

Findings of the Electronic Citizen Report Card (eCRC)

# Benchmark Survey on the Delivery of Secondary Education Services

**Final Report for selected DS Divisions in Monaragala District**

**October 2018**



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

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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

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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 districts.

CEPA wishes to thank the Civil Society Organisations from Monaragala 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 Shehana Mirza of CEPA to conduct the survey is highly valued.

No	DS Division	GN Division	Name of CSO
1	Badalkumbura	Dewathura	Ekamuthu Farmer Organisation
2	Badalkumbura	Ella	Sarana Subasadaka Sangamaya
3	Badalkumbura	Maligathanna	Dilenatharu Women’s Organisation
4	Badalkumbura	Lunugala Colony	Aruna RDO
5	Madulla	Pangura	Sri Panghasekara Samagi Subasadana Samithiya
6	Madulla	Namaloya Colony	Namaloya Janapadaya Village Society
7	Madulla	Panguwa	Lahiru Farmer Organisation
8	Madulla	Thalkotayaya	Samurdhi Village Society
9	Madulla	Magandaoya Colony	Pragathi Farmer Organisation
10	Madulla	Kolladeniya	Dinidu Farmer Organisation
11	Madulla	Ritigahawattha	Asarana Sarana Death Donation
12	Madagama	Bibilemulla	Deepthi Kantha Sanvidanaya
13	Madagama	Elhena	Nawahiru Lama Samajaya
14	Madagama	Kotaboowa	Aluthwela Ekamuthu Parisara Samajikayange Samaja Subasadana Samithiya
15	Madagama	Bandiyawa	Badiyawa Thirasara Sahayogitha Padanama
16	Madagama	Pitadeniya	Samurdhi Village Society
17	Madagama	Mallagama	Mallagama RDS
18	Madagama	Rattanadeniya	Wewmada Ekamuthu Subasadana Maranadara Samithiya

## 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 Secretary
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 2<sup>nd</sup> eCRC survey (benchmarking survey) on the **Delivery of Secondary Education Services** in selected GN (Grama Niladhari) Divisions within **Monaragala District**. The survey was carried out in the DS (Divisional Secretary's) Divisions of Badalkumbura, Medagama and Madulla in September 2018 as a follow-up to the 1<sup>st</sup> 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.

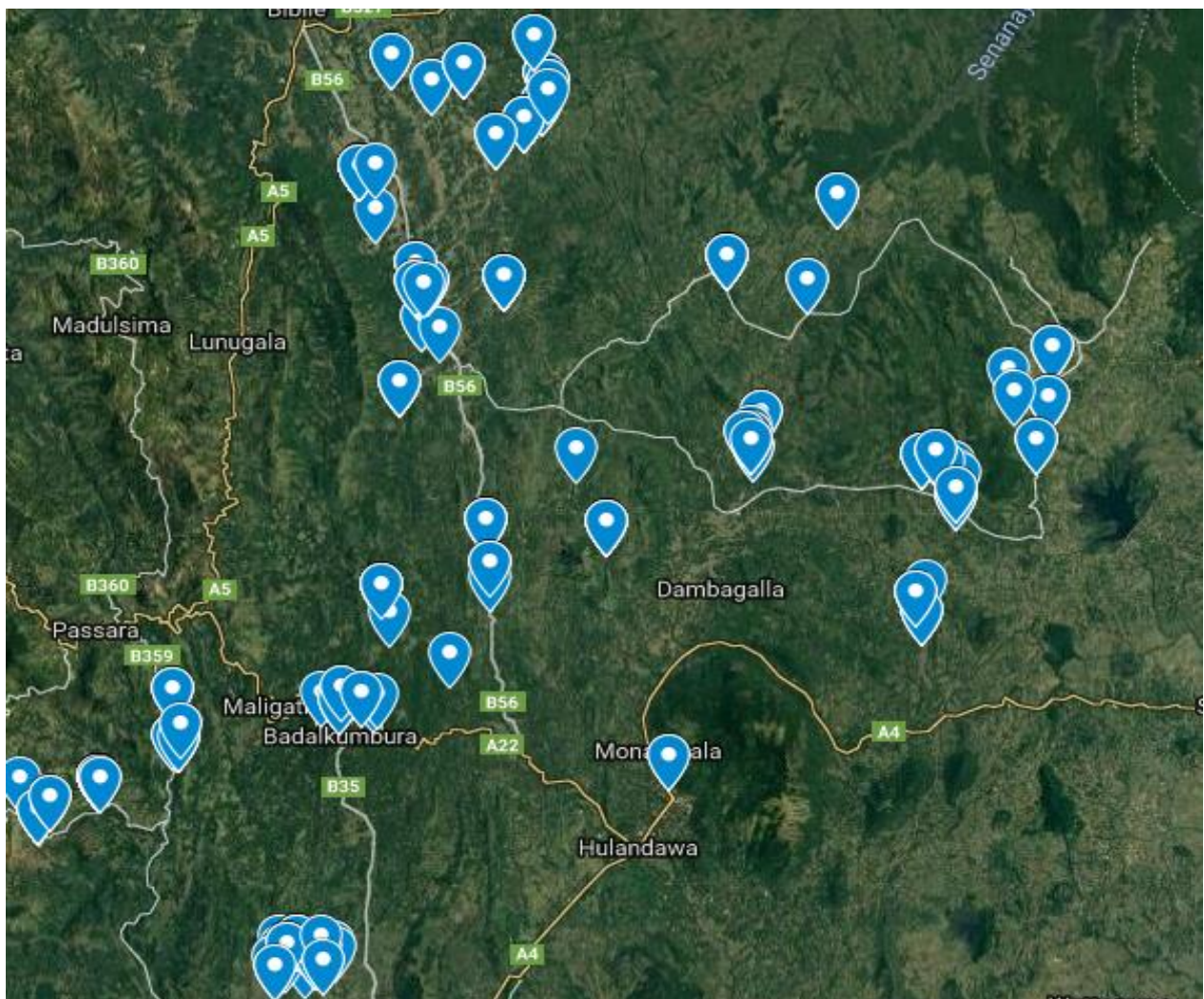
In all three Districts of Batticaloa, Mullaitivu and Monaragala, the sampling process was completed in a number of stages. In the first stage, households with school aged children (attending grades 5 to 13) were identified and listed by CSO members for each GN Division, based on data on households within 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 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 being 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 the 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"><li>• School attendance within / outside GN Division</li><li>• Regularity of attendance</li><li>• Reasons for not attending</li><li>• Attending tuition classes</li></ul>
Quality	<ul style="list-style-type: none"><li>• Satisfaction with quality</li></ul>
Facilities	<ul style="list-style-type: none"><li>• Availability</li><li>• Satisfaction</li></ul>
Teachers	<ul style="list-style-type: none"><li>• Availability</li><li>• Quality of teaching</li><li>• Teacher's behaviour</li><li>• Teaching approach</li></ul>
Inconveniences	<ul style="list-style-type: none"><li>• Punishments</li><li>• Abuse</li><li>• Discrimination</li><li>• Hidden costs</li></ul>

## 1.6. The Study Area

Within the Monaragala District, this study covers a number of areas under the Pradeshiya Sabhas and Educational Zonal Offices in the **Badalkumbura, Medagama and Madulla** DS Divisions as shown in the table below.

DS Division / Pradeshiya Sabha (PS)	GN Name	Total villages	Number of Households
Madulla DS Division/Madulla PS/ Bibila Educational Zone	Namaloya Colony	5	318
	Thalkotayaya	2	229
	Ritigahawaththa	3	278
	Panguwa	3	286
	Pangura	4	213
	Kolladeniya	12	412
	Magandaoya Colony	4	248
Medagama DS Division/Medagama PS /Bibila Educational Zone	Rattanadeniya	6	372
	Mellagama	4	432
	Pitadeniya	4	296
	Bendiyawa	4	408
	Kotabowa	6	383
	Bibilamulla	3	328
	Elhena	2	280
Badalkumbura DS Division / Badalkumbura PS / Monaragala Educational Zone	Maligathanna	3	394
	Ella	4	305
	Kotamuduna	5	410
	Lunugala Colony	5	532
	Dewathura	4	699
	Miyanakandura	2	484

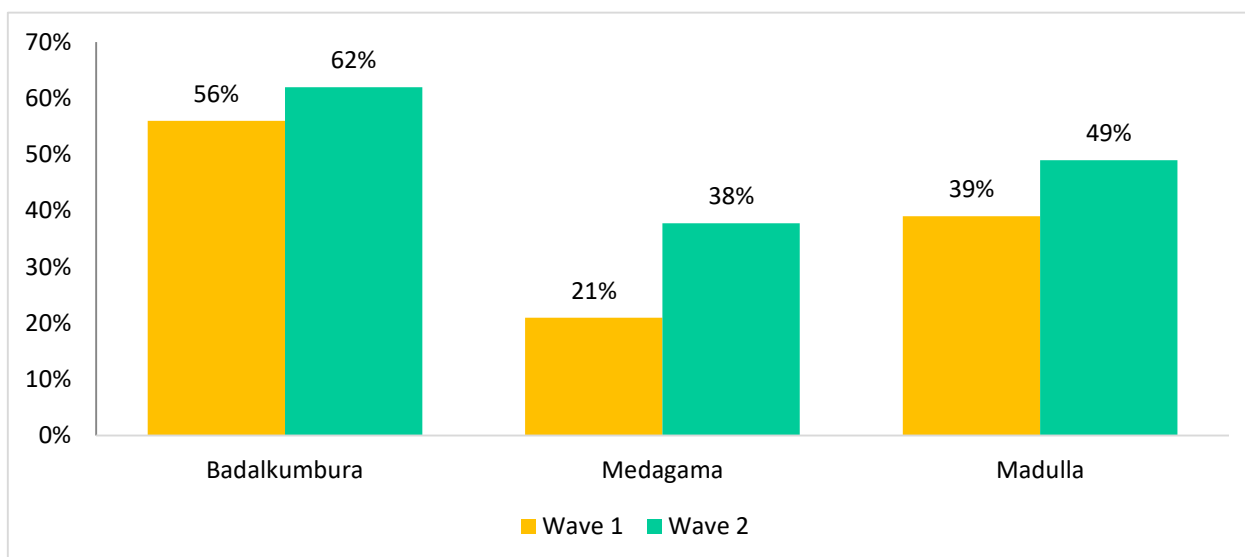
## 2. Key Findings

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 1<sup>st</sup> eCRC survey is referred to as **Wave 1** or the **first wave** and data collected during the 2<sup>nd</sup> eCRC survey is referred to as **Wave 2** or the **second wave** in the discussion below.

