



Findings of the Electronic Citizen Report Card (eCRC)

Survey on the Delivery of Secondary Education Services

Report for selected GNs in Mullaitivu District
June 2018

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



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About CEPA

The Centre for Poverty Analysis (CEPA) is an independent, Sri Lankan think-tank promoting a better understanding of poverty-related development issues. CEPA believes that poverty is an injustice that should be overcome and that overcoming poverty involves changing policies and practices nationally and internationally, as well as working with people in poverty. CEPA 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 with Quality of Education in Maritimpattu Division	8
Figure 5: Satisfaction with Quality of Education in Oddusuddan Division	9
Figure 6: Satisfaction with Quality of Education in Welioya Division	9
Figure 7: Students Attending Tuition Classes	9
Figure 8: Students Attending Tuition Classes in Maritimpattu Division	10
Figure 9: Students Attending Tuition Classes in Oddusuddan Division	10
Figure 10: Students Attending Tuition Classes in Welioya Division	10
Figure 11: Availability and Usage of Facilities	11
Figure 12: Additional Payments Requested by Schools	12
Figure 13: Receipts Provided for Additional Payments Made to Schools	12
Figure 14: Punishment Related Issues in Schools	13
Figure 15: Types of Punishments Given to Students	13
Figure 16: Incidences of Discrimination in Schools	14
Figure 17: Incidences of Abuse in Schools	14
Figure 18: Issues Relating to Teachers	14
Figure 19: Overall Ratings for Secondary Education Delivery	16
Figure 20: Areas for Immediate Action in Maritimpattu Division	17
Figure 21: Areas for Immediate Action in Oddusuddan Division	18
Figure 22: Areas for Immediate Action in Welioya Division	18

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
Psy.Edu ADE, ISA	Teacher in charge of Physical Education, Additional Director - Education
ZEO	Zonal Education Office
ZDE	Zonal Director of Education

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 Mullaitivu District.

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

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	19
4.2.	Way Forward	19

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 Mullaitivu District based on the eCRC survey carried out in the DS Divisions of Welioya, Ottusuddan and Maritim Pattu.

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.

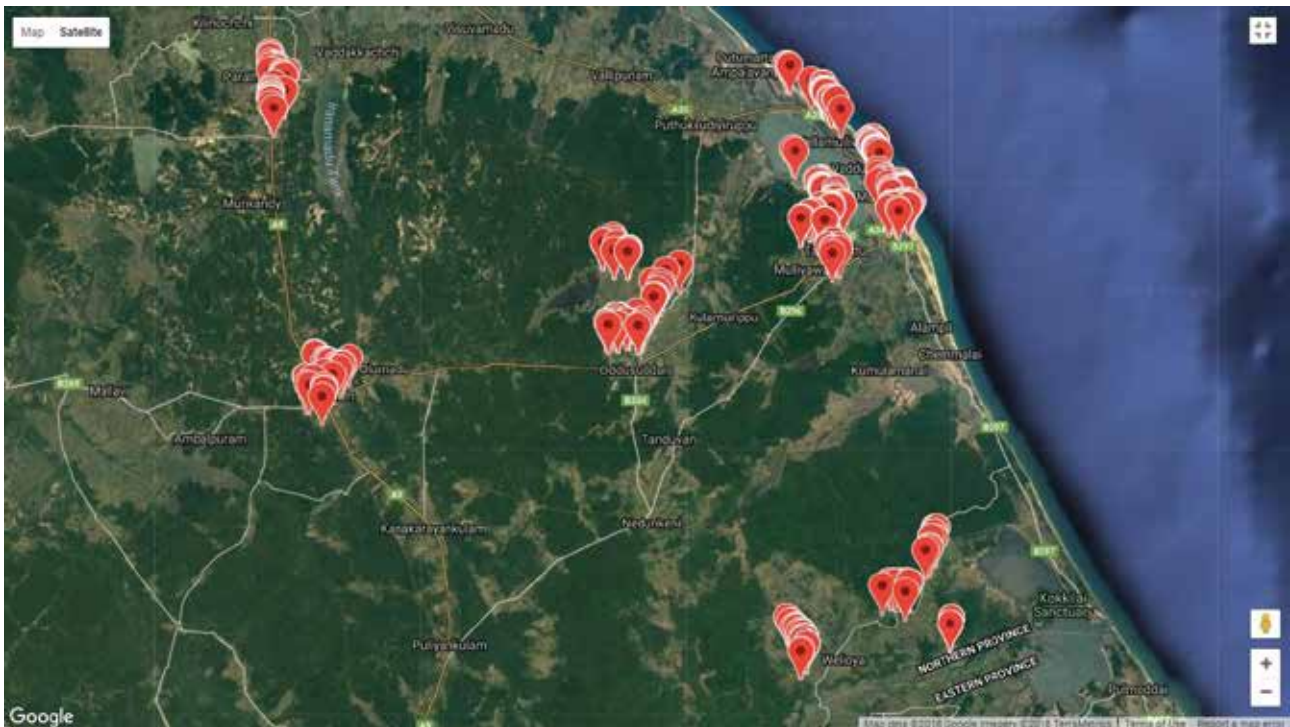
In all three Districts of Batticaloa, Mullaitivu and Monaragala the sampling process was completed in a number of stages. In the first stage, households with school aged children (attending grades 5 to 13) were identified and listed by CSO members for each GN Division, based on data on households within 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 Mullaitivu District, this study covers a number of areas under the Pradeshiya Sabhas and

Educational Zonal Offices in the Maritimepattu, Oddusuddan, and Welioya DS Divisions as shown in the table below.

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

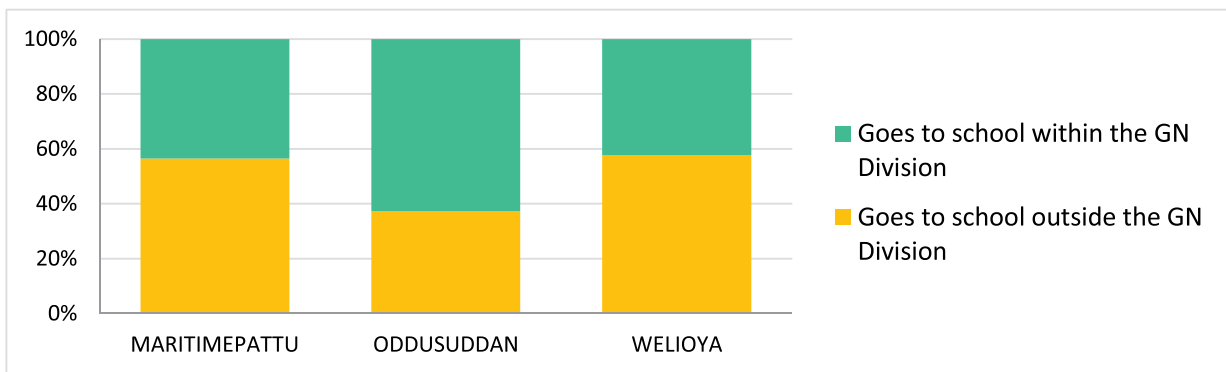
2. KEY FINDINGS

2.1. Access to Secondary Education

The data from the eCRC survey on school attendance revealed that a majority of the secondary school children in Maritimé pattu and Welioya DS Divisions

attended schools outside of their GN Divisions as shown in **Figure 1** below.

