Findings of the Electronic Citizen Report Card (eCRC)

Benchmark Survey on the Delivery of Secondary Education Services

Final Report for selected DS Divisions in Mullaitivu District

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Author Details

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Kulasabanathan Romeshun

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Mehala Mahilrajah

is a Research Professional at CEPA. She has a Master in Development Practice from the University of Peradeniya. She has completed a Diploma in Monitoring and evaluation at National Institute of Labour Studies (NILS) with Sri Lanka Evaluation Association (SLEvA). At CEPA, Mehala is involved in capacity building and training, as well as research, to which she brings her expertise in action research. Mehala is currently playing a leading role working with grass roots level civil society organisations and support to build capacity on social accountability mechanisms particularly the "Citizen Report Card' tool. She also has contributed to the Citizen Report Card survey and publication in 2014 carried out by CEPA on Secondary Education Services in Vavuniya and Mullaitivu.

Hasanthi Tennakoon

has a Master's degree in Environmental Management from the University of Tasmania, and has extensive experience in corporate sustainability. Her areas of focus are environmental and social sustainability. She currently works as a research consultant for CEPA and also as a social safeguards consultant for the World Bank.

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

No	DS Division	GN Division	Name of CSO
1	Maritimepattu	Selvapuram	Elder's Society
2	Maritimepattu	Mullivaikkal East	Vadduvaakal WRDS
3	Maritimepattu	Mullivaikkal West	Mullivaikkal West WRDS
4	Maritimepattu	Kallapadu South	Kallapadu South RDS
5	Maritimepattu	Mullaitivu South	Unnapilavu WRDS
6	Maritimepattu	Vattapalai	Vattapalai Farmers Organisation
7	Maritimepattu	Silawaththai	Silawaththai WRDS
8	Maritimepattu	Mamoolai	Mamoolai ii RDS
9	Maritimepattu	Mulliyawalai North	Mulliyawalai North RDS
10	Maritimepattu	Keppapilavu	St. Anthony's Fisheries Society
11	Oddusuddan	Vithyapuram	Vithyapuram RDS
12	Oddusuddan	Mankulam	Mankulam North FO
13	Oddusuddan	Muthaiyankaddukulam	1st track FO
14	Oddusuddan	Thirumurukandy	Thirumurukandy RDS
15	Oddusuddan	Inthupuram	Inthupuram RDS
16	Oddusuddan	Oddusuddan	Chinnachalampan RDS
17	Oddusuddan	Katchilaimadu	Katchilaimadu FO
18	Welioya	Janakapura	Welfare Society
19	Welioya	Kiribbanwewa	Samurdhi Society
20	Welioya	Nikawewa South	Farmers Organisation

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

List of Figures

Contents

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 **Mullaitivu District.** The survey was carried out in the DS (Divisional Secretary's) Divisions of **Welioya, Oddusuddan** and **Maritimepattu** in September 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, as 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.
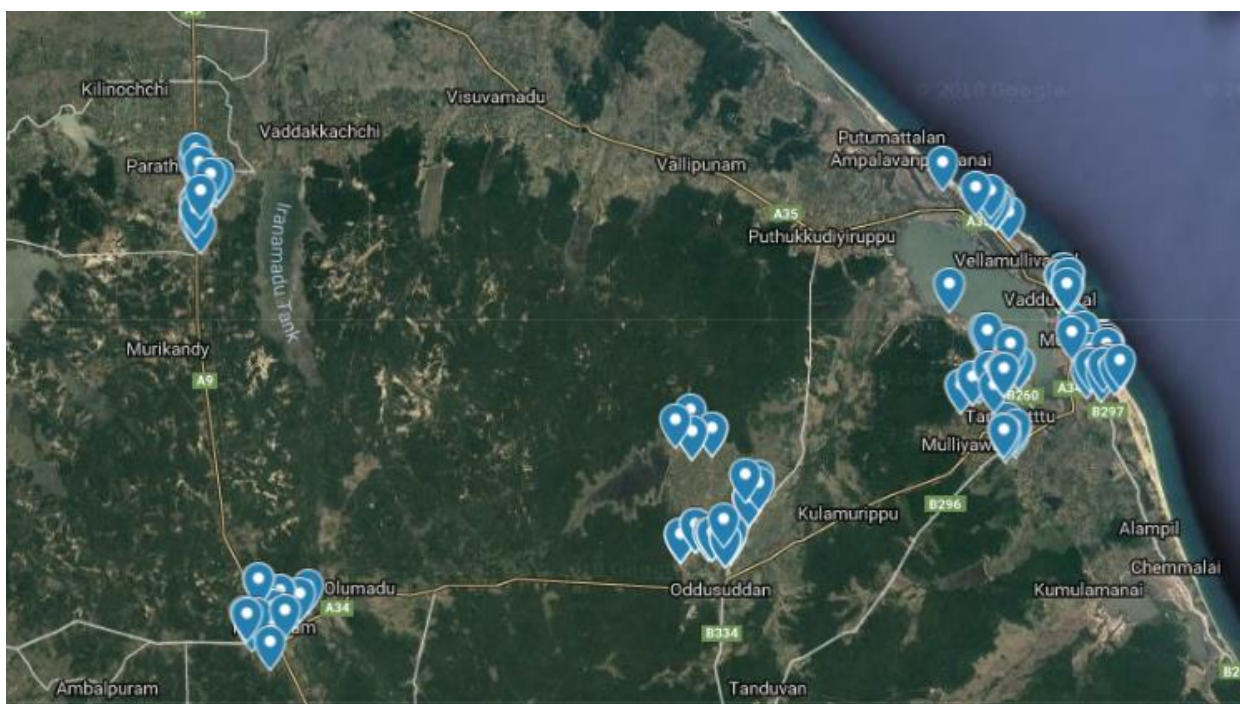
1.5. Methodology

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 being 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 obtains management response from services 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 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	• School attendance within / outside GN Division • Regularity of attendance • Reasons for not attending • Attending tuition classes
Quality	• Satisfaction with quality
Facilities	• Availability • Satisfaction
Teachers	• Availability • Quality of teaching • Teacher's behaviour • Teaching approach
Inconveniences	• Punishments • Abuse • Discrimination • Hidden costs

1.6. The Study Area

Within the **Mullaitivu District**, this study covers a number of areas under the Pradeshiya Sabhas and Zonal Educational Offices in the **Maritimepattu, Oddusuddan**, and **Welioya** DS Divisions as shown in the table below.

| DS Division / Pradeshiya Sabha	Name of proposed GNs	Number of Villages	Number of Households
Maritimepattu DS Division /Maritimepattu PS / Mullaitivu Zonal Education Office	Vattapalai	2	443
	Kallapadu South	2	517
	Selvapuram	1	437
	Mamoolai	2	375
	Keppapilavu	2	390
	Mulliwaikkal East	2	464
	Mulliwaikkal West	2	331
	Sillawaththai	3	475
	Mulliyawalai North	2	336
	Mullaitivu South	2	276
Oddusuddan DS Division / Pudukkudiyiruppu PS/ Thunukkai Zonal Education Office	Muththayankaddukulam	4	376
	Katchilaimadu	3	303
	Oddusuddan	5	355
	Viththiyapuram	2	259
	Mankulam	6	681
	Thirumurikandy	5	403
	Inthupuram	2	400
Welioya DS Division/ Maritimepattu PS/Divisional Education office under Mullaitivu Zonal Education Office	Nikawewa South	2	577
	Janakapura	4	673
	Kiribbanwewa	1	367

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 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 was particularly high. In Oddusuddan DS Division, 76% of the secondary school children are attending schools within their own Division during the second wave. It seems that some school children have moved to schools within their own GN Divisions due to improvements in these schools, particularly due to the Thunukkai Zonal Education office. In Oddusuddan DS Division, taking an active interest in improving education service delivery within the division subsequent to the first eCRC survey was apparent. In Maritimepattu and Welioya DS Divisions, by the second wave, only less than half the secondary school children attended schools within their own DS Divisions.

