Findings of the Electronic Citizen Report Card (eCRC)

Survey on the Delivery of Secondary Education Services

Report for selected GNs in Monaragala District
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cepa
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AUTHOR DETAILS

Basith Inadeen

is a Research Professional at CEPA. He obtained his Bachelor's Degree in Social Science from the University of Colombo. He holds international licenses from the Wageningen University, The Netherlands, on Multi Stakeholder Process and Social Learnings, and on Social Accountability Tools especially the Citizen Report Card methodology from the Public Affairs Centre, Bangalore, India. At CEPA, Basith is involved in capacity building and training as well as research, where he brings his expertise in action and applied research. He is currently playing a leading role working with grass roots level civil society organisations and support to build capacity on social accountability mechanisms, he has also led the Citizen Report Card survey and publication in 2014 carried out by CEPA on Secondary Education Service in Vavuniya and Mullaitivu. He currently leads the Citizen Report Card — Good Governance tool at CEPA.

Isuru Thennakoon

works as a Junior Research Professional at CEPA. He is currently following a Post Graduate Diploma in Economic Development at the University of Colombo and holds a Bachelor's Degree in economics, economic policy and management from the University of Colombo. He also holds a diploma in counseling physiology and has worked as a counselor. Isuru is a poet and has currently published three books of poetry. He has previously worked with non-profit organisations as a project coordinator and a research assistant. At CEPA, Isuru works with the Facets of Poverty research thematic and the Communications Team. Currently, he is working on a study focusing on citizen report card and he is in charge of field coordination work of the Monaragala district.

Kulasabanathan Romeshun

is a Senior Research Professional and a Member of the Management Team at CEPA. He has worked in the development field for the past twenty years with government and funding organisations. He has a Masters in Financial Economics from the University of Colombo.

As Team Leader for the Facets of Poverty programme, Romesh and his team are responsible for collating messages on poverty, inequality and prosperity, drawing from CEPA's research and advisory activities. Additionally, the Facets of Poverty Team works on poverty measurement and is starting to look at the impact of macro factors on poverty.

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 strives to contribute 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, vulnerability, migration, infrastructure and the environment.

List of Figures

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
GNDs	Grama Niladhari Divisions
PS	Pradeshiya Sabha
WRDS	Women's Rural Development Society
RDS	Rural Development Society

ACKNOWLEDGEMENTS

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

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 are collaborating to achieve the following project results. While this study provided baseline data on the delivery of the surveyed public services, a second study is planned for the latter part of the year to monitor progress, and findings will be published in December 2018.

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 eCRC findings on the Delivery of Secondary Education Services in the Monaragala District based on the eCRC survey carried out in the DS Divisions of Badalkumbura, Medagama and Madulla.

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

There are two approaches to assessing the performance of service delivery in a given study area by extracting information such as the percentage of people using a service, percentage of people satisfied with a service and so on. One method is to examine each and every individual of that group and collect the necessary information and then consolidate the findings. This method is called Complete Enumeration or Census. Another way of extracting this information is to select a subset from the larger population and collect relevant information from that subset. This method is called Sampling and the selected subset is known as the Sample. A sampling survey was preferred for this study as it was more cost effective and less labour intensive.

Reliable and accurate data depends on the manner in which the sample is selected. The best case of a sample is when it represents all the variations and characteristics of the total population living within the study area.

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, 1240 households (414 in Batticaloa District, 418 in Monaragala District, and 408 in Mullaitivu District) were contacted for the eCRC; out of this, the valid sample that was finalised for analysis, following all quality checks, was 1200 households for the 60 GNDs in all three districts.

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 images, such as the image shown below, were used for the sampling process.

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.

3

One of the salient features of the CRC is its ability to give a voice to the 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 make their own choices, meet their needs and lead a self-reliant and sustainable life. 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.

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 sate 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 GIS 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 to be 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 service delivery of 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 the Pradeshiya Sabhas Secretaries in the Districts concerned. The survey was carried out by a team of Civil Society Organisations (CSO) that represent each GN divisions. The team of CSO members had 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 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 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)/Educational Zone	GN Name	Total villages	Number of Households
Madulla DS Division/Madulla PS/Bibila Educational Zone	Namal Oya Colony	5	318
	Thalkotayaya	2	229
	Ritigahawatta	3	278
	Panguwa	3	286
	Pangura	4	213
	Kolladeniya	12	412
	Maganthaoya Colony	4	248
Medagama DS Division/Medagama PS/Bibila Educational Zone	Raththanadenitya	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	Maligathenna	3	394
	Ella	4	305
	Kotamudhuna	5	410
	Lunugala Colony	5	532
	Dewathura	4	699
	Miyanakandhura	2	484

2. KEY FINDINGS

2.1. Access to Secondary Education

The data from the eCRC survey on school attendance revealed that a majority of secondary school children in the Medagama and Madulla DS Divisions attended schools outside of their GN Divisions as shown in **Figure 1** below.

Figure 1: School Attendance Within and Outside One's GN Division
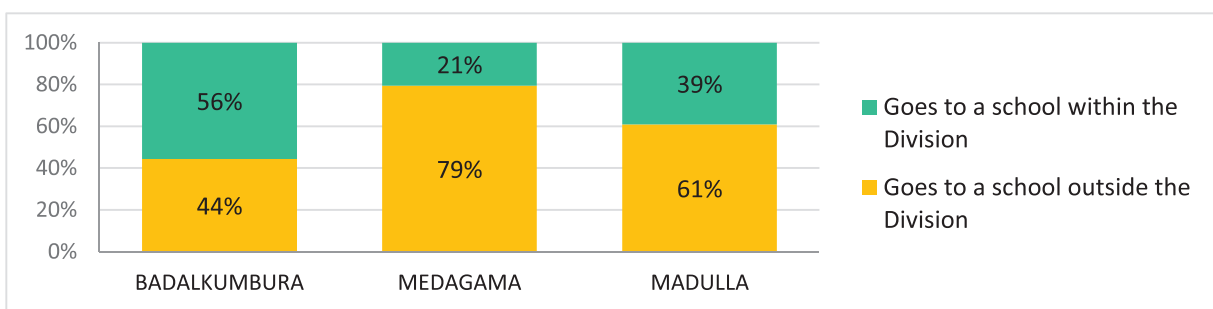
On probing into the reasons for attending schools outside of one's GN Division there were a number of access related issues cited as indicated in **Figure 2**. Students in all three DS Divisions indicated that classes being offered only up to grade 5 are one key reason for attending schools outside of their GN Division. Likewise, in all three DS Divisions, students were also compelled to attend schools outside due to there being no school within their GN Divisions. The third most commonly cited reason for attending schools outside the GN Division was the lack of facilities. A preference to attend gender segregated schools was a reason cited in Maritimepattu DS Division.

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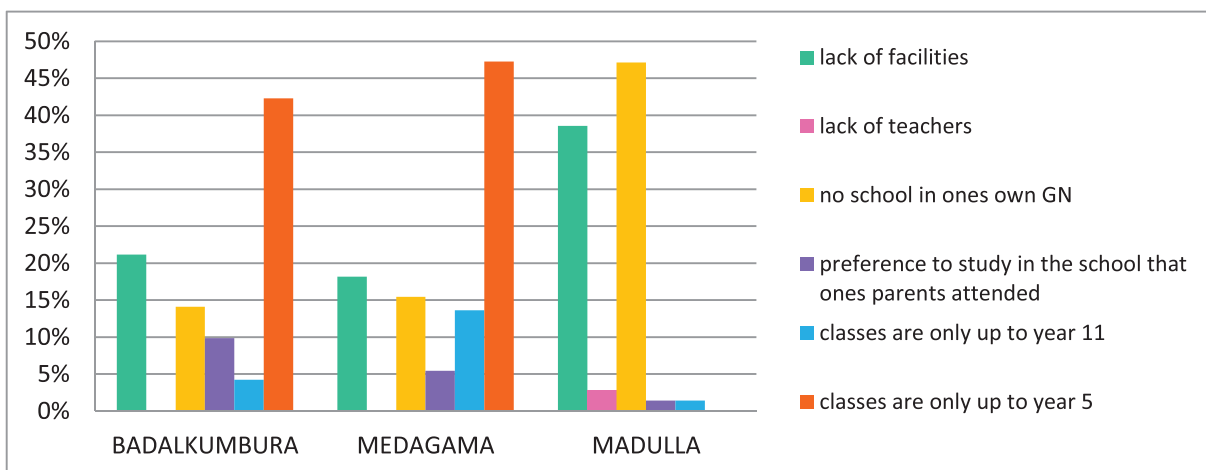
2.2. Quality and Satisfaction with Secondary Education Services

Figure 3 indicates the satisfaction levels expressed by both parents and secondary school students. The majority are either highly satisfied or moderately satisfied with the quality of education that they receive.