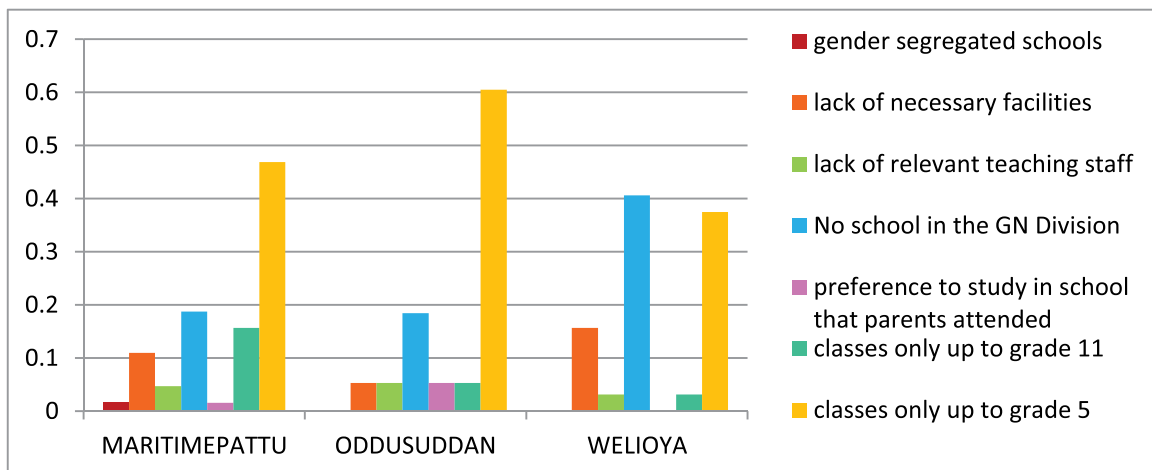
Figure 1: School Attendance Within and Outside One's GN Division



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 Maritimé pattu 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. A large majority of the students are either highly satisfied or moderately satisfied with the quality of education that they receive. A small proportion of respondents have indicated low levels of satisfaction. 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.

Figures 4, 5 and 6 indicate the satisfaction levels of education by GN Divisions.

Figure 3: Overall Satisfaction Regarding Quality of Education

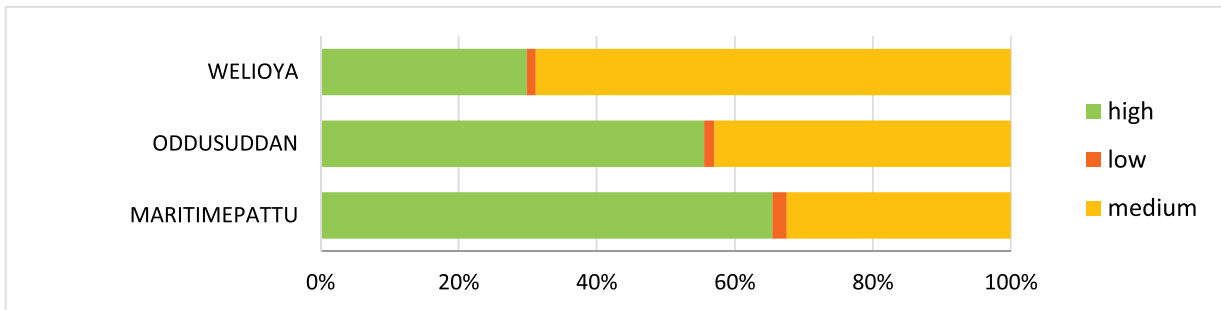


Figure 4: Satisfaction with Quality of Education in Maritim Pattu Division

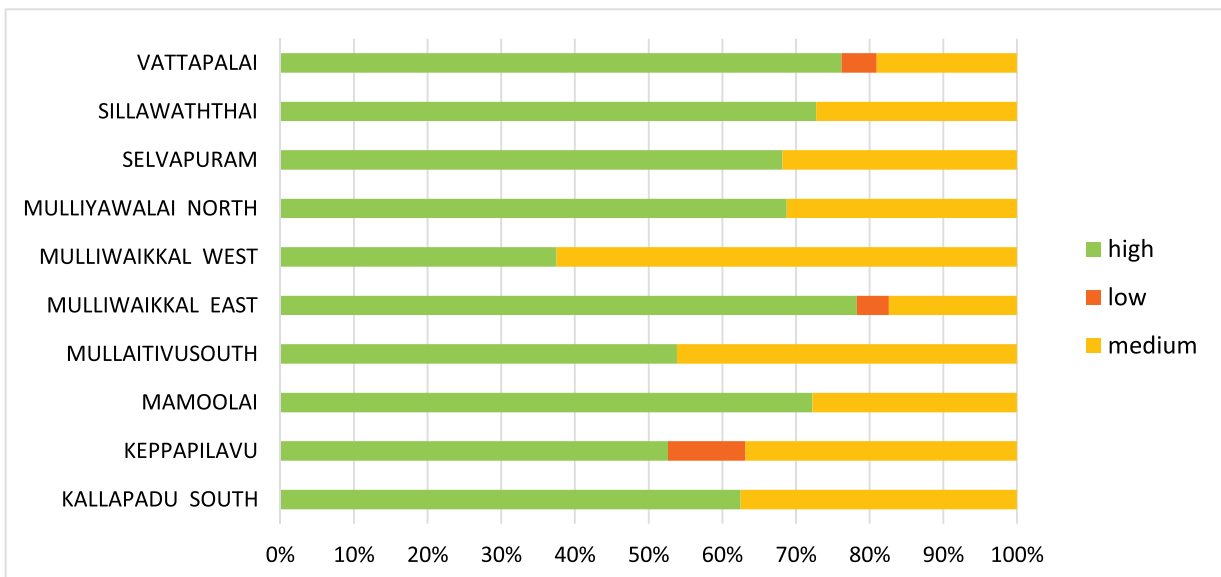


Figure 5: Satisfaction with Quality of Education in Oddusuddan Division

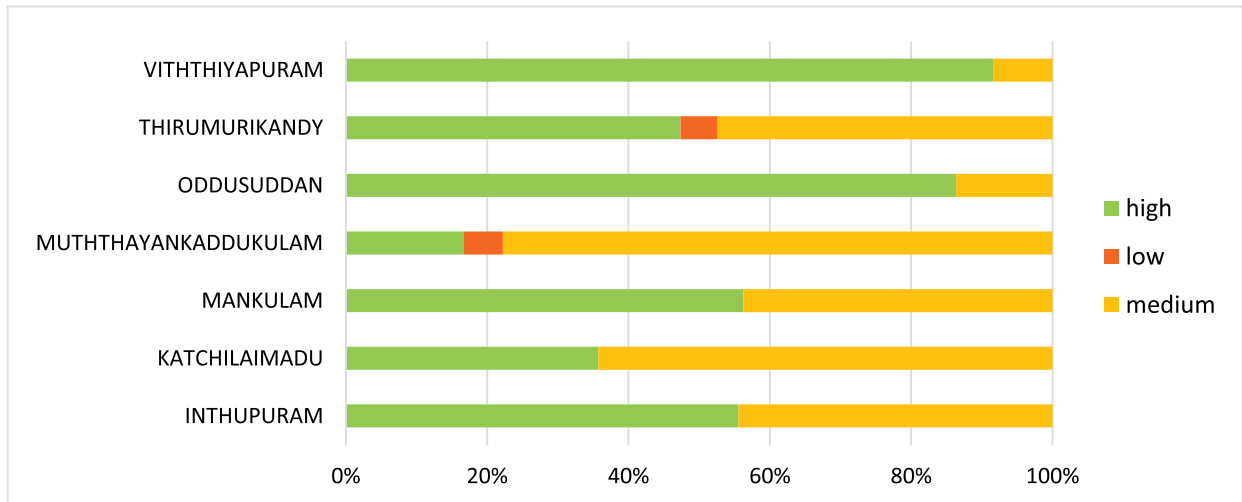
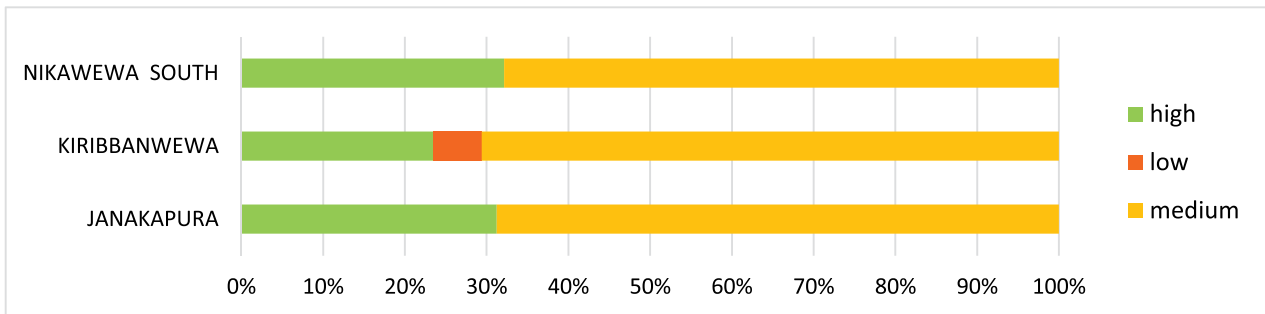