Figure 1: School Attendance within One's GN Division
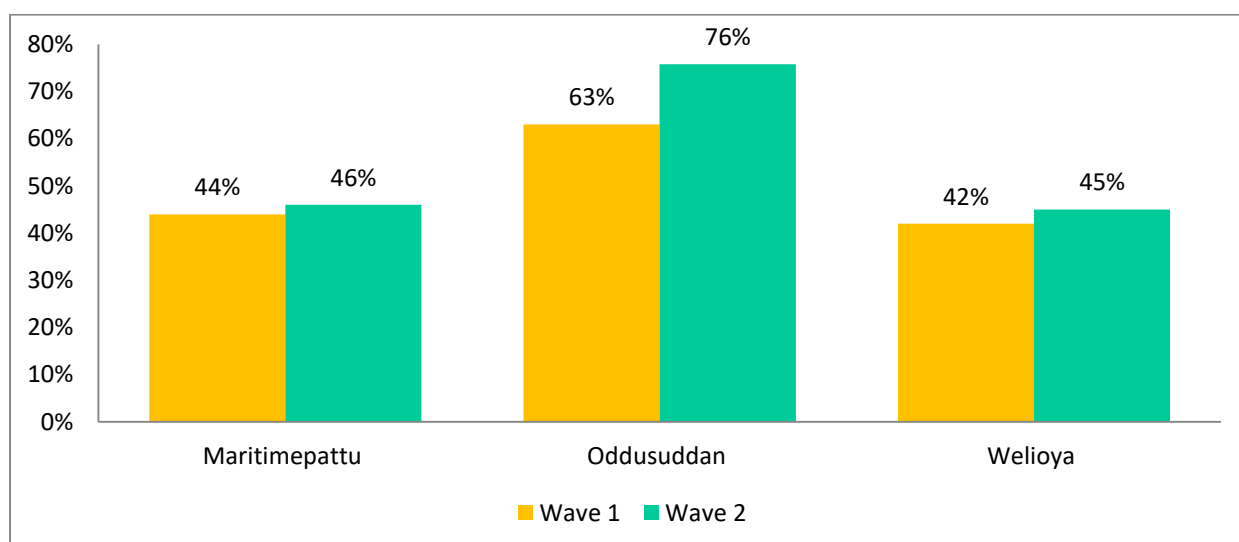
On probing into the reasons for attending schools outside of one's GN Division, there were varying reasons cited as shown in **Figure 2**. During both the first and second wave, one of the key reasons cited was that the school within one's GN Division offered classes only upto a certain grade (grade 5 or 11), which compelled them to attend schools that offer the higher grades outside their GN Divisions. Another frequently cited reason during the second wave was that, there is no school within one's GN Division and therefore, the need to attend an outside school. This is particularly evident in Welioya DS Division during

the second wave with close to 60% of the children citing this as the reason for attending a school outside their GN Division.

Figure 2: Reasons for Attending School Outside One's GN Division
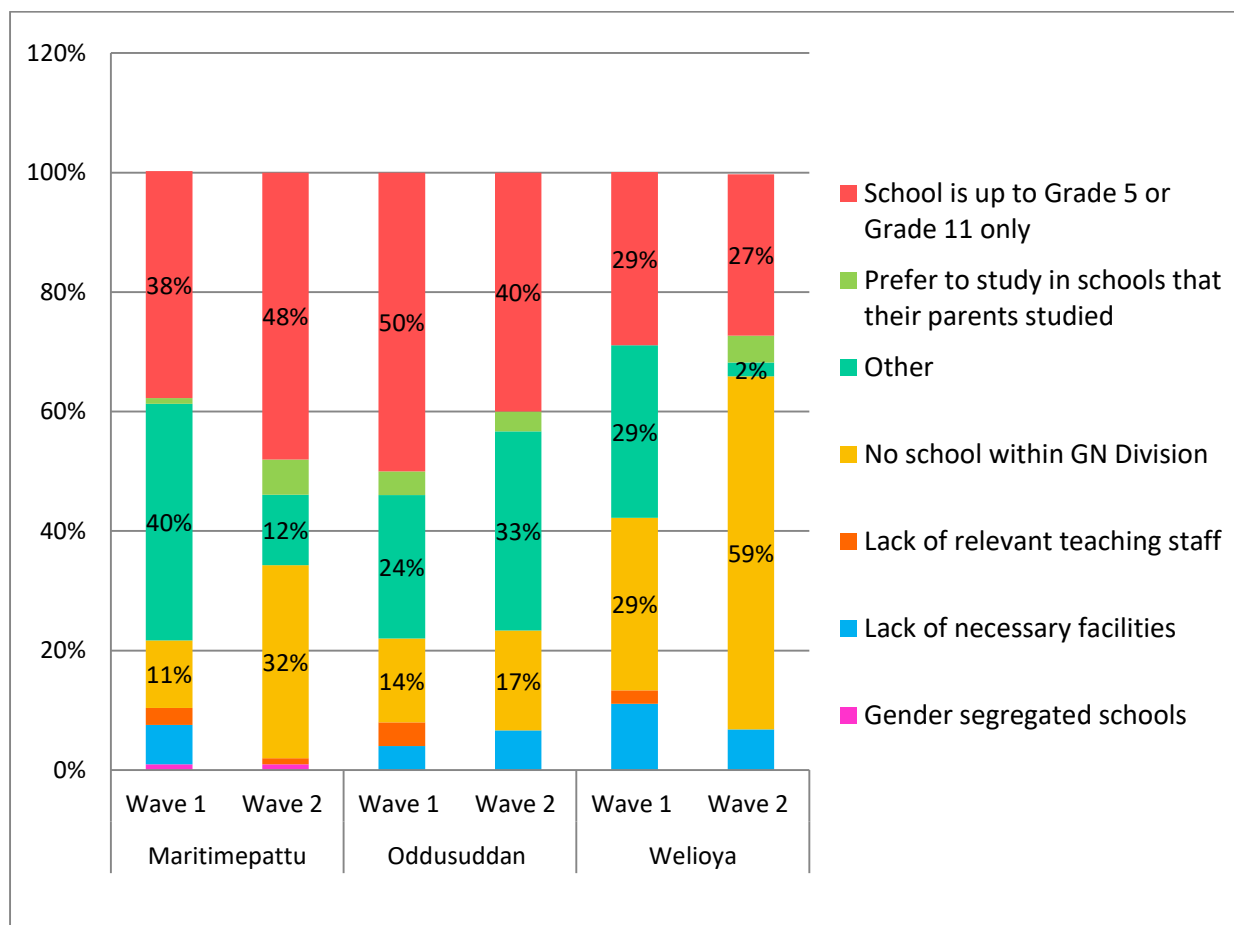
2.2. Quality and Satisfaction with Secondary Education Services

**Figure 3** indicates the satisfaction levels expressed by both parents and secondary school students. The graph provides a comparison of satisfaction levels during both the first and second wave. In all three DS Divisions, high levels of satisfaction have declined during the last four months. A large majority of the students in Welioya are only moderately satisfied with the quality of education they receive. During the same period, low satisfaction levels have risen in all three DS Divisions. This is particularly noticeable in Oddusuddan DS Division. 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 services are available at particular times only;

- There are no opportunities for additional classes or for 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
- Issues with teaching methodology as some schools are taught by volunteers or Civil Security Force personnel. This is particularly prevalent in Welioya DS Division.