### 2.1. Access to Secondary Education

**Figure 1** presents school attendance within one's own GN Division. The data reveals that the percentage of school children attending schools within one's own GN Division during the second wave has improved in all three DS Divisions. However, it should be stated that for the 2<sup>nd</sup> eCRC survey, data was not always gathered from the same households that participated in the 1<sup>st</sup> eCRC survey. Enumerators at times visited different households when the same respondents were not available. This required the 2<sup>nd</sup> 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.

**Figure 1: School Attendance Within One's GN Division**

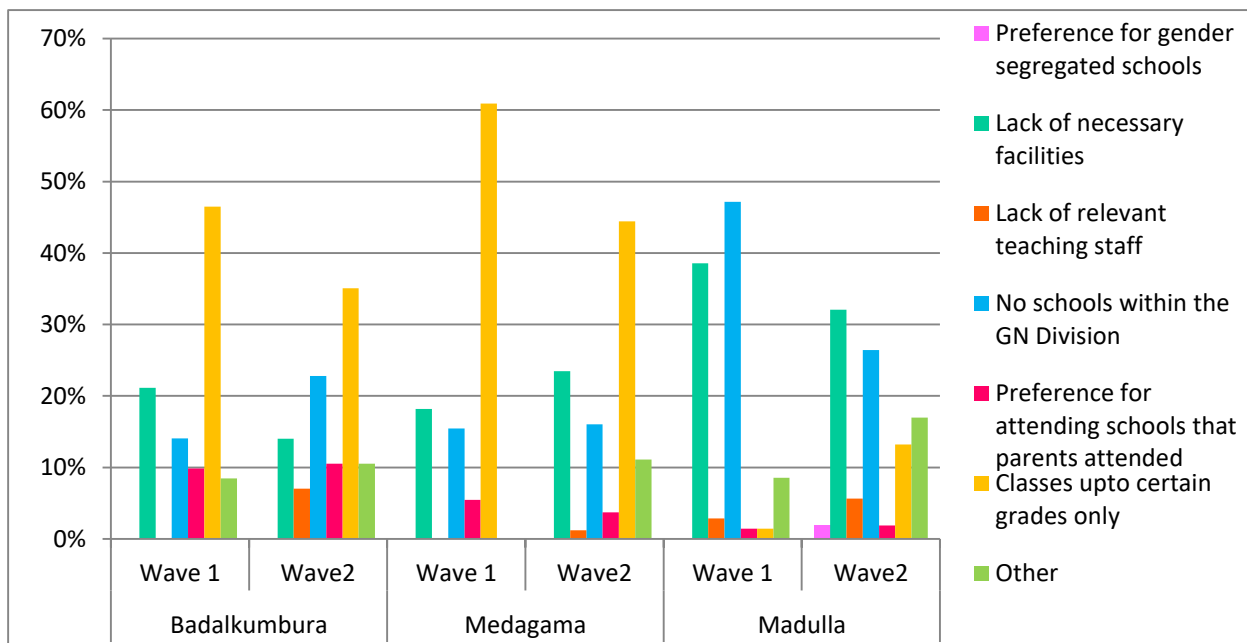


On probing into the reasons for attending schools outside of one's GN Division, there were varying reasons cited as shown in **Figure 2**. During the first wave, one of the key reasons cited was that the school within one's GN Division offered classes only up to a certain grade. This compelled students to attend schools outside their GN Divisions that offered classes for the higher grades. However, during the second wave, the proportion of children affected by this issue had declined. Another frequently cited



reason during the first wave was that, there is no school within one's own GN Division and hence, the need to attend an outside school. This had declined noticeably in Madulla DS Division during the second wave. Lack of facilities was also another key driver for children to attend schools outside the GN Division in all three Divisions (see **Figure 2**).

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



## 2.2. Quality and Satisfaction with Secondary Education Services

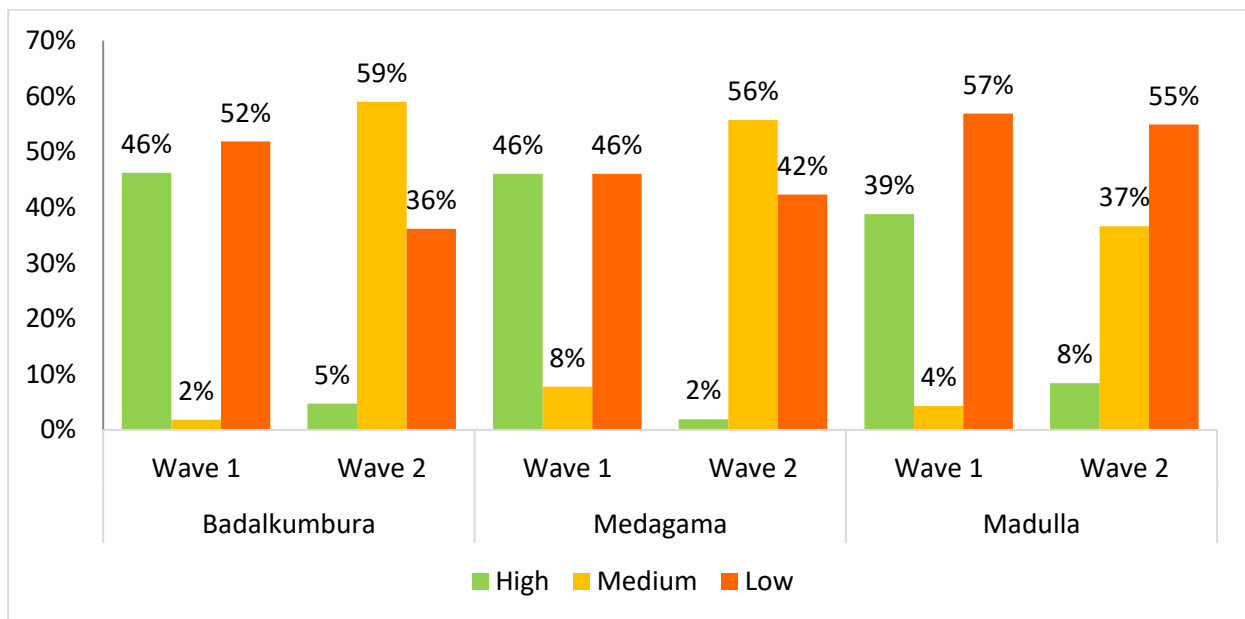
**Figure 3** indicates the satisfaction levels expressed by both parents and secondary school children which provides a comparison of satisfaction levels during the first and second waves. In all three DS Divisions, high levels of satisfaction have declined substantially during the last four months. In Badalkumbura and Medagama DS Divisions, a majority of the respondents indicated that they were only moderately satisfied during the second wave. In Madulla DS Division, a considerable majority have indicated low levels of satisfaction during the second wave. The decline in satisfaction can be explained in terms of having a more positive outlook at the start of the year when the first wave of data collection was undertaken and this positive outlook subsequently diminishing somewhat among the respondents during the second wave. This is because they are faced with certain challenges and barriers to their educational aspirations relating to transport issues, problems caused during the rainy season, among others.