Figure 6: Satisfaction with Quality of Education in Welioya Division



The percentage of students attending tuition classes is considerably high (more than 60%) in Maritimpattu and Oddusuddan 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 Divisions in **Figures 8, 9, and 10**. 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 was that they wanted to gain additional knowledge; syllabuses were not covered in schools; difficulties in understanding what was taught in school; teachers not paying enough attention; and being compelled to attend because friends are attending tuition.

Figure 7: Students Attending Tuition Classes

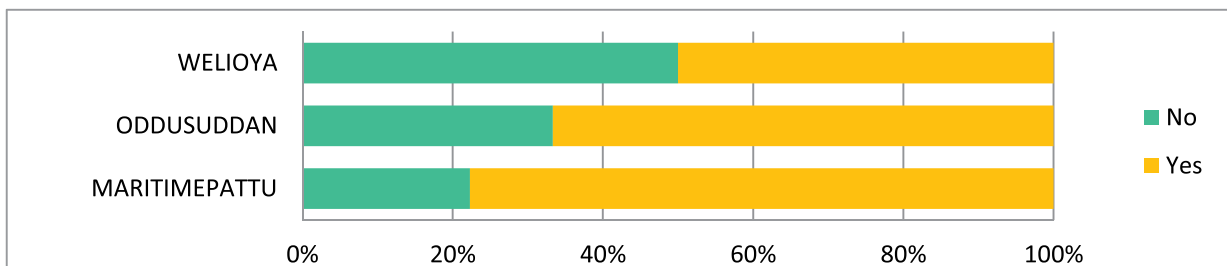


Figure 8: Students Attending Tuition Classes in Maritimpeattu Division

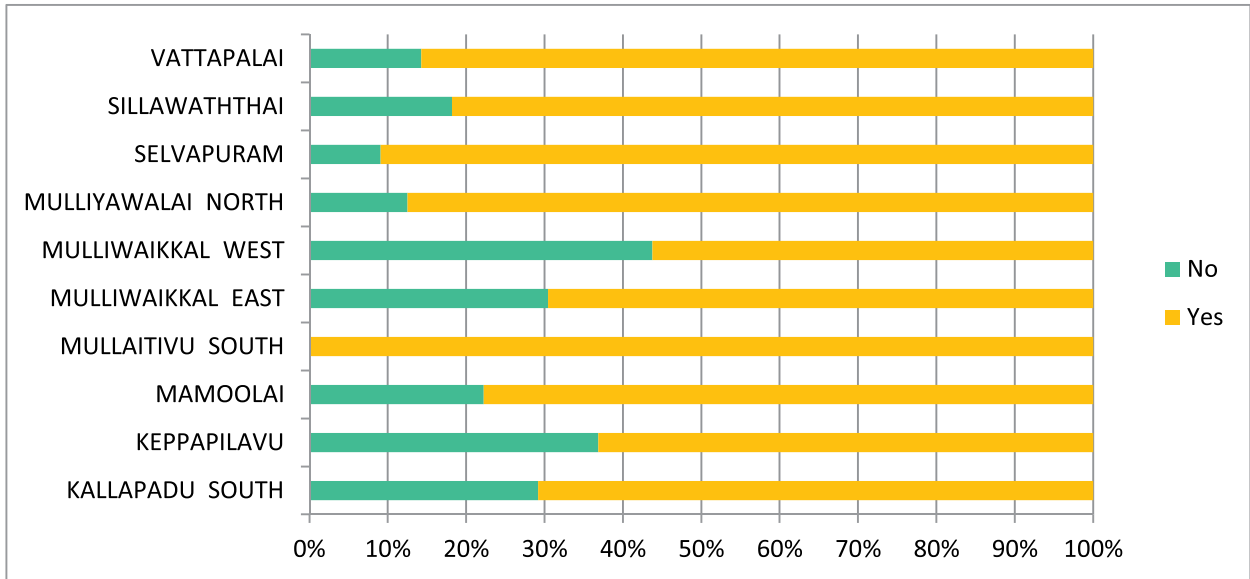


Figure 9: Students Attending Tuition Classes in Oddusuddan Division

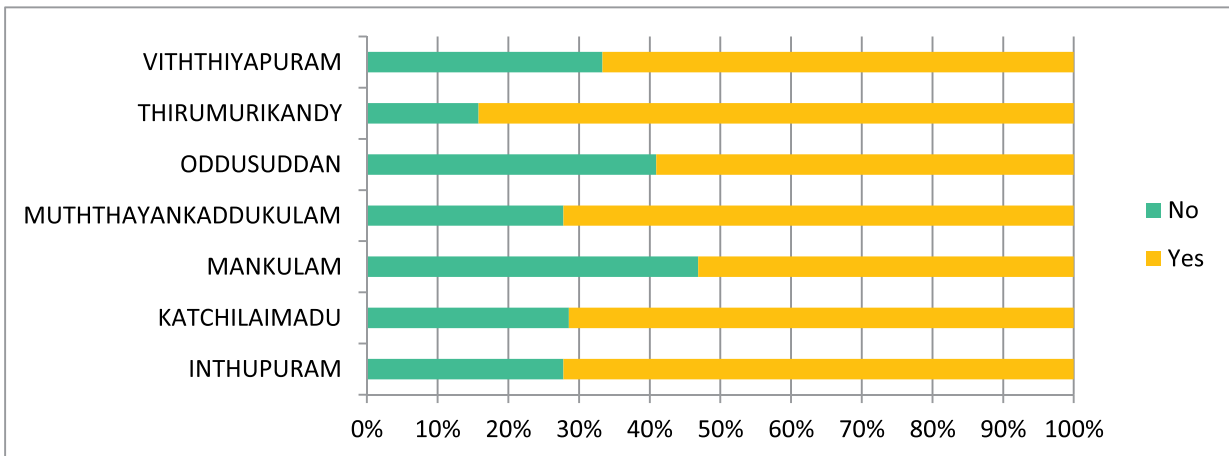
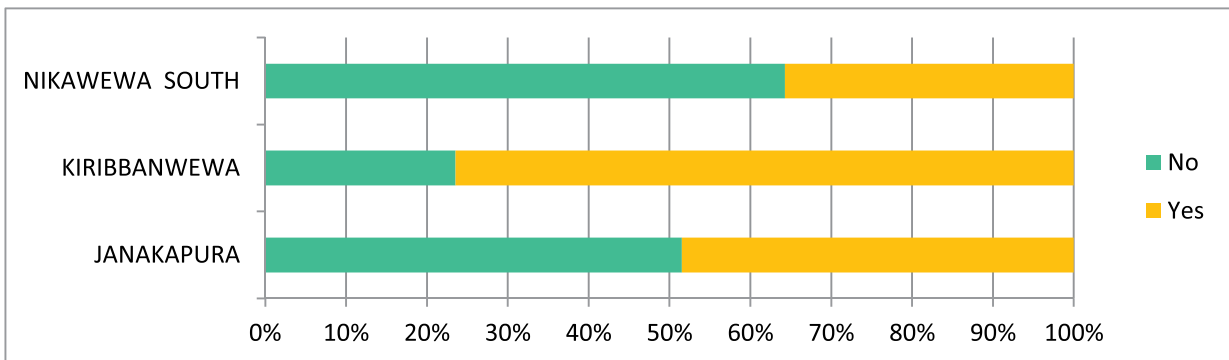


