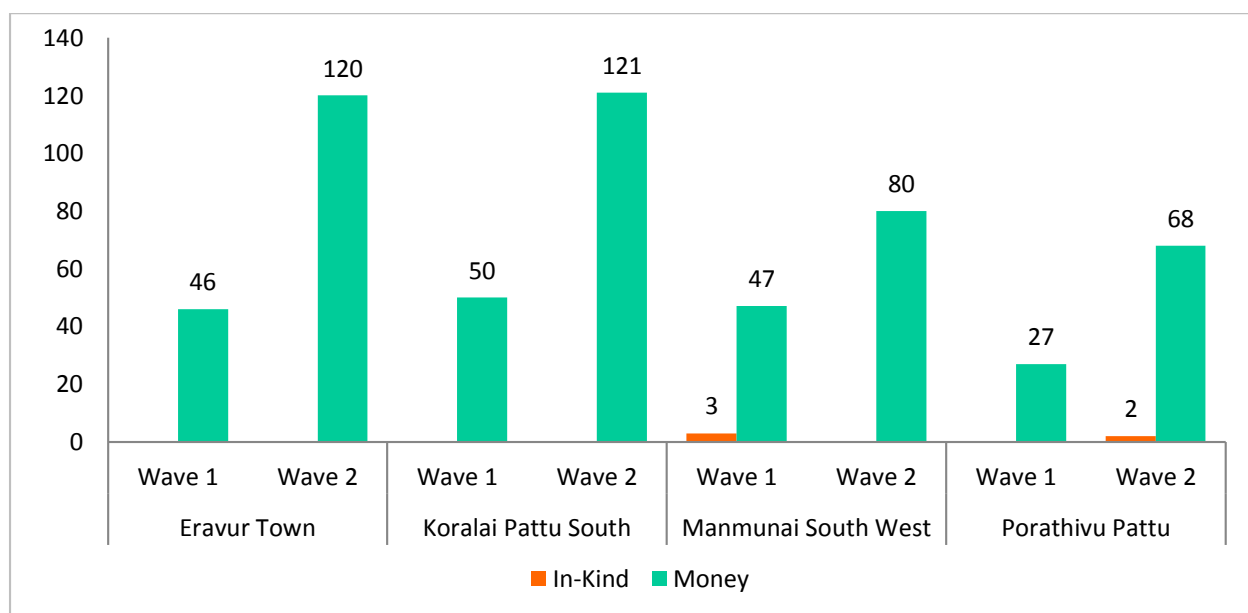
In the case of mid-day meals, the procedure is that only primary school children or schools with less than 100 students are given mid-day meals. It is not mandated for secondary school children to receive a mid-day meal which is why the survey reflects that this facility is lacking in the areas surveyed. However, secondary school children expect that they should also receive mid-day meals because their younger siblings in primary school receive a mid-day meal.

It was also noted that close to 100% of the school children received uniform vouchers and text books. In regards to uniform vouchers, there was a preference for receiving vouchers as opposed to receiving uniform material as was the case previously. Some children used the vouchers to purchase other requirements such as shoes or other clothing items. However, the disadvantage of uniform vouchers is that, it can be inconvenient for students in very remote areas to travel a considerable distance to a commercial centre to purchase the uniforms / material, using the voucher.

2.4. Additional Payments

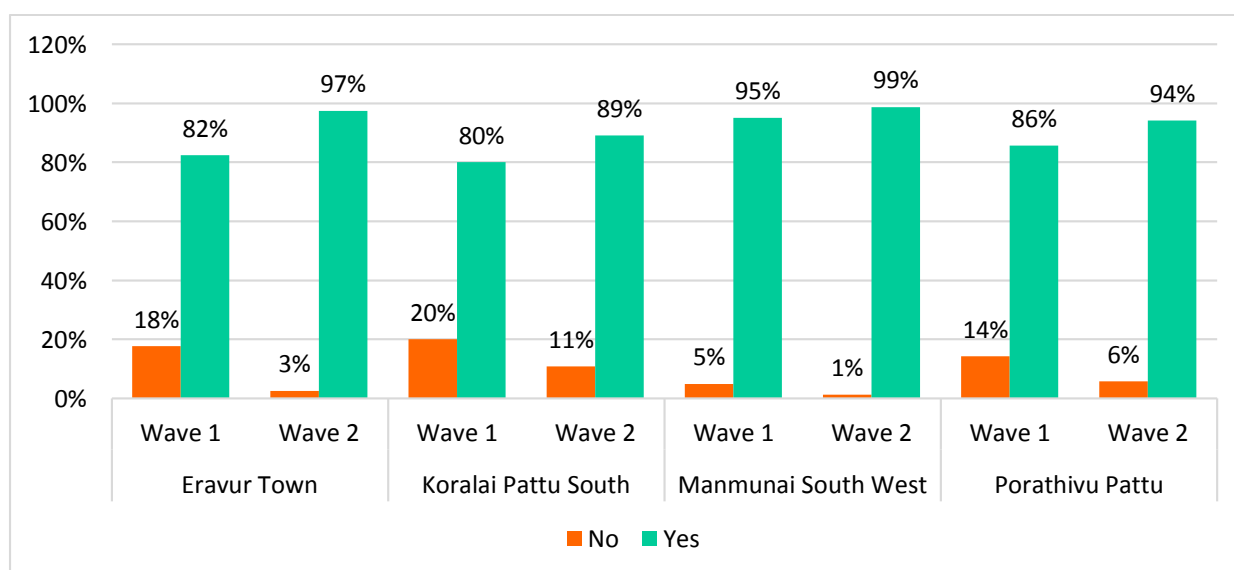
The eCRC survey also revealed that a considerable number of students have incurred additional costs as they have been required to make various payments to their schools.

Figure 9: Additional Payments Requested by Schools



As shown in **Figure 9**, the payments requested are mostly in cash although a very small number have indicated that they have been asked to pay in kind. In all four Divisions, the number of students required to make additional payments have increased substantially during the second wave.

Figure 10: Receipts Provided for Additional Payments Made to Schools



In most cases the students were issued with receipts for these payments, but a noticeable number of students have indicated that they have not been issued with receipts as shown in **Figure 10**. Such transactions require investigation to ascertain their legitimacy.

2.5. Other Inconveniences

Some of the school children surveyed indicated that they have encountered punishment related issues in their schools (see **Figure 11**). Koralai Pattu South DS Division shows a slight increase in the proportion of school children reporting punishment related issues in schools while Manmunai South West and Porathivu Pattu DS Divisions show a slight decrease in the proportion of children reporting punishment related issues. In Eravur Pattu, no variation is observed in regards to this issue.