Figure 3: Overall Satisfaction Regarding Quality of Education
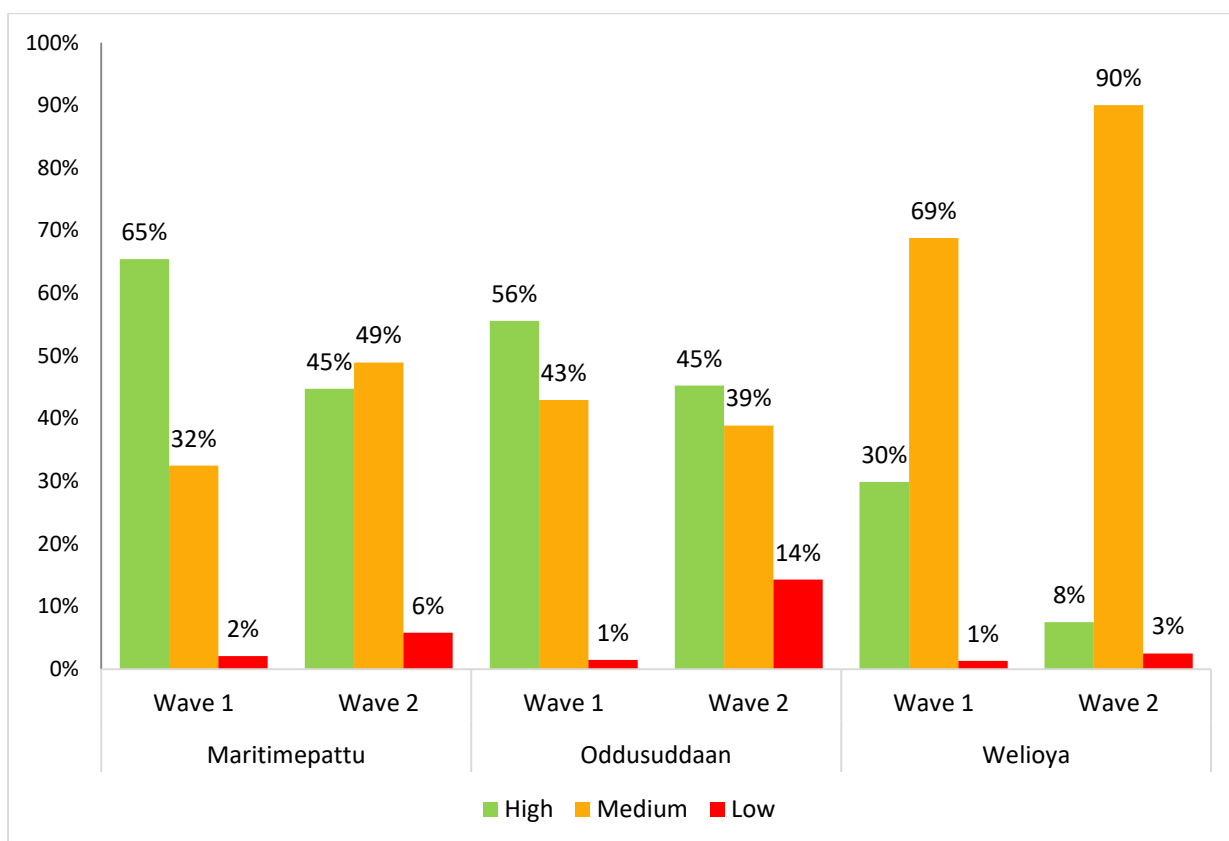
The proportion of students attending tuition classes in the three DS Divisions is presented in **Figure 4**. There is a considerable increase in students attending tuition in the last four months in Maritimepattu and Oddusuddan DS Divisions as illustrated in **Figure 4.** While there are issues with the quality of education in schools for students to require additional classes, the increase in attending tuition coincided with the timing of data collection for the second wave which took place in September 2018, leading up to the Ordinary Level Exams in December 2018. School children usually attend tuition more frequently leading up to exams, which explains the reason for majority of the school children claiming that they attended tuition during the second wave than during the first wave. It should also be noted that when a large proportion of students attend tuition classes, the likelihood of having issues relating to the quality of education in schools within those DS Divisions possible due to lack of relevant and qualified teachers for certain subjects or simply 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.
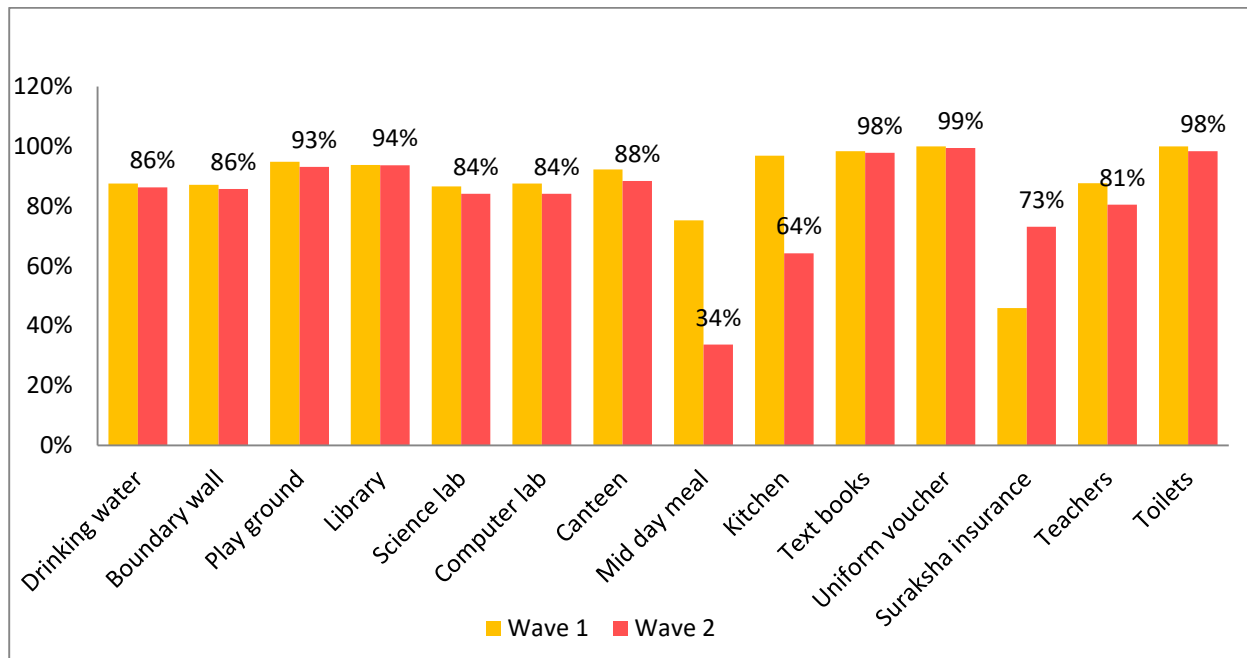
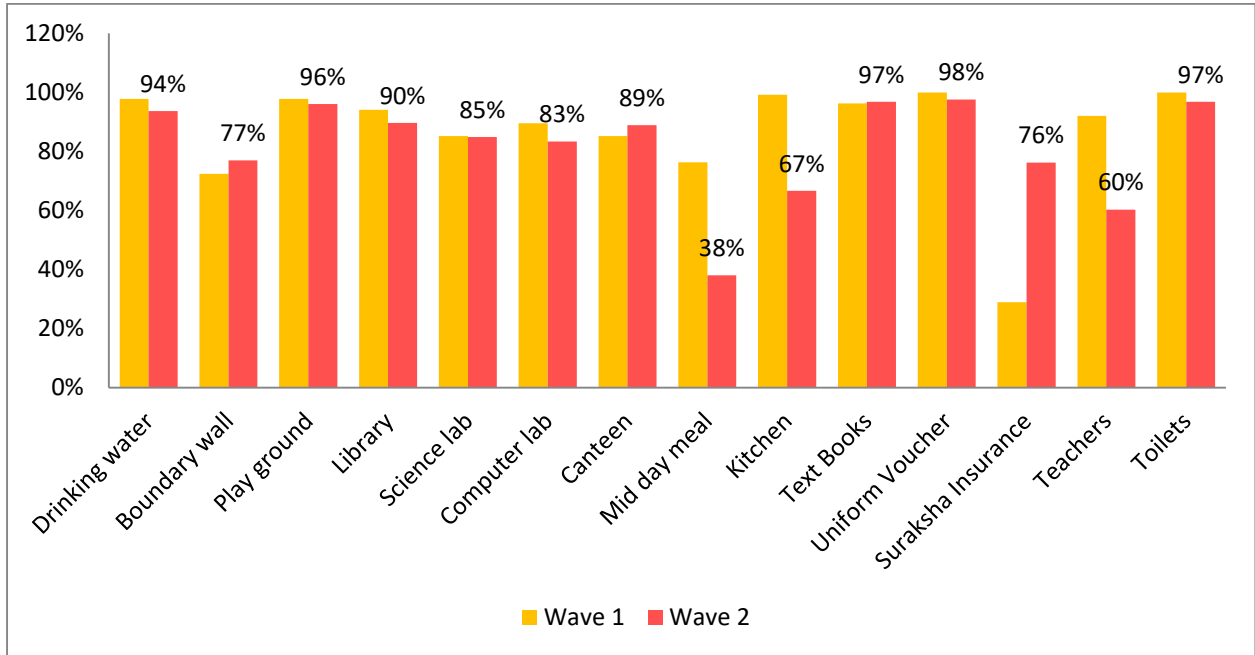**Figure 4: Students Attending Tuition Classes**
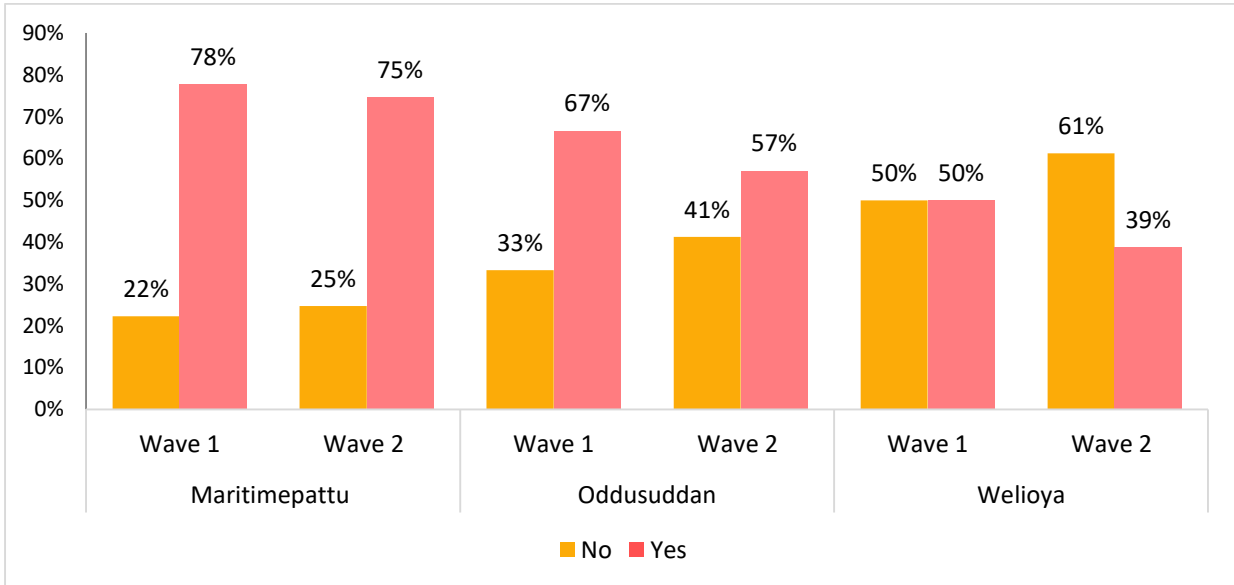
2.3. Facilities

