



Findings of the Electronic Citizen Report Card (eCRC)

Survey on the Delivery of Secondary Education Services

Report for selected GNs in Batticaloa District
June 2018

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



**Findings of the Electronic Citizen Report
Card (eCRC)
Survey on the Delivery of
Secondary Education Services**

**Report for selected GNs
in Batticaloa District**

June 2018

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

© Centre for Poverty Analysis 2018

First Published – 2018

ISBN: 978-955-3628-02-2

National Library of Sri Lanka – Cataloguing of Publication Data

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

ISBN 978-955-3628-02-2

i . 373.07205493 DDC23 ii. Inadeen, Basith (co. author)

1. Education, Secondary - Sri Lanka – Research

Copyright of this publication belongs to the Centre for Poverty Analysis. Any part of this book may be reproduced with due acknowledgment to the author/s and publisher.

The CEPA Publication Series currently include: Studies, Edited Volumes, Working Papers and Briefing Papers. The findings and recommendations expressed in this study are those of the providers and receivers of public services of the respective Divisional Secretariat Divisions. The study does not reflect the views or policies of CEPA or the donor.

All inquiries relating to this publication should be directed to:
Centre for Poverty Analysis
29 R G Senanayake Mawatha, Colombo 7, Sri Lanka
Tel: + 94(011) 2676 955, 4690200
Fax: +94(011) 2676 959
Email: info@cepa.lk
www.cepa.lk

This publication has been produced with the assistance of the European Union. The contents of this publication are the sole responsibility of CEPA and can in no way be taken to reflect the views of the European Union.

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

Figure 1: School Attendance Within and Outside One's GN Division	7
Figure 2: Reasons for Attending School Outside One's GN Division	7
Figure 3: Overall Satisfaction Regarding Quality of Education	8
Figure 4: Satisfaction Regarding Quality of Education In Eravur Division	8
Figure 5: Satisfaction Regarding Quality of Education in Koralai Pattu Division	8
Figure 6: Satisfaction Regarding Quality of Education in Manmunai Southwest Division	9
Figure 7: Satisfaction Regarding Quality of Education in Porativu Pattu Division	9
Figure 8: Students Attending Tuition Classes	9
Figure 9: Students Attending Tuition Classes in Eravur Town Division	10
Figure 10: Students Attending Tuition Classes in Koralai Pattu Division	10
Figure 11: Students Attending Tuition Classes in Manmunai Southwest Division	10
Figure 12: Students Attending Tuition Classes in Porathivu Pattu Southwest Division	10
Figure 13: Availability and Usage of Facilities	11
Figure 14: Additional Payments Requested by Schools	12
Figure 15: Receipts Provided for Additional Payments Made to Schools	12
Figure 16: Punishment Related Issues in Schools	13
Figure 17: Types of Punishments Given to Students	13
Figure 18: Incidences of Discrimination in Schools	14
Figure 19: Incidences of Abuse in Schools	14
Figure 20: Issues Relating to Teachers	14
Figure 21: Overall Ratings for Secondary Education Delivery	16
Figure 22: Areas for Immediate Action	17
Figure 23: Areas for Immediate Action in Eravur Town Division	18
Figure 24: Areas for Immediate Action in Koralai Pattu Division	18
Figure 25: Areas for Immediate Action in Manmunai Southwest Division	19
Figure 26: Areas for Immediate Action in Porativu Pattu Division	19

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

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

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

CEPA wishes to also thank the Civil Society Organisations from Batticaloa District.

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

CEPA would also like to acknowledge the invaluable contribution of the parents and students who provided information to enable this study.

CONTENTS

1.	Introduction	1
1.1.	The Project	1
1.2.	Scope of the Report	1
1.3.	Objectives of the Study	1
1.4.	Sampling	1
1.5.	Methodology	3
1.5.1.	What is a Citizen Report Card?	3
1.5.2.	What is an Electronic Citizen Report Card (eCRC)?	4
1.5.3.	The Designing of the eCRC	4
1.5.4.	Identifying Services to be Surveyed through the eCRC	4
1.5.5.	Development of Performance Indicators	5
1.6.	The Study Area	6
2.	Key Findings	7
2.1.	Access to Secondary Education	7
2.2.	Quality and Satisfaction with Secondary Education Services	8
2.3.	Facilities	11
2.4.	Additional Payments	11
2.5.	Other Inconveniences	12
3.	Overall Scoring for Secondary Education Services	15
4.	Recommendations	17
4.1.	Service-wise Areas for Improvement	17
4.1.1.	Areas for Immediate Attention	17
4.1.2.	Other Considerations	20
4.2.	Way Forward	20

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 for the Delivery of Secondary Education Services in the Batticaloa District based on the eCRC survey carried out in the DS Divisions of Eravur Pattu, Porathivu Pattu, Manmunai South West and Korlai Pattu South.

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.

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

1.6. The Study Area

Within the Batticaloa District, this study covers a number of areas under the Pradeshiya Sabhas and Educational Zonal Offices in the Eravur Pattu,

Porathivu Pattu, Manmunai South West, and Koralai Pattu South DS Divisions as shown in the table below.

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

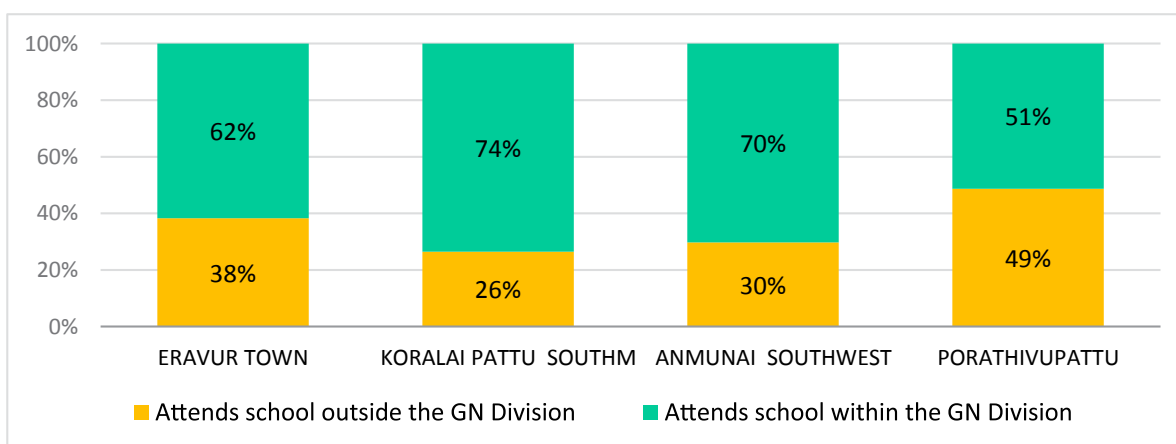
2. KEY FINDINGS

2.1. Access to Secondary Education

The data from the eCRC survey on school attendance revealed that most school children attended schools within their GN Divisions as shown in **Figure 1**

below, with Porathivu Pattu Division showing the highest school attendance outside the GN Divisions (49% attended schools outside of the Division).

Figure 1: School Attendance Within and Outside One's GN Division

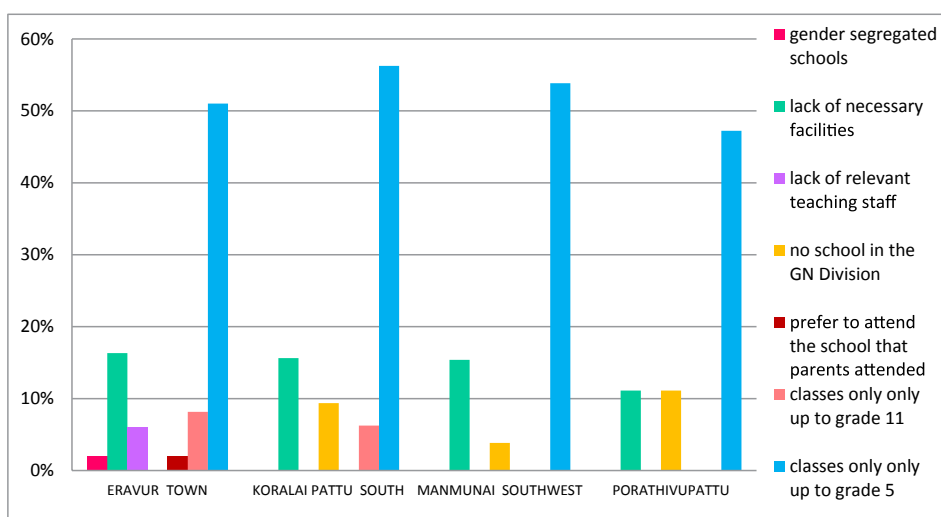


On probing into the reasons for attending schools outside of one's GN Division there were a number of access related issues cited as indicated in **Figure 2**. For example, secondary school children from all four DS Divisions indicated that classes only being conducted up to grade 5 in their Division and the lack of facilities as reasons for attending schools outside of their GN Division. In the Divisions of Koralai Pattu South, Manmunai Southwest and Porathivu Pattu, respondents indicated that no school existed within

their GN Division and so they were compelled to attend schools outside of their GN Division.

The lack of relevant teaching staff was identified by school children in Eravur Town DS Division as being another reason for attending schools outside their GN Divisions. Two reasons for attending schools outside which were unique to the Eravur Division were the preference to attend schools their parents attended and the preference to attend gender segregated schools.