Figure 11: Punishment Related Issues in Schools

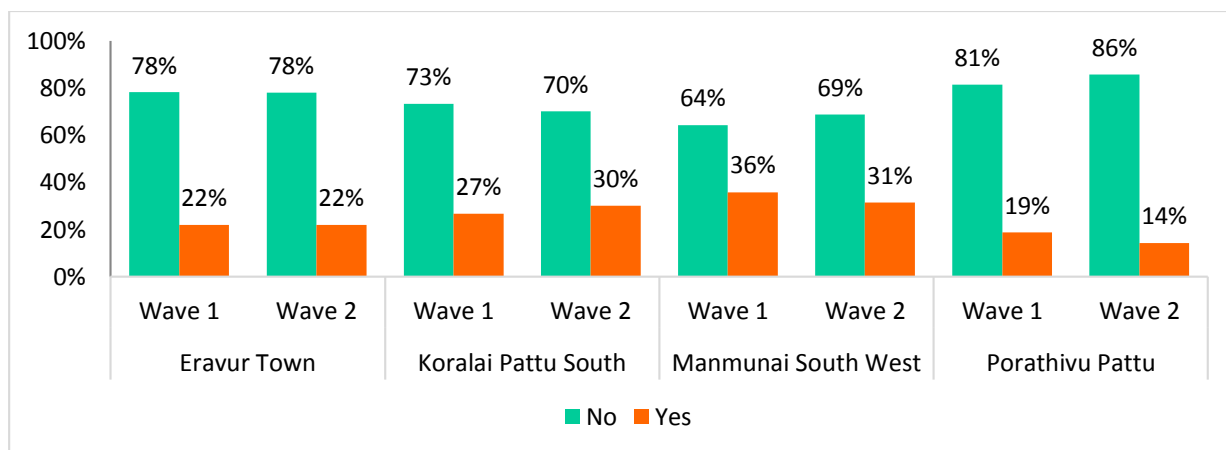
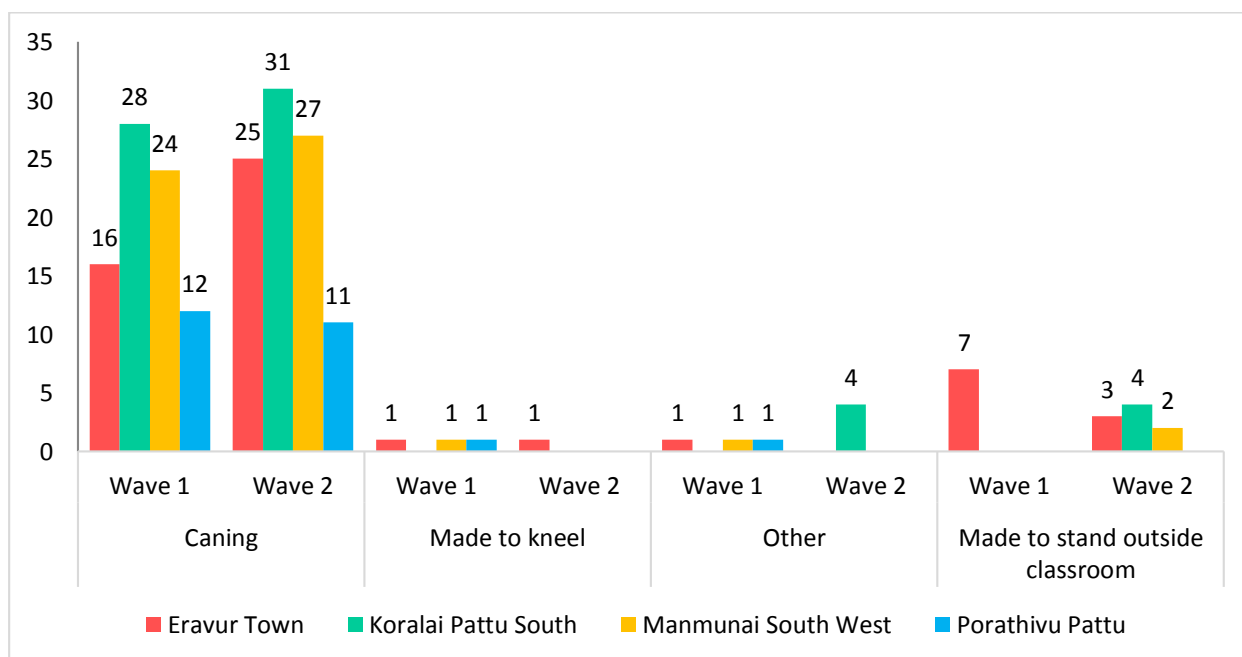


Figure 12 indicates a noticeable increase in the number of students who received corporal punishment (beatings with a cane) during both the first and second waves. The reported number of cases shows an increase during the second wave in Eravur Pattu, Manmunai South West, and Koralai Pattu South DS Divisions. Corporal punishment in schools has been banned in Sri Lanka, and it is quite concerning that the most frequent form of punishment given to students are canings in all four DS Divisions.

Figure 12: Types of Punishments Given to Students



As indicated in **Figure 13** and **Figure 14**, students also reported cases of discrimination and abuse (physical, emotional, verbal) in schools. A noticeable number of discrimination incidents are reported from Koralai Pattu South DS Division during the second wave. With regards to abuse, there are a few cases of abuse reported during the second wave but there is an overall decline in the number of cases reported, during the second wave. Although these are few in number, authorities should pay attention to these cases, as abuse and discrimination have serious implications of human rights violations in schools.