Figure 5, 6 and 7 provide an overview of the facilities available to secondary school children in the Maritimepattu, Oddusuddan and Welioya DS Divisions respectively.
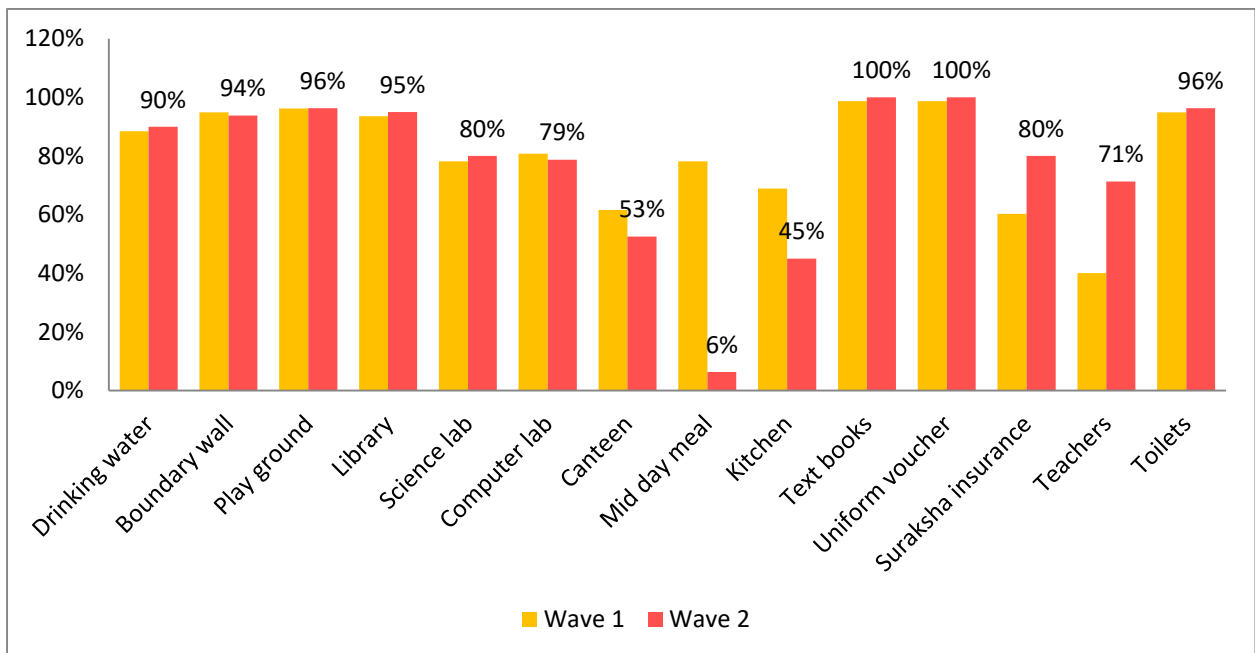
Figure 5: Availability and Usage of Facilities in Maritimepattu DS Division

Figure 6: Availability and Usage of Facilities Oddusuddan DS Division

Bar chart showing Wave 1 and Wave 2 percentages across facilities:
- Drinking water: 94%
- Boundary wall: 77%
- Play ground: 96%
- Library: 90%
- Science lab: 85%
- Computer lab: 83%
- Canteen: 89%
- Mid day meal: 38%
- Kitchen: 67%
- Text Books: 97%
- Uniform Voucher: 98%
- Suraksha Insurance: 76%
- Teachers: 60%
- Toilets: 97%

■ Wave 1 ■ Wave 2

Figure 7: Availability and Usage of Facilities Welioya DS Division

Bar chart showing Wave 1 and Wave 2 percentages across facilities:
- Drinking water: 90%
- Boundary wall: 94%
- Play ground: 96%
- Library: 95%
- Science lab: 80%
- Computer lab: 79%
- Canteen: 53%
- Mid day meal: 6%
- Kitchen: 45%
- Text books: 100%
- Uniform voucher: 100%
- Suraksha insurance: 80%
- Teachers: 71%
- Toilets: 96%

■ Wave 1 ■ Wave 2

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, adequate teachers and Suraksha insurance in all three DS Divisions. However, the availability of Suraksha insurance has increased over the last four months with approximately 75% of the students indicating that this is available to them, especially during the second wave. Ideally, the Suraksha student insurance scheme should be available to all students in Sri Lanka. It is likely that some respondents have indicated that insurance is not available to them purely because they lack awareness about this facility, although there is an improvement in awareness during the second wave. Therefore, this indicates that there is still a need to

build awareness regarding the availability of the Suraksha facility for all students to gain benefits they are entitled to; especially, students in underserved areas who would benefit the most. In regards to availability of teachers, there is a decline in this indicator in Maritimepattu and Oddusuddan DS Divisions while Welioya DS Division shows a noticeable improvement in the availability of teachers (71%), although this is not yet at an optimum level. In the case of mid-day meals, the requirement is that 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 8: Additional Payments Requested by Schools
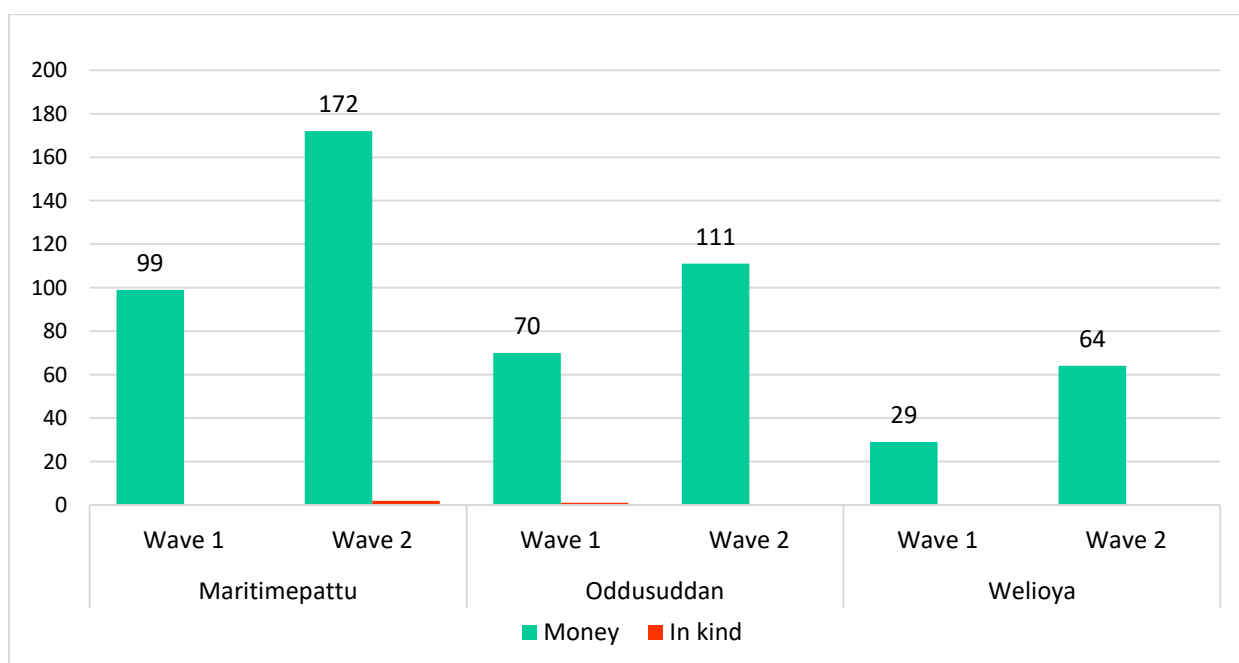
As shown in **Figure 8**, payments requested are mostly in cash although a very small number indicated that they were asked to pay in kind. In all three Divisions, the number of students required to make additional payments have increased substantially during the second wave. In most cases the students 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 9**. Such transactions require investigation to ascertain their legitimacy.