Figure 10: Students Attending Tuition Classes in Welioya Division

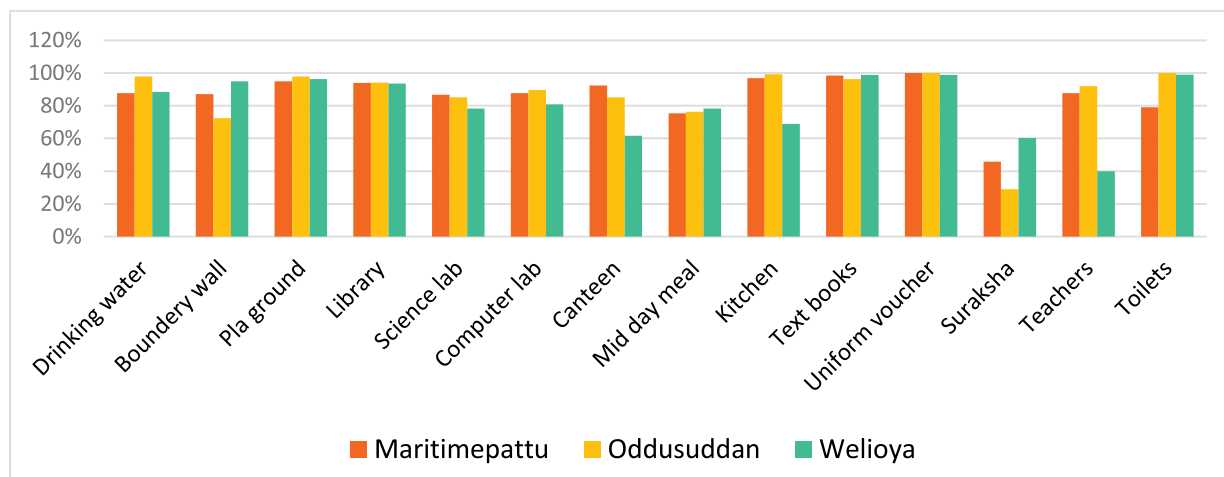


2.3. Facilities

Figure 11 provides an overview of the facilities available to secondary school children in the

Maritimepattu, Oddusuddan and Welioya DS Divisions.

Figure 11: Availability and Usage of Facilities



Availability of facilities such as adequate teachers and “Suraksha” insurance seem to be relatively low in the 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 regarding the availability of this facility for all students so that they can gain the benefits 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, it 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.

2.3. Facilities

Figure 12 provides an overview of the facilities available to secondary school children in the Maritimepattu, Oddusuddan and Welioya DS Divisions.

2.4. Additional Payments

The eCRC survey also revealed 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

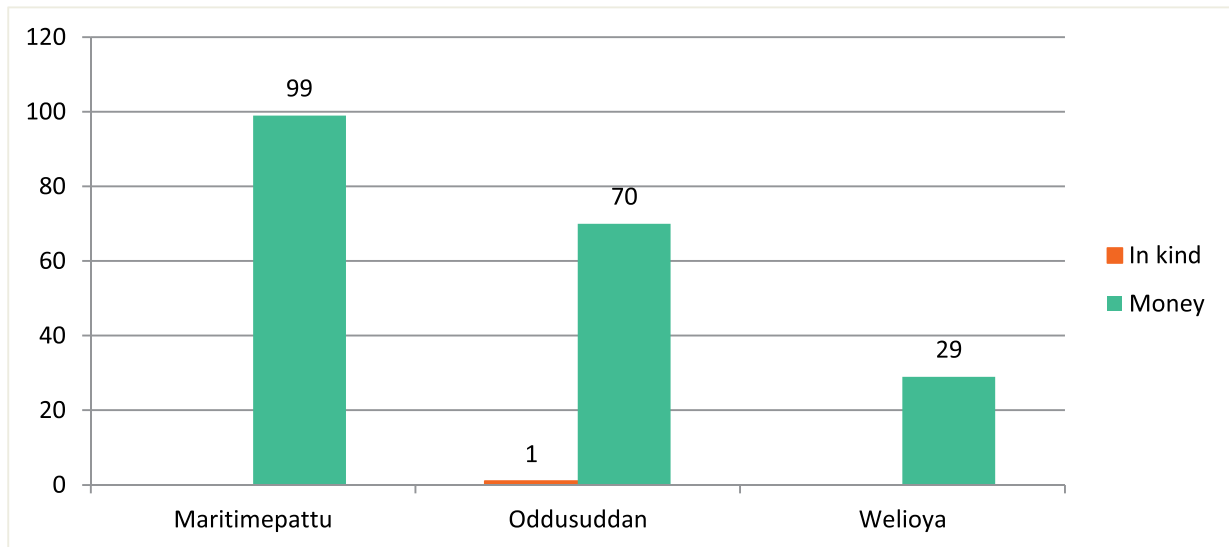
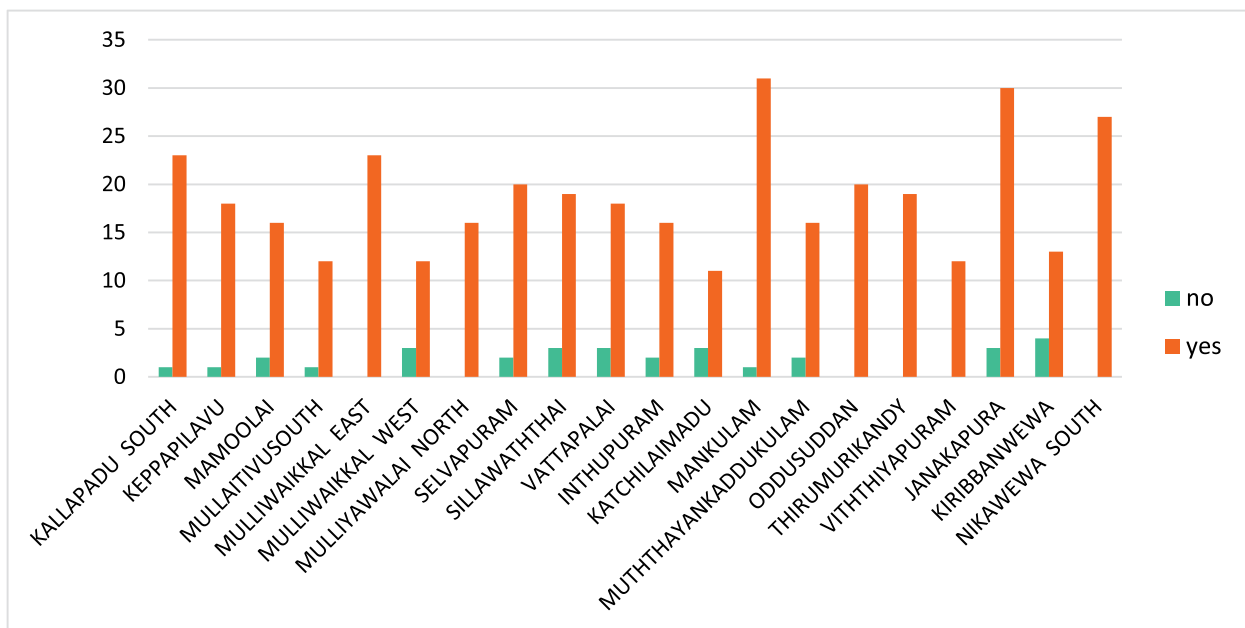