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



2.2. Quality and Satisfaction with Secondary Education Services

Figure 3 indicates the overall satisfaction levels expressed by both parents and secondary school students within the four DS Divisions. The majority are either highly satisfied or moderately satisfied with the quality of education that they receive. **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 Meerkerni, Vahaneri, Thikiliveddai, Korakallimadu, Munaikkadu North, Sinawattai and Selvapuram. The reasons given for low satisfaction included:

- 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 3: Overall Satisfaction Regarding Quality of Education

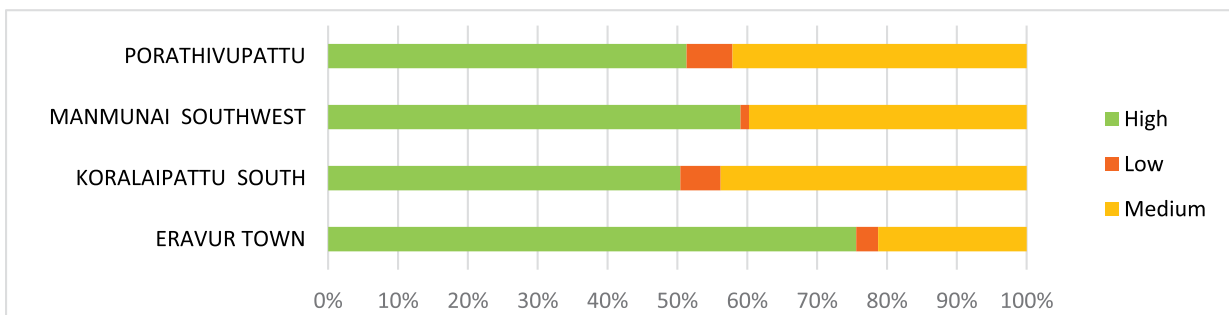


Figure 4: Satisfaction Regarding Quality of Education in Eravur Town Division

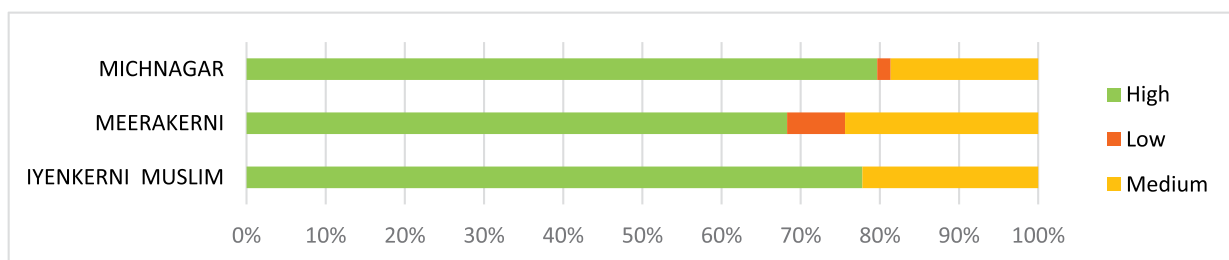


Figure 5: Satisfaction Regarding Quality of Education in Koralai Pattu Division

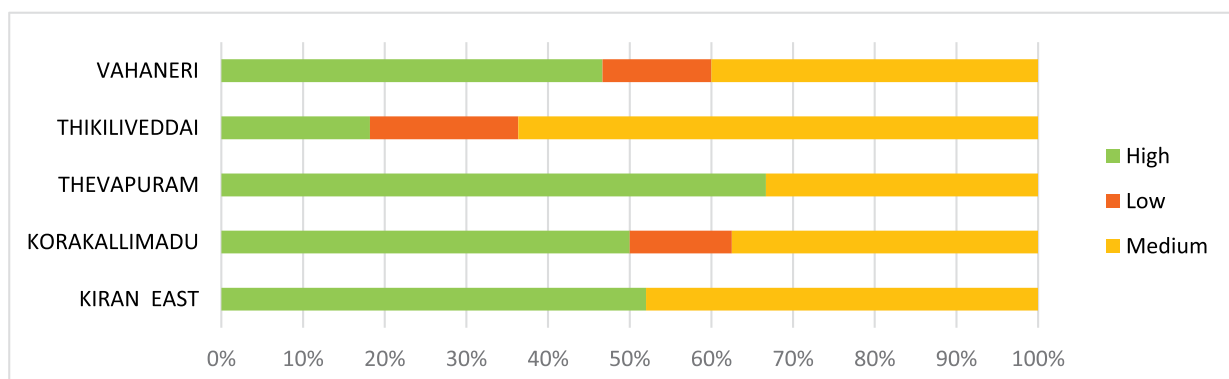


Figure 6: Satisfaction Regarding Quality of Education in Manmunai Southwest Division

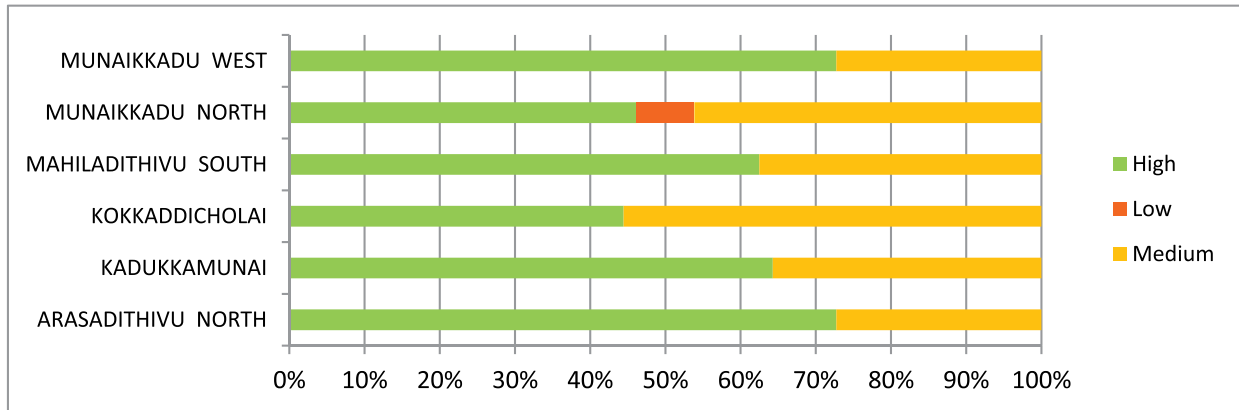
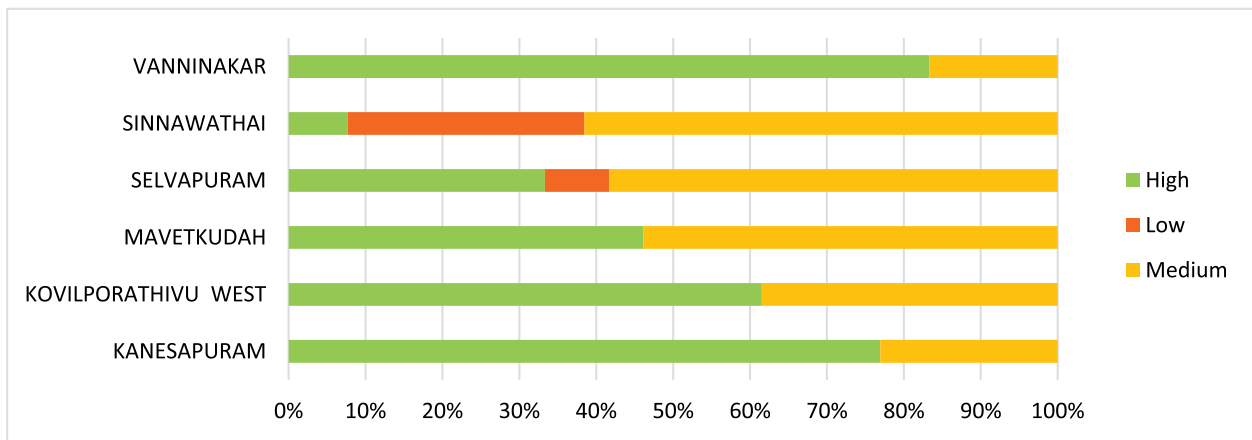


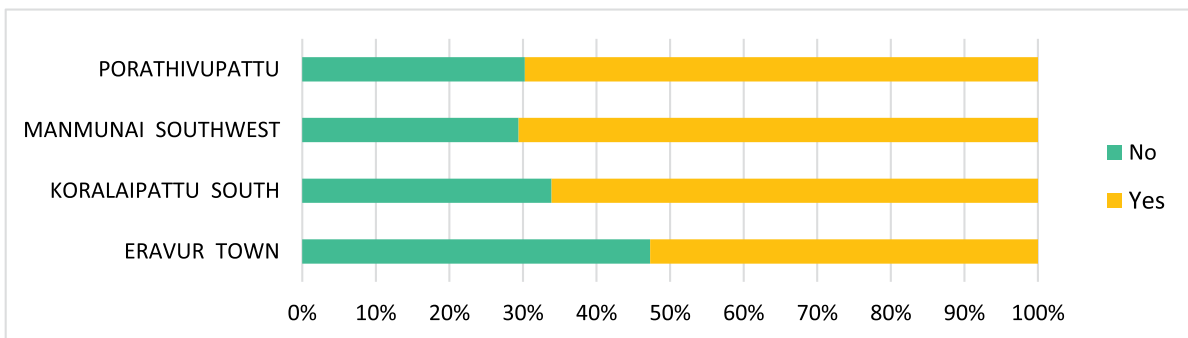
Figure 7: Satisfaction Regarding Quality of Education in Porativu Pattu Division



The percentage of students attending tuition classes was more than 50% in all four DS Divisions with Porativu Pattu and Manminai Southeast showing as many as 70% of students attending

tuition classes as shown in **Figure 8**. This could be indicative of shortcomings in the quality of education they receive in schools in those Divisions compelling them to attend supplementary classes.