Figure 13: Incidences of Discrimination in Schools

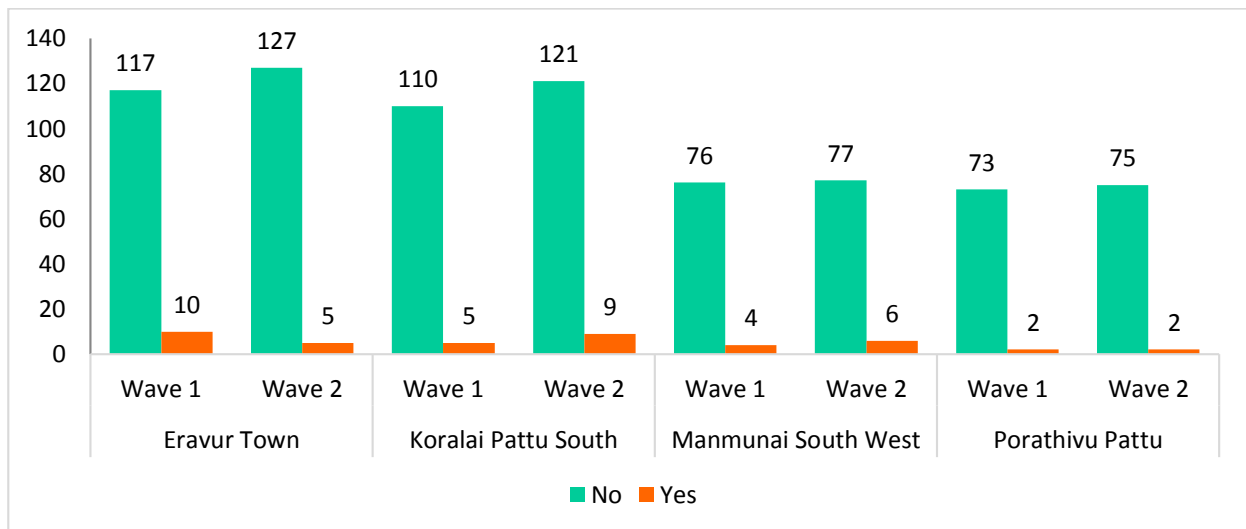
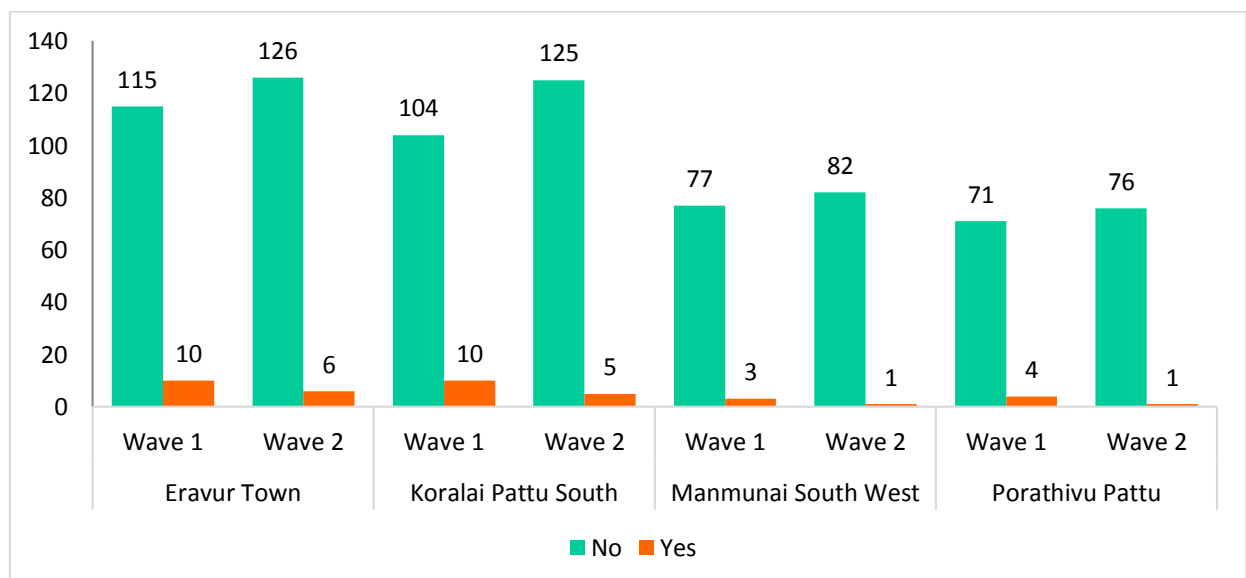


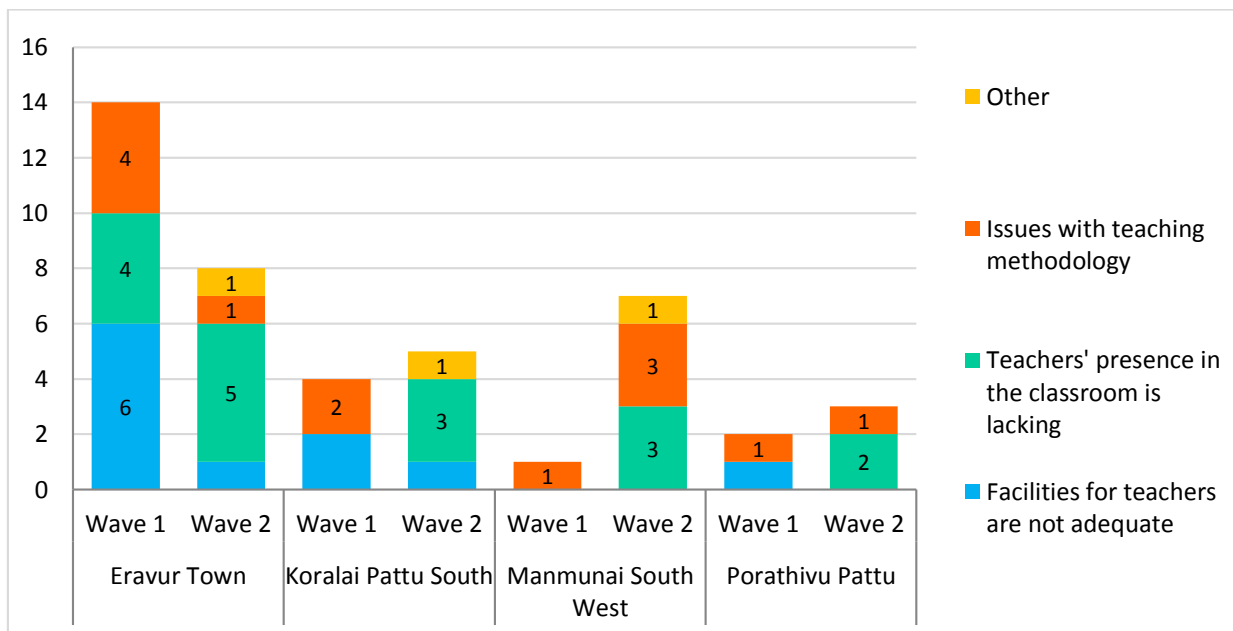
Figure 14: Incidences of Abuse in Schools



Issues with teachers, can impact on the quality of education. Students reported issues relating to teachers in all three Divisions during the second wave as illustrated in **Figure 15**. Teacher related issues show a noticeable decline in Eravur Pattu DS Division during the second wave, while there is no improvement shown in the other three Divisions.