Figure 9: Receipts Provided for Additional Payments Made to Schools
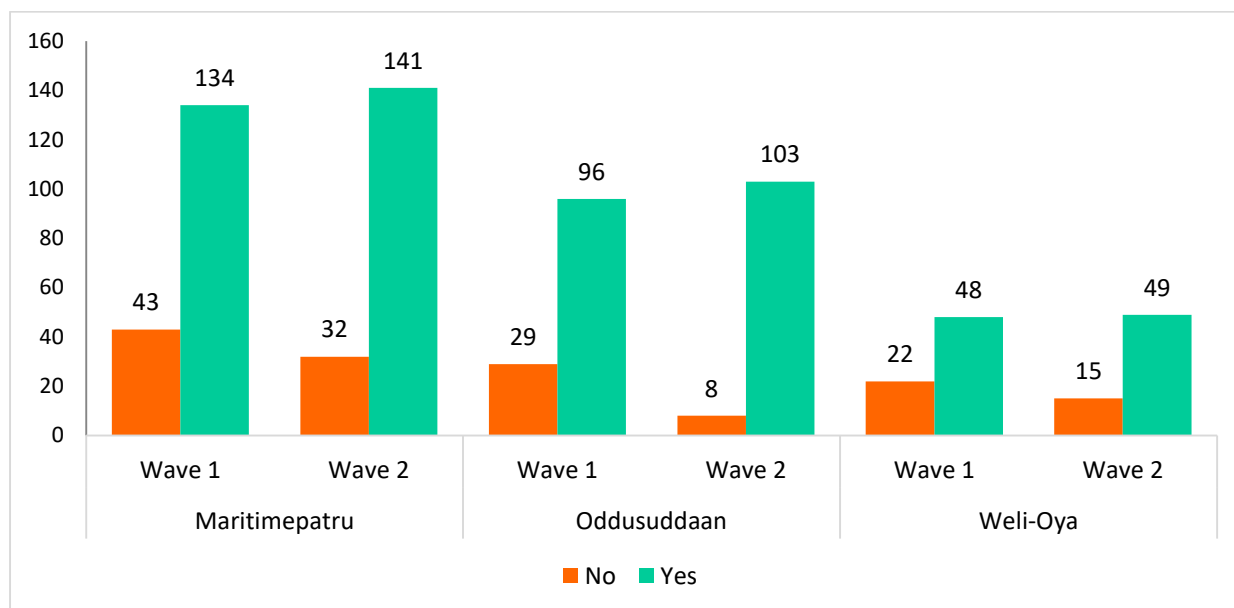

2.5. Other Inconveniences

Some of the school children surveyed indicated that they have encountered punishment related issues at their schools (see **Figure 10**). Maritimepattu and Oddusuddan DS Divisions show a slight increase in the proportion of school children reporting punishment related issues in schools while Welioya DS Division shows a slight decline with regards to this issue.

Figure 10: Punishment Related Issues in Schools
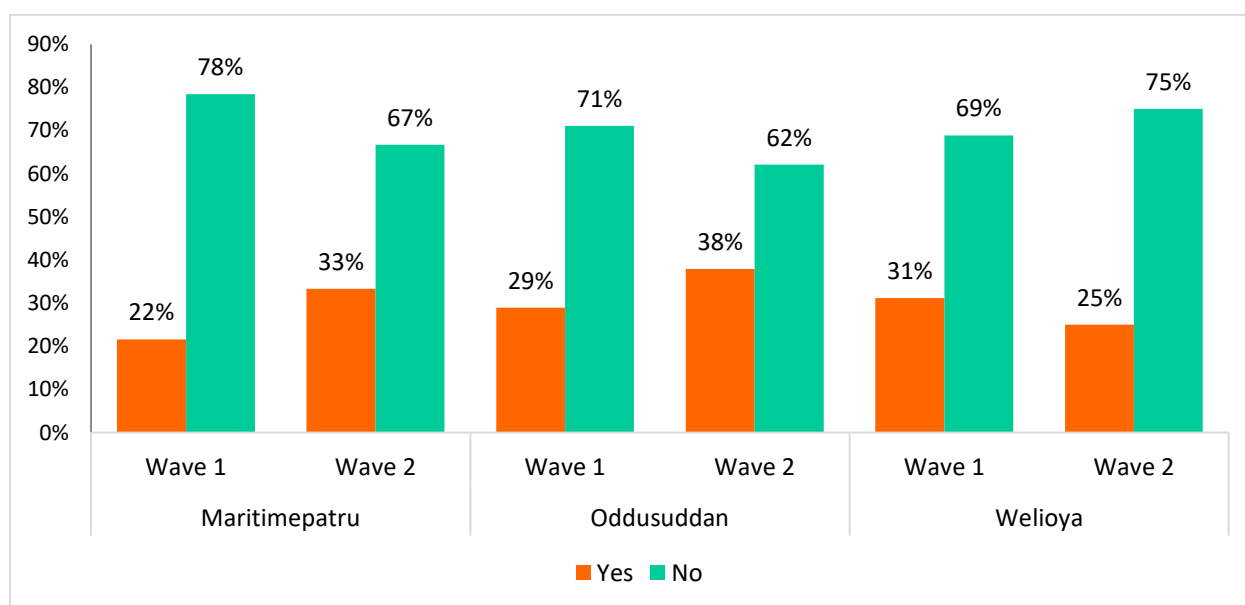
As shown in **Figure 11,** there is a noticeable increase in the number of students who received corporal punishment (beatings with a cane) in the second wave in both Maritimepattu and Oddusuddan DS Divisions. It is possible that during the second wave, feedback was gathered more from younger school children than in the first wave. In practice, younger school children receive more disciplinary action than older students, and therefore, there is a noticeable increase in students reporting corporal punishment during the second wave. Corporal punishment in schools has been banned in Sri Lanka. However, it is quite concerning that the most frequent form of punishment given to students is caning in all three DS Divisions.

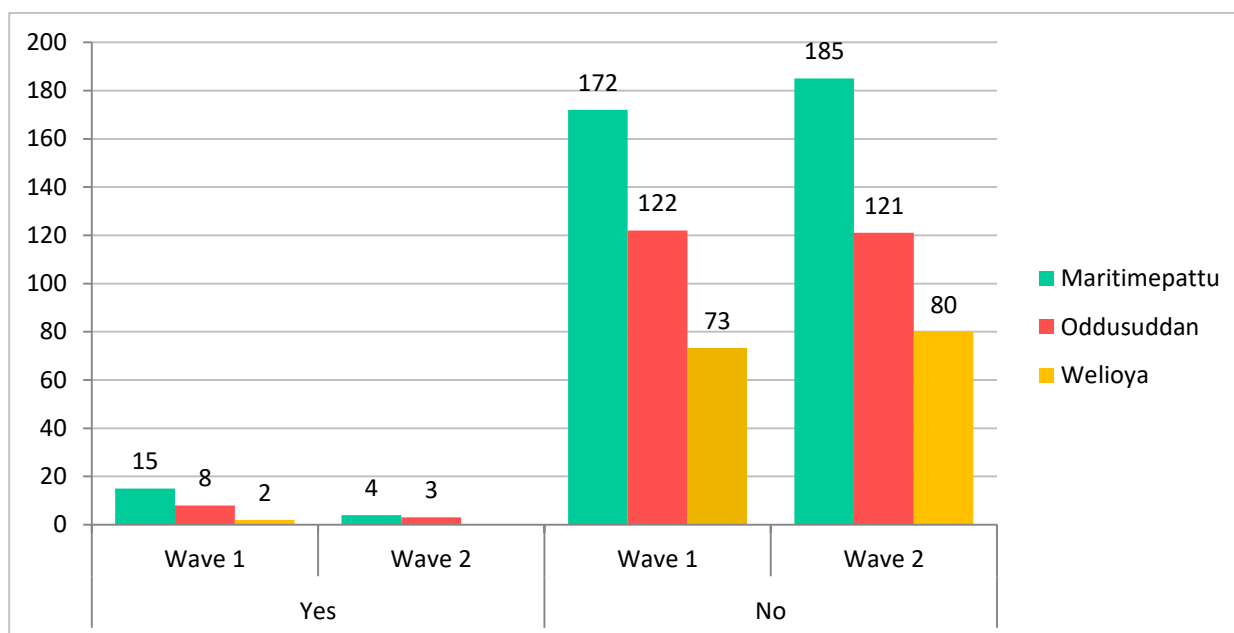**Figure 11: Types of Punishments Given to Students**
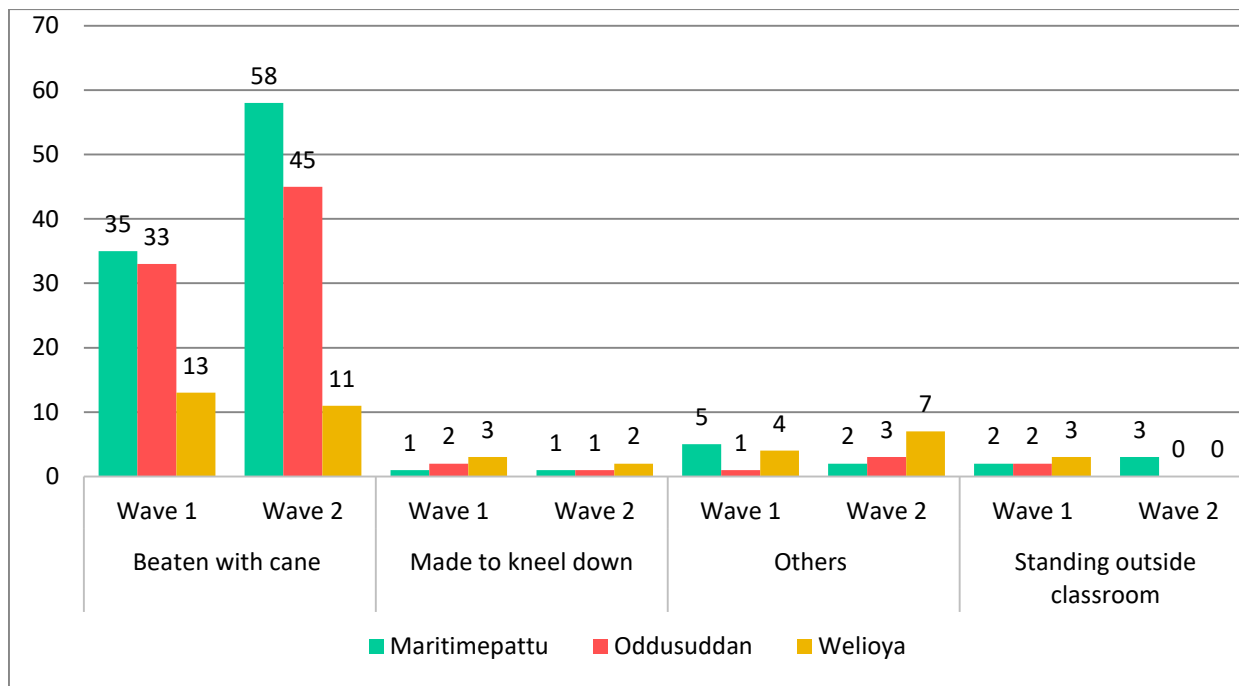
As indicated in **Figure 12** and **Figure 13**, students also reported cases of discrimination and abuse (physical, emotional, verbal) in schools.