Figure 3: Overall Satisfaction Regarding Quality of Education
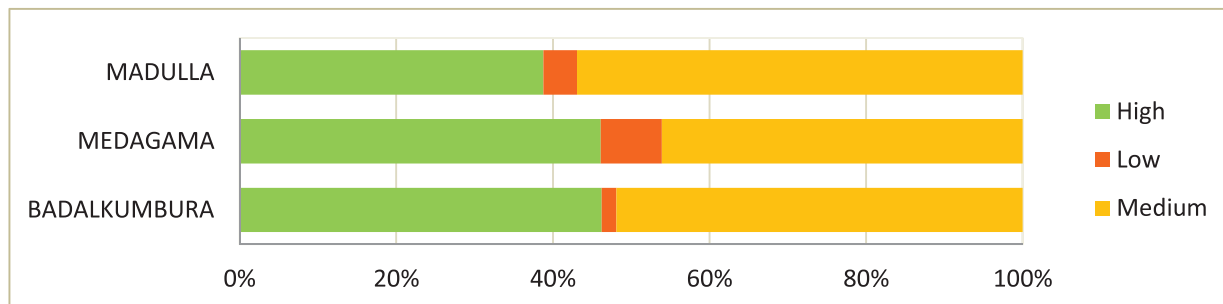
Figures 4, 5, 6 and 7 provide satisfaction levels by GN Division. In most GN Divisions, the majority of students have indicated they are either highly satisfied or moderately satisfied with the education they receive. However, there appears to be noticeable pockets of low satisfaction in the GN Divisions of Maligathenna, Miyenakandura, Rattanadeniya, Kotabowa, Bibilamulla and Bendiyawa, Ritigahawaththa, Panguwa, and Magandaoya Settlement. The reasons given for low satisfaction include:

- A lack of relevant teachers to teach certain subject matter.

- Teachers do not arrive on time.

- There are no opportunities for additional classes.

- Practical classes are not conducted.

- Classes are held only up to Grade 9.

- There is a lack of necessary infrastructure.

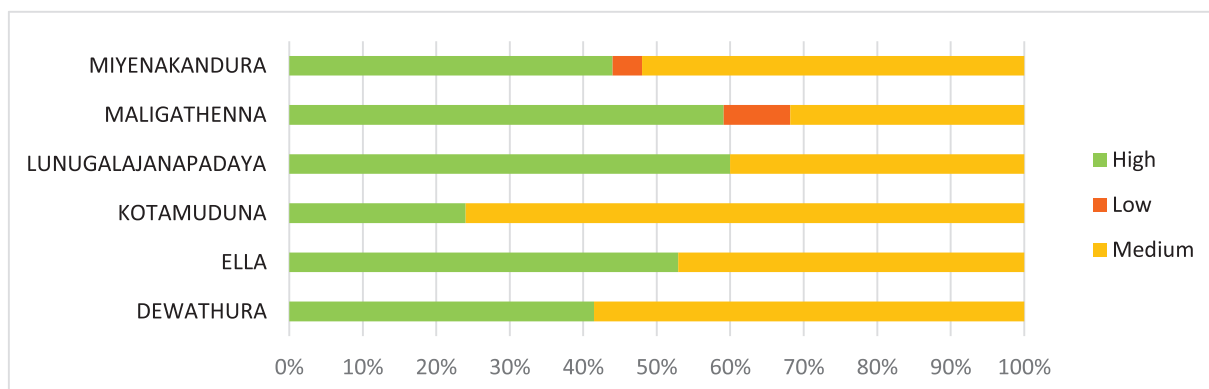**Figure 4: Satisfaction Regarding Quality of Education in Badalkumbura Division**

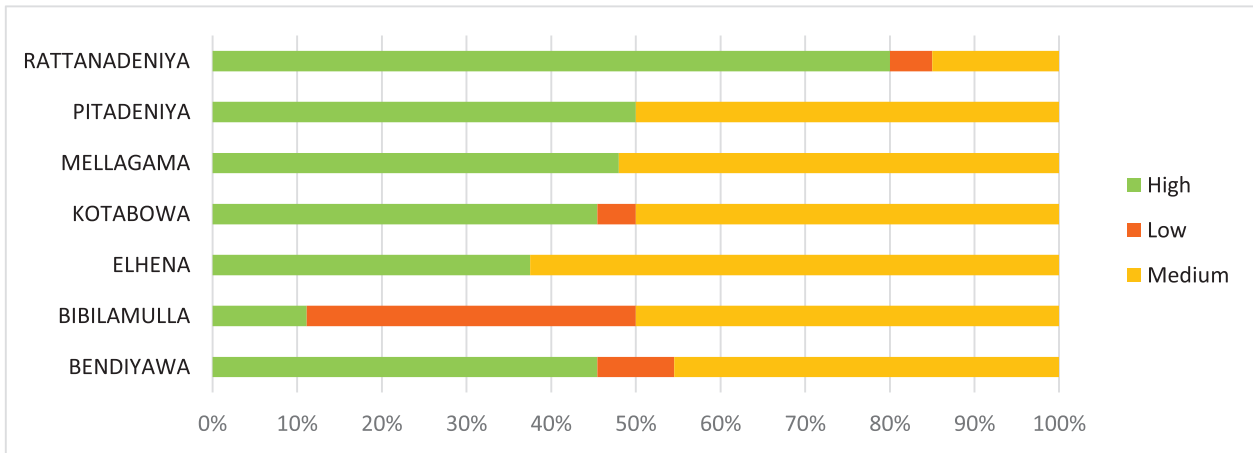**Figure 5: Satisfaction Regarding Quality of Education in Medagama Division**
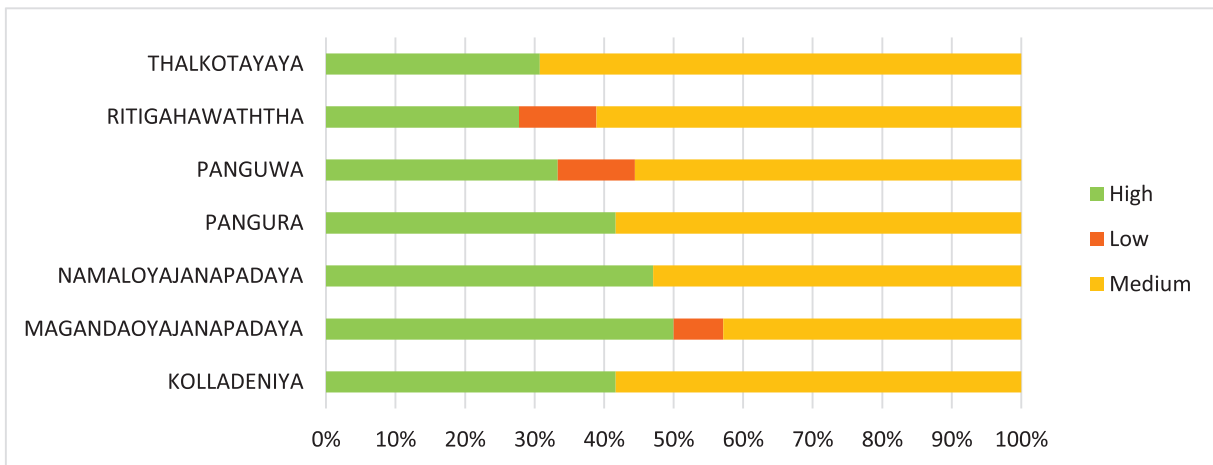

Figure 6: Satisfaction Regarding Quality of Education in Madulla Division

The percentage of students attending tuition classes was considerably high (more than 75%) in Madulla and Medagama DS Divisions as shown in **Figure 7**, which could be indicative of shortcomings in the quality of education they receive in schools compelling them to attend supplementary classes. The proportion of children attending tuition is provided by GN Division in **Figures 8, 9 and 10**. Whenever, a large proportion of students attend tuition classes, it could signal problems with the quality of education that they receive within their schools. Reasons cited for attending tuition were that they wanted to gain additional knowledge; syllabuses were not covered in schools; difficulties in understanding what was taught in school; teachers not paying enough attention and being compelled to attend because friends are attending tuition.