In general, reasons given for low satisfaction included:

- Lack of relevant teachers to teach certain subject matter;
- Teachers do not arrive on time;

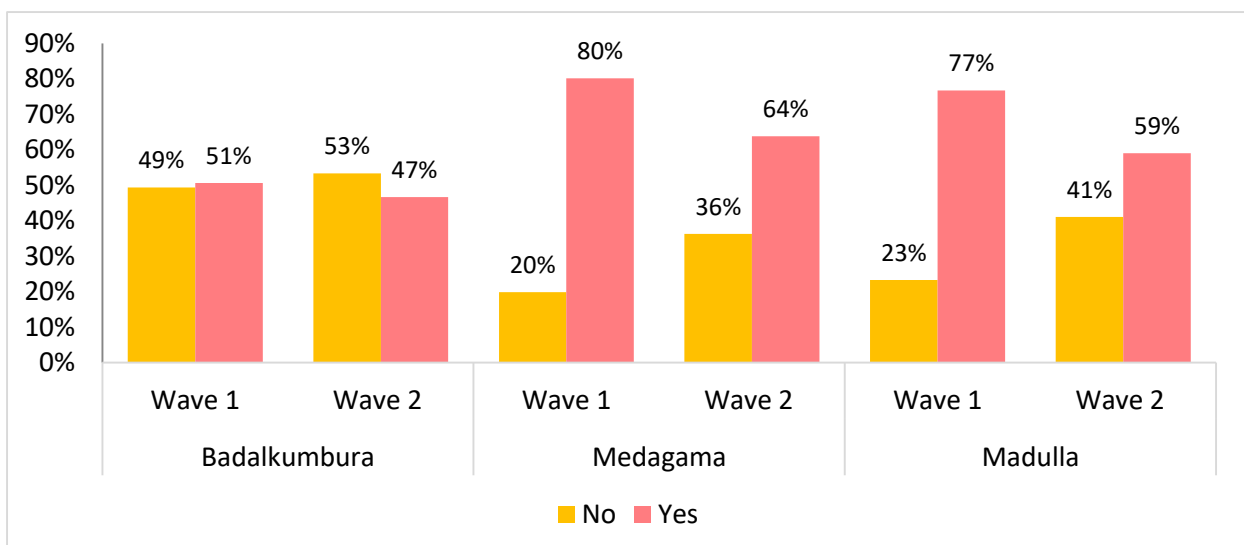
- Teachers' attendance is hampered by transport issues due to poor conditions of access roads, while limited bus service is available at particular times only;
- There are no opportunities for additional classes or participation in extra-curricular activities at national events;
- Practical classes are not conducted in a satisfactory manner;
- When female teachers go on maternity leave, no replacements are provided;
- Classes are held only up to Grade 9; and
- Lack of necessary infrastructure and facilities in schools.

**Figure 3: Overall Satisfaction Regarding Quality of Education**



The proportion of students attending tuition classes in the three DS Divisions is presented in **Figure 4**.

**Figure 4: Students Attending Tuition Classes**

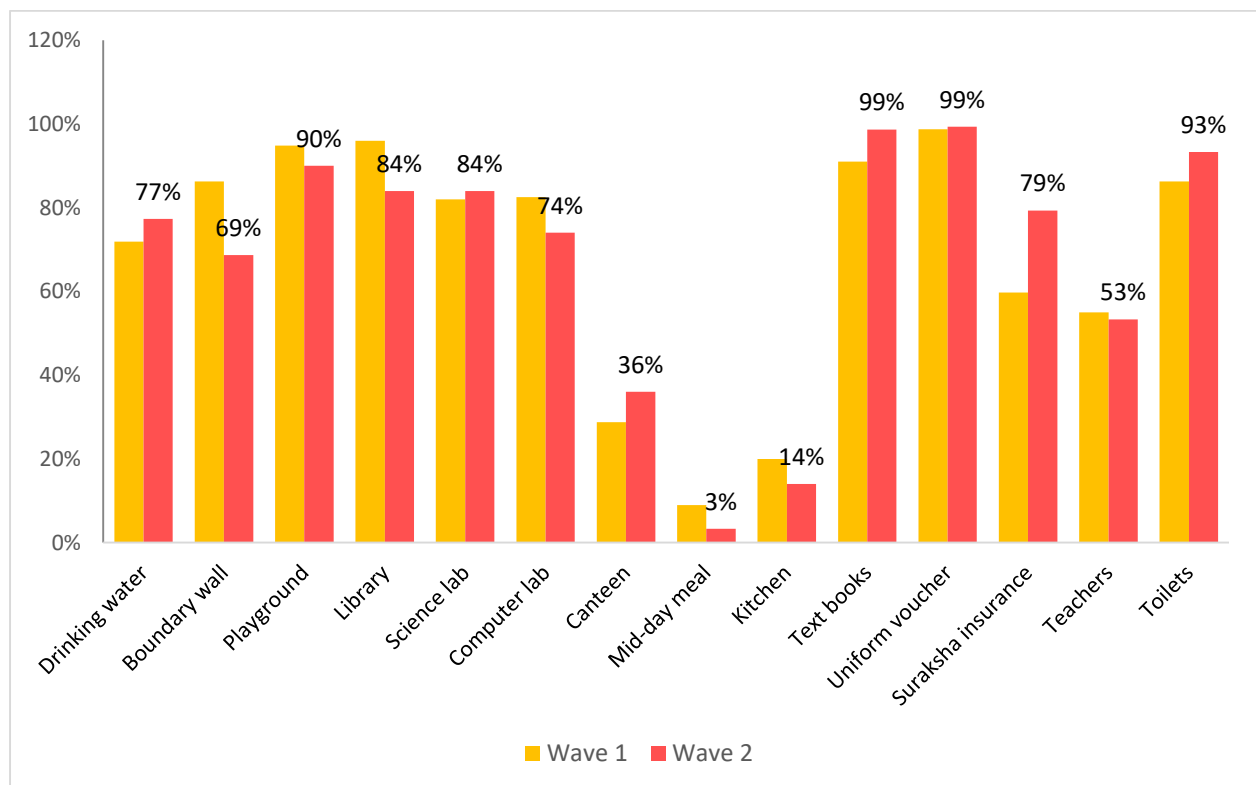


There is a noticeable decline in the proportion of students attending tuition during the second wave in both Medagama and Madulla DS Divisions, while in Badalkubura DS Division, the proportion of students attending tuition shows only a slight decline. It is possible that the general decline in attending tuition during the second wave is due to parents not being able to pay for extra classes as household incomes were affected by challenging climatic conditions experienced in the area. Another reason for the decline is that, closer to examinations; schools at times hold extra classes for students, reducing the need for students to attend tuition. Despite the general decline in attending tuition, close to 60% of children still attended tuition in Medagama and Madulla DS Divisions during the second wave. It should be noted that when a large proportion of students attend tuition classes, there could be issues with the quality of education in schools within those DS Divisions. The reasons are due to lack of relevant teachers for certain subject matter; lack of teachers in general, in these schools. 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 compelled to attend because friends are attending tuition classes.

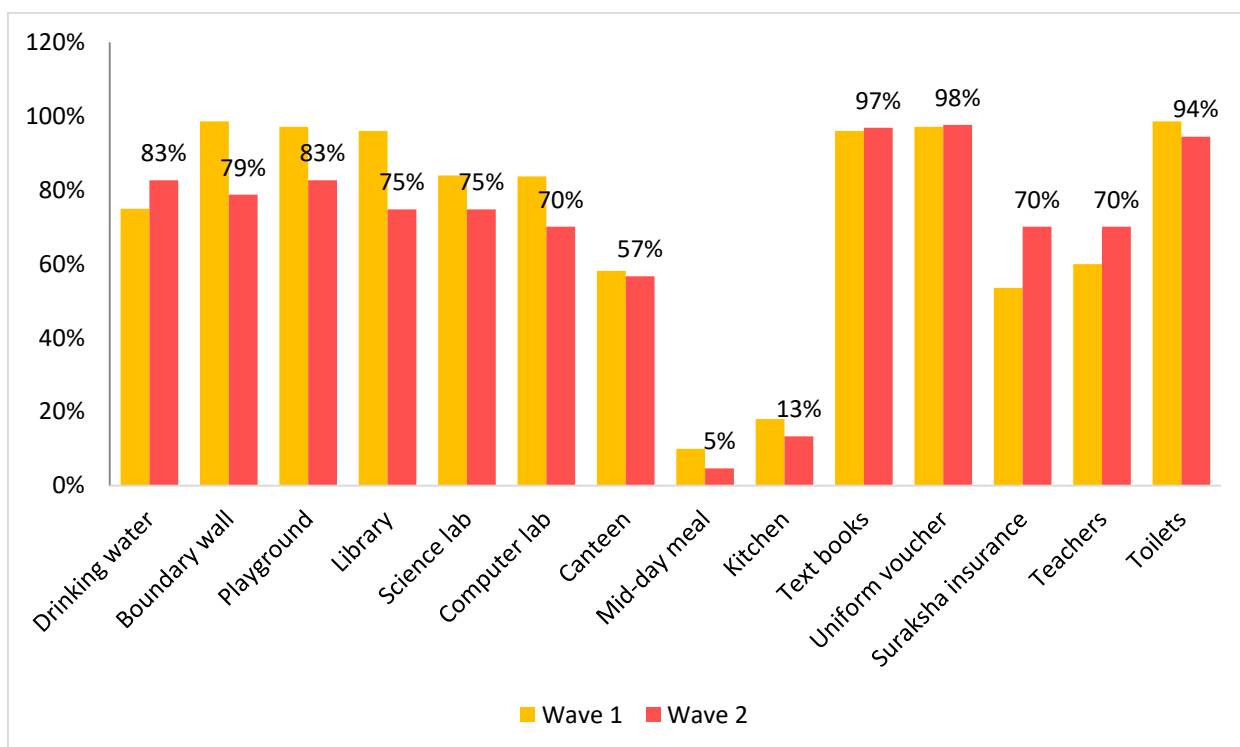
## 2.3. Facilities

Figures 5, 6 and 7 provide an overview of the facilities available to secondary school children in the Badalkumbura, Medagama and Madulla DS Divisions respectively.