Figure 13: Receipts Provided for Additional Payments Made to Schools

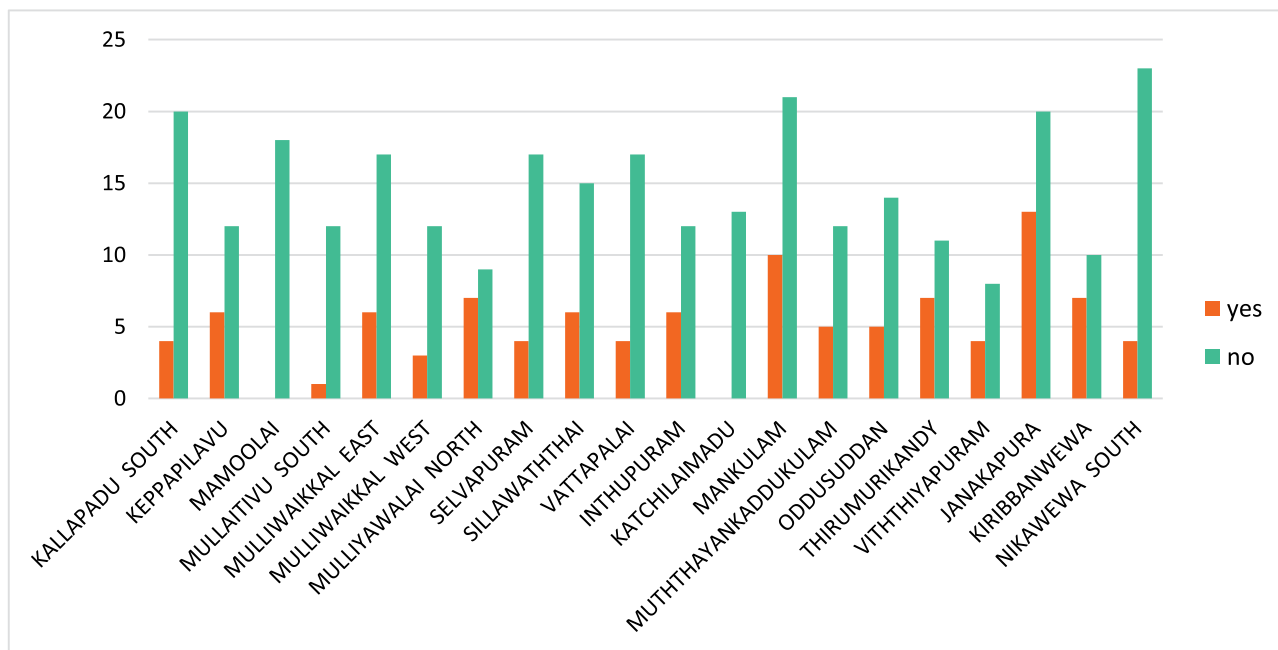


2.5. Other Inconveniences

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 Nikawewa South, closely followed Mankulam, Janakapura and Kallapadu South GN Divisions.

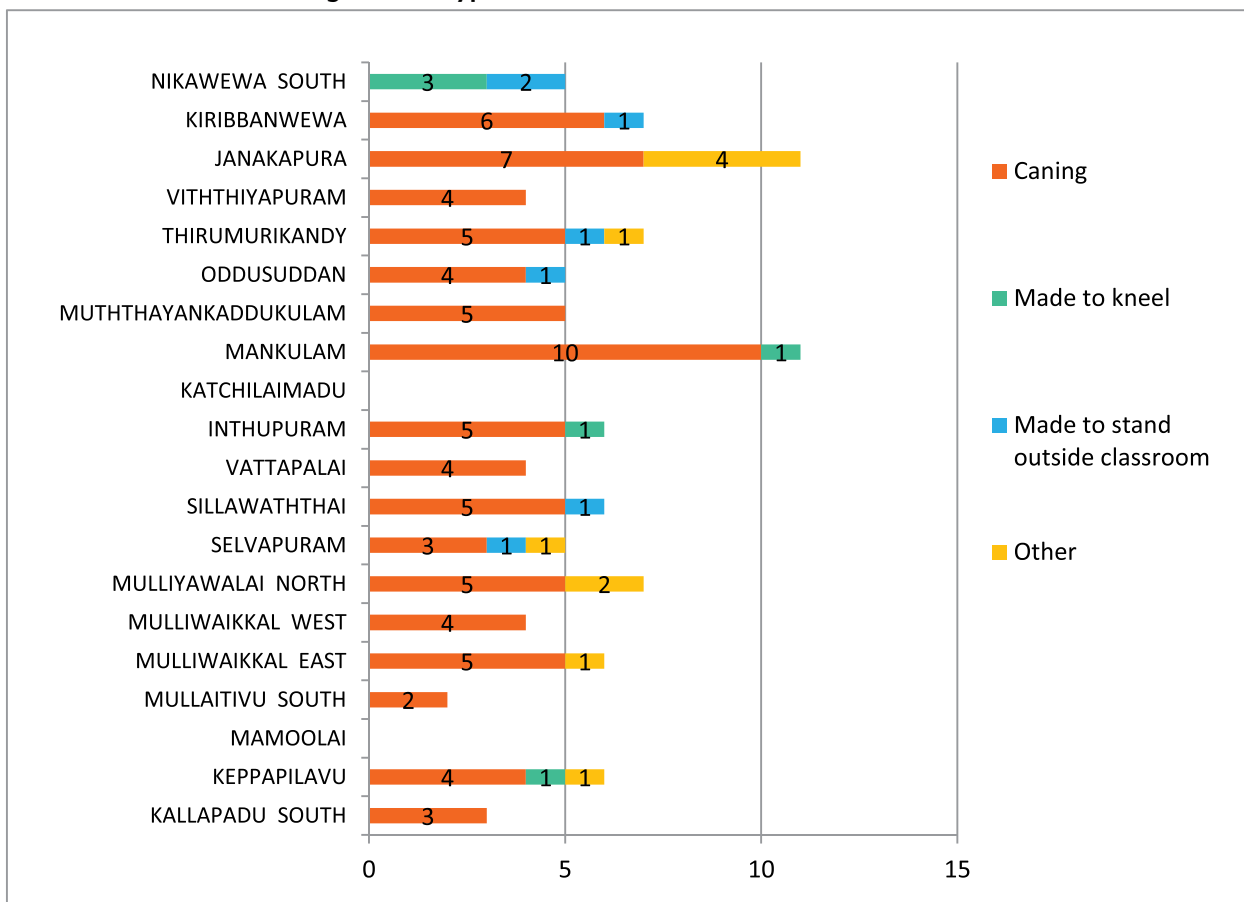
Figure 14: Punishment Related Issues in Schools



Although corporal punishment in schools has been banned in Sri Lanka, it is quite concerning that the most frequent form of punishment given to students are canings in most GN Divisions, with

the exception of Nikawewa South, Mamoolai and Katchilaimadu as shown in **Figure 15**. This type of punishment is particularly prevalent in Mankulam, Janakapura and Kiribbanwewa GN Divisions.