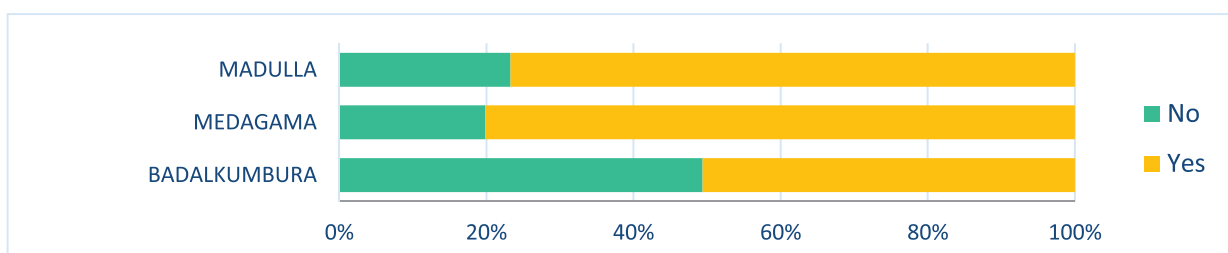**Figure 7: Students Attending Tuition Classes**

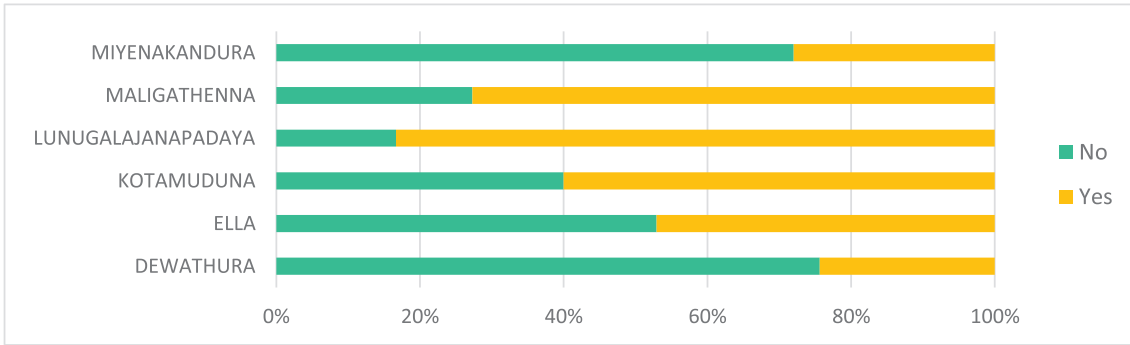**Figure 8: Students Attending Tuition Classes in Badalkumbura Division**

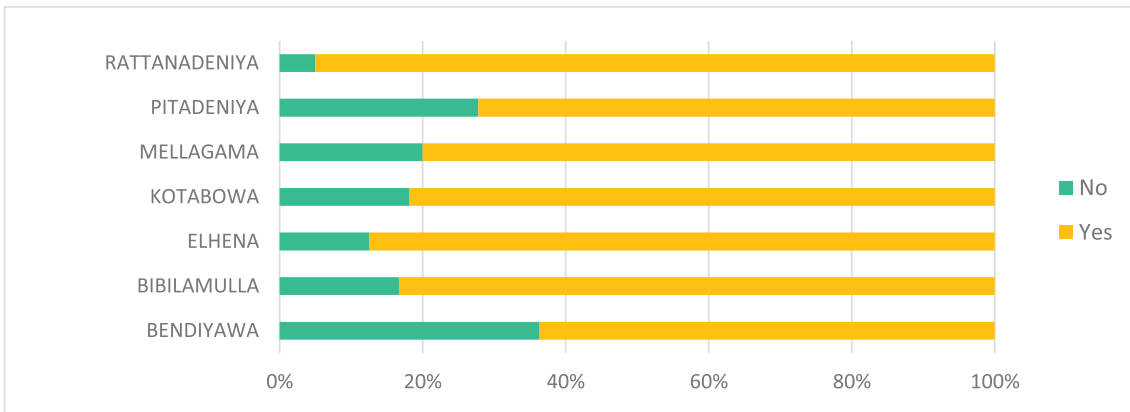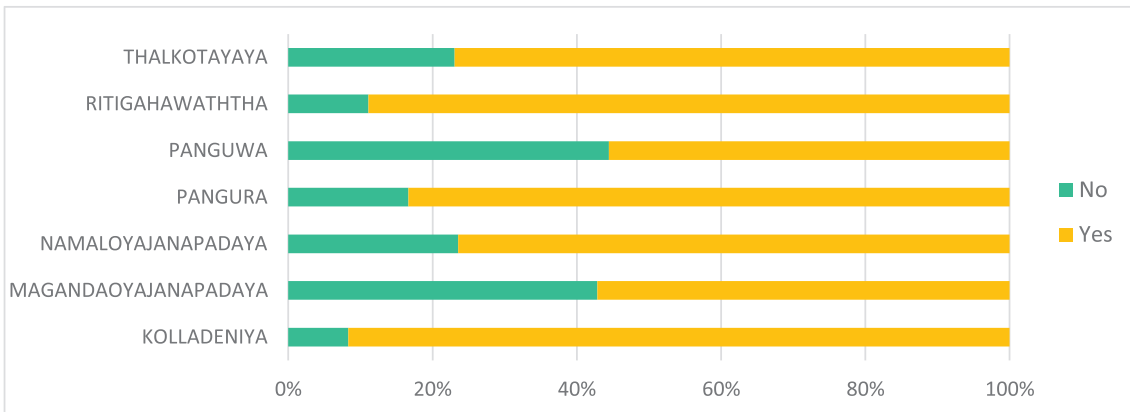**Figure 9: Students Attending Tuition Classes in Medagama Division**

Figure 10: Students Attending Tuition Classes in Madulla Division

2.3. Facilities

Figure 11 provides an overview of the facilities available to secondary children in the Badalkumbura, Medagama and Madulla DS Divisions. Facilities such as mid-day meals, adequate teachers, "Suraksha" insurance, kitchen facilities, canteens, and drinking water facilities are available to a lesser extent in these three divisions. With regards to the "Suraksha" student insurance scheme, which is available to all students in Sri Lanka, it is likely that some respondents have indicated that insurance is not available to them simply because they lack awareness about this facility. Therefore, this indicates that there is a need to build awareness among all students regarding the availability of this facility so students can gain the benefits that they are entitled to, especially students in underserved areas, who would benefit the most. In the case of mid-day meals, the requirement is that primary school children or schools with less than 100 students are to be given mid-day meals. It is not

mandated for secondary school children which is the reason why the survey reflects that this facility is lacking in the areas surveyed. However, it appears that there is an expectation among secondary school children 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 that there was a preference for receiving the 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. The disadvantage of uniform vouchers is that they can be inconvenient for students in very remote areas who must travel a considerable distance to a commercial centre to be able to purchase uniforms / material using the vouchers.

Figure 11: Availability and Usage of Facilities
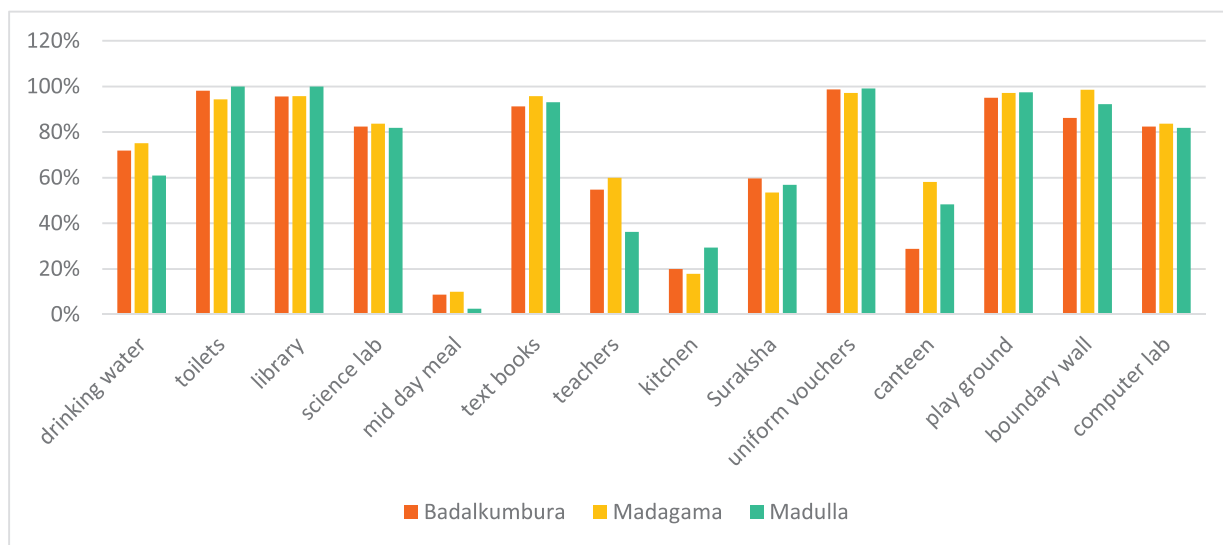
2.4. Additional Payments

The eCRC survey also reveals that some students have incurred additional costs as they have been required to make various payments to their schools. As shown in **Figure 12**, the payments requested are mostly in cash although a very small number have indicated that they have been asked to pay in kind. In most cases the students were issued with receipts for these payments, but a noticeable number of students have also indicated that they have not been issued with receipts as indicated in Figure 13. Such transactions may need investigation to ascertain their legitimacy.