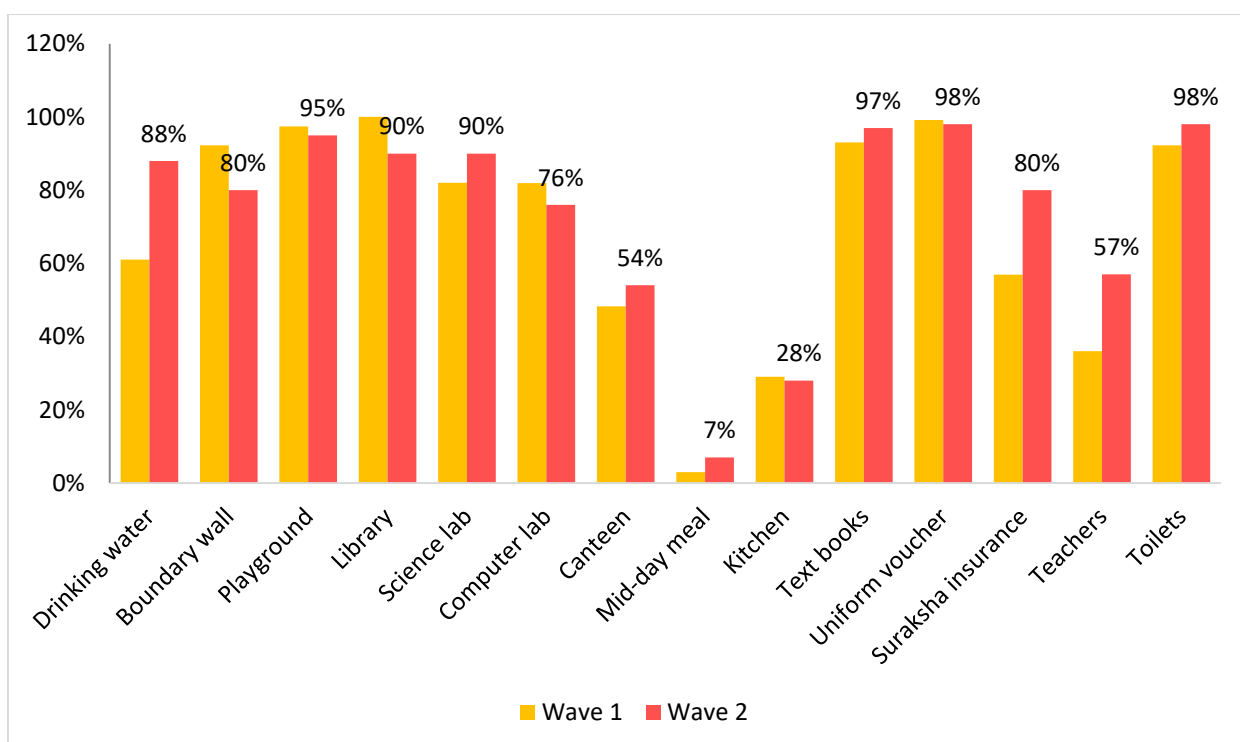
**Figure 5: Availability and Usage of Facilities in Badalkumbura DS Division**



**Figure 6: Availability and Usage of Facilities in Medagama DS Division**



**Figure 7: Availability and Usage of Facilities in Madulla DS Division**



While most of the facilities surveyed are available to the majority of students in the study area, there are noticeable gaps in the availability of facilities such as canteens, mid-day meals, kitchen facilities, adequate teachers and Suraksha insurance in all three DS Divisions. However, the availability of Suraksha insurance has increased over the last four months and during the second wave, around 70% or

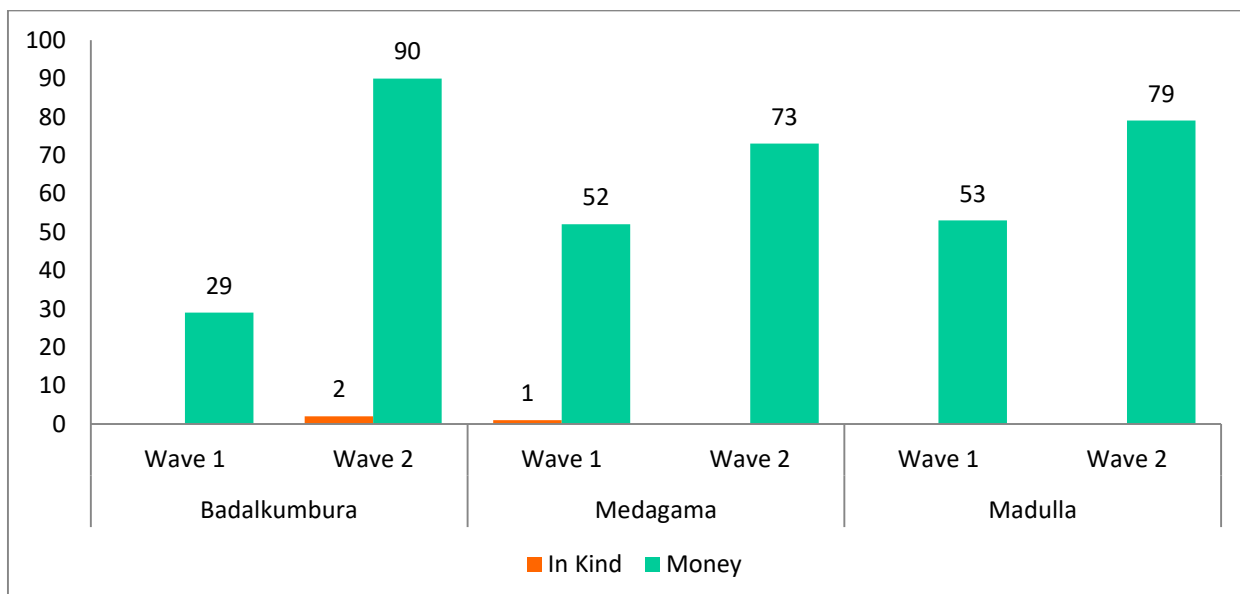
more students indicated that the insurance is available to them. Ideally, the Suraksha student insurance scheme should be available to all students in Sri Lanka. Although there is an improvement in awareness during the second wave, some respondents have indicated that the insurance is not available to them due to lack of awareness about this facility. Therefore, it is important to build awareness on this for all students to obtain benefits they are entitled to; especially students in underserved areas who would benefit the most. In relation to availability of teachers, Badalkumbura DS Division shows a slight decline in the availability of teachers while, there is an improvement in this indicator in Medagama and Madulla DS Divisions, although not at optimum levels. 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

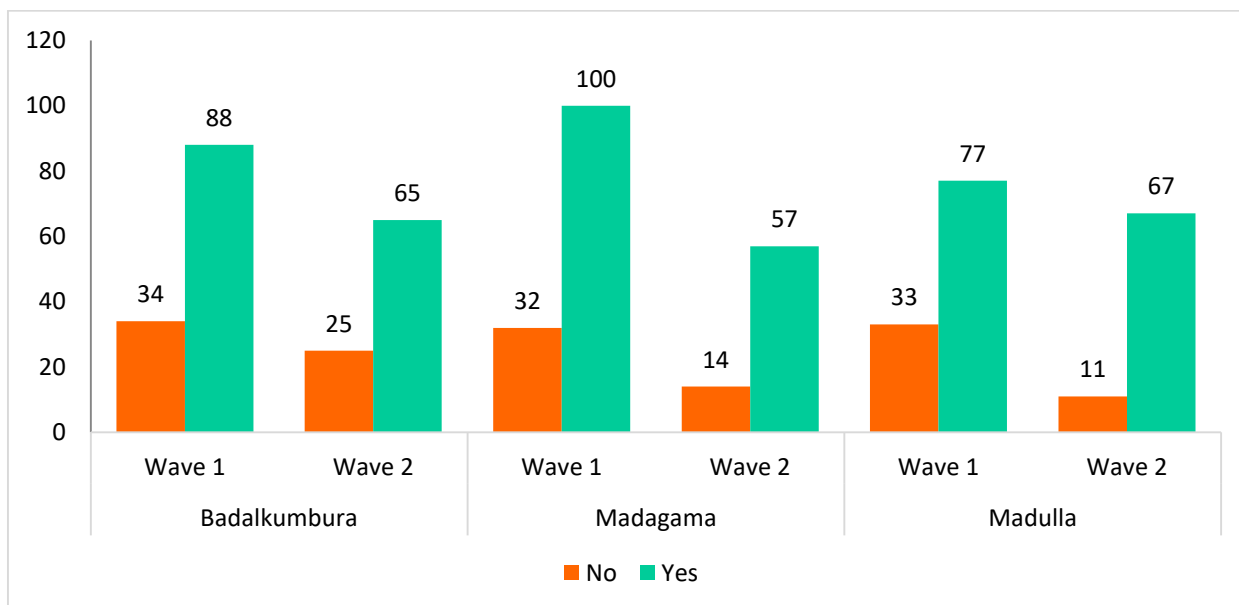
The eCRC survey also revealed that a considerable number of students have incurred additional costs as they were required to make various payments to their schools. As shown in **Figure 8**, the payments requested are mostly in cash although a very small number have indicated that they were asked to pay in kind. In all three Divisions, the number of students required to make additional payments have increased substantially during the second wave.