Figure 15: Types of Punishments Given to Students



As indicated in **Figure 16** and **Figure 17**, 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 16: Incidences of Discrimination in Schools

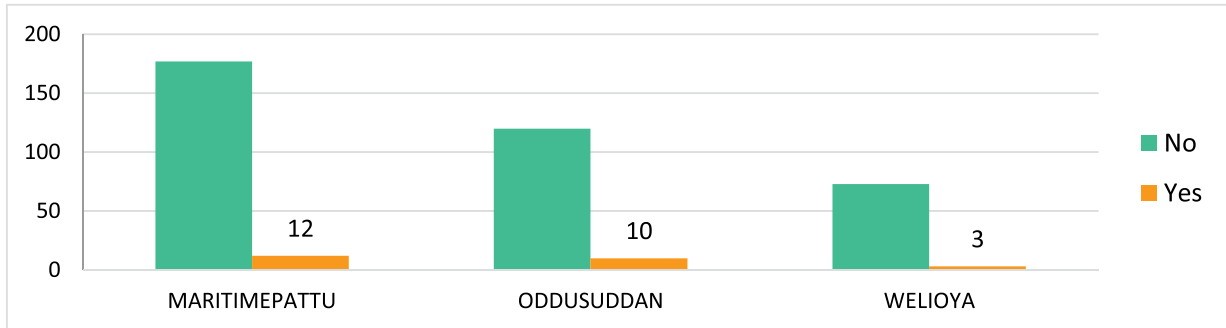
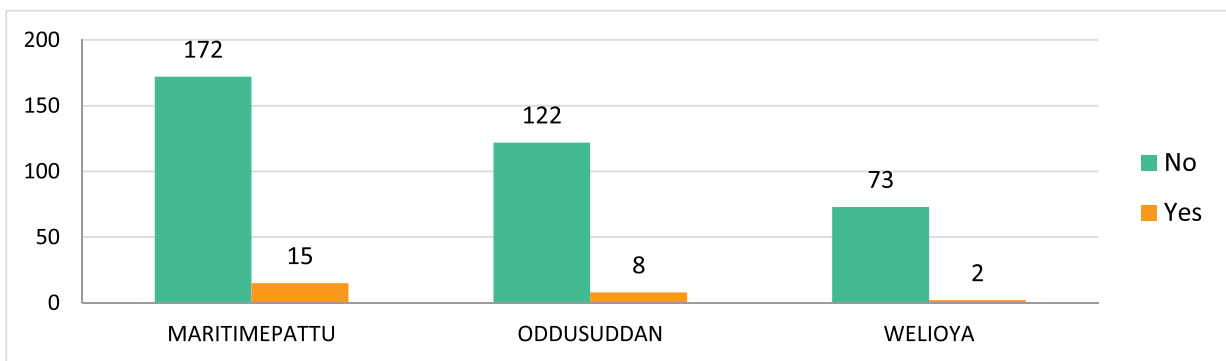


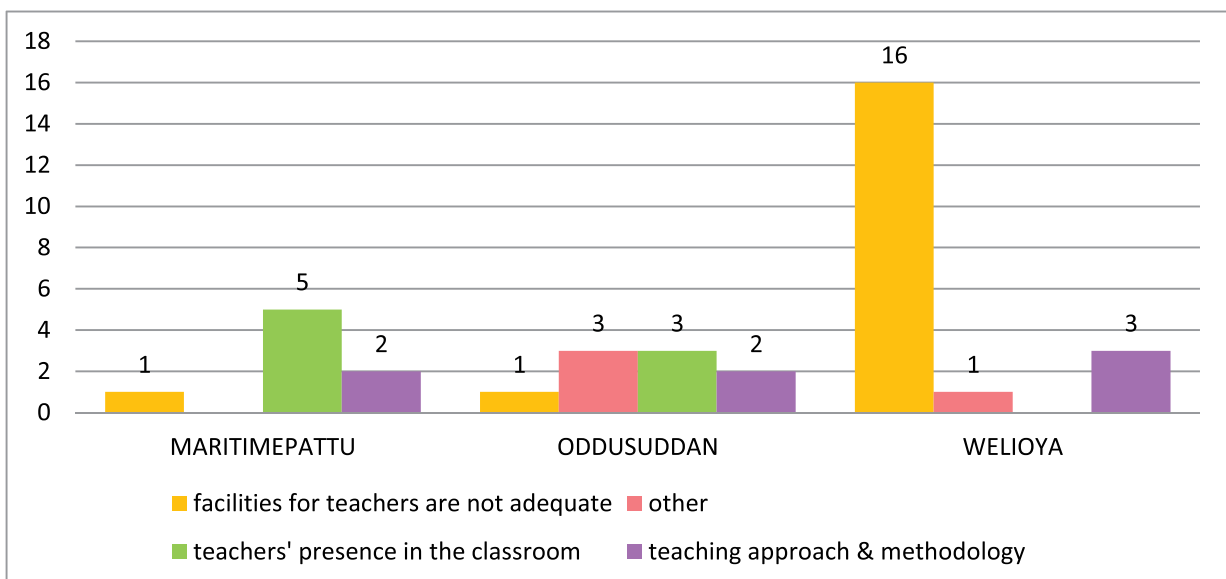
Figure 17: Incidences of Abuse in Schools



Issues with regards to teachers can impact the quality of education. Students also reported issues relating to teachers (**See Figure 18**) especially in the Welioya DS Division. The lack of facilities for

teachers, which would inevitably make it difficult for schools to retain teachers, appears to be the main problem with regards to issues relating to teachers.

Figure 18: Issues Relating to Teachers






3. OVERALL SCORING FOR SECONDARY EDUCATION SERVICES

Figure 19 indicates the scoring given to the performance of the delivery of secondary education in the study area of Mullaitivu 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 service.


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 19.