Figure 12: Additional Payments Requested by Schools

Figure 13: Receipts Provided for Additional Payments Made to Schools

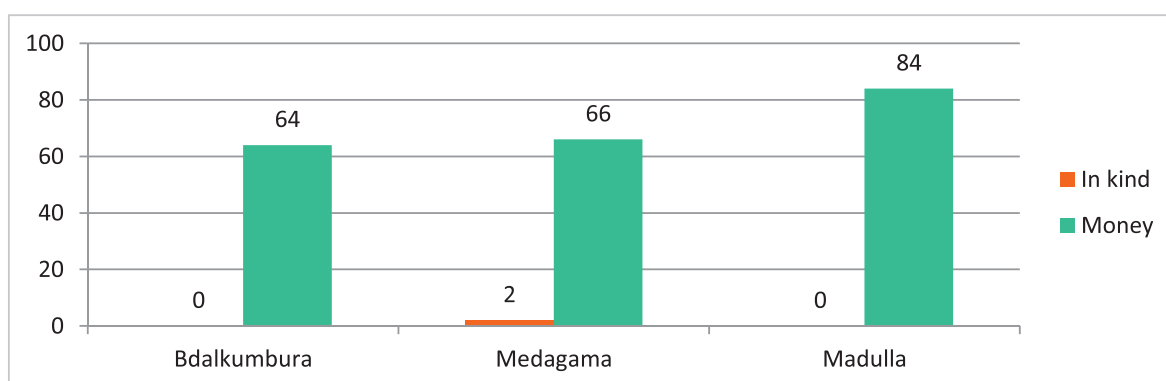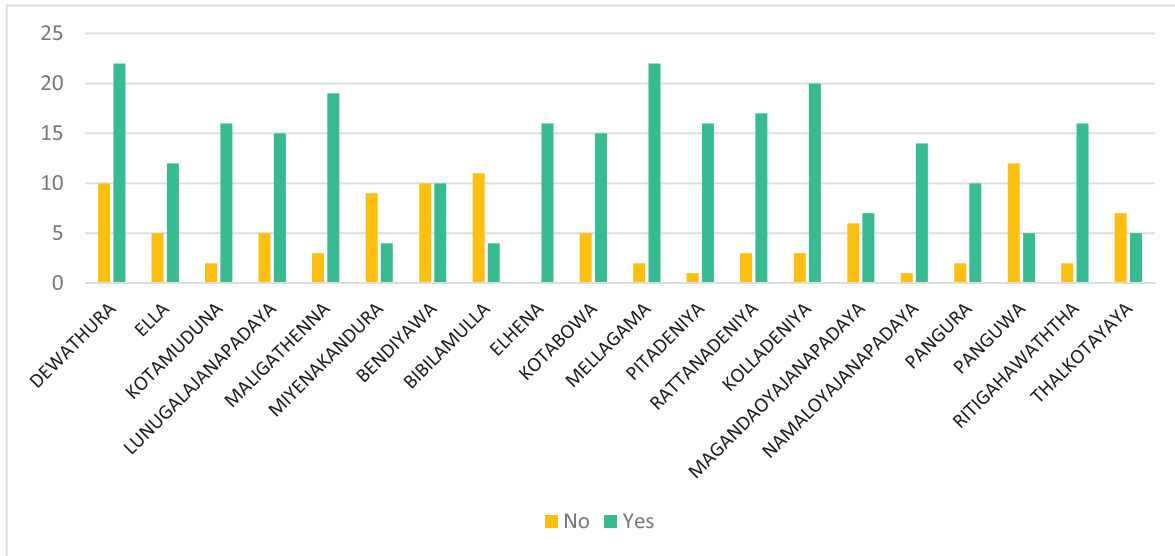Figure 13: Receipts Provided for Additional Payments Made to Schools

2.5. Other Inconveniences

Some of the school children surveyed indicated that they have encountered punishment related issues at their schools (see **Figure 14**). These issues seem to be quite prevalent in the GN Division of Rattanadeniya, closely followed by the Pitadeniya and Kotabowa GN Divisions.

Figure 14: Punishment Related Issues in Schools
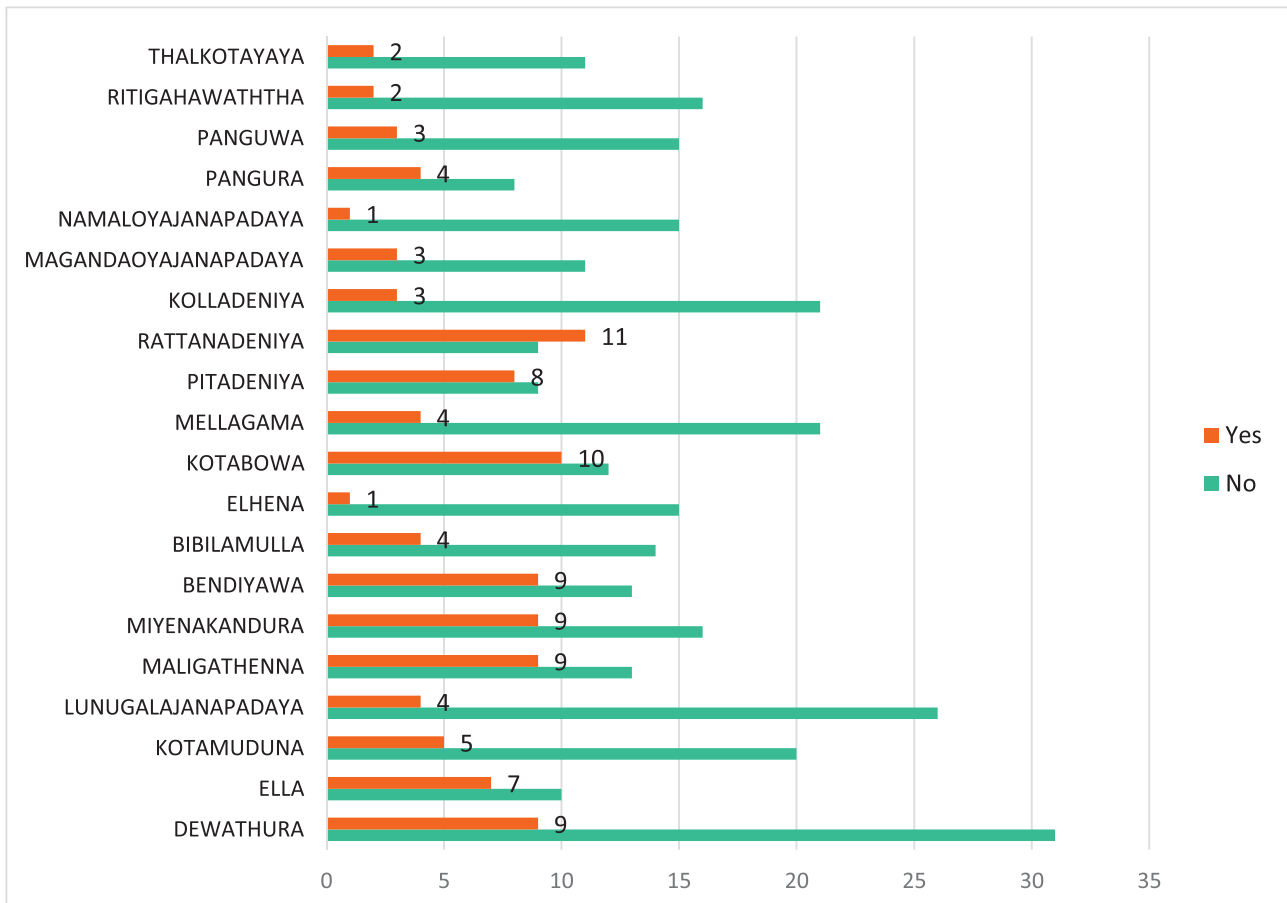
Although corporal punishment in schools has been banned in Sri Lanka, it is quite concerning that the most frequent form of punishments given to students are canings in all three DS Divisions of Badalkumbura, Medagama and Madulla as shown in **Figures 15, 16 and 17**.