Figure 8: Students Attending Tuition Classes



The proportion of children attending tuition is provided by GN Divisions in **Figures 9, 10, 11 and 12**. In localities where a large proportion of students attend tuition classes, it could be a sign of problems with the quality of education in schools within those GN Divisions. 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 tuition because friends attend tuition classes.

Figure 9: Students Attending Tuition Classes in Eravur Town Division

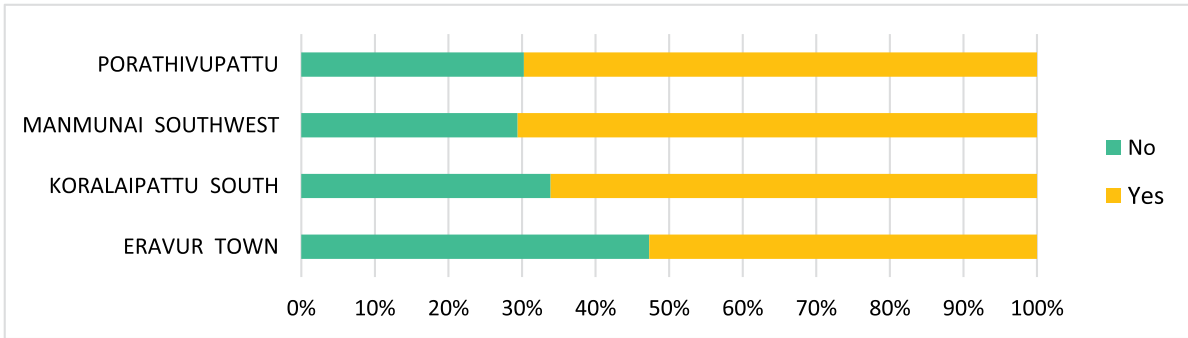


Figure 10: Students Attending Tuition Classes in Koralai Pattu Division

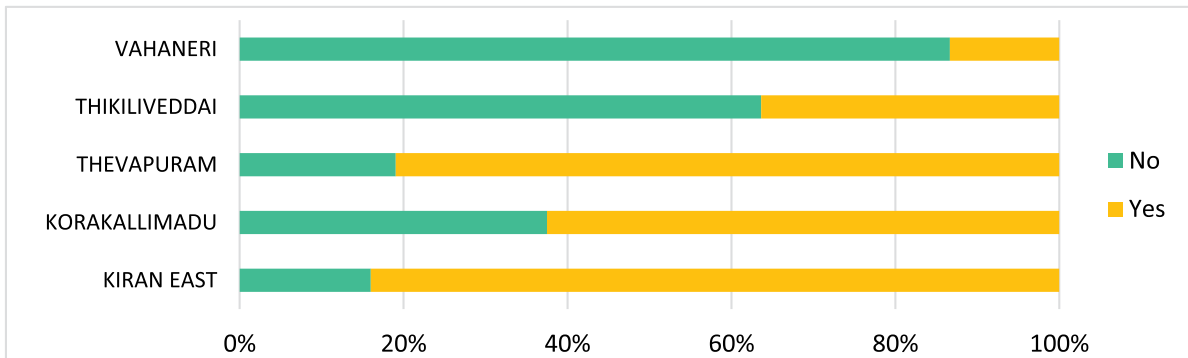


Figure 11: Students Attending Tuition Classes in Manmunai Southwest Division

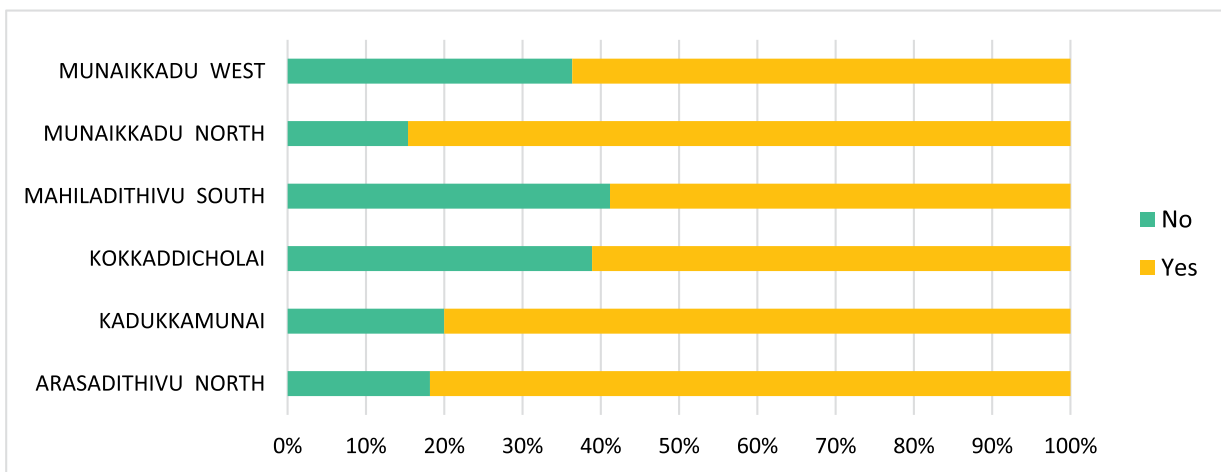
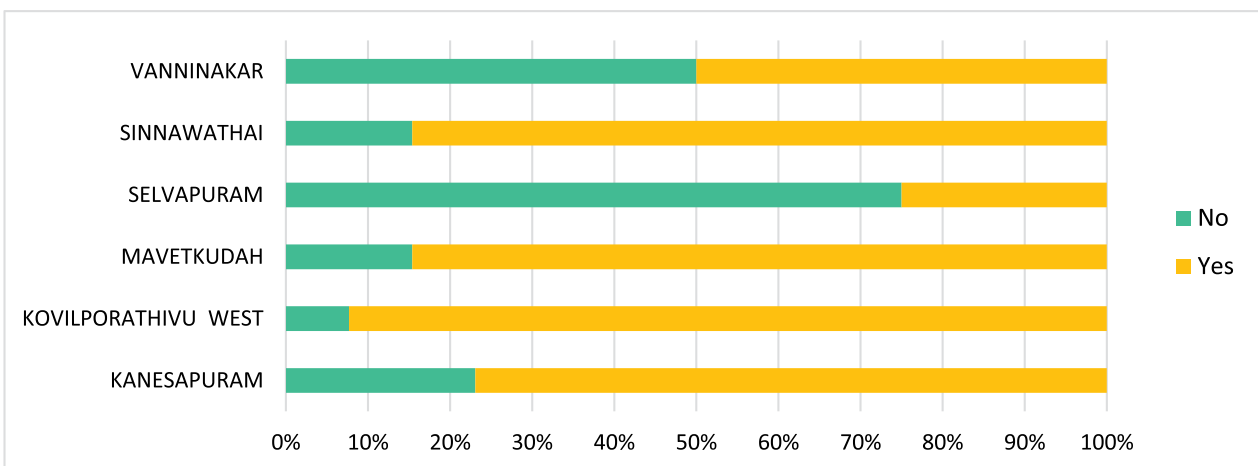


Figure 12: Students Attending Tuition Classes in Porathivu Pattu Southwest Division



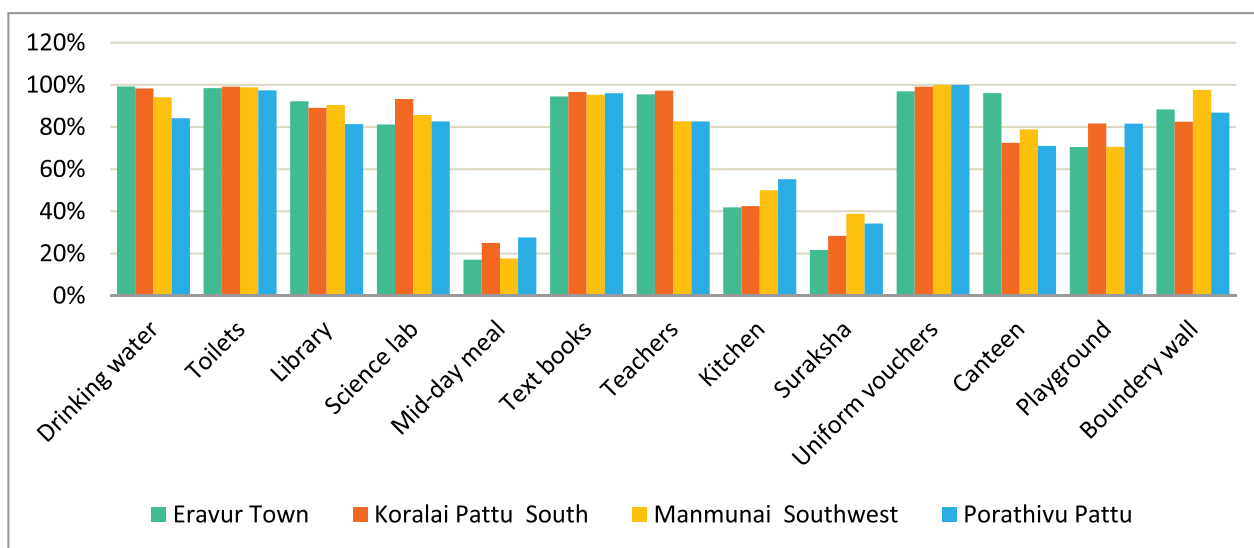
2.3. Facilities

Figure 13 provides an overview of the facilities available to secondary school children in all four DS Divisions. Facilities such as kitchen facilities, mid-day meals and “Suraksha” insurance are available to a lesser extent in these four DS 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 student 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. This 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 down side to uniform vouchers is that, this can be inconvenient for students in very remote areas who must travel a considerable distance to a commercial centre to be able purchase uniforms / material using the vouchers.