Figure 19: Overall Ratings for Secondary Education Delivery

GN Division	Drinking water	Toilet facilities	Playground	Boundary wall	Library	Science lab	Computer lab	Canteen	Mid day meal	Kitchen	Textbooks	Uniform Vouchers	Teachers	Suraksha
Kallapadu South	55%	13%	9%	0%	19%	13%	19%	13%	53%	38%	57%	63%	50%	0%
Sillawaththai	42%	23%	41%	11%	14%	11%	15%	23%	45%	23%	41%	57%	68%	0%
Mullaitivu South	50%	62%	0%	0%	31%	42%	54%	8%	63%	50%	45%	62%	77%	0%
Virithiyapuram	42%	42%	42%	0%	67%	50%	50%	45%	89%	33%	100%	100%	83%	0%
Mamoolai	44%	33%	44%	29%	56%	50%	53%	22%	54%	35%	94%	100%	94%	0%
Mankulam	28%	34%	28%	4%	35%	24%	40%	13%	36%	44%	27%	66%	56%	11%
Vattapalai	12%	24%	10%	21%	52%	40%	43%	10%	29%	33%	48%	76%	76%	14%
Mulliwaikkal West	38%	50%	6%	0%	38%	0%	9%	7%	46%	31%	56%	94%	88%	14%
Inthupuram	44%	50%	24%	22%	17%	36%	21%	22%	64%	28%	47%	78%	53%	20%
Mulliyawalai North	31%	13%	33%	19%	19%	25%	25%	13%	91%	33%	56%	69%	56%	20%
Thirumurikandy	50%	42%	21%	13%	33%	27%	28%	11%	69%	47%	44%	89%	68%	20%
Nikawewa South	54%	36%	21%	19%	15%	17%	17%	22%	42%	21%	43%	29%	30%	21%
Mulliwaikkal East	73%	48%	14%	4%	33%	20%	14%	13%	80%	35%	57%	96%	74%	25%
Keppapilavu	31%	37%	6%	32%	53%	26%	21%	11%	59%	58%	37%	84%	74%	33%
Janakapura	37%	47%	16%	19%	23%	23%	7%	21%	40%	17%	41%	33%	48%	35%
Kiribbanwewa	8%	8%	6%	13%	19%	9%	7%	50%	33%	18%	50%	19%	35%	36%
Selvapuram	32%	50%	5%	6%	36%	35%	45%	32%	50%	29%	18%	68%	50%	44%
Muththayankaddukulam	35%	33%	6%	0%	6%	18%	12%	50%	36%	22%	18%	67%	39%	50%
Oddusuddan	41%	27%	64%	5%	45%	27%	38%	27%	62%	43%	91%	95%	62%	67%
Katchilaimadu	23%	21%	7%	13%	0%	9%	0%	7%	64%	29%	29%	86%	50%	100%

 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. These are summarised for each DS Division in **Figures 20, 21 and 22**.

In the Maritimpeattu Division, the key priorities for immediate action include playgrounds, computer labs, science labs and water supply facilities. In Oddusuddan Division, the key priorities for immediate action include playgrounds, computer labs, science labs and library facilities. In Welioya Division, key priorities for immediate action include playgrounds, school buildings, water supply and computer lab facilities. It is recommended that these priority areas are considered for immediate action.