Figure 15: Punishments Given to Students in Badalkumbura Division
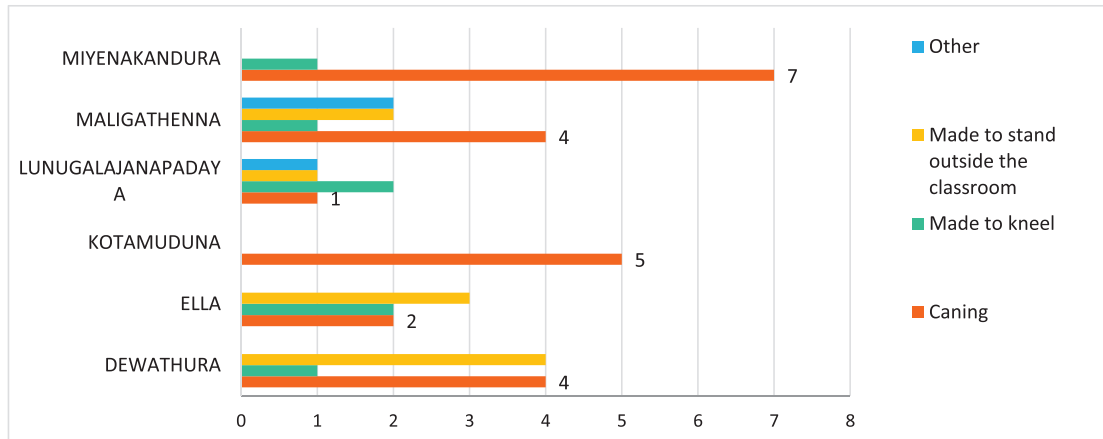
Figure 16: Punishments Given to Students in Medagama Division
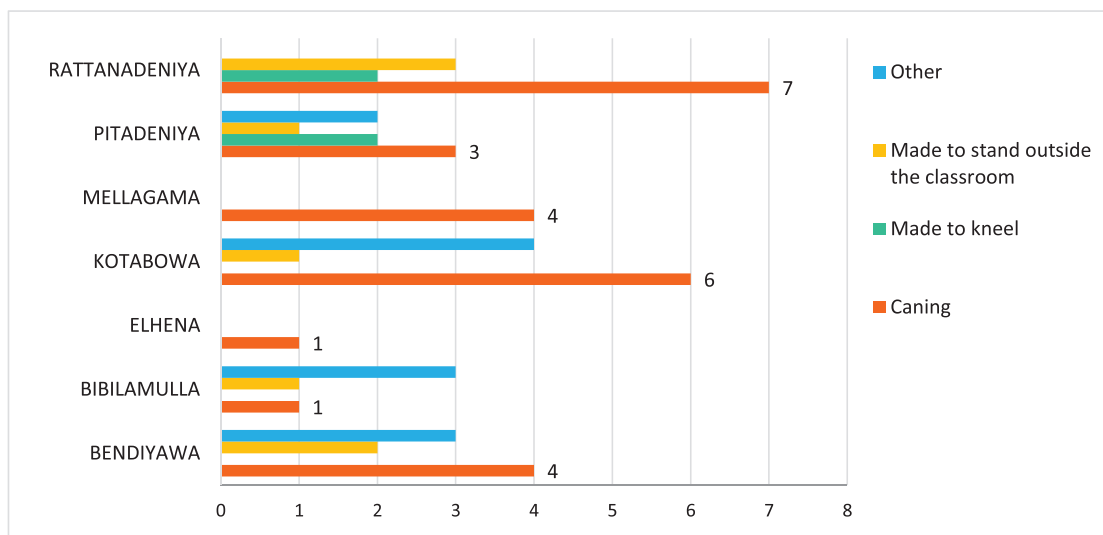
Figure 17: Punishments Given to Students in Madulla Division
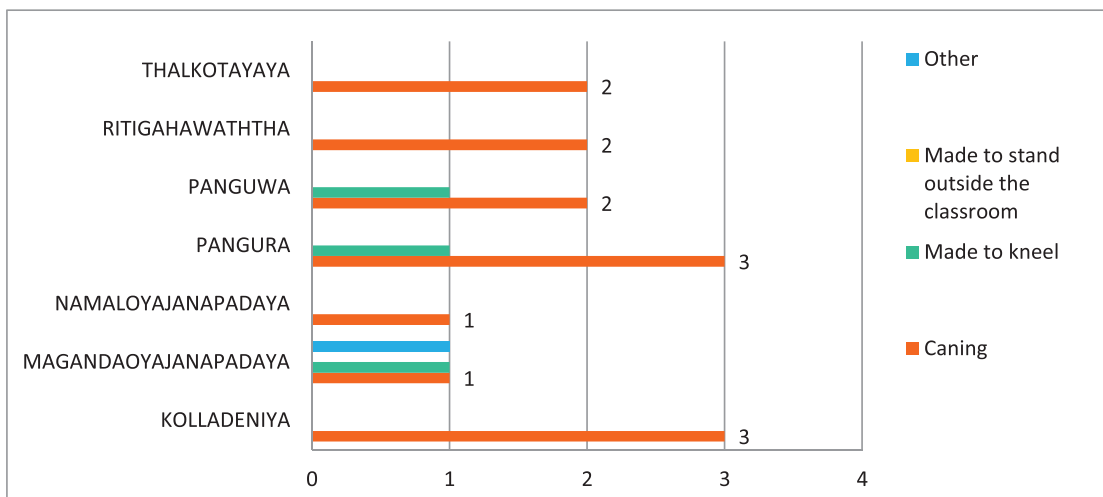
As indicated in **Figure 18 and Figure 19**, students also reported cases of discrimination and abuse (physical, emotional, verbal) in schools. Although the reported cases are very few in number, authorities may need to pay attention to these cases as abuse and discrimination can have serious implications of human rights violations.

Figure 18: Incidences of Discrimination in Schools
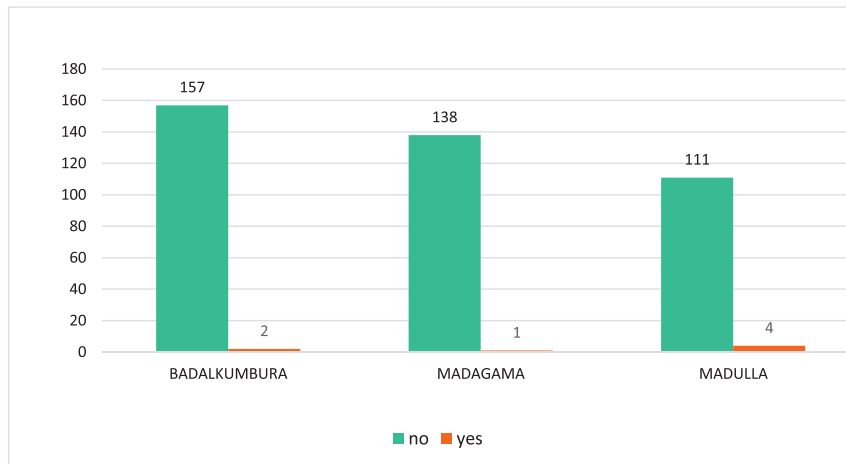
Figure 19: Incidences of Abuse in Schools
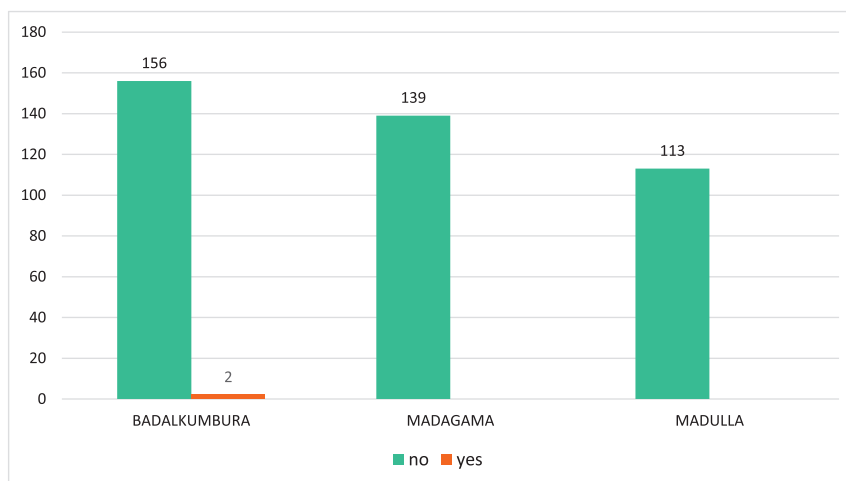
Students also reported some cases of issues relating to teachers (See **Figure 20**). The most prevalent issue concerning teachers is the lack of adequate facilities for teachers, which makes it difficult for schools to retain teachers.