Figure 13: 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 14**, 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 15**. Such transactions may need investigation to ascertain their legitimacy.

Figure 14: Additional Payments Requested by Schools

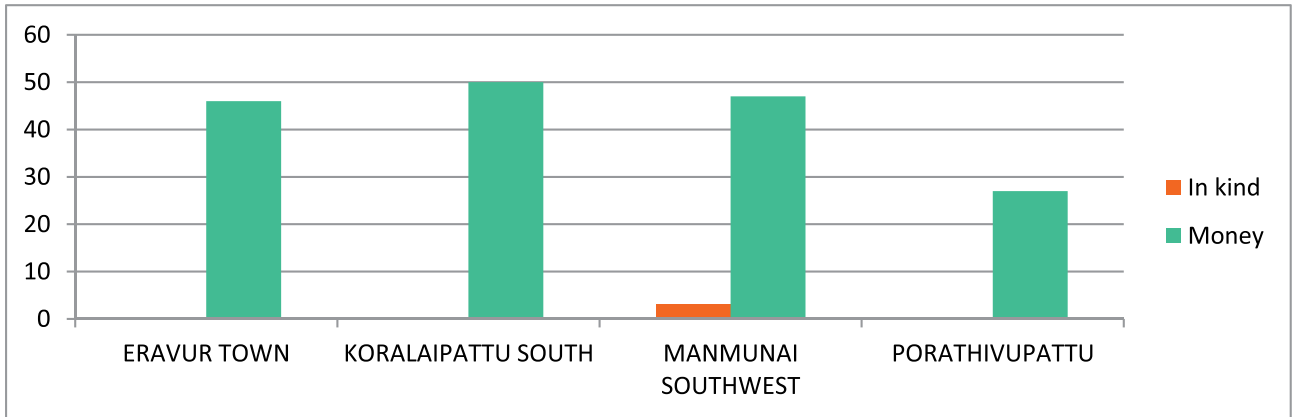
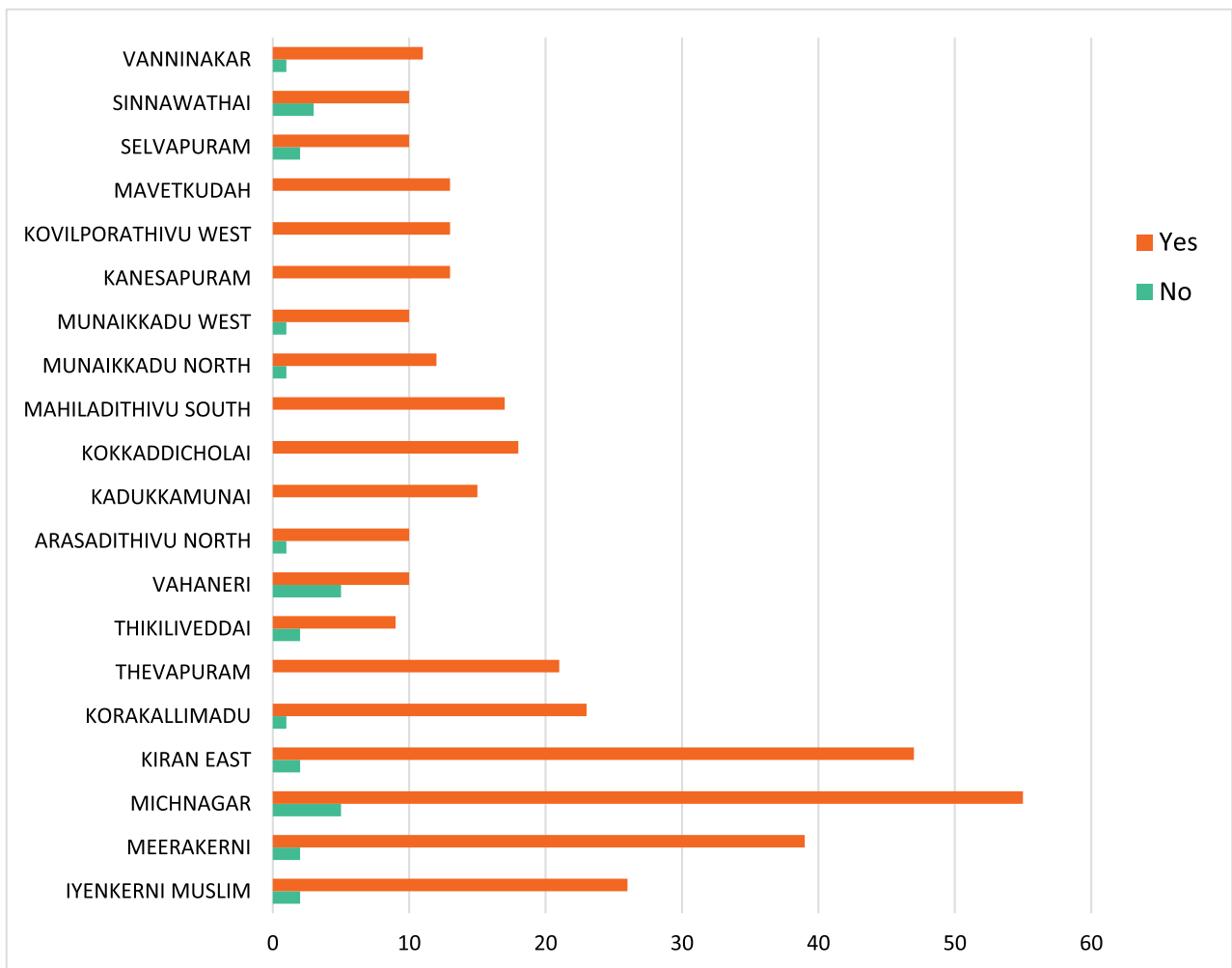


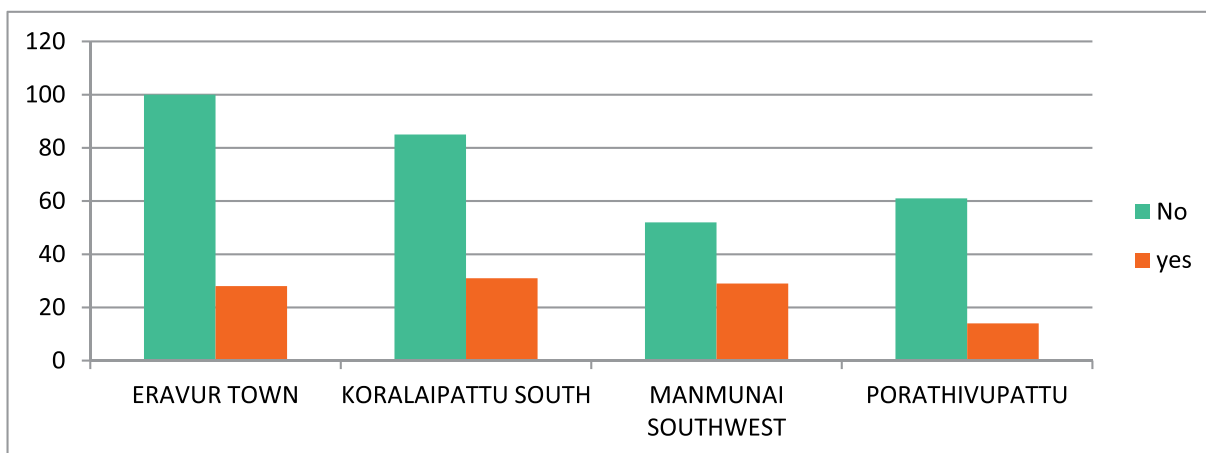
Figure 15: Receipts Provided for Additional Payments Made to Schools



2.5. Other Inconveniences

Some of the school children surveyed indicated that they have encountered punishment related issues at their schools as shown in **Figure 16** below.