**Figure 8: Additional Payments Requested by Schools**



In most cases, students were issued with receipts for these payments, but a considerable number of students indicated that they have not been issued with receipts as shown in **Figure 9**. Although during the second wave, there is a decrease in the number of students reporting that they had not received receipts, such transactions require investigation to ascertain their legitimacy.

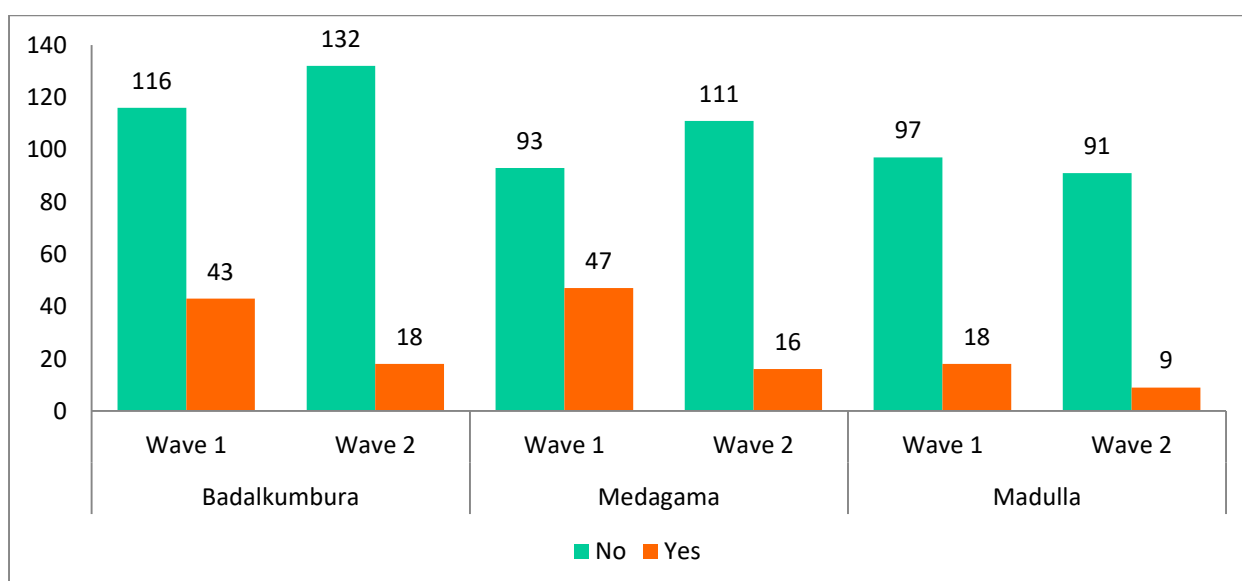
**Figure 9: Receipts Provided for Additional Payments Made to Schools**



## 2.5. Other Inconveniences

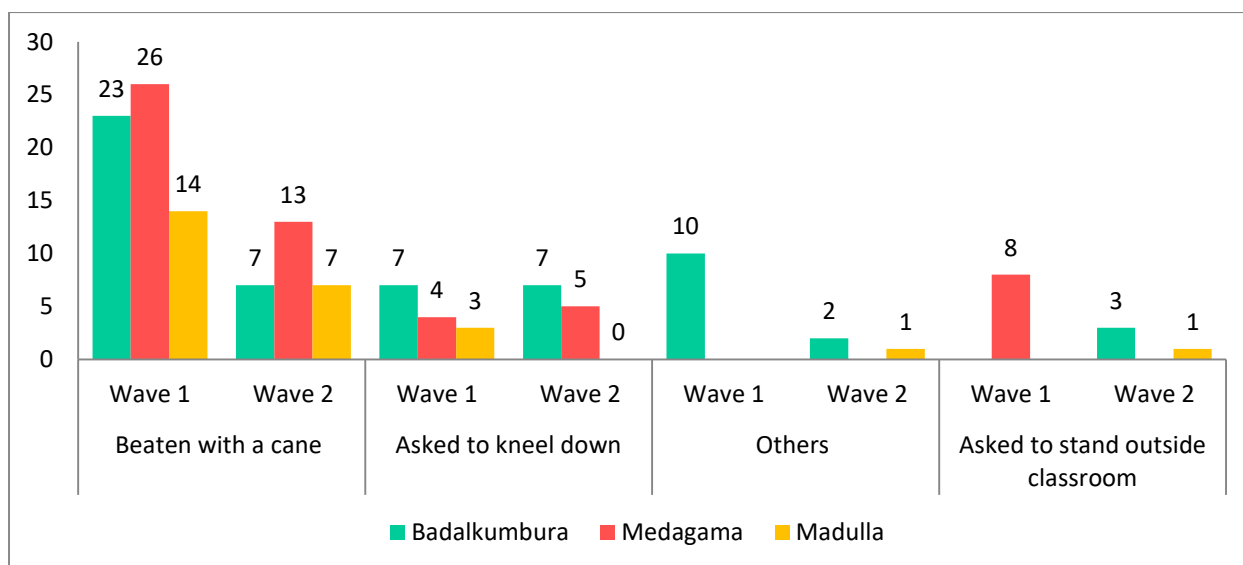
Some of the school children surveyed indicated that they have encountered punishment related issues at their schools (see **Figure 10**).

**Figure 10: Punishment Related Issues in Schools**



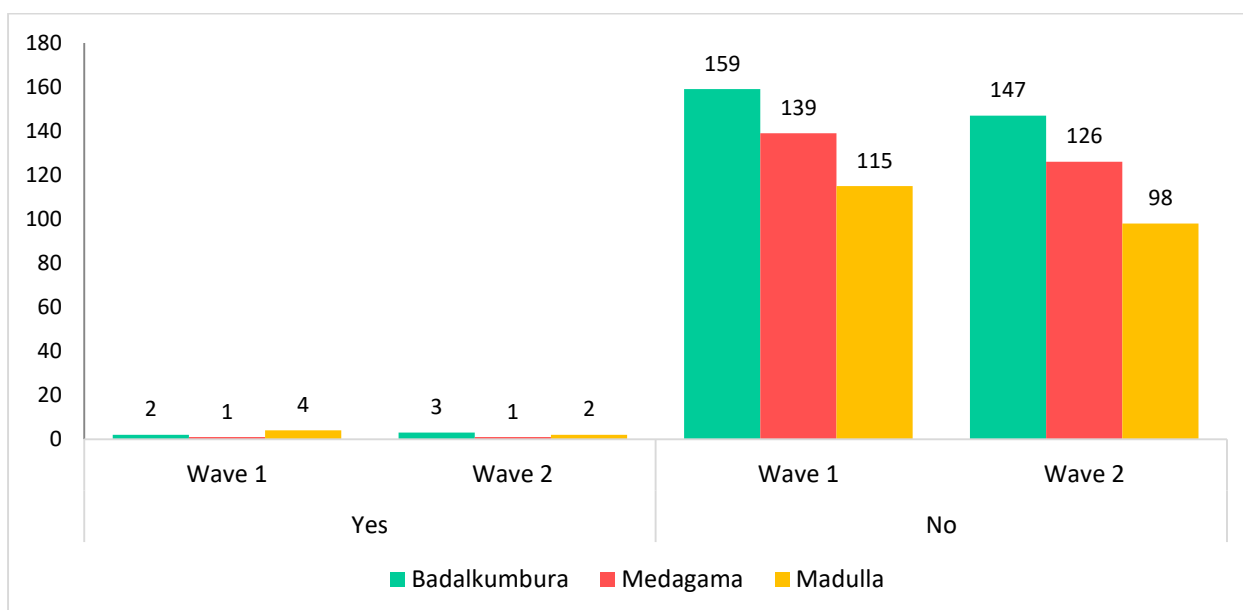
During the second wave, the number of children reporting punishment related issues has declined considerably. As shown in **Figure 11**, there is a noticeable decrease in the number of students who received corporal punishment (beating with a cane) in the second wave in all three DS Divisions. Though 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 three DS Divisions.

**Figure 11: Types of Punishments Given to Students**

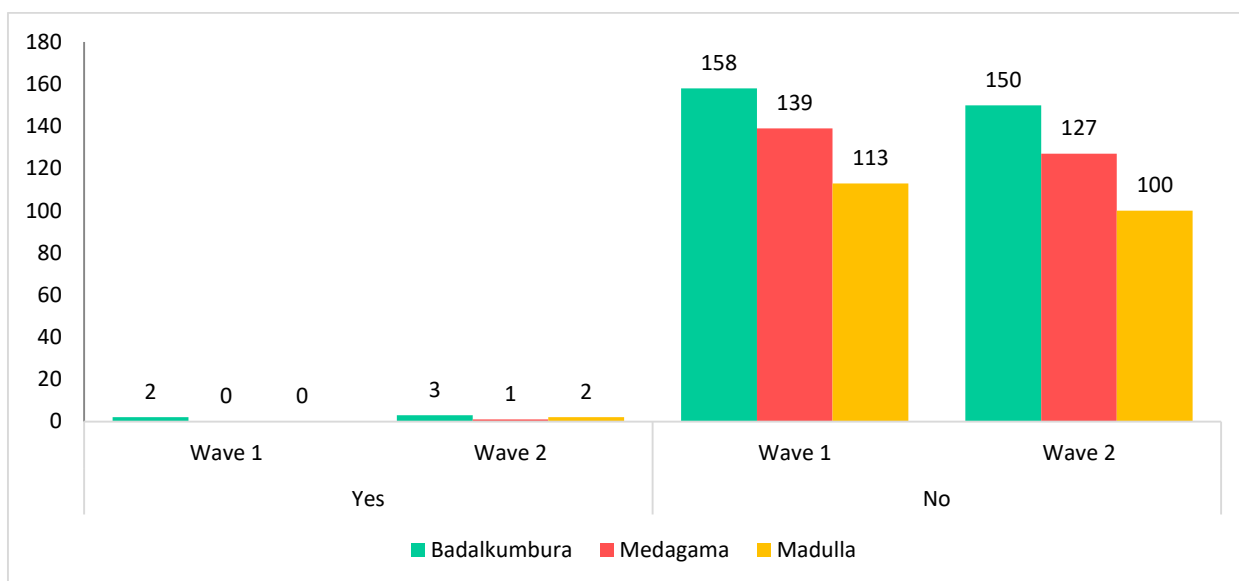


As indicated in **Figure 12** and **Figure 13**, students also reported incidents of discrimination and abuse (physical, emotional, verbal) in schools in all three DS Divisions. Although these are few in number, authorities should pay attention to these cases, as abuse and discrimination have serious implications of human rights violations in schools.