Figure 20: Issues Relating to Teachers
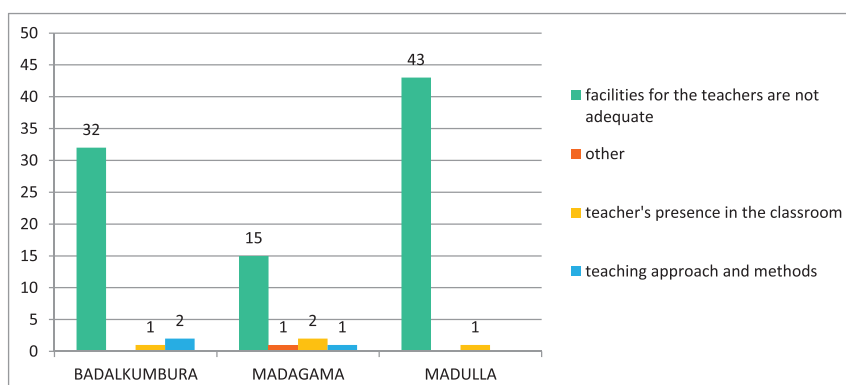
3. OVERALL SCORING FOR SECONDARY EDUCATION SERVICES

Figure 21 indicates the scoring given to the performance of secondary education delivery in the study area in Monaragala District. The scoring is provided for secondary education services within each of the GN Divisions in the study area. Scoring is provided based on the percentages of highly satisfied users of secondary education services.

Colour	% of highly satisfied users	Action required
🟥	highly satisfied users below 40%	Needs urgent attention
🟨	highly satisfied users between 40%-60%	Needs improvement
🟩	highly satisfied users above 60%	Needs to maintain performance or better still if improvements can continue.

There are a number of areas in the delivery of secondary education that needs urgent attention within each GN Division in the study area. These are shown in **Figure 21.**

Figure 21: Overall Ratings for Secondary Education Delivery

GN Division	Drinking Water	Sanitation Facilities	Boundary Fence	Playground	Library	Science Lab	Computer Lab	Canteen	Mid Day Meals	Kitchen	Text Books	Uniform Voucher	Suraksha Insurance	Teachers' Facilities
Bendiyawa	6%	18%	23%	18%	45%	29%	7%	6%	0%	0%	36%	71%	55%	68%
Bibilamulla	12%	13%	0%	6%	6%	6%	8%	17%	0%	0%	47%	47%	38%	22%
Dewathura	8%	7%	10%	5%	8%	6%	9%	0%	100%	0%	27%	30%	26%	71%
Elhena	13%	13%	25%	25%	33%	29%	27%	14%	0%	0%	38%	56%	18%	31%
Ella	0%	12%	9%	29%	41%	29%	14%	63%	67%	75%	21%	25%	36%	65%
Kolladeniya	46%	50%	38%	22%	29%	30%	19%	29%	100%	25%	30%	65%	53%	71%
Kotabowa	25%	26%	5%	14%	32%	32%	33%	0%	0%	0%	29%	41%	40%	64%
Kotamuduna	20%	8%	4%	0%	0%	0%	0%	0%	0%	7%	25%	29%	0%	56%
Lunugalalanapadaya	50%	40%	52%	37%	55%	38%	41%	43%	50%	50%	56%	50%	67%	63%
Magandaoyalanapadaya	40%	50%	23%	7%	36%	27%	0%	75%	100%	0%	38%	64%	75%	100%
Maligathenna	21%	30%	10%	33%	43%	30%	55%	42%	0%	43%	45%	45%	42%	59%
Mellagama	11%	0%	24%	25%	35%	32%	36%	12%	100%	20%	35%	43%	17%	48%
Miyenakandura	5%	4%	0%	4%	4%	6%	13%	0%	33%	0%	25%	33%	8%	52%
Namaloyalanapadaya	47%	53%	24%	18%	53%	71%	81%	25%	0%	63%	24%	53%	56%	67%
Pangura	63%	50%	40%	33%	33%	58%	50%	38%	0%	33%	42%	50%	50%	50%
Panguwa	23%	28%	7%	11%	28%	28%	33%	38%	0%	33%	41%	33%	38%	67%
Pitadeniya	38%	6%	12%	47%	47%	56%	59%	50%	0%	71%	35%	65%	38%	72%
Rattanadeniya	22%	15%	0%	5%	58%	65%	53%	0%	0%	25%	60%	70%	76%	85%
Ritigahawaththa	38%	39%	17%	12%	61%	73%	61%	100%	0%	0%	19%	44%	27%	27%
Thalkotayaya	43%	31%	30%	8%	38%	23%	36%	56%	0%	0%	38%	62%	56%	60%

highly satisfied respondents below 40%

highly satisfied respondents between 40%-60%

highly 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. This is summarised for each DS Division in **Figure 22, 23 and 24**.

In Badalkumbura Division, the key priorities for immediate action include playgrounds, computer lab facilities and sanitation facilities. In the Medagama Division, key priorities for immediate action include playgrounds, sanitation facilities and school buildings. In Madulla Division, the key priorities for immediate action include playgrounds, school buildings and science lab facilities. It is recommended that these priority areas are taken into consideration for immediate action.

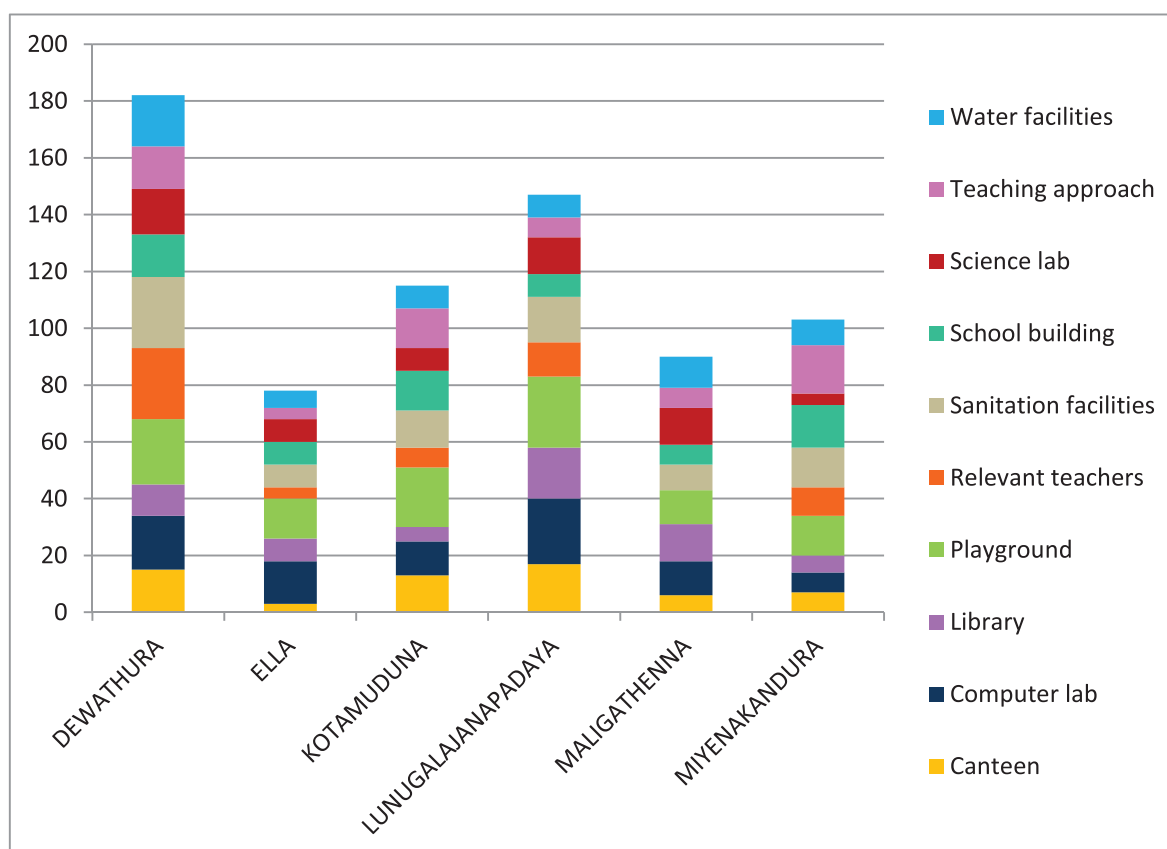**Figure 22: Areas for Immediate Action in Badalkumbura Division**