Lack of teachers' presence in classrooms is a key issue in all four DS Divisions during the second wave. It is likely that the absence is directly linked to the problem of remoteness where schools located in very interior areas lack public transport facilities which lead to teachers arriving late to the class and leaving early. This is especially evident in Porathivu Pattu and Manmunai South West DS Divisions. However, in general, the respondents stated that teachers devote less time teaching and spend more time outside the classroom.




Figure 15: Issues Relating to Teachers



3. Overall Scoring for Secondary Education Services

Figure 16 indicates the scoring given to the performance of secondary education services delivery in the four DS Divisions. Scoring is provided based on the percentages of satisfied users of secondary education services.

For example, the colour coding denotes the following:

Colour	% of highly satisfied users	Action required
	Satisfied users below 40%	Needs urgent attention
	Satisfied users between 40%-60%	Needs improvement
	Satisfied users above 60%	Needs to maintain performance or require improvements to continue

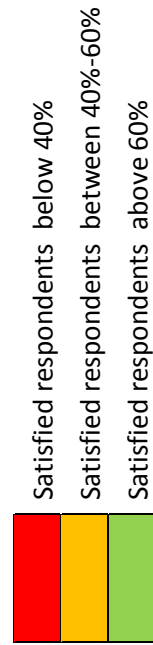
**Satisfied users include both highly and moderately satisfied service users*

As shown in Figure 16, service delivery ratings have improved in some areas during the second wave (indicated by the upward pointing arrows). While all areas have been marked green in the chart, it is still important to maintain this performance going forward, taking action based on the action plans (see Annex 1) which identify both short and long term goals.

One key reason for improved satisfaction in some areas is that the community met with service providers after the 1st CRC survey which resulted in follow-up activities in the action plan being carried out to improve services. It was also noted that elected representatives had also shown a keen interest in addressing public needs following the release of the 1st CRC report.

Figure 16: Overall Ratings for Secondary Education Delivery

	Drinking Water	Toilets	Library	Science Lab	Mid Day Meal	Text Books	Computer Lab	Teachers	Kitchen	Suraksha Insurance	Uniform Vouchers	Canteen	Playground	Boundary Wall
Wave 2														
Eravur Town	99% ↓	99% ↑	97% ↑	95% ↑	95% ↑	98% ↑	97% ↑	98% ↑	96% ↑	73% ↓	93% ↑	92% ↑	90% ↑	91% ↓
Koralai Pattu South	94% ↓	90% ↓	93% ↑	83% ↓	89% ↓	97% ↑	80% ↓	98% =	79% ↑	90% ↑	96% ↑	85% ↓	74% ↑	82% =
Manmunai South West	89% ↑	95% ↑	88% ↓	85% ↓	93% =	95% ↑	74% ↑	98% ↓	93% ↓	96% ↑	100% ↑	87% =	65% ↓	75% ↓
Porathivu Pattu	92% =	88% ↓	96% ↑	97% ↑	99% ↑	100% ↑	92% ↑	99% ↑	99% ↑	100% =	100% ↑	93% ↓	82% ↑	82% ↑
Wave 1														
Eravur Town	100%	95%	88%	87%	87%	95%	92%	96%	86%	79%	79%	90%	89%	94%
Koralai Pattu South	97%	96%	90%	90%	97%	89%	84%	98%	86%	80%	88%	88%	70%	82%
Manmunai South West	85%	87%	89%	91%	93%	94%	92%	99%	95%	91%	89%	87%	73%	83%
Porathivu Pattu	92%	97%	89%	85%	95%	95%	89%	95%	83%	100%	92%	96%	71%	80%



4. Recommendations

4.1. Service-wise Areas for Improvement

4.1.1. Areas for Immediate Attention

The eCRC survey results revealed a number of areas that the respondents identified as requiring immediate attention. These are summarised for each DS Division in **Figures 17, 18, 19 and 20**.

In Eravur Pattu and Koralai Pattu South DS Divisions, the key priorities for immediate action include playground facilities, science labs, and computer labs. In Porathivu Pattu DS Division, the key priorities for immediate action include playground facilities, sanitation facilities and canteen facilities. In Manmunai South West DS Division, key priorities for immediate action include science labs, computer labs and school building with facilities. It is recommended that these priority areas are considered for immediate action.