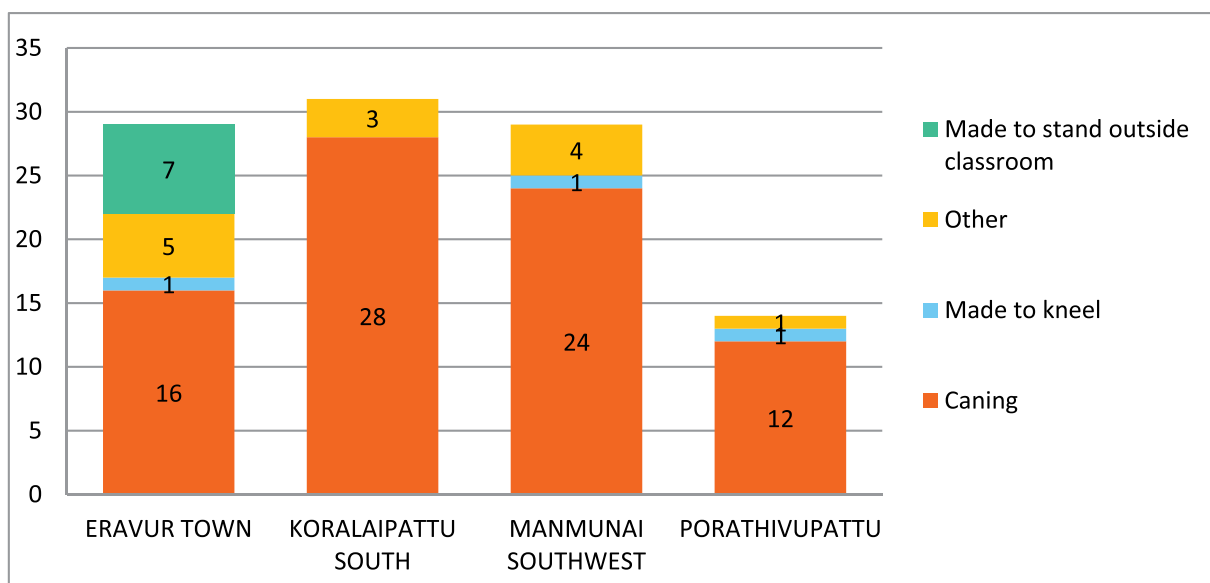
Figure 16: Punishment Related Issues in Schools



Although corporal punishment in schools has been banned in Sri Lanka, it is quite concerning that the most frequent form of punishment given to

students in all four DS Divisions are canings, as shown in **Figure 17**.

Figure 17: Types of Punishments Given to Students



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 for human rights violations.

Figure 18: Incidences of Discrimination in Schools

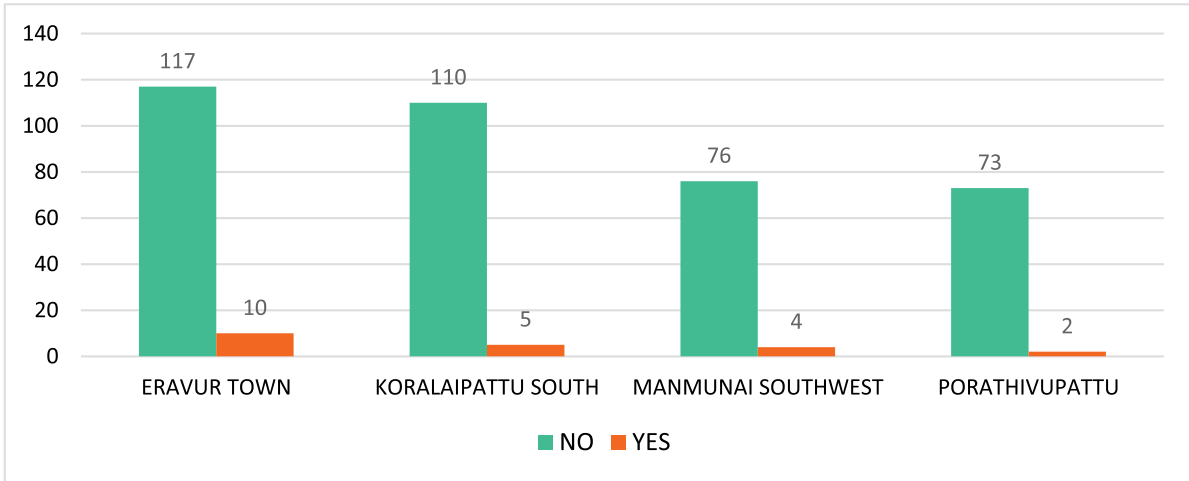
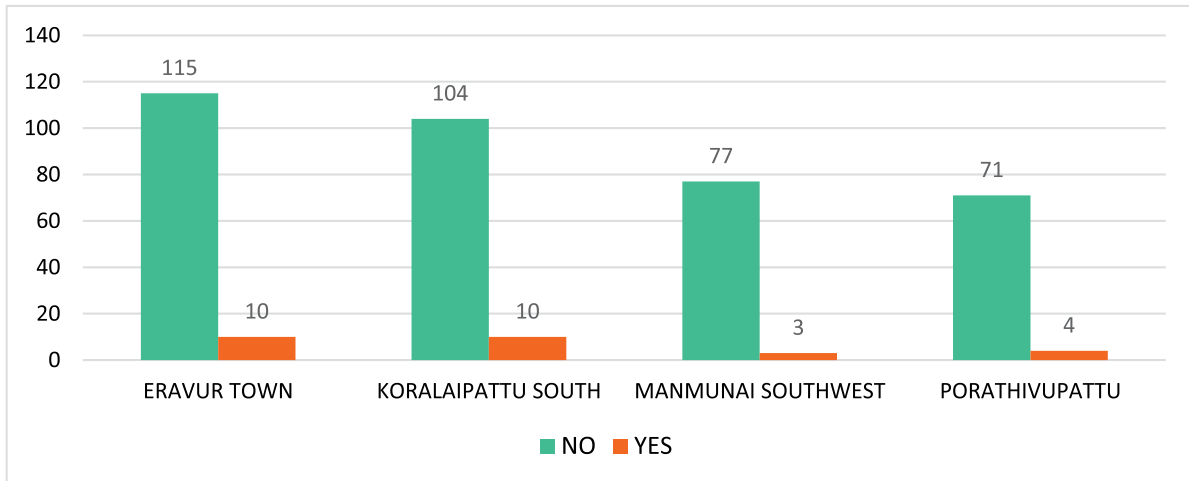


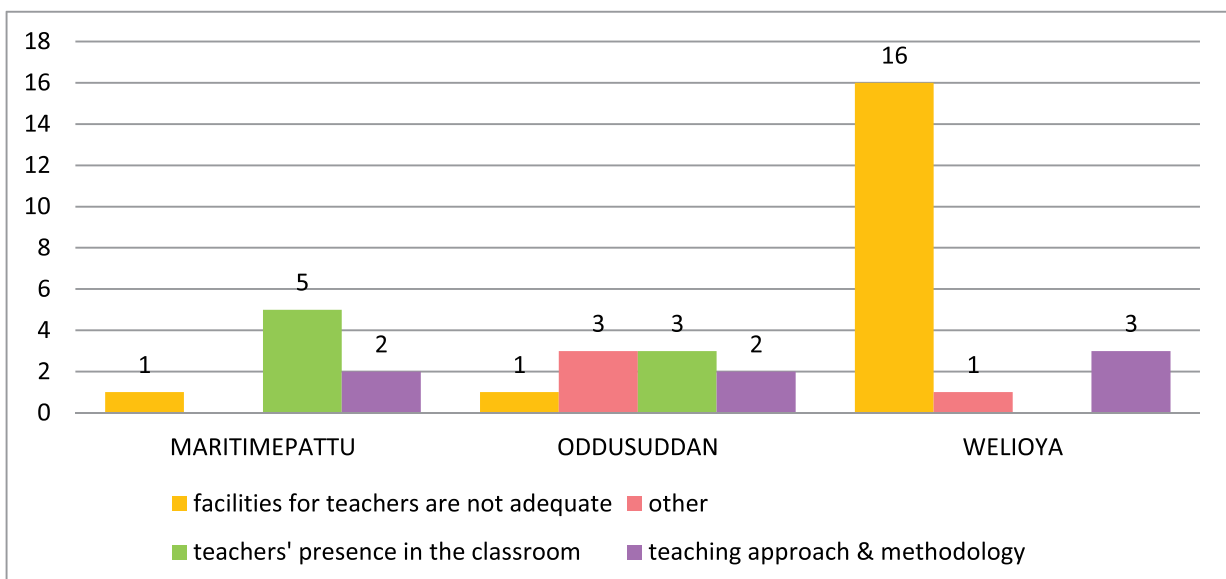
Figure 19: Incidences of Abuse in Schools



Students and parents also reported various issues relating to teachers (See **Figure 20**) which can affect the quality of education delivery. Eravur

Town DS Division appears to have the most issues relating to 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 Batticaloa 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.

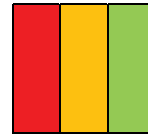
For example, the colour coding denotes the following:

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 needing urgent attention within each GN Division of the study area. These are shown in Figure 21.