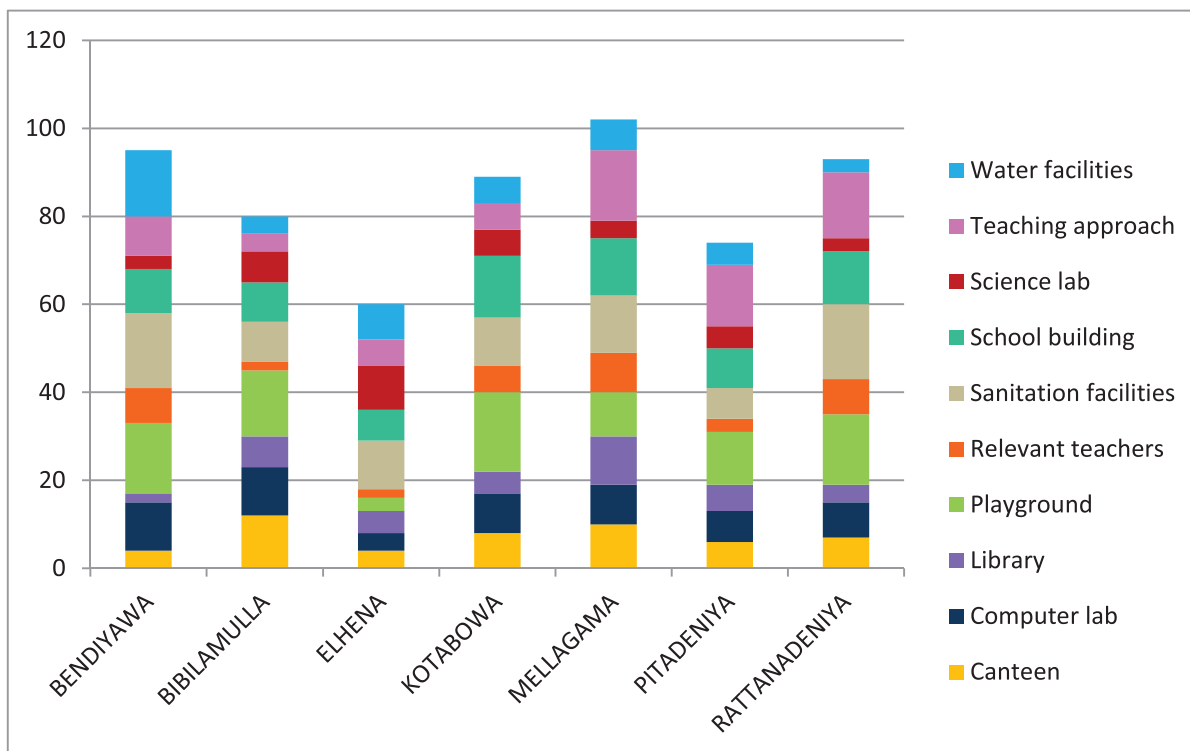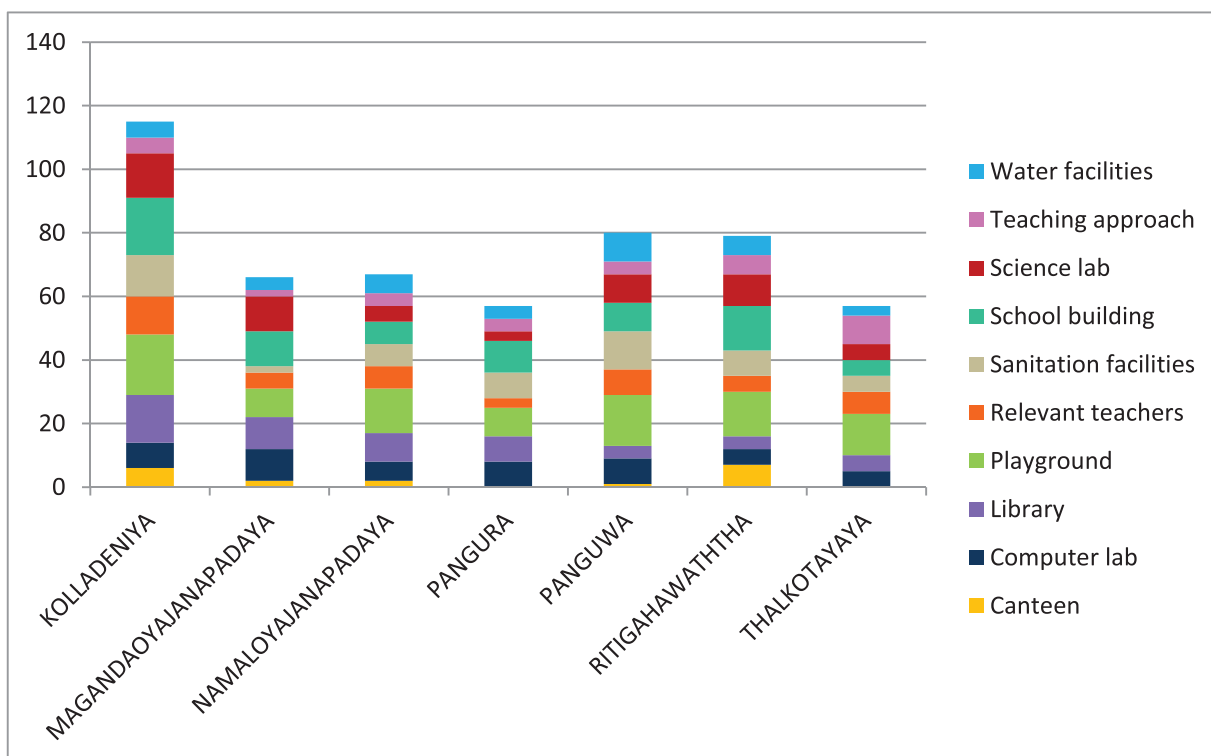Figure 23: Areas for Immediate Action in Medagama Division

Figure 24: Areas for Immediate Action in Madulla Division

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 a lack of maintenance of facilities; poor response from government officials in addressing complaints; and political inertia in taking necessary action. Suggestions made by respondents for improving the delivery of secondary education services emphasized the need for more active engagement from political leadership and government officials in addressing issues regarding secondary education services.

4.1.2. Other Considerations

The data from this study can provide a good benchmark (especially the scoring provided in Figure 21) to plan reforms and improvements within the secondary education sector.

Immediate priorities and areas identified for improvement/attention should be taken into account for future planning and budgeting activities within the sector.

The wide variation in service delivery among the GN Divisions deserves to be examined more closely to understand how and why there is inequitable delivery of secondary education services across the GN Divisions and how they can be addressed effectively.

4.2. Way Forward

Action plans have been prepared based on the preliminary findings of the eCRC survey. Findings were presented to senior officials of Local Government, PS Secretaries, zonal education directors, deputy directors and community representatives. Discussions between service providers and service receivers were facilitated to produce actions plans identifying short term and long term objectives for improving services before the 2nd round of the eCRC. The action plans for the delivery of Monaragala's secondary education services are provided in Annex 1.