**Figure 12: Incidences of Discrimination in Schools**

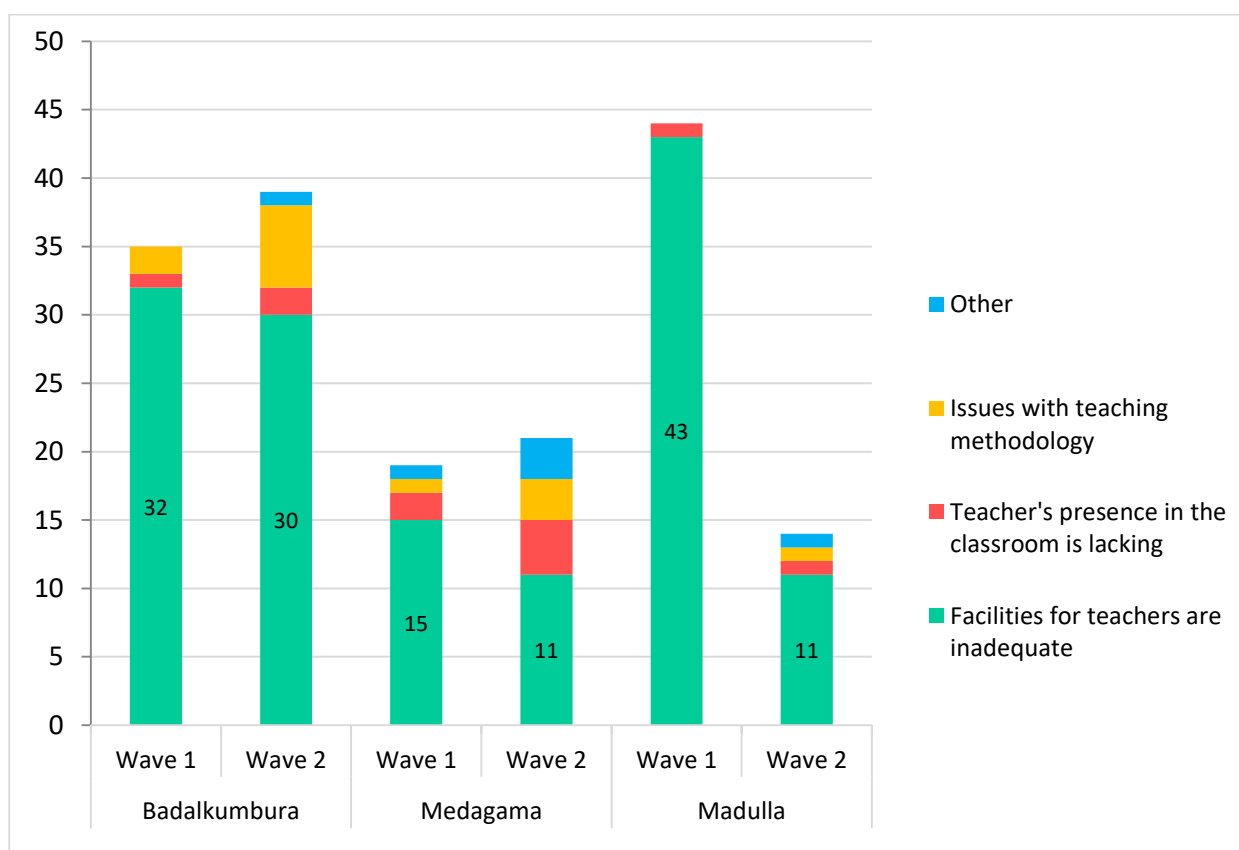


**Figure13: Incidences of Abuse in Schools**



Issues with teachers, can impact on the quality of education. Students reported issues relating to teachers in all three Divisions as illustrated in **Figure 14**. During the second wave, teacher related issues shows a considerable decrease in Madulla DS Division, while in Badalkumbura and Medagama DS Divisions show an increase. Lack of facilities for teachers is the most predominant issue in all three Divisions which inevitably make it difficult for schools to retain teachers. To address this issue, respondents were of the view that it is necessary to provide teachers with quarters. They also suggested that it is necessary to recruit teachers who reside close to schools than those residing far.

**Figure 14: Issues Relating to Teachers**








### 3. Overall Scoring for Secondary Education Services

Figure 15 indicates the scoring given to the performance of secondary education services delivery in the three DS Divisions. Scoring is provided based on the percentages of satisfied users of secondary education services.

The colour coding in Figure 15 denotes the following:

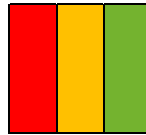
Colour	% of highly satisfied users	Action required
	Satisfied users below 40%	Needs urgent attention
	Satisfied users between 40%-60%	Needs improvement
	Satisfied users above 60%	Needs to maintain performance or require improvements to continue

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

As shown in Figure 15, most of the service delivery ratings are marked green and indicates that satisfaction levels have improved in some areas during the second wave (indicated by the upward pointing arrows). However, there is scope for further improvement in areas where satisfaction ratings have declined.

Figure 15: Overall Ratings for Secondary Education Delivery

	Drinking Water	Toilet	Playground	Boundary Wall	Library	Science Lab	Computer Lab	Canteen	Mid Day Meal	Kitchen	Text Book	Uniform Voucher	Teachers	Suraksha Insurance
<b>Wave 2</b>														
Badalkumbura	83% ↑	83% ↓	74% ↓	57% ↓	88% ↓	80% ↓	74% ↓	57% ↓	44% ↓	60% ↓	95% ↑	95% ↑	94% ↓	89% =
Madagama	76% ↓	74% ↓	71% ↑	68% ↓	84% ↓	89% =	81% ↓	0% ↓	10% ↓	44% ↓	91% ↓	96% ↓	87% ↓	99% ↑
Madulla	89% ↓	88% ↓	68% ↓	76% ↓	80% ↓	83% ↓	77% ↓	64% ↑	0% ↓	87% ↑	91% ↑	92% ↓	95% ↑	65% ↓
<b>Wave 1</b>														
Badalkumbura	79%	90%	94%	89%	91%	93%	80%	45%	98%	95%	92%	93%	99%	89%
Madagama	85%	86%	70%	87%	93%	89%	84%	44%	99%	72%	96%	99%	94%	89%
Madulla	93%	91%	88%	87%	97%	93%	87%	62%	29%	86%	90%	96%	93%	98%



## 4. Recommendations

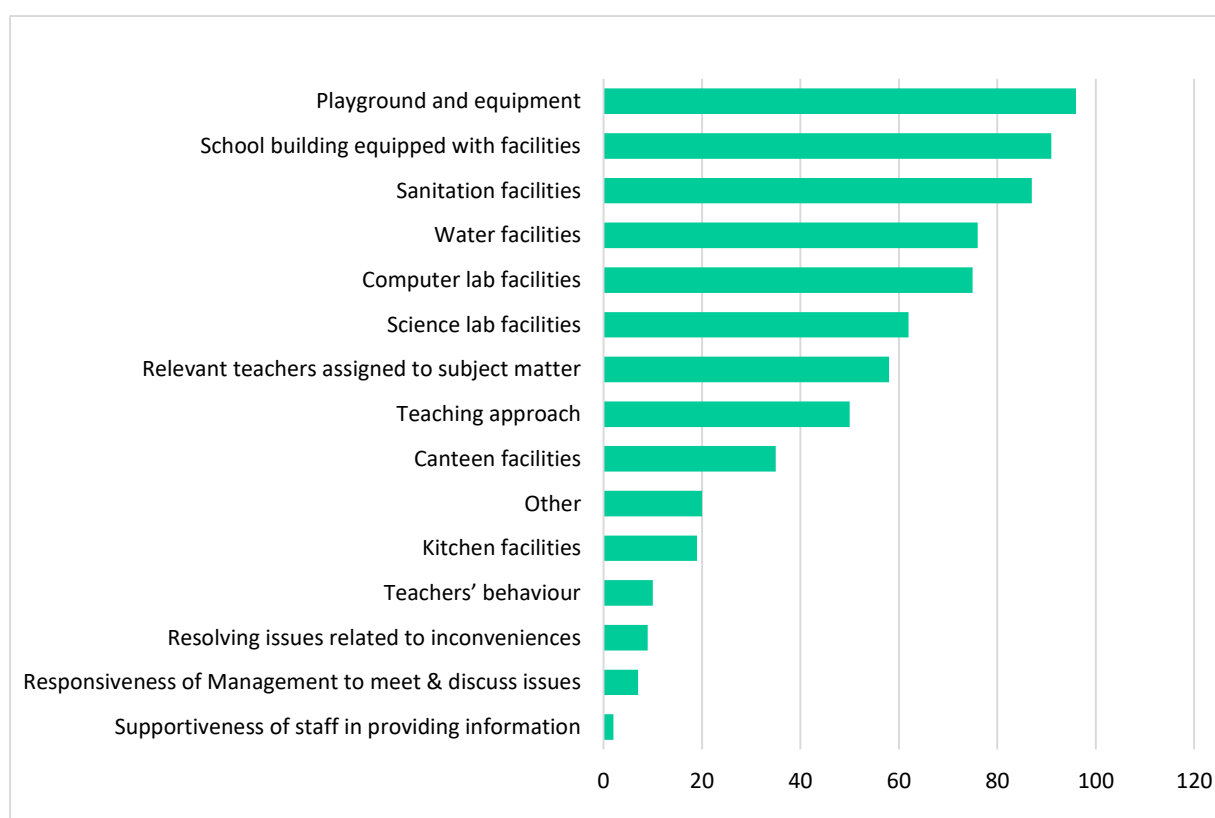
### 4.1. Service-wise Areas for Improvement