Figure 2.1: Overall Ratings for Secondary Education Delivery

	Drinking water	Sanitation	Library	Science lab	Mid day meal	Text book	Computer lab	Teachers	Kitchen	Suraksha Insurance	Uniform voucher	Canteen	Playground	Boundary wall
Iyankeni Muslim	100%	79%	58%	60%	100%	36%	62%	75%	64%	0%	25%	56%	33%	71%
MichNagar	88%	69%	58%	54%	54%	60%	47%	70%	52%	25%	46%	53%	53%	72%
Meerakerny	70%	69%	40%	26%	50%	54%	51%	60%	27%	24%	39%	50%	28%	15%
Thevapuram	67%	48%	60%	60%	50%	48%	15%	62%	11%	57%	33%	37%	21%	27%
Makiladithevu South	63%	65%	41%	38%	50%	47%	29%	69%	41%	0%	59%	27%	70%	59%
Kiran East	59%	36%	52%	46%	21%	56%	35%	36%	25%	22%	40%	18%	21%	65%
Arasaditheew North	55%	64%	50%	45%	0%	22%	40%	80%	25%	0%	55%	64%	75%	64%
Korakallimadu	52%	25%	26%	13%	25%	25%	17%	43%	0%	17%	54%	8%	9%	24%
Kanesapuram	50%	23%	0%	0%	0%	20%	0%	69%	18%	71%	77%	10%	0%	17%
Vakenery	47%	20%	0%	0%	33%	20%	8%	47%	8%	0%	80%	20%	0%	0%
Kovilporatheew West	40%	46%	58%	58%	83%	85%	62%	69%	67%	25%	77%	25%	100%	92%
Munanikkadu West	40%	36%	60%	50%	0%	20%	27%	55%	0%	33%	36%	27%	29%	27%
Kokkaddichalai	39%	24%	6%	21%	57%	50%	0%	56%	24%	0%	44%	44%	22%	22%
Sinnawaththai	38%	8%	11%	11%	20%	31%	8%	8%	11%	0%	23%	14%	0%	0%
Selvapuram	36%	30%	0%	0%	80%	50%	0%	42%	38%	0%	25%	0%	0%	0%
Mavetkudah	33%	38%	31%	31%	0%	69%	17%	46%	0%	0%	38%	23%	31%	46%
Thikiliveddai	33%	11%	20%	22%	25%	55%	30%	9%	25%	0%	36%	20%	10%	17%
Kadukkaamunai	29%	13%	38%	31%	0%	43%	18%	53%	50%	27%	53%	33%	10%	7%
Munaikkadu North	27%	31%	31%	8%	0%	17%	33%	38%	0%	60%	62%	15%	0%	0%
Vanninagar	25%	42%	67%	42%	0%	92%	33%	82%	50%	33%	92%	0%	17%	58%



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 (see **Figure 22**). Overall, the

three priority areas identified are water supply, playgrounds and sanitation facilities.

Figures 23, 24, 25 and 26 indicate areas for immediate action within each DS Division. The priority areas of water supply, playgrounds and sanitation facilities are consistent across all four DS Divisions. It is recommended that these priority areas are considered for immediate action.