**Figure 12: Incidences of Discrimination in Schools**
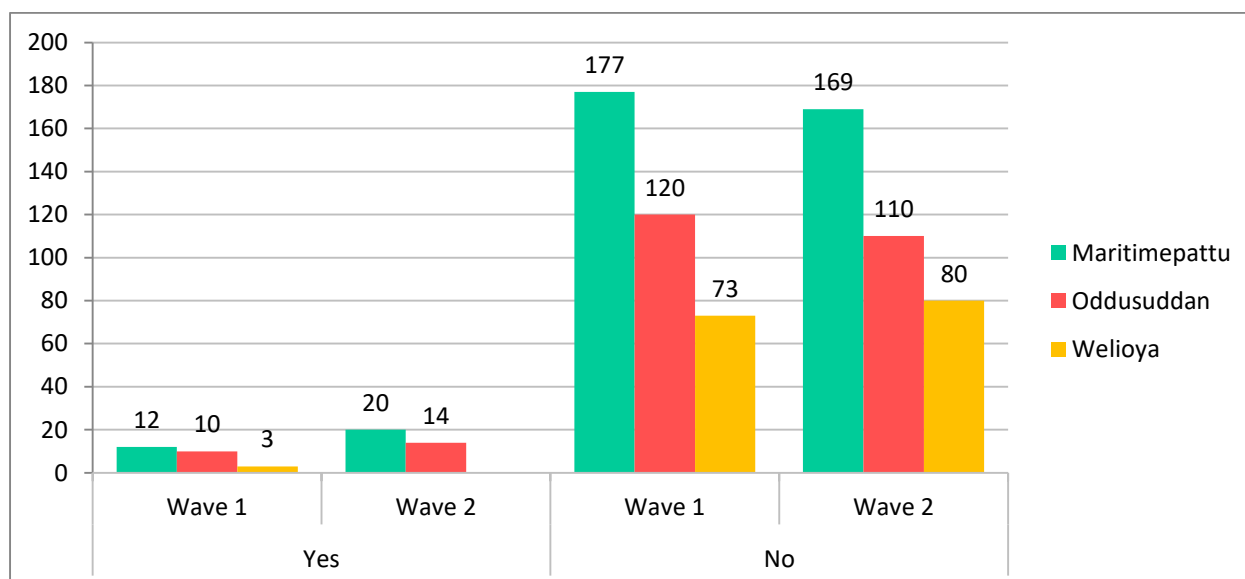
Figure 13: Incidences of Abuse in Schools

A noticeable number of discrimination incidents are reported from Maritimepattu and Oddusuddan DS Divisions and these show a slight increase 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. The authorities should pay attention to these cases, as abuse and discrimination can have serious implications of human rights violations in schools.

Issues with regards to teachers impact on the quality of education. Students reported issues relating to teachers in all three Divisions during the second wave as illustrated in **Figure 14**.

Figure 14: Issues Relating to Teachers
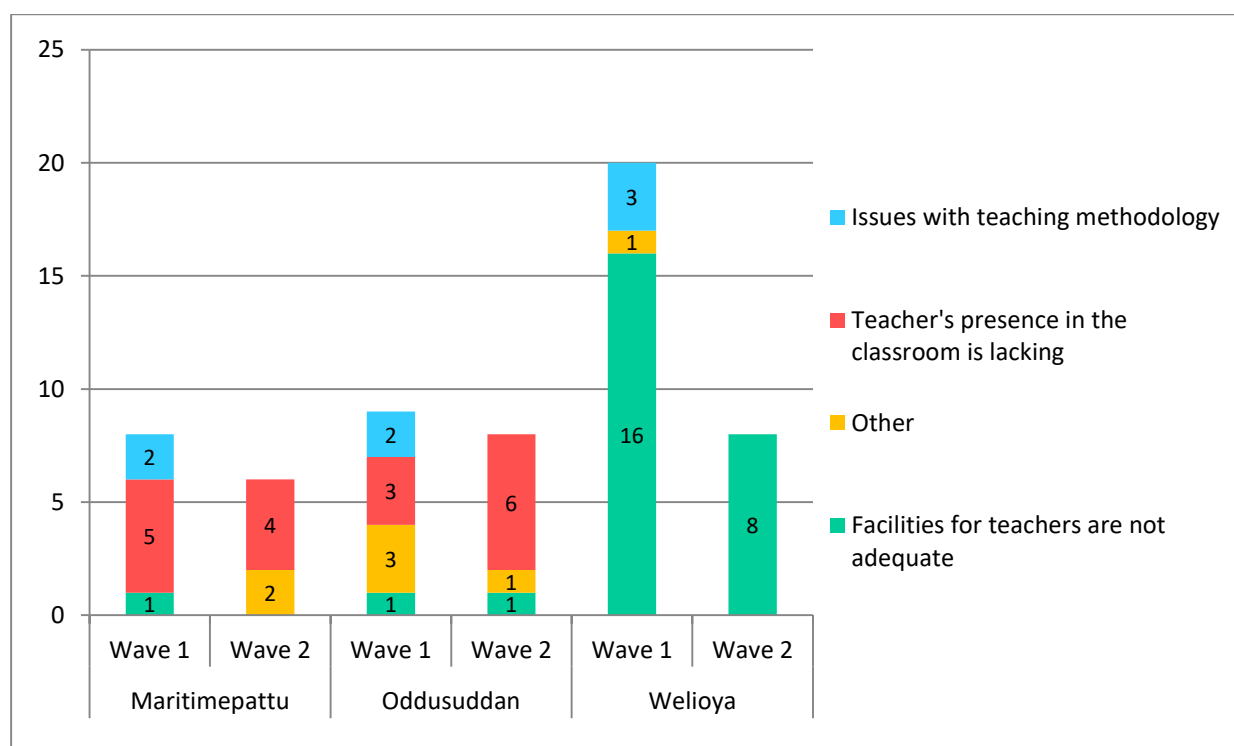
Teacher related issues show a considerable decline in Welioya DS Division, while the lack of facilities for teachers still appears to be the predominant issue in this Division. The lack of facilities for teachers, inevitably make it difficult for these schools to retain teachers. Respondents have suggested that it is necessary to provide teachers quarters in order to address this issue. Maritimepattu and Oddusuddan also show a slight decrease in teacher related issues. However, the lacks of teachers' presence in the classroom is a key issue in these two Divisions.

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.

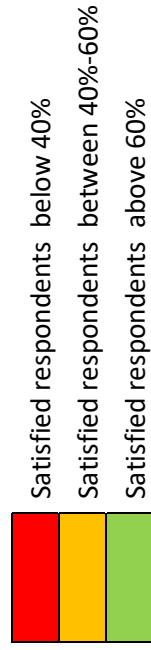For example, the colour coding denotes the following:

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 15**, secondary education service delivery in most areas is marked green during the second wave. Satisfaction levels have improved in some of these areas (indicated by the upward pointing arrows). However, there is room for more improvement and most of the service areas will benefit from continued attention by the Zonal Education offices.