Figure 17: Areas for Immediate Action in Eravur Pattu DS Division

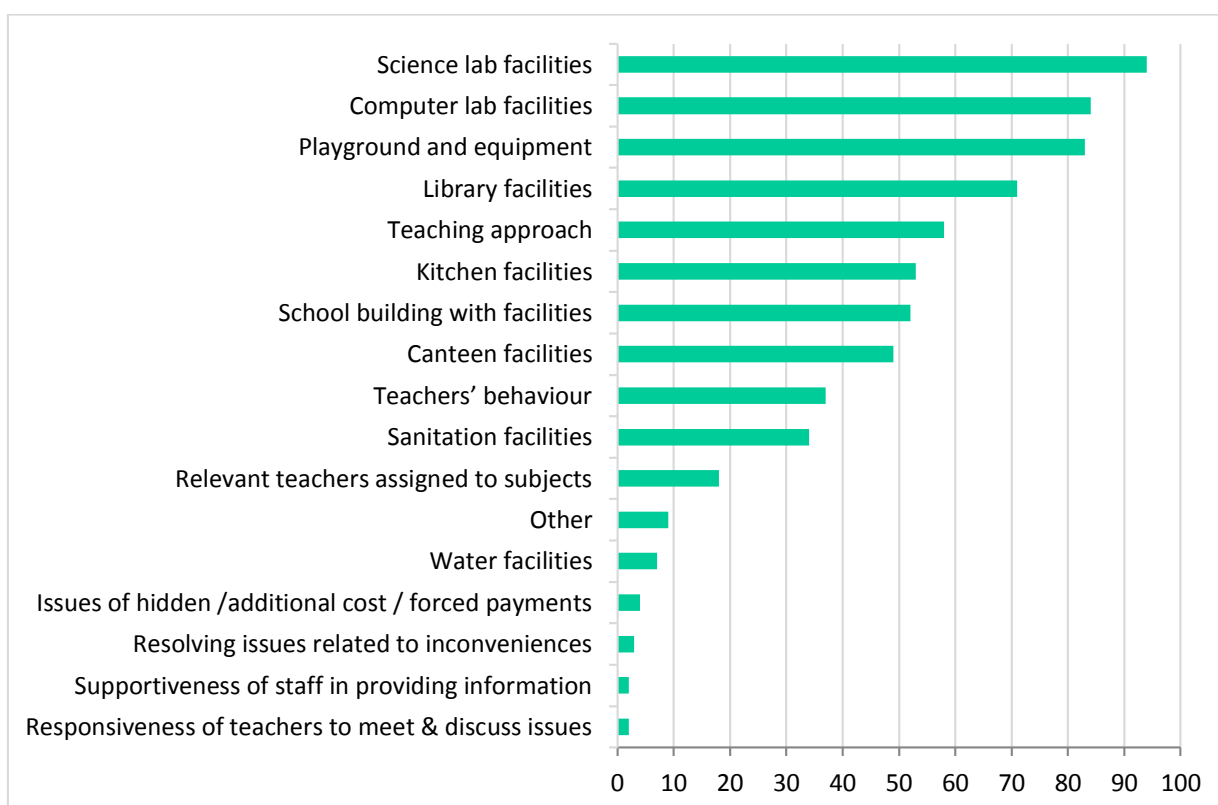


Figure 18: Areas for Immediate Action in Porathivu Pattu DS Division

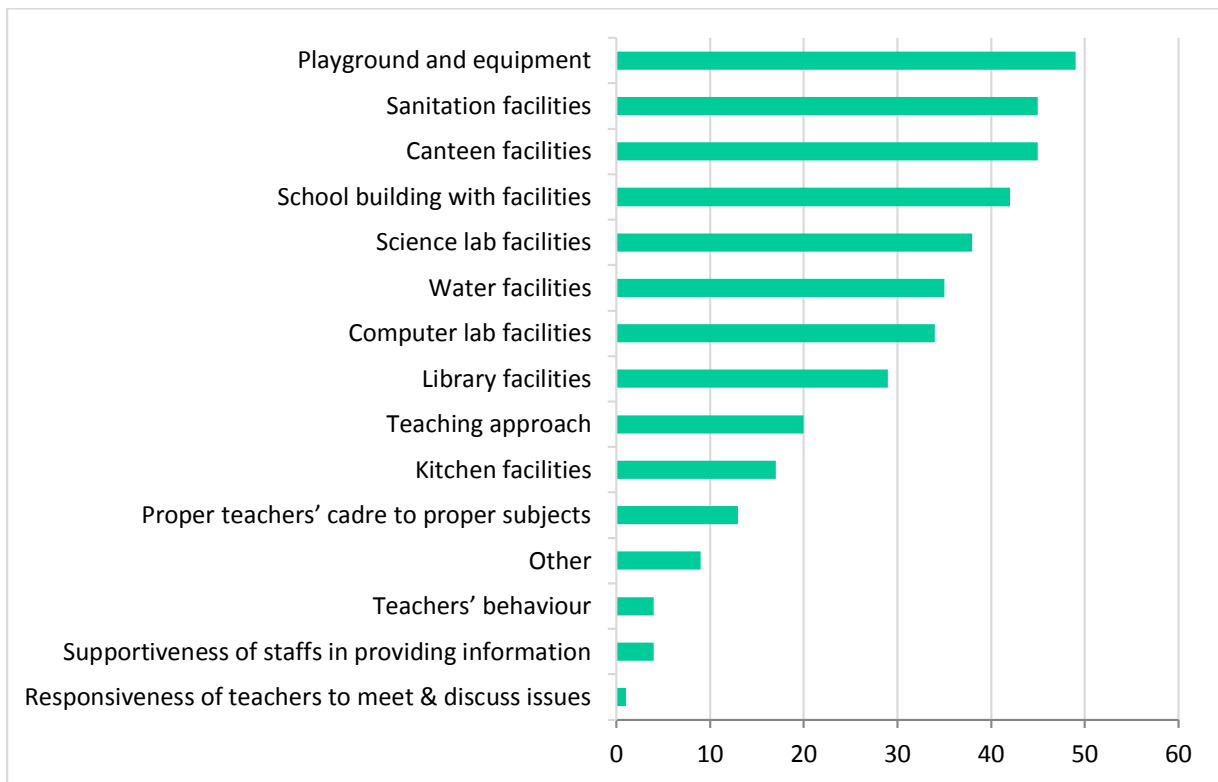


Figure 19: Areas for Immediate Action in Manmunai South West DS Division

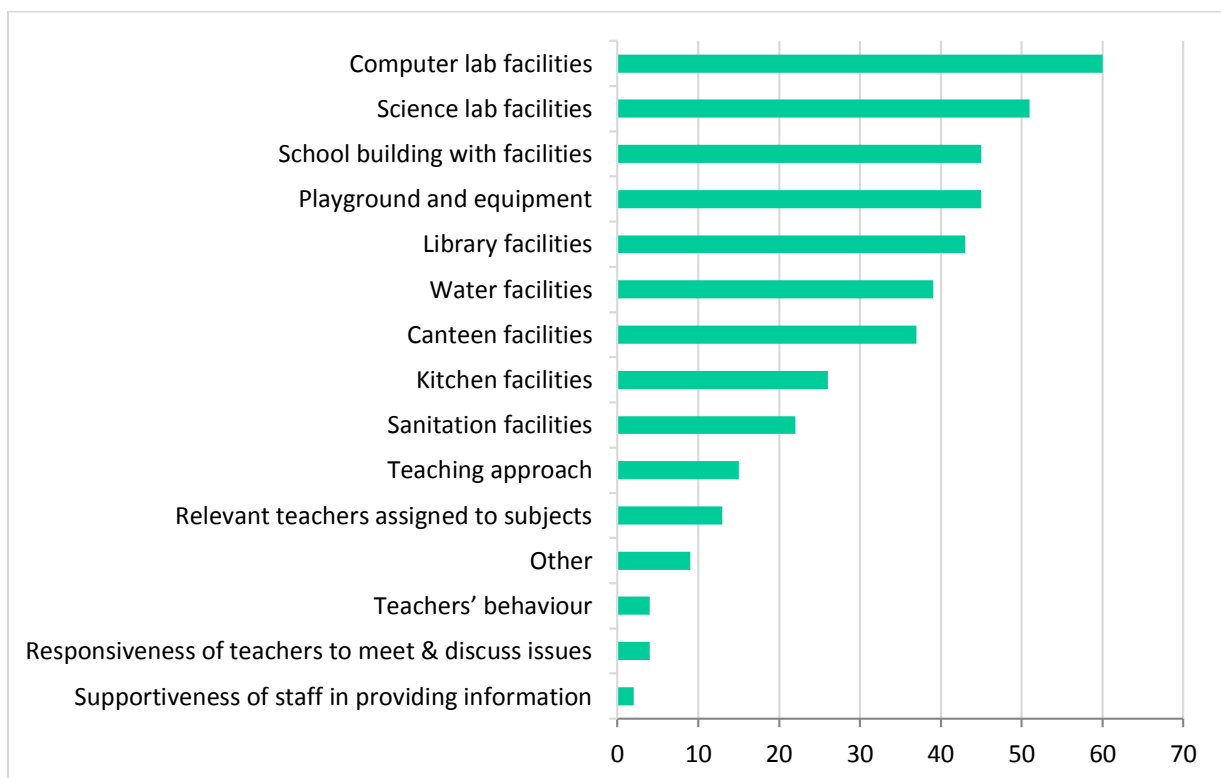
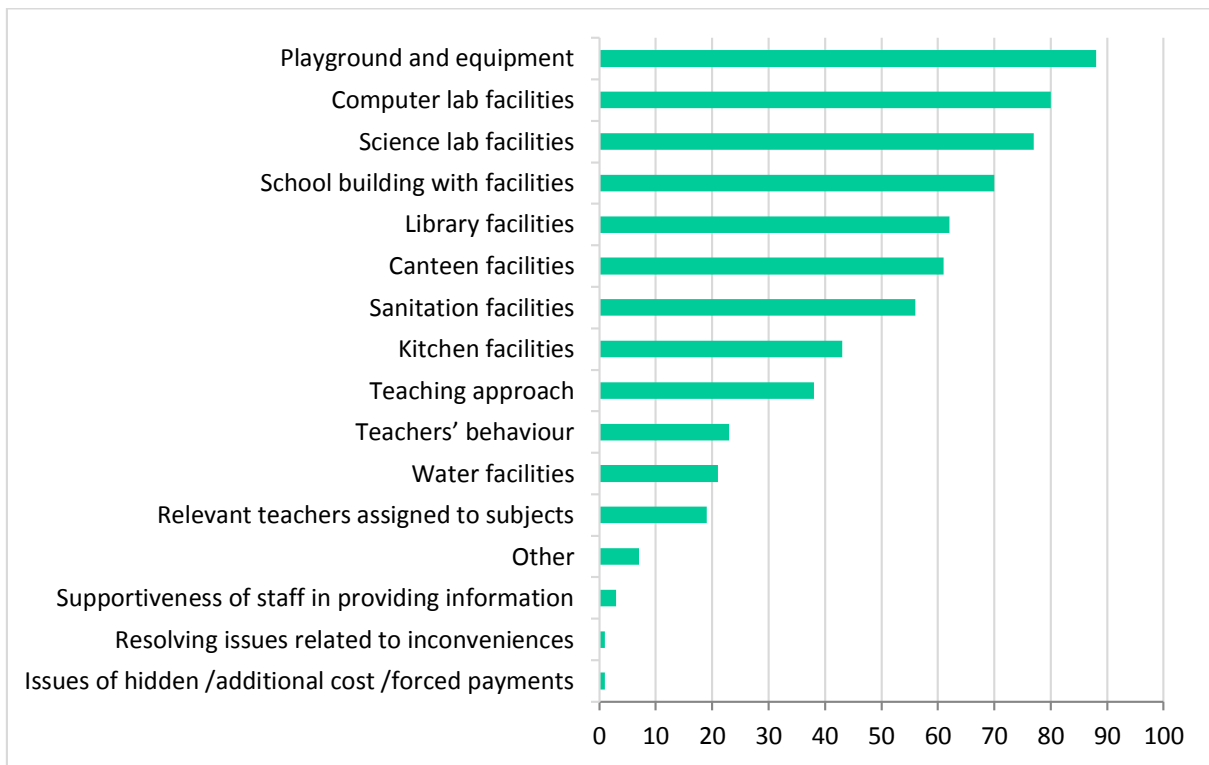


Figure 20: Areas for Immediate Action in Koralai Pattu South DS Division



4.1.2. Suggestions for Improvements

In instances where respondents were dissatisfied with the delivery of secondary education services in general, they identified a number of reasons for dissatisfaction such as access issues; lack of necessary facilities; lack of maintenance of facilities; and lack of proper monitoring and oversight from relevant authorities. Suggestions made by respondents for improving the delivery of secondary education services emphasised the need for better monitoring and supervision of service delivery by the relevant authorities; and measures to prevent discrimination of students in schools. Respondents also suggested that similar studies of this nature should be undertaken through the Zonal Education Offices at least once a year to track progress of secondary education service delivery.




4.1.3. Other Considerations

The findings from this study is useful (especially the scoring provided in **Figure 16**) for measuring progress, and identifying areas that need closer/ immediate attention. Service delivery gaps highlighted in this study should be examined more closely to understand how these can be addressed. The immediate priorities identified should be considered for planning future interventions to improve the delivery of secondary education services in the four DS Divisions.

4.2. Way Forward