Figure 22: Areas for Immediate Action

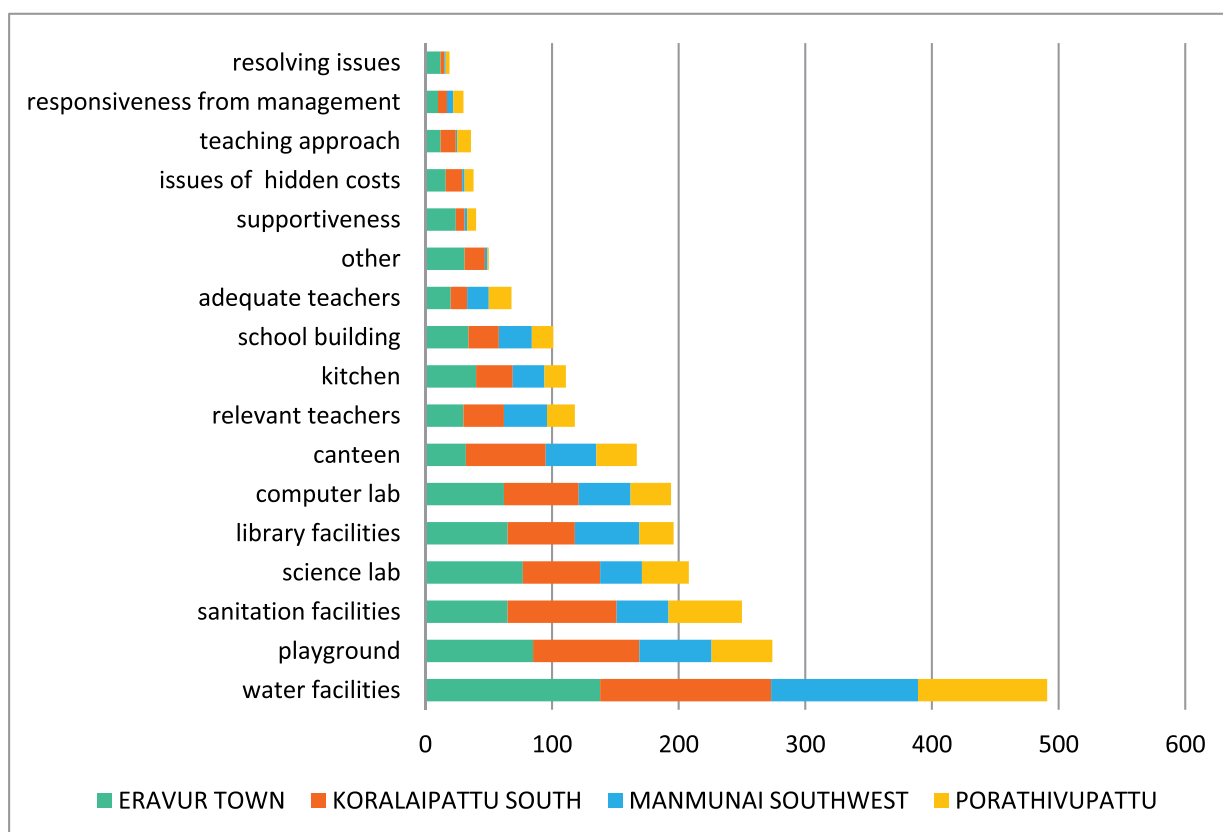


Figure 23: Areas for Immediate Action in Eravur Town Division

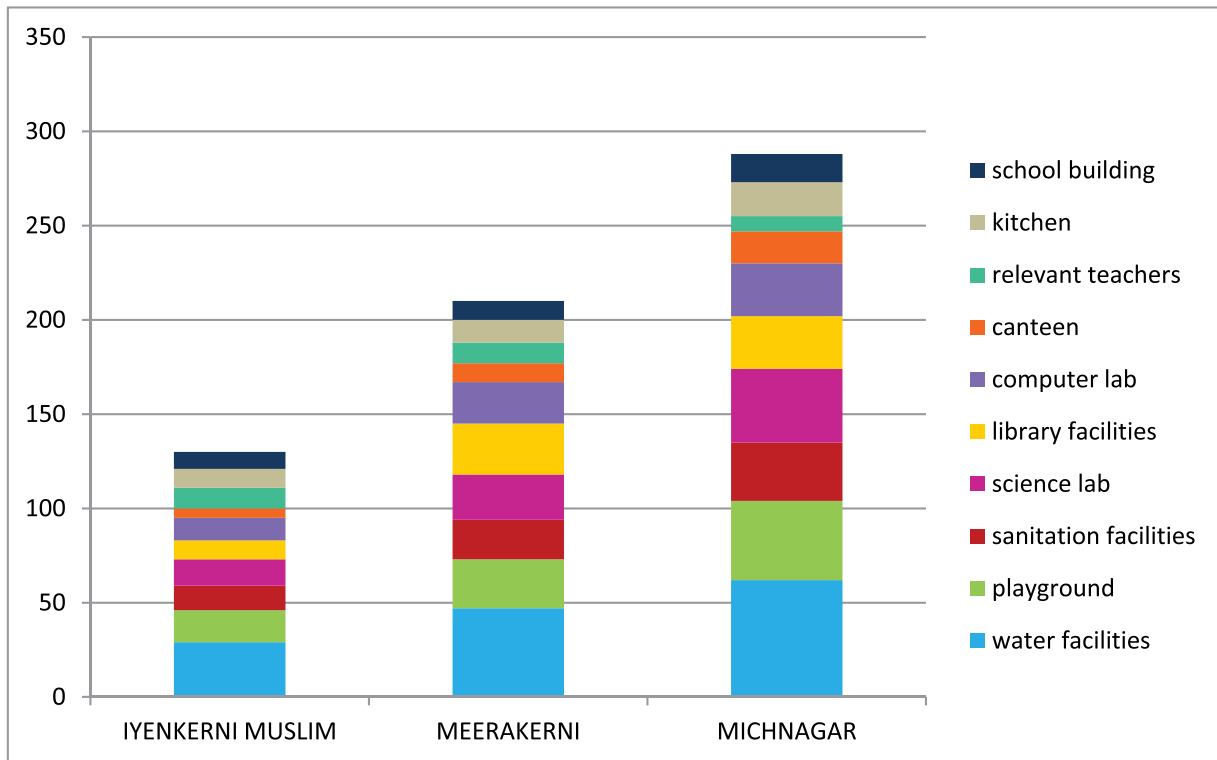


Figure 24: Areas for Immediate Action in Koralai Pattu Division

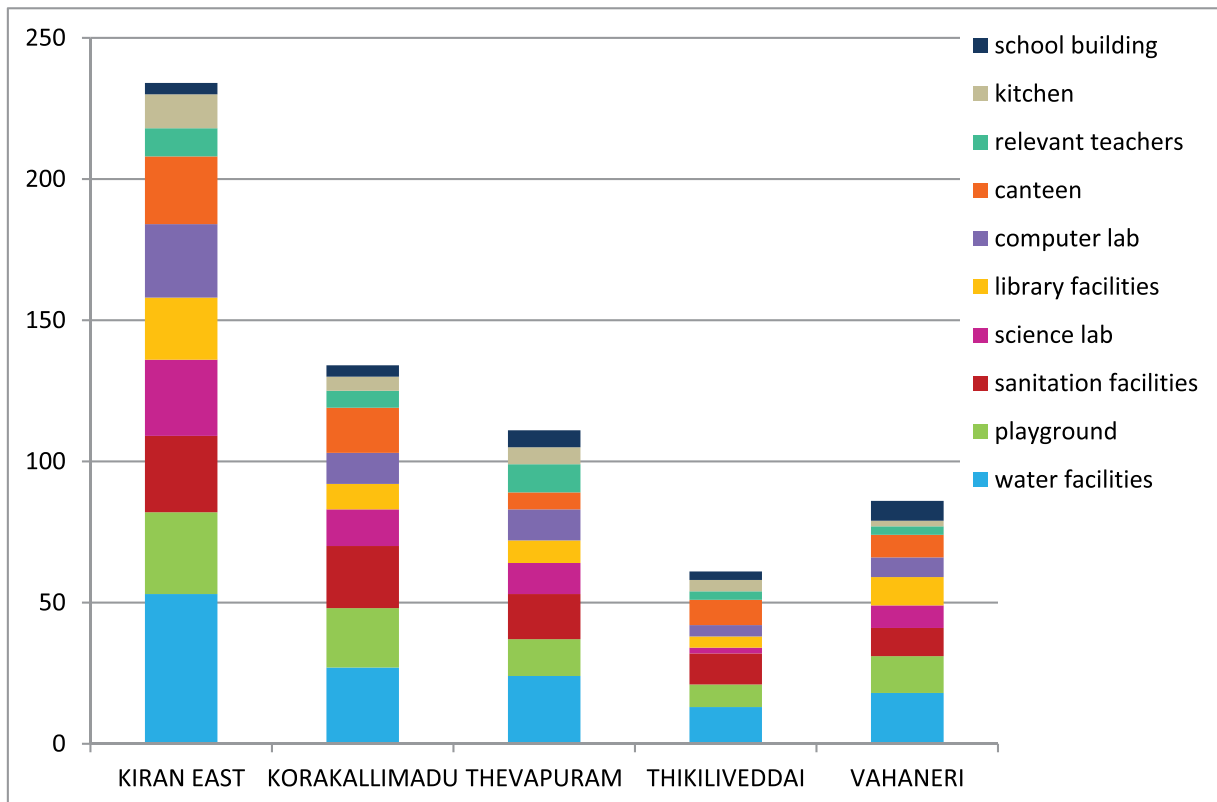


Figure 25: Areas for Immediate Action in Manmunai Southwest Division

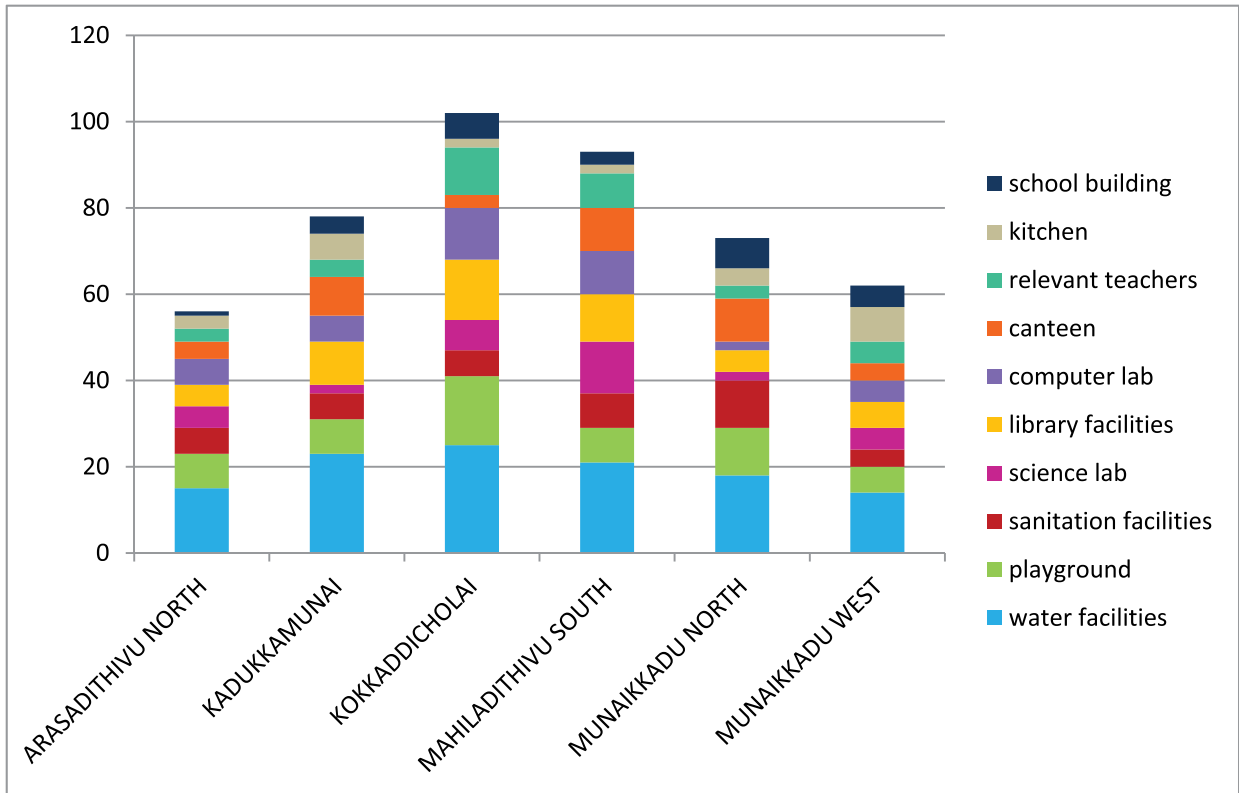
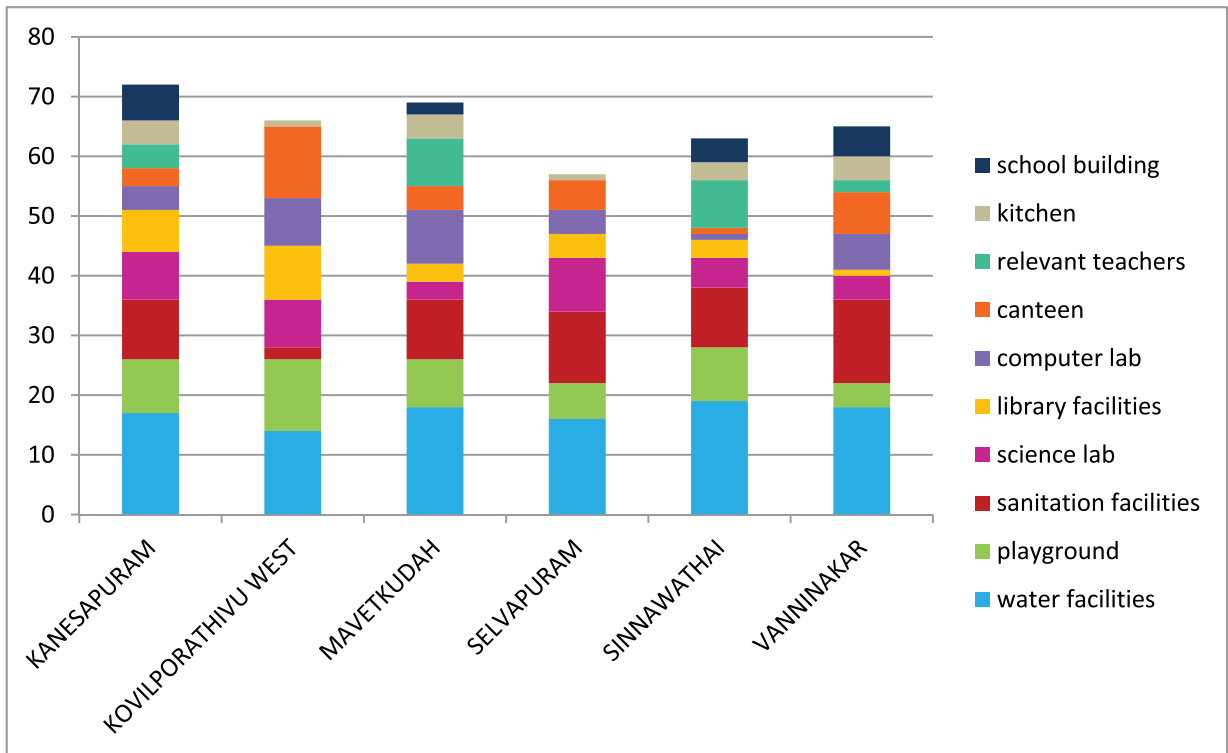


Figure 26: Areas for Immediate Action in Porativupattu Division



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 lack of necessary facilities in schools; 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 GN Divisions within the District 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 the Local Government, PS Secretaries, zonal education directors, deputy directors and community representatives. Discussions between service providers and service receivers were facilitated to produce action 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 secondary education services in Batticaloa District 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 change is 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
	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.