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
Wave 2														
Maritimepattu	84% =	86% →	76% ↑	67% →	87% ↑	80% →	82% ↑	85% ↑	83% →	82% →	95% ↑	98% →	99% ↑	99% ↑
Oddusuddan	82% →	85% →	69% →	52% →	86% →	83% →	72% →	75% →	94% →	84% →	94% ↑	99% =	96% →	96% →
Welioya	85% ↑	95% ↑	89% ↑	90% ↑	90% →	80% →	83% →	88% →	0% →	86% ↑	98% ↑	97% ↑	94% →	98% →
Wave 1														
Maritimepattu	84%	91%	68%	68%	89%	83%	79%	79%	94%	88%	88%	99%	98%	76%
Oddusuddan	87%	96%	97%	63%	92%	91%	82%	97%	100%	90%	92%	99%	98%	100%
Welioya	84%	85%	83%	89%	93%	82%	87%	100%	97%	85%	95%	82%	95%	94%

Legend:
- Satisfied respondents below 40%
- Satisfied respondents between 40%-60%
- Satisfied respondents above 60%

4. Recommendations

4.1. Service-wise Areas for Improvement
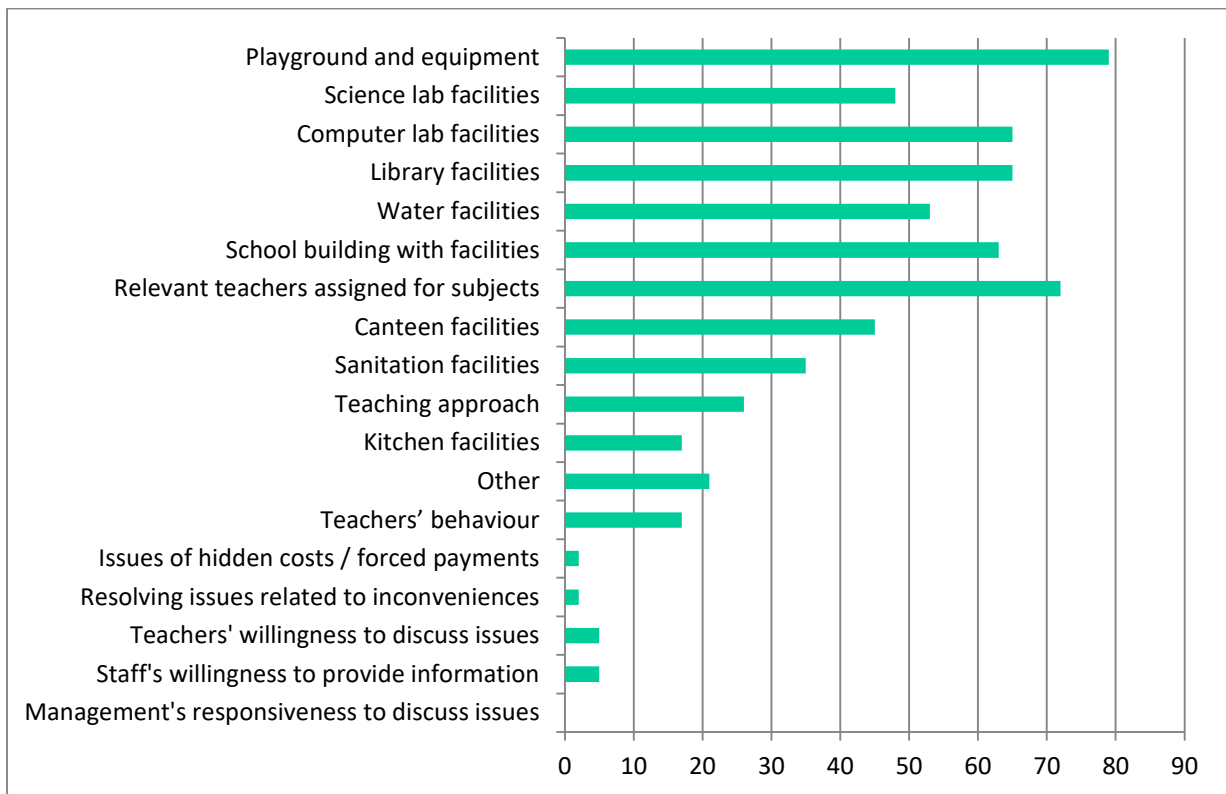
4.1.1. Areas for Immediate Attention

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 the Maritimepattu DS Division, the key priorities for immediate action include playground facilities, computer labs, and science labs. In Oddusuddan DS Division, the key priorities for immediate action include playground facilities, computer labs, library facilities and assignment of relevant teachers for subject matter taught in schools. In Welioya Division, key priorities for immediate action include playgrounds, science labs and computer lab facilities. It is recommended that these priority areas are considered for immediate action.
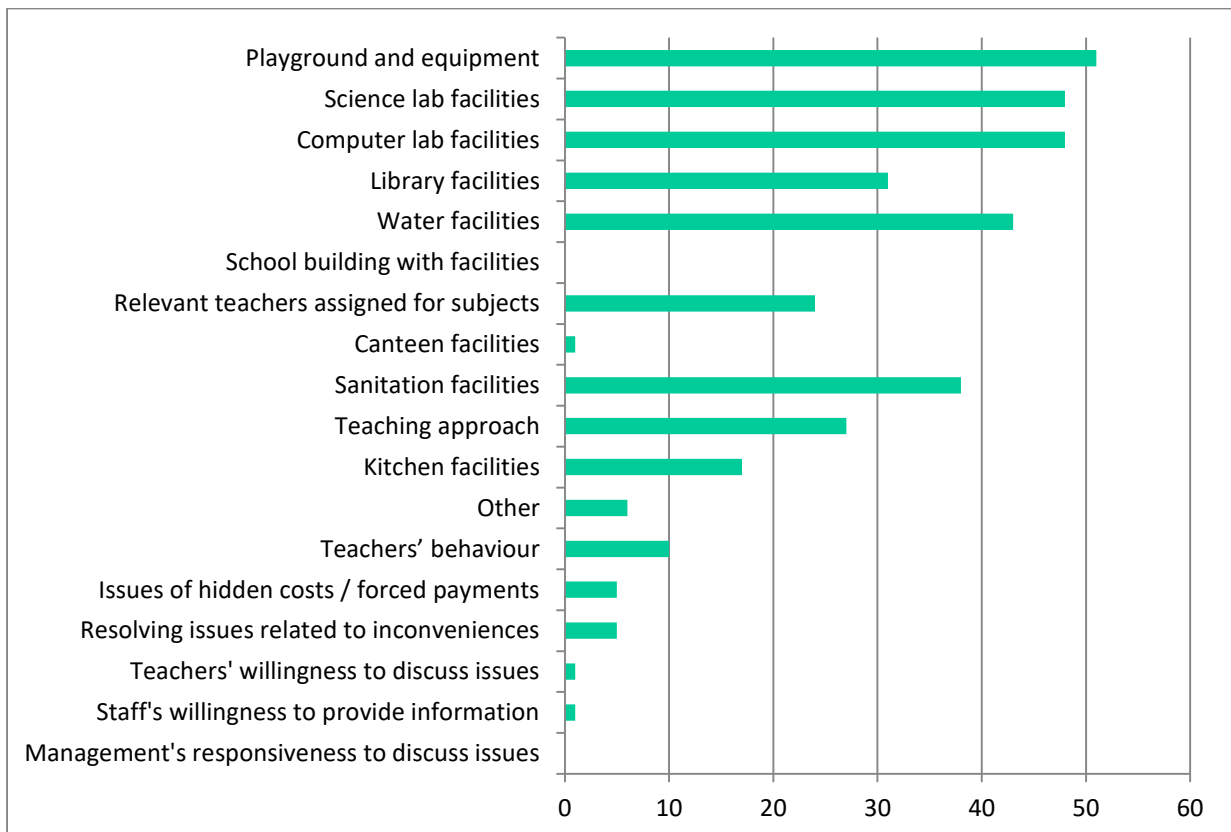
Figure 16: Areas for Immediate Action in Maritimepattu Division
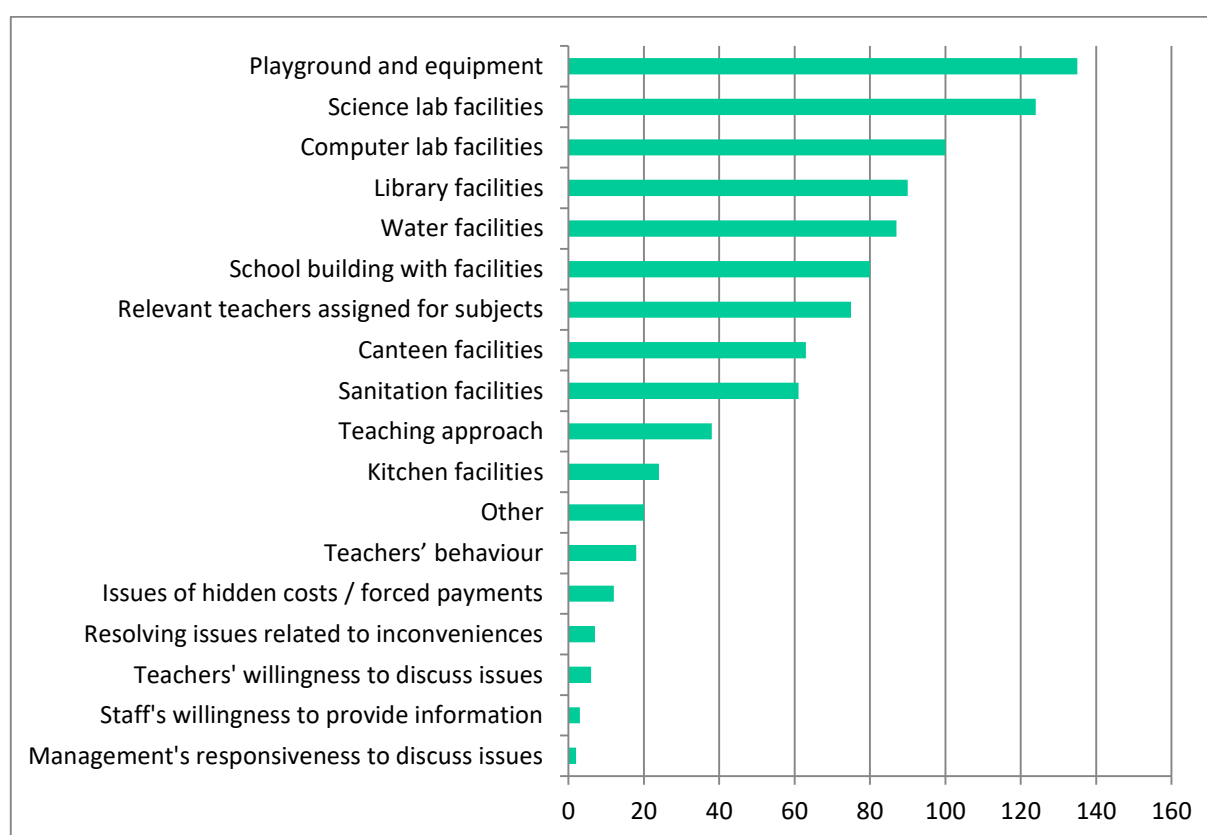
Figure 17: Areas for Immediate Action in Oddusuddan Division