#### 4.1.1. Areas for Immediate Attention

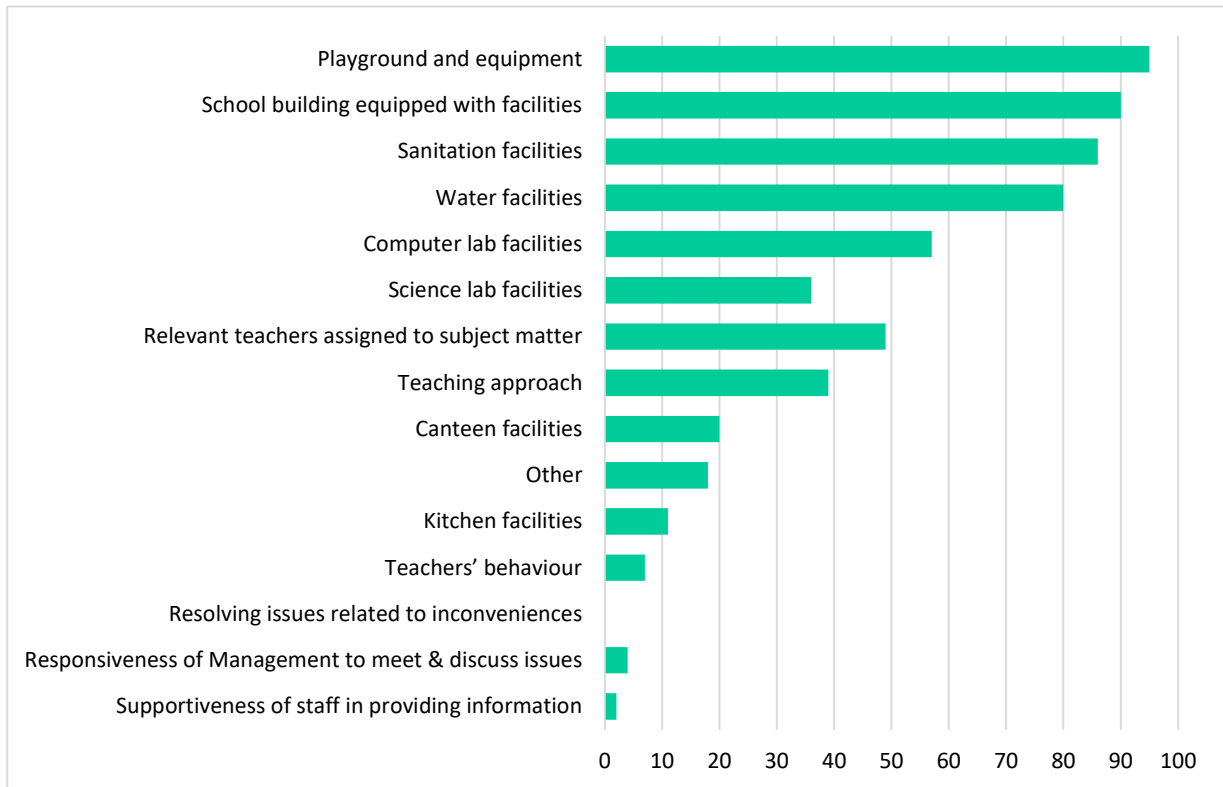
The eCRC survey results revealed a number of areas that the respondents identified as requiring immediate attention. These are summarised for each DS Division in **Figures 16, 17 and 18**.

In Badalkumbura and Medagama DS Divisions, the key priorities for immediate action include playground facilities and equipment, a school building that is equipped with facilities, and sanitation facilities. In Madulla DS Division, the key priorities for immediate action include playground facilities and equipment, a school building that is equipped with facilities, science lab and computer lab facilities. It is recommended that these priority areas are considered for immediate action.

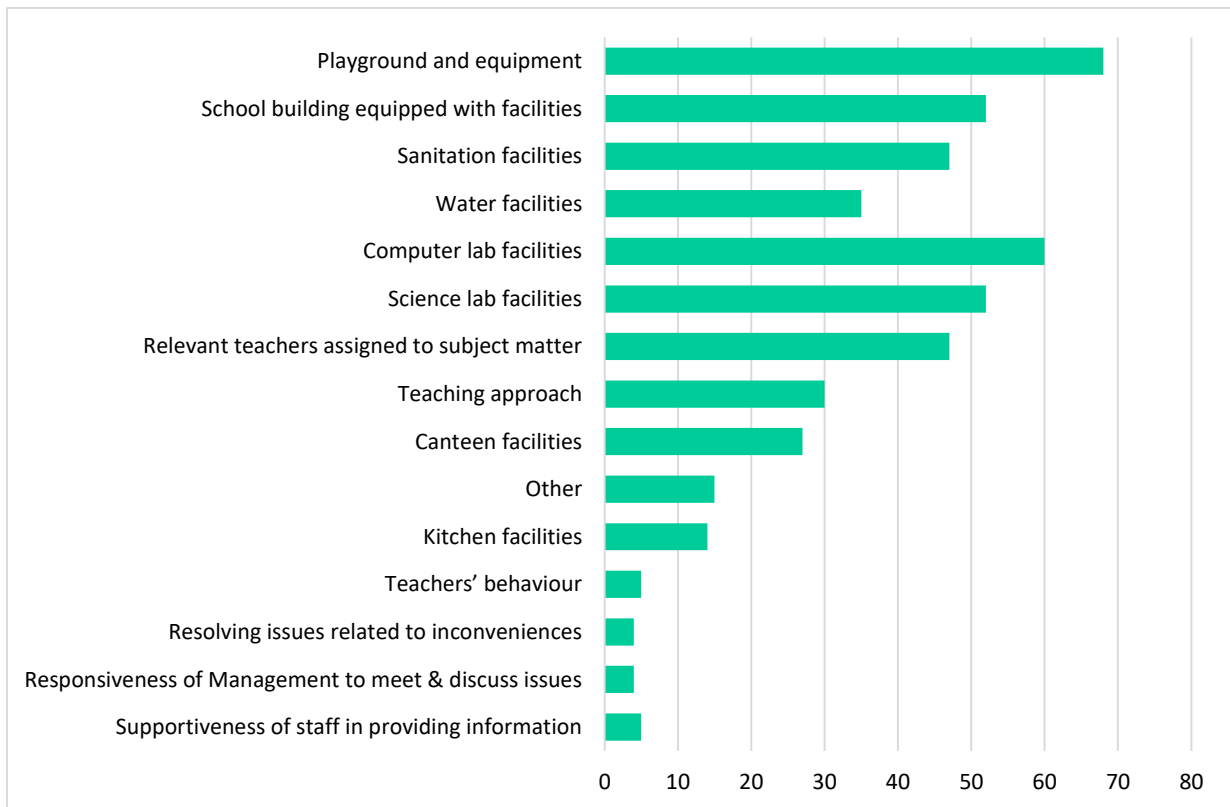
**Figure 16: Areas for Immediate Action in Badalkumbura DS Division**



**Figure 17: Areas for Immediate Action in Medagama DS Division**



**Figure 18: Areas for Immediate Action in Madulla 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 emphasized 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 15**) for measuring progress for identifying areas that need closer 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 three DS Divisions.

## 4.2. Way Forward

Action plans (see Annex 1) were prepared based on the preliminary findings of the 1<sup>st</sup> 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 action plans identifying short term / long term actions for improving secondary education services before the second round of the eCRC survey in October 2018. These action plans are particularly useful for CSOs to track progress, accountability and responsiveness of service providers.

The 2<sup>nd</sup> eCRC survey was undertaken in October 2018, to follow-up on progress against the ratings provided for secondary education services delivery during the 1<sup>st</sup> eCRC survey. The colour coding provided below was used for indicating satisfaction levels and highlighting priority areas that need to be addressed. **Figure 15** 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.