Action plans (see Annex 1) were prepared based on the preliminary findings of the 1st eCRC survey in May 2018. These findings were presented to senior officials of Local Government, Secretaries of Pradeshiya Sabhas and community representatives. Discussions between service providers and service users were facilitated to produce actions plans identifying short term / long term actions for improving secondary education services before the second round of the eCRC survey in September - October 2018. These action plans are particularly useful for CSOs to track progress and accountability of service providers. Suggestions have been put forth to involve recently appointed graduates in the Zonal Offices to engage in these types of monitoring exercises.

The 2nd eCRC survey was undertaken during September - October 2018, to follow-up on progress against the ratings provided for secondary education services delivery during the 1st eCRC survey. The colour coding provided below was used for indicating satisfaction levels and for highlighting priority areas that requires to be addressed. **Figure 16** provides a comparison between the satisfaction levels during the baseline study (first wave) and the follow-up study (second wave). Any changes in colour reflect changes in satisfaction levels, thereby indicating level of progress / relapse that has taken place during the last four months.

Colour	% of highly satisfied users	Action required
	Satisfied users below 40%	Needs urgent attention
	Satisfied users between 40%-60%	Needs improvement
	Satisfied users above 60%	Needs to maintain performance or require improvements to continue

**Satisfied users include both highly and moderately satisfied service users*

It should be noted that even if a colour change is not evident, an increase in the percentage denoting satisfaction levels can be considered as progress made in terms of service delivery.