Figure 18: Areas for Immediate Action in Welioya 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 are useful (especially the scoring provided in **Figure 15**) for measuring the progress made, and for identifying areas that need closer/ immediate attention. Service delivery gaps highlighted in this study should to 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 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 October 2018. These action plans are particularly useful for CSOs to track progress and accountability of service providers.

The 2nd eCRC survey was undertaken in 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 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 1st eCRC survey findings provided awareness and the motivation for users to engage in a productive dialogue with the providers regarding service improvements they needed. This has prompted service providers to take greater action to improve services in certain areas leading to greater satisfaction levels among the 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 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 is recommended:

- Based on the eCRC ratings, identify delivery performance areas that are particularly weak,
- Investigate underlying causes and factors that obstruct effective service delivery, diagnosing gaps that need to be filled for the 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 is required to determine if delivery performance has improved from the benchmarked levels.

Annex 1: Action Plans (from the first eCRC)

Action Plan - Zonal Education Office – Mullaitivu

	Priority Service - What Service	Short term/ Long term	Who is responsible for the work	Other stakeholders responsible for improvements	Start Date	End Date	Who is monitoring the progress	Participation in 2nd CRC
1	Suraksha Insurance	Short term ■ Create awareness about Suraksha among the students and parents ■ Ensure that all the students are entitle to receiving the Suraksha and benefits	Principal, School Coordinator for Insurance	Psy.Edu ADE, ISA	01st June 2018	31st August 2018		
2	Drinking water	Short Term ■ Secure water resources and ensure the availability to provide clean drinking water to all ■ Increase ways of accessing water with the support of Pradeshiya Sabha	Principal, school teachers/class teachers	ADE - pre school	01st June 2018	31st August 2018		
3	Toilet /sanitation facilities	Short Term ■ Awareness among students about hygiene and usage of toilet ■ Ensure water facilities to the toilets in schools	Principal and teachers	CGO	01st June 2018	31st August 2018		

No.	Name	Objectives	Responsible persons	Contributors	01st June 2018	31st August 2018
4	Canteen	**Short Term** ■ Ensure that all students are able to get food items ■ Ensure proper nutrition for all	Principal and Home Science teachers	ISA Special Education	01st June 2018	31st August 2018
5	Science lab	**Long-term** ■ Ensure the usage of science lab to all students ■ Make arrangements and receive necessary equipment for the science lab	Principal and Science teachers	Well-wishes, past students, school administrative committee		
6	Computer lab	**Long-term** ■ Increase the usage of computers in schools ■ Repair computers	Principal and ICT teachers	Well-wishes, past students, school administrative committee		
7	Awareness among Principals	**Long-term** ■ Community awareness of issues related to schools and the sector that needs to be resolved ■ Projects for resolving the identifies issues	Zonal supervision committee	School administrative committee and the community /society		

Contribution:

Mrs.T. Vajeekaran - Deputy Director of Education - Planning - Mullaitivu Zonal Education Office

Ms.S. Kalpana - Deputy Director of Education - Development - Mullaitivu Zonal Education Office

Ms.P. Lacxika - Deputy Director of Education - Mullaitivu Zonal Education Office

Date - 14.05.2018, Venue - Zonal Education Office, Mullaitivu Zone – Mullaitivu

Action Plan - Zonal Education Office - Thunukkai

	Priority Service - What Service	Short term/ Long term	Who is responsible for the work	Other stakeholders responsible for improvements	Start Date	End Date	Who is monitoring the progress	Participation in the 2nd CRC	Monthly meetings
1	Drinking water	Short term ■ Fixing RO filter	Principal, SDS	Past student's society, politicians, local organisations	June 2018	August 2018	SDS, ZEO	School	School, ZEO representative
2	Suitable cadre for subjects	Receiving the proper cadres for subjects	PD office, Ministry of Education, ZEO	Political representatives	June 2018	August 2018	PD office, ZEO, Ministry of Education	ZDE	ZEO
3	Canteen	Short term ■ Obtain permission for run canteen	Principal, SDS, Zone	Parents, MOH	June 2018	August 2018	SDS, ZEO, MOH	School Society, ZEO	
4	Library	Short term ■ Receive/get books for the library	Library In Charge, Principal, Zonal Coordinator for the library, ISA	Parents, Past Student's Association, foreign assistance, Pradeshiya Sabha, District Secretariat	June 2018	August 2018	SDS, ZEO	School Society, ZEO	ZEO, Library Coordinator
5	Playground	Short term ■ Renovation of playground	SDS, Political Representatives	Parents, Past Student's Association, foreign assistance	June 2018	August 2018	SDS, ADE PTs	School Society, ZEO	School, ZEO representative

Contribution:

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Ms. B. Pirunthaa - Deputy Director of Education - Planning - Thunukkai Zonal Education Office

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Date - 14.05.2018, Venue - Zonal Education Office, Mullaitivu Zone - Mullaitivu

Action Plan - Zonal Education Office - Welioya Division. GN Divisions: Janakapura, Kiribbanwewa, Nikawewa South

No	Priority - What service	Short term/ Long term	Who is responsible for the work	Other stakeholders responsible for improvements	Start Date	End Date	Who is monitoring the progress	Monthly meetings
01	Suraksha Insurance	Short term	Principal. Conducting awareness programs through students Divisional Educational Director	Divisional Educational Office Principals	May 14, 2018	2018 August	Divisional Educational Office/ Civil society members	After one month
02	Drinking water	Short term	Repair filters and provide new filters ACTED & Divisional Educational Office	ACTED, Divisional Educational Office	May 14, 2018	Year 2019	Divisional Educational Office, ACTED, CSO members	After one month
03	Teachers	Short term/ Long term	Teachers and Zonal Educational Office	Zonal Educational Office and Divisional Educational Office	May 14, 2018	2019	Divisional Educational Office, CSOs	After one month
04	School uniforms	Long term	There is a discussion to provide uniform materials instead of vouchers for 2019 Divisional Educational Office	Divisional Educational Office	May 14, 2018	2019	Divisional Educational Office	
05	School text books	Short term	Giving relevant books at the appropriate time	Divisional Educational Office	January 2018	Before 2019	Divisional Educational Office	

No.	Item	Term	Action to be taken	Responsible			Responsible Office	Remarks
06	Toilet facilities	Short term and Long term	Provide toilet facility to every school	Divisional Educational Office. School Development Association	January 2018	2019		After a month
07	Teachers for relevant subjects	Short term and long term	Request for Sport teachers and Music teachers for schools Zonal and Provincial Educational Office	Divisional Educational Office Zonal and Provincial Educational Office	June 2018	2019	Divisional Educational Office	
08	Mid-day meal	Short term	At present, mid-day meals are provided. Give priority to the quality of food. Divisional Educational Office	Divisional Educational Office	June 2018	August 2018	Divisional Educational Office	
09	Computer	Long term	Requesting from Zonal Education about computer facilities and subject teachers Zonal and Divisional Educational Office	Divisional Educational Office & Zonal Educational Office	June 2018	2019	Divisional Educational Office & Zonal Educational Office	
10	Boundary wall	Short term and long term	Principals (The responsibility of maintaining the school fence/boundary wall is with the Principal) Zonal Educational Office (for the boundary wall)	Principal, Divisional Educational Office	June 2018	2019	Principal, Divisional Educational Office	
11	Library facilities	Long term	Zonal Educational Office	Principal, Divisional Educational Office	June 2018	2019	Divisional Educational Office	

| 12 | Pre school | Short term: Requesting for the facility

Long term: Building a new pre school | Requesting for a pre-school through the Divisional Educational Office (A letter of request is needed from the Village Civil Society organisation) | Divisional Educational Office and Zonal Educational Office | June 2018 | 2019 | CSOs, Divisional Educational Office and Zonal Educational Office | After one month |

Contribution:

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H.M. Chandani Kumari – Kiribanwewa and W.M. Chandralatha – Nikawewa South

Date 14.05.2018 - Divisional Educational Office – Sampath Nuwara

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.