With regards to improved satisfaction levels, in general it was observed that the 1<sup>st</sup> eCRC survey findings provided awareness and the motivation for service users to engage in a productive dialogue with service providers regarding improvements they needed. This has prompted service providers to take greater action to improve services in certain areas leading to greater satisfaction levels among service users.

Therefore, the progress tracking chart in **Figure 15** 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 elected 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 may be required to understand the causes that underpin these issues.

To undertake focused action, the following are 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 to improve services,
- A combination of interventions should be addressed to minimise service delivery gaps,
- Once delivery gaps are addressed, following up on the satisfaction levels of the service users is required to determine if delivery performance has improved from the benchmarked levels.

**Annex 1: Action Plans (from the first eCRC)**

**Citizen Report Card Survey for education service- Action Plan - Bibila Zone  
Divisional Educational Office - Medagama**

**Names of GNDs covered in the survey**

**Rattanadeniya, Bandiyawa, Kotabowa, Mallagama, Bibilamulla, Elhena, Pitadeniya**

No	Priority service	Short term / Long term	Responsibility	Other stakeholders and resources	Start date	End date	Who will monitor the progress	Monthly meeting
01	Drinking water	Long term	Civil society organisations, School Development Association	Government officers and CSO member	August 2018	October 2018	Grama Niladhari, Principal, PHI, Zonal Education Office	Friday- 3 <sup>rd</sup> week of every month
02	Toilet facilities - Maintenance of the toilets	Short term	Village-level Civil Society Association	Parents, Principal and Samurdhi Society	Last week of May 2018 June 2018	August 2018 December 2018	Principal, Zonal Educational Office	Friday- 3 <sup>rd</sup> week of every month
03	(Fence)-Boundary wall	Long term	Zonal Educational Office	Principal, School Development Association and the community	June 2018	Year 2020	Zonal Educational Office, Principal	Friday- 3 <sup>rd</sup> week of every month
04	Teacher-related problems (lack of teachers & and teaching methodology)	Short term	Principal	Principal, Divisional Education Office and Zonal Educational Office	June 2018	September 2018	Zonal Educational Office	Friday- 3 <sup>rd</sup> week of every month

No	Priority service	Short term / Long term	Responsibility	Other stakeholders and resources	Start date	End date	Who will monitor the progress	Monthly meeting
05	Playground	Long term	Principal and staff, School Development Association	PS Zonal Educational Office (for sports items)	June 2018	Within the year 2018	Zonal Educational Office	Friday- 3 <sup>rd</sup> week of every month
06	Canteen	Short term	Principal and School Nutrition Committee	(Canteen maintain with good quality) Principal, School Development Association and the community	May 2018	June 2018	Zonal Educational Office, Principal, PHI (Public Health Officer)	Friday- 3 <sup>rd</sup> week of every month
07	Suraksha Insurance	Short term	Principal	Staff, parents and students	May 2018	End of June 2018	Divisional Educational Office	Friday- 3 <sup>rd</sup> week of every month
08	School building	Long term	Principal, teachers, School Development Association	Principal and parents	June 2018	December 2018	Zonal Educational Office	Friday- 3 <sup>rd</sup> week of every month

#### Contribution

T.M. Dharmadasa - Divisional Director of Education (DDE), Divisional Educational Office - Medagama

Padmini Neranjala – Rattandeniya

Wasanthi Sanjeewani - Rattanadeniya

Chandima Jeewanthi - Bandiyawa

Gayani Madhuwanthi - Pitadeniya

Chamodi Upeshika - Pitadeniya

**Date - 10.05.2018, Venue – Assistant Commissioner - Office of Local Government (ACLG Office) – Monaragala**



**Citizen Report Card Survey for education service- Action Plan- Bibila Zone**  
**Madulla Educational Division**

*Names of GNDs covered in the survey*

*Namaloya Colony, Panguwa, Kolladeniya, Ritigahawatta, Panguwa, Thalkotayaya, Magandaoya Colony*

No	Priority service	Short Term / Long Term	Who is responsible for the work	Other stakeholders responsible for improvements	Start Date	End Date	Who is monitoring the process	Monthly meeting
1	Teachers' facilities	Short term & Long term	Zonal Educational Director	Divisional Director of Education, Principal, Teachers	2018-05-10	2018-08-10	Civil society organisations	Once in three months
2	Drinking water <ul style="list-style-type: none"> <li>• Provide water</li> <li>• Water purifying facility</li> </ul>	Short term & Long term	Provincial Educational Department, PS, NGOs	School Development Association	2018-05-10	2020	Civil society organisations	Once in three months
3	Toilet facilities	Long term	PS Secretary office, Provincial Educational Office	Principal	2018-05-10	2020	Principal	Once in three months
4	Library	Long term	Principal, Librarian	Principal	2018-05-10	2018-07-10	Zonal Educational Director, Librarian	Once in three months
5	Playground and facilities	Short term	Parents, Principal, School Development Association	Divisional Educational Office, School Development Association	2018-05-10	2018-08-10	Divisional Educational Office, Principal	Once in three months
6	Science lab facilities <ul style="list-style-type: none"> <li>• Lack of teachers</li> <li>• Lack of necessary instruments</li> <li>•</li> </ul>	Short term Short term	Provincial Director of Education, Zonal Education Director	Provincial Director of Education Zonal Educational Director	2018-05-10	2020 2018-08-10	Principal, Zonal Educational Director	Once in three months

No	Priority service	Short Term / Long Term	Who is responsible for the work	Other stakeholders responsible for improvements	Start Date	End Date	Who is monitoring the process	Monthly meeting
7	Canteen (quality foods and quality of facilities)	Short Term	Principal, School Nutrition Committee, PHI (Public Health Inspector)	Principal, school Nutrition Committee, PHI	2018-05-10	2018-8-10	Principal	Once in three months
8	School uniform	Long Term	Zonal Educational Office	Zonal Educational Office	2018-05-10	2018-08-10	Principal	Once in three months
9	Text books	Long Term	Education Publication Department, Zonal Educational Office	Education Publication Department, Zonal Educational Office	2018-05-10	2020	Principal, Divisional Director of Education	Once in three months

#### Contribution

I.P.K. Samali - Additional Director of Education - Bibila  
 KD.P. Nalika Karunathilaka - Divisional Educational office - Madulla  
 H.M. Chandrika Herath - Namaloya Janapadaya, Village Organisation  
 N. Champika Damayanthi - Namaloya Janapadaya, Village Organisation  
 K.M. Chandrapala - Ritigahawatta  
 K. M. Pushpa Kumara - Ritigahawatta  
 G.G. Piya Bandula - Kolladeniya  
 R.M. Samansiri - Magandaoya Janapadaya  
 K.M. Jayathilaka

**Date - 10.05.2018, Venue – Assistant Commissioner office of Local Government (ACLG office) – Monaragala**

## Citizen Report Card Survey for education service- Action Plan- Monaragala Zone

*Names of GNDs covered in the Survey  
Kotamuduna, Dewathura, Miyenakandura, Ella, Maligathanna, Lunugala Colony*

No	Priority service	Short Term / Long Term	Who is responsible for the work	Other stakeholders responsible for improvements	Start Date	End Date	Who is monitoring the process	Monthly meeting
01	Teaching methodology	Short term	Zonal Educational Director - Monaragala	Teachers, primary teachers, instructors	2018-05-10	2018-05-30	CSO members, parents, Zonal Education Office	2018-06-20
02	Drinking water problem	Long term	Principal, School Development Association, parents, Zonal Educational Office	Principal, School Development Association, parents, Zonal Education Office	2018-05-10	2018-12-31	CSO members, Zonal Education Office, Divisional Educational office	2018-09-30
03	Developing the playground facilities	Long term	Principal, School Development Association, Parents, Zonal Educational Office	Principal, School Development Association, parents, Zonal Education Office, Political representatives	2018-05-10	2018-12-31	CSO members, Divisional Educational Office, Zonal Education Office	2018-09-30
04	Reduce hidden cost & issuing receipts for payments	Short term	Zonal Educational Director - Monaragala	Principal, School Development Association - Zonal Education Office, Treasure	2018-05-20	2018-12-31	CSO members, Divisional Educational Office, Zonal Education Office	2018-09-30
05	Investigation regarding punishments in schools	Short term	Principal, staff teachers, class teachers	Principal, Parents, Zonal Educational Director	2018-05-2018	2018-06-30	Principal, CSO members, Divisional Educational Office, Zonal Educational Office	2018-09-30
06	Suraksha insurance - awareness programmes	Short term	Principal, Zonal Educational Office	Principal, Zonal Educational Office	2018-06-01	2018-06-30	CSO members, Principal, Zonal Educational Office	2018-06-15

No	Priority service	Short Term / Long Term	Who is responsible for the work	Other stakeholders responsible for improvements	Start Date	End Date	Who is monitoring the process	Monthly meeting
07	Uniform Voucher system	Long term	Ministry of Education, Isurupaya	Minister of Education, Secretary of Education, Zonal Educational Office	2018-06-01	2018-12-31	Education Minister, Secretary of the Ministry, Zonal Educational Office	2018-09-30

**Contribution**

D.C. Jasintha - Assistant Director of Education (A.D.E) - Zonal Educational Office

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R.M. Premathilaka - Lunugala Colony

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A.M. Supun Priyankara – Maligathanna

**Date - 10.05.2018, Venue – Assistant Commissioner Office of Local Government (ACLG Office) - Monaragala**



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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