The progress tracking chart in **Figure 16** offers a number of advantages. It provides an opportunity for service users to communicate their levels of satisfaction regarding public services and insist greater accountability / action from service providers. It is also a useful tool for public representatives to demonstrate to the public, how service delivery improvements have taken place from the first wave to the second wave in their respective electorates.

The information provided in this eCRC can be used for launching further investigations into problem areas keeping in mind that the findings in the eCRC are signposts based on community feedback, pointing to where more complex issues relating to service delivery may reside. Deeper probing is required to understand the causes that underpin these issues.

To undertake focused action, the following can be recommended:

- Based on the eCRC ratings, identify delivery performance areas that are particularly weak,
- Investigate underlying causes and factors that hinder effective service delivery, diagnosing gaps that require to be filled for services to improve,
- A combination of interventions is required to address service delivery gaps,
- Once delivery gaps are addressed, following up on the satisfaction levels of the service users to determine if delivery performance has improved from the benchmarked levels.

Annex 1: Action Plans (from the 1st eCRC)

Action plan for improving satisfaction on education in the schools based on the eCRC findings - Batticaloa Central Zonal Education Office

No	Priority service	Long term / Short term	Responsibility	Other stakeholders and resources	Start Date	End Date	Who will monitor the progress
1	Suraksha insurance	Short term	Principal	Teachers, SDC and PSI	07 May 2018	04 August 2018	DDE, Management
2	Text books	Short term	Principal	Teacher In Charge, class teacher	07 May 2018	07 July 2018	DEO, Eravur
3	Uniform	Short term	Principal	Teacher In Charge, class teacher	07 May 2018	07 July 2018	DDE, Management
4	Library	Short term	Principal	Teacher In Charge, teacher for the library, subject teacher	07 May 2018	04 August 2018	DDE, Management
5	Playground	Long term	Principal	Politician, SDC, Sports equipment	07 May 2018	06 May 2020	SDC
6	Boundary wall	Long term	Principal	Politician, SDC	07 May 2018	06 May 2019	ISW, ADE, Physical Education

7	Science laboratory	Long term	Principal	Politician, SDC, Science Teacher, Laboratory Assistant	07 May 2018	06 December 2018	DDE development, ISA Science
8	Canteen	Long Term	Principal	Teachers, SDC, PHI, PSI	07 May 2018	06 May 2018	DDE, Management

Contribution:

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 Mr. A.L.M. Sheriff - Assistant Director of Education - Batticaloa Central Zonal Education Office
 Mr.S.AC.K. Rahuman - Assistant Director of Education - Batticaloa Central Zonal Education Office
 Mr.M.A.C.M. Badurdeen - Development Educational Officer - Batticaloa Central Zonal Education Office

**Action plan for improving satisfaction on education in the schools based on the eCRC findings -
Pattiruppu Zonal Education Office**

No	Priority of service	Long Term / Short Term	Responsibility	Other stakeholders and resources	Start Date	End Date	Who will monitor the progress
1	To give a clear and comprehensive awareness of Suraksha Insurance	Short Term	School Principal	SDC, OBA	May 2018	September	Zonal Education Office
2	Canteen	Short Term	School Principal	SDC, OBA	May 2018	September	Zonal Education Office
3	Mid-day meals	Short Term	School Principal	SDC, OBA	May 2018	September	Zonal Education Office
4	Text books	Short Term	School Principal	Divisional Director Of Education	May 2018	September	Zonal Education Office
5	Drinking water	Long Term	School Principal	SDC, OBA	June 2018	December	Zonal Education Office
6	Sanitation	Long Term	School Principal	SDC, OBA	June 2018	June 2019	Zonal Education Office
7	Shortage of teachers	Long Term	School Principal	Zonal Education Director	June 2018	June 2019	Zonal Education Office
8	Library	Long Term	School Principal	SDC, OBA	June 2018	June 2019	Zonal Education Office

Contribution

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 Mr. R. Thavarajah – ISA - Pattiruppu Zonal Education Office
 Mr. A. Karunanithy - ISA - Pattiruppu Zonal Education Office
 Mr. K. Suntharalingam - Assistant Director of Education - Pattiruppu Zonal Education Office

**Action plan for improving satisfaction on education in the schools based on the eCRC findings -
Batticaloa West Education Zone**

No	Priority of service	Long term/Short term	Responsibility	Other stakeholders and resources	Start Date	End Date	Who will monitor the progress
Drinking water facilities							
1	I. Ensure drinking water supply from Pradeshiya Sabha is provided continuously and on a regular basis to Kadukkamunai Vain Vidyalaya, and Kokkattichcholai I.K.M.V.	Short term	Principal	Manmunai South West Pradeshiya Sabha	May 2018	May 2018	School Development Committee -SDC
	II. Carry out awareness and explain about the quality of water in 21 schools in the zone	Short term	Principal	Deputy Director of Education, Planning PHI	May 2018	June 2018	School Development Committee -SDC
Suraksha student insurance							
2	Re-organise awareness programmes on Suraksha insurance at the school level	Short term	Principal	Deputy Director of Education - Planning	May 2018	June 2018	Teacher In Charge of Suraksha insurance
Sanitation facility							
3	I. Empower health clubs at the school level	Short term	Teacher In Charge of the Health Club	Deputy Principal	May 2018	October 2018	Representatives of the Zonal Education Office
	II. Arrange facilities to get water for external purposes from Villu Tank to Kadukkamunai Vani Vidyalaya	Long term	Principal	Manmunai South West Pradeshiya Sabha	May 2018	June 2018	Principal

	III. Renovate toilets, and build new toilets for Kakkattichcholai I.K.M.Vidyalaya	Long term	Principal	Provincial Education Department	June 2018	July 2019	Principal
	IV. Have discussions and awareness with Kakkattichcholai community-based organisations (regarding the use of the school toilets by the devotees of the Kovil)	Short term	Principal	Rural Development Society	June 2018	June 2018	Principal
Usage of the Library							
4	Encourage reading habits in the morning assembly among students for around 15 minutes once a week. Motivate students to use the library	Short term	Principal	Deputy Principal	June 2018	October 2018	Representatives of Zonal Education Office
Usage of the Science Laboratory							
5	I. Laboratory activities and suitable equipment including training in preparing the equipment	Short term	Deputy Director of Education - Science	In service Advisor (Science) World Vision Lanka	May 2018	May 2018	Deputy Director of Education - Education Development
	II. Workshop for students on practical lessons on Science	Short term	Deputy Director of Education - Science	In service Advisor (Science)	August 2018	August 2018	Deputy Director of Education - Education Development
	III. Provide equipment for practical lessons on Science	Short term	Deputy Director of Education - Science	World Vision Lanka	June 2018	June 2018	Deputy Director of Education - Education Development