The 2nd eCRC survey is planned for October 2018, which will enable tracking of progress against the ratings provided for service delivery in Figure 21. It is expected that progress will be made on the short term actions indentified in the action plan. If satisfaction of service delivery has improved, colour changes in the ratings chart (Figure 21) can be expected to reflect the following satisfaction ratings. Even if a colour changes are not evident, an increase in the satisfaction percentage can be considered as progress being made in terms of service delivery.

Colour	% of highly satisfied users	Action required
(red)	highly satisfied users below 40%	Needs urgent attention
(orange)	highly satisfied users between 40%-60%	Needs improvement
(green)	highly satisfied users above 60%	Needs to maintain performance or better still if improvements can continue.

The service providers will need to implement the actions identified in the action plans to improve service delivery while the community will closely follow up with the service providers on the progress of the activities and track progress against the ratings provided in Figure 21.

The information provided by this eCRC can be used

for launching further investigation into problem areas keeping in mind that the findings from the eCRC are signposts based on community feedback, indicating where more complex underlying issues of secondary education delivery may reside. To understand the causes that underpin these issues, it may require deeper probing and study.

To undertake focused action, the following can be recommended:

- Based on the eCRC ratings, identify delivery performance areas that are particularly weak,

- Investigate underlying causes and factors that impede effective education service delivery, diagnosing gaps that need to be filled in order that the services may be improved,

- A combination of interventions may be required to address education service delivery gaps,

- Once delivery gaps are addressed, following up on the satisfaction levels of the service users will be useful to determine if delivery performance has improved from the benchmarked levels.

ANNEX 1 : ACTION PLANS

Action Plan – Citizen Report Card Survey for education services – 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	Who is responsible for the work	Other stakeholders responsible for improvements	Start Date	End Date	Who is monitoring the process	Monthly meeting
1	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- 3rd week of every month.
2	Toilet facilities - Maintenance of the toilets	Short Term	Village level Civil Society Association	Parents, Principal Samurdhi Society	Last week of May 2018 2018 June	August 2018 December 2018	Principal, Zonal Educational Office	Friday- 3rd week of every month.
3	(Fence) - Boundary wall	Long Term	Zonal Educational Office	Principal, School Development Association, community	June 2018	Year 2020	Zonal Educational Office, Principal	Friday- 3rd week of every month.
4	Teachers related problems (lack of teachers & and teaching methods)	Short Term	Principal	Principal, Divisional Education Office, Zonal Educational Office,	2018 June	2018 September	Zonal Educational office	Friday- 3rd week of every month.
5	Playground	Long Term	Principal and school teaching staff, School Development Association	PS Zonal Educational Office (for sports items)	2018 June	Within the year 2018	Zonal Educational Office	Friday- 3rd week of every month.

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
6	Canteen	Short Term	Principal, School Nutrition Committee	(Canteen maintain with good quality) Principal, School Development Association, community	2018 May	2018 June	Zonal Educational Office, Principal, PHI (Public Health Officer)	Friday- 3rd week of every month.
7	Suraksha Insurance	Short Term	Principal	Teachers, staff, parents and students	2018 May	End of June 2018	Divisional Educational Office	Friday- 3rd week of every month.
8	School building	Long Term	Principal, teachers, staff, School Development Association	Principal and parents	2018 June	2018 December	Zonal Educational Office	Friday- 3rd week of every month.

Contribution:

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Chandima Jeewanthi - Bandiyawa

Gayani Madhuwanthi - Pitadeniya

Wasanthi Sanjeewani - Rattanadeniya

Chamodi Upeshika - Pitadeniya

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

Action Plan – Citizen Report Card Survey for education services – Action Plan– Bibila Zone Madulla Educational Division

Names of GNDs covered in the survey

Namaloya Janapadaya, Pangura, 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 • Provide water • Water purifying facility	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 • Lack of teachers • Lack of necessary instruments	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
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

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
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:

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KD.P. Nalika Karunathilaka, Divisional Educational office, Madulla

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N. Champika Damayanthi – Namaloya Janapadaya, Village Organisation

K.M. Chandrapala – Ritigahawatta

K. M. Pushpa Kumara – Ritigahawatta

G.G. Piyal 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 services – Action Plan– Monaragala Zone

Names of GNDs covered in 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,	2018-05-20	2018-12-31	CSO members, Divisional Educational Office, Zonal Education Office	2018-09-30

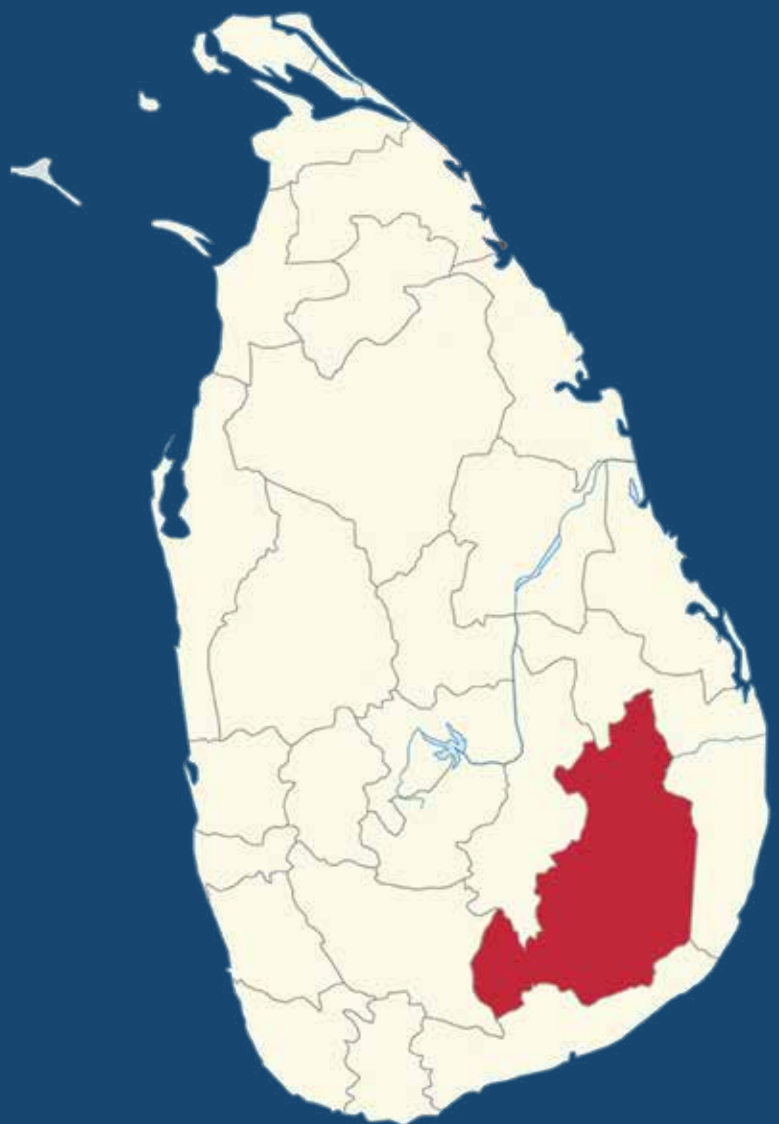| No	Priority service	Short Term / Long Term	Who is responsible for the work	Other stakeholders responsible for improvements	Start Date	End Date	Who is monitoring the process	Monthly meeting
				Treasure				
05	Investigation regarding punishments in schools	Short term	Principal, staff teachers, class 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
07	Uniform Voucher system	Long Term	Ministry of Education, Isurupaaya	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

Contributors –

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M.A. Dhammika- Kotamuduna, R.W.Ashoka Wijesinghe – Ella, A.M.Supun Priyankara – Maligathanna

J.M.Somalatha- Lunugala Colony, R.M.Premathilaka – Lunugala Colony

Date– 10.05.2018, Venue – Assistant commissioner office of Local Government (ACLG office) – Moneragala

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 electronic Citizen Report Card (eCRC) Surveys in selected Grama Niladhari Divisions within three districts, namely Batticaloa, Monaragala and Mullaitivu Districts. The eCRC surveys aimed to determine the quality of services, accountability of service providers and areas for improvement in two sectors:

(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 first eCRC survey 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 eCRC survey results revealed a number of areas that the respondents identified as needing immediate attention and action to improve service delivery within the three districts. Based on the preliminary findings of the eCRC survey, action plans were prepared and discussions between service providers and service receivers were facilitated. This report has been prepared to proactively disseminate the findings from this study and use this information to advocate operational policy and practice reform measures, where needed.