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 investigations 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 for improving levels of satisfaction regarding secondary education services based on the eCRC findings –
Batticaloa Central Zonal Education Office

Serial no	Priority of services (which services)	Long term (LT) or Short term (ST)	Who is responsible	Other stake holders/ needed resources	Commencing date	Ending date	Follow up by whom
1	Suraksha Insurance	ST	Principal	Teachers, SDC and PSI	07/05/2018	04/08/2018	DDE, Management
2	Text books	ST	Principal	In charge teacher, class teacher	07/05/2018	07/07/2018	DEO, Eravur
3	Uniform	ST	Principal	In charge teacher, class teacher	07/05/2018	07/07/2018	DDE, Management
4	Library	ST	Principal	In charge teacher for library, subject teacher	07/05/2018	04/08/2018	DDE, Management
5	Playground	LT	Principal	Politician, SDC, Sports equipment	07/05/2018	06/05/2020	SDC

6	Boundary wall	LT	Principal	Politician, SDC	07/05/2018	06/05/2019	ISW, ADE, Physical Education
7	Science laboratory	LT	Principal	Politician, SDC, Science teacher, assistant of laboratory	07/05/2018	06/12/2018	DDE development, ISA Science
8	Canteen	LT	Principal	Teachers, SDC, PHI, PSI	07/05/2018	06/05/2018	DDE, Management

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. Laxika - Deputy Director of Education - Mullaitivu Zonal Education Office

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

Action plan for improving levels of satisfaction regarding secondary education services based on the eCRC findings –
Pattiruppu Zonal Education Office

	Priority of services (which services)	Long Term Or Short Term	Who is responsible	Other Stake Holders/ Needed Resources	Commencing Date	Ending Date	Follow Up By Whom
1	To give a clear and comprehensive awareness of Suraksha Insurance	Short Term	School Principal	SDC, OBA	May 2018	September	Zonal Education Office
2	Canteen	Short Term	School Principal	SDC, OBA	May 2018	September	Zonal Education Office
3	Mid-day meals	Short Term	School Principal	SDC, OBA	May 2018	September	Zonal Education Office
4	Text books	Short Term	School Principal	Divisional Director Of Education	May 2018	September	Zonal Education Office
5	Drinking water	Long Term	School Principal	SDC, OBA	June 2018	December	Zonal Education Office
6	Sanitation	Long Term	School Principal	SDC, OBA	June 2018	June 2019	Zonal Education Office
7	Shortage of teachers	Long Term	School Principal	Zonal Education Director	June 2018	June 2019	Zonal Education Office
8	Library	Long Term	School Principal	SDC, OBA	June 2018	June 2019	Zonal Education Office

**Action plan for improving levels of satisfaction regarding secondary education services based on the eCRC findings –
Batticaloa West Education Zone**

Serial no	Priority of services (which services)	Long term or Short term	Who is responsible	Other stake holders/ needed resources	Commencing date	Ending date	Follow up by whom
1	Drinking water facilities						
	I. To ensure drinking water supply from Pradeshiya Sabha is provided continuously and on a regular basis to Kadukkamunai Vain Vidyalaya, and Kakkattichcholai I.K.M.V.	Short term	Principal	Manmunai South West Pradeshiya Sabha	May 2018	May 2018	School Development Committee -SDC
2	II. To carry out awareness and explain the quality of water in 21 schools in this zone	Short term	Principal	PHI	May 2018	June 2018	School Development Committee -SDC
	Suraksha student insurance						
	To re-organise awareness programmes on Suraksha insurance at the school level	Short term	Principal	Deputy Director of Education - Planning	May 2018	June 2018	In charge of Suraksha insurance in school level
3	Sanitation facility						
	I. To empower health clubs at the school level	Short term	In charge teacher for health club	Deputy Principal	May 2018	October 2018	Representatives of Zonal Education Office
	II. To arrange facilities to get water for external purposes from Villu tank to Kadukkamunai Vani Vidyalaya	Long term	Principal	Manmunai South West Pradeshiya Sabha	June 2018	July 2019	Principal
	III. To renovate toilets and build new toilets for Kakkattichcholai I.K.M.Vidyalaya	Long term		Provincial Education Department	June 2018	June 2019	
	IV. To have a discussion and awareness with Kakkattichcholai community-based organisations (regarding the use of the school toilets by the devotees of the Kovil)	Short term	Principal	Rural Development Society	June 2018	June 2018	Principal

4	Using the library	Short term	Principal	Deputy Principal	June 2018	October 2018	Representatives of Zonal Education Office
	To encourage reading habits in the morning assembly among the students for around 15 minutes once a week, as well to motivate students to use the library	Short term					
5	Science laboratory usage	Short term	Deputy Director of Education - Science	In service Adviser (Science) World Vision Lanka	May 2018	May 2018	Deputy Director of Education - Education Development
	I. Laboratory activities and suitable equipment including training in preparing the equipment	Short term					
	II. Workshop for students on practical lessons on science	Short term	Deputy Director of Education - Science	In service Adviser (Science)	Aug 2018	Aug 2018	Deputy Director of Education - Education Development
	III. To provide equipment for practical lessons on science	Short term	Deputy Director of Education - Science	World Vision Lanka	June 2018	June 2018	Deputy Director of Education - Education Development
6	Computer laboratory						
	I. To provide computers for schools	Long term	Deputy Director of Education - Planning	Provincial Education Department	July 2018	July 2019	Zonal Director of Education
	II. To re-distribute excess computers from schools to schools where computers are lacking	Short term	Deputy Director of Education - Planning	Telecommunication and Technology subject coordinator	September 2019	September 2019	Zonal Director of Education

7	Playground related	Short term	Assistant education director - Physical education	In service Adviser (Physical Education) and Divisional Secretariat	September 2018	September 2018	Deputy Director of Education - Education Management
	I. To identify a playground/ space to be used as a playground for schools that lack playground facilities.						
8	II. To enhance the infrastructure facilities in schools that already have a playground and to find solutions for schools that do not have playground facilities.	Long term	Deputy Director of Education - Planning	Provincial Education Department, Divisional Secretariat, District Secretariat	August 2018	August 2020	Zonal Director of Education
	Teaching approaches	Short term	Principal	Representatives of Zonal Education Office	May 2018	December 2018	Zonal Director of Education
	To encourage teachers to adopt positive teaching practices and to strengthen activities for discovering students' hidden skills and talents						

Contributors -

A.M.U. Aruna Shantha (M.A.) - Divisional Educational Office - Welioya

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

Date 14.05.2018 - Divisional Educational Office - Sampath Nuwara

Action plan for improving levels of satisfaction regarding secondary education services based on the eCRC findings –
Kalkuda Zonal Education Office

Serial no	Priority of services (which services)	Sub activities for Long term or Short term	Who is responsible	other stake holders/ needed resources	Commencing date	Ending date	Follow up by whom
1	Drinking water facilities	<ol style="list-style-type: none"> 1) to encourage students to bring pure drinking water from home 2) to take steps to fix the pipelines 	Parents and class teacher	Pradeshhiya Sabha	01-Jun-18	31-Aug-18	School Management Team
2	Sanitation facilities	<ol style="list-style-type: none"> 1) to provide awareness as much as possible to using the existing toilets 2) to encourage students to bring water in gallons for using in the toilets 3) to adopt measures to save rain water 4) to get supports from CBOs 	In charge teacher and Health club	ISA- Health , Physical education	02-Jun-18		School Management Team
3	Library	<ol style="list-style-type: none"> 1) to provide awareness on using library facilities 2) to ensure that the library lesson is implemented practically 3) to implement mobile library in the class room 4) to set up a temporary library by collecting books 5) to take steps to set up permanent libraries 	Principal, Library In Charge teacher	ISA, Library service	01-Jun-18		School Management Team

4	Science laboratory	1) to provide awareness on using laboratory facilities 2) to encourage use of current laboratory 4) to take steps to set up permanent laboratory	School Management Team	ISA, Science	01-Jun-18	School Management Team
5	Mid-day meal	To ensure quality of mid-day meals for grade 1 to 5 students	Principal	ISA- Health, Physical education	02-Jun-18	School Management Team
6	Text books	1) to give awareness on reusing the text books 2) to carry out a competition to recognise students who care for their text books and return them in good condition 3) to link up with the nearest schools for obtaining text books which are suitable for reuse	In Charge Teacher	Zonal Director of Education	03-Jun-18	School Management Team
7	Computer laboratory	To ensure quality of computer training for grade 1 to 5 students	In Charge Teacher	Principal	04-Jun-18	School Management Team
8	Teachers	1) to get supports from educated youth at the village level 2) to get support from NGOs 3) to ensure quality teachers circle 4) to implement mobile teachers circle 5) to ensure the lessons are carried out in the classroom 6) to take steps to fulfil the teachers for the relevant subjects	Assistant Directors of Education	Zonal Director of Education	01-Jun-18	School Management Team

9	Kitchen	To form a school monitoring team	Zonal Officers	School Development Coordinator	02-Jun-18	School Management Team
10	Suraksha Insurance	1) to instruct the students in class 2) to instruct the students at the student gathering events 3) to give awareness to the parents,	Principal, Class teacher	Zonal Director of Education	03-Jun-18	School Management Team
11	Uniform	1) to provide awareness to the students on the quality of uniform materials 2) to provide awareness to the parents	In Charge Teacher	Zonal Director of Education	04-Jun-18	School Management Team
12	Canteen	1) To ensure quality of canteen services 2) To ensure good nutrition 3) to display the foods and the price list 4) to provide awareness regarding unhealthy food	School Management Team	School Development Coordinator	01-Jun-18	School Management Team
13	Play ground	Well-wishers, Pradeshya Sabah's support	School Management Team	Member of Pradeshiya Sabha	02-Jun-18	School Management Team
14	Boundary wall	Well-wishers, Pradeshya Sabah's support	School Management Team	Member of Pradeshiya Sabha	03-Jun-18	School Management Team

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.



29, R. G. Senanayake Mawatha,
Colombo 7, Sri Lanka.
Tel : +94 11 469 0200, 2676955
Fax : +94 11 2676959
E-mail : info@cepa.lk
www.cepa.lk