Computer Laboratory							
6	I. Provide computers to schools	Long term	Deputy Director of Education - Planning	Provincial Education Department, Divisional Secretariat, District Secretariat	July 2018	July 2019	Zonal Director of Education
	II. Re-distribute excess computers from schools to schools that do not have computers	Short term	Deputy Director of Education - Planning	Telecommunication and Technology Subject Coordinator	September 2019	September 2019	Zonal Director of Education
Playground related							
7	I. Identify a playground as a playground for schools that do not have playground facilities	Short term	In service Advisor (Physical Education) and Divisional Secretariat	Deputy Director of Education - Planning	September 2018	September 2018	Deputy Director of Education - Education Management
	Enhance the infrastructure facilities in schools that already have a playground and find solutions for schools that do not have playground facilities	Long term	Deputy Director of Education - Planning	Provincial Education Department, Divisional Secretariat, District Secretariat	August 2018	August 2020	Zonal Director of Education
Teaching approach							
8	Encourage teachers to adopt positive teaching practices and strengthen activities for discovering students' hidden skills and talents	Short term	Principal	Representatives of Zonal Education Office	May 2018	December 2018	Zonal Director of Education

Contribution

Mrs. A. Canagasooriyan – Zonal Education Director - Batticaloa West Education Zonal Education Office
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 Mr.H. Harihararaj - Deputy Director of Education – Development - Batticaloa West Education Zonal Education Office

Action plan for improving satisfaction on education in the schools based on the eCRC findings –

Kalkuda Zonal Education Office

No	Priority of service	Long term /Short term	Responsibility	Other stakeholders and resources	Start Date	End Date	Who will monitor the progress
1	Drinking water facilities	1) Encourage the students to bring pure drinking water from home 2) Take the steps to fix the pipelines	Parents and Class teacher	Pradeshhiya Sabha	01 June 2018	31 August 2018	School Management Team
2	Sanitation facility	1) Give awareness as much as possible to using existing toilets 2) Encourage students to bring water in gallons for using toilets 3) Find out steps to save rain water 4) to get supports from CBOs	Teacher in Charge of the Health club	ISA- Health, Physical Education	02 June 2018		School Management Team
3	Library	1) Give awareness on using the library 2) Ensure a lesson on the library be practically included 3) to implement mobile library in the class room 4) to set up even temporary library by collecting books 5) to take steps to set up permanent libraries	Principal, Library In Charge	ISA, Library service	01 June 2018		School Management Team

4	Science laboratory	<p>1) Give awareness on Laboratory using</p> <p>2) Ensure of using the current laboratory</p> <p>4) Take steps to set up permanent laboratory</p>	School Management Team	ISA, Science	01 June 2018		School Management Team
5	Mid-day meal	Ensure quality of mid-day meals for grade 1 to 5 students	Principal	ISA- Health, Physical Education	02 June 2018		School Management Team
6	Text books	<p>1) Give awareness on reusing the text books</p> <p>2) Carry out a competition to recognise students who care for their text books and return them in good condition</p> <p>3) Link up with the nearest schools for obtaining text books which are suitable for reuse</p>	Teacher In Charge	Zonal Director of Education	03 June 2018		School Management Team
7	Computer laboratory	Ensure quality of computer training for grade 1 to 5 students	Teacher In Charge	Principal	04 June 2018		School Management Team
8	Teachers	<p>1) Obtain support from educated youth at the village level</p> <p>2) Obtain support from NGOs</p> <p>3) Ensure quality teachers are available</p> <p>4) Implement mobile teachers circle</p> <p>5) Ensure lessons are carried out in the classroom</p> <p>6) Take steps to fulfil teachers for the relevant subjects</p>	Assistant Directors of Education	Zonal Director of Education	01 June 2018		School Management Team

9	Kitchen	Form a school monitoring team	Zonal Officers	School Development Coordinator	02 June 2018		School Management Team
10	Suraksha Insurance	1) Instruct students in class 2) Instruct students at student gathering events 3) Give awareness to parents	Principal, Class teacher	Zonal Director of Education	03 June 2018		School Management Team
11	Uniform	1) Provide awareness to students on the quality of uniform materials 2) Provide awareness to parents	Teacher In Charge	Zonal Director of Education	04 June 2018		School Management Team
12	Canteen	1) Ensure quality of canteen services 2) Ensure good nutrition 3) Display food and the price list 4) Provide awareness regarding unhealthy food	School Management Team	School Development Coordinator	01 June 2018		School Management Team
13	Playground	Well wishes, support of the Pradeshiya Sabha	School Management Team	Member of Pradeshiya sabha	02 June 2018		School Management Team
14	Boundary wall	Well wishes, support of the Pradeshiya Sabha	School Management Team	Member of the Pradeshiya Sabha	03 June 2018		School Management Team

Contribution

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Under the European Union funded project "Co-creating social development and good governance: Fostering cooperation between CSOs and government authorities for better social services" CEPA undertook follow-up electronic Citizen Report Card (eCRC) Surveys in selected Grama Niladhari Divisions within the Batticaloa, Monaragala and Mullaitivu Districts during September - October 2018. This second round of eCRC surveys aimed to determine the progress made in terms of quality of services, accountability of service providers and areas for improvement in the two sectors previously surveyed:

- (i) delivery of secondary education services and
- (ii) delivery of public services by Pradeshiya Sabhas, within the study area.

This report presents the findings of the second eCRC survey at DS Divisions with the objective of attempting to use the eCRC as a tool for assessing access, quality and satisfaction of actual users of public services as well as a tool for social accountability and transparency. The second eCRC survey results revealed progress made as well as a number of areas that the respondents identified as still needing attention and action to improve service delivery within the three Districts. Based on the preliminary findings of the first eCRC survey undertaken in January - February 2018, action plans were prepared and discussions between service providers and service receivers were facilitated, subsequently followed by the second eCRC survey. This report has been prepared to proactively disseminate the findings from second survey and to use this information to advocate operational policy and practice reform measures, where needed.



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