Figure 20: Areas for Immediate Action in Maritimpeattu Division

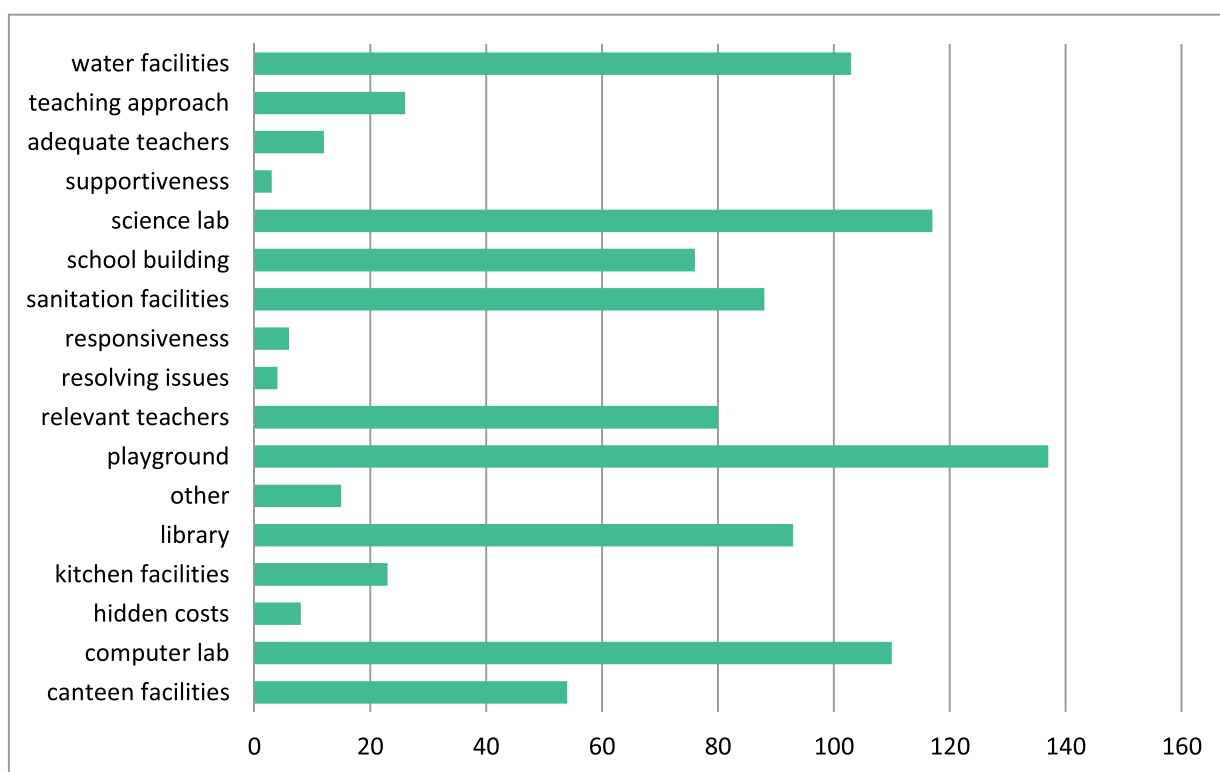


Figure 21: Areas for Immediate Action in Oddusuddan Division

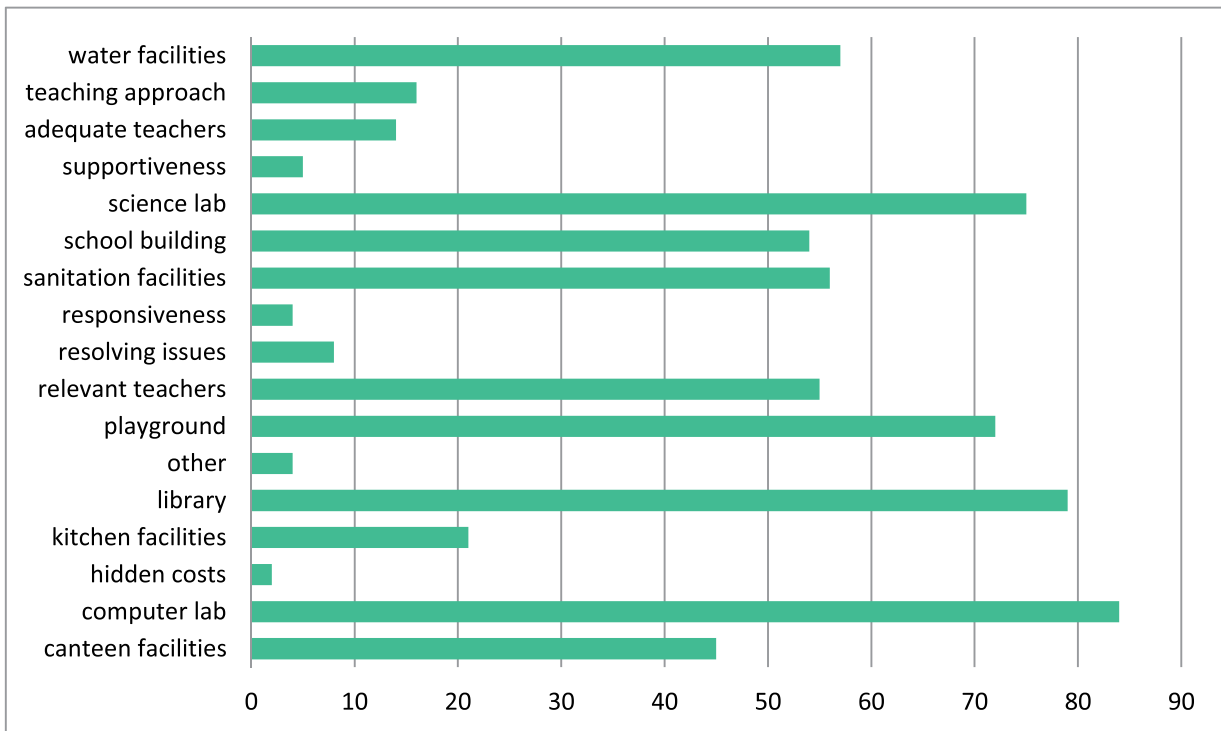
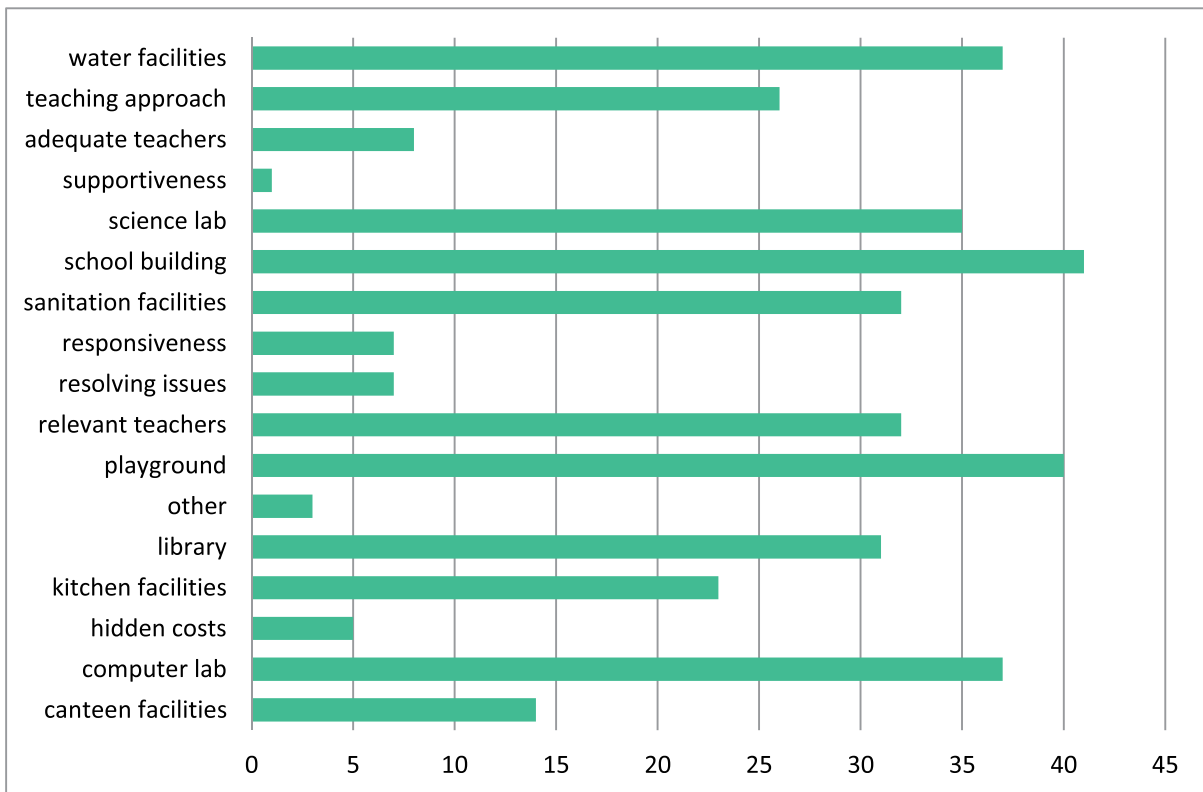


Figure 22: Areas for Immediate Action in Welioya Division



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 access issues; lack of necessary facilities in schools; lack of maintenance of facilities; discrimination of students based on their places of origin; and lack of proper monitoring and oversight from relevant authorities. Suggestions made by respondents for improving the delivery of secondary education services emphasized the need for better monitoring and supervision of service delivery by the relevant authorities; and measures to prevent discrimination of students in schools.

4.1.2. Other Considerations

The data from this study can provide a good benchmark (especially the scoring provided in Figure 19) 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 Mullaitivu secondary education services delivery 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 19. 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 19**) can be expected to reflect the following satisfaction ratings. Even if 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
	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 **Figure19**.

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 – Zonal Education Office – Mullaitivu

	Priority Service - What Service	Short term/ long term	Responsible	Other stakeholders and resources	Starting period	Ending period	Who will follow up	participation in 2nd CRC
1	Suraksha Insurance	Short term <ul style="list-style-type: none"> ■ Create awareness about Suraksha among the students and parents ■ Ensure that all the students are entitle to receiving the Suraksha and benefits 	Principal, school Coordinator for Insurance	Psy.Edu ADE, ISA	01 st June 2018	31 st August 2018		
2	Drinking water	Short Term <ul style="list-style-type: none"> ■ Secure the water resources and ensure the availability of clean drinking water to all ■ Increase the ways of accessing water with the support of Pradeshya Sabha 	Principal, school teachers/class teachers	ADE - pre school	01 st June 2018	31 st August 2018		
3	Toilet /sanitation facilities	Short Term <ul style="list-style-type: none"> ■ Awareness among students about hygiene and usage of toilet ■ Ensure water facilities to the toilets in schools 	Principal and teachers	CGO	01 st June 2018	31 st August 2018		

4	Canteen	Short Term ■ Ensure that all students are able to get food items. ■ Ensure proper nutrition for all	Principal and Home Science teachers	ISA Special Education	01 st June 2018	31 st August 2018	
5	Science lab	Long-term ■ Ensure the usage of science lab to all students ■ Make arrangements and receive necessary equipment for the science lab	Principal and Science teachers	Well-wishes, old students, school administrative committee			
6	Computer lab	Long-term ■ Increase the usage of computers in schools ■ Repair computers	Principal and ICT teachers	Well-wishes, old students, school administrative committee			
7	Awareness among Principals	Long-term ■ Community awareness of issues related to schools and the sector that needs to be resolved ■ Projects for resolving the identifies issues	Zonal supervision committee	School administrative committee and the community /society			

Contribution:

Mrs.T. Vajeekaran - Deputy Director of Education - Planning - Mullaitivu Zonal Education Office
Ms.S. Kalpana - Deputy Director of Education - Development - Mullaitivu Zonal Education Office
Ms.P. Laxika - Deputy Director of Education - Mullaitivu Zonal Education Office

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

Action Plan – Zonal Education Office – Thunukkai

	Priority Service - What Service	Short term/ long term	Responsible	Other stakeholders and resources	Starting period	Ending period	Who will follow up	Participation in the 2nd CRC	Monthly meetings
1	Drinking water	Short term ■ Fixing RO filter	Principal, SDS	Old student's society, politicians, local organisations	June 2018	August 2018	SDS, ZEO	School	School, ZEO representative
2	Suitable cadre for subjects	Receiving the proper cadres for subjects	PD office, Ministry of Education, ZEO	Political representatives	June 2018	August 2018	PD office, ZEO, Ministry of Education	ZDE	ZEO
3	Canteen	Short term ■ Obtain permission for run canteen	Principal, SDS, Zone	Parents, MOH	June 2018	August 2018	SDS, ZEO, MOH	School Society, ZEO	
4	Library	Short term ■ Receive/get the books for library	Library In Charge, Principal, Zonal Coordinator for library, ISA	Parents, Old Student's Association, foreign assistance, Pradeshya Sabha, District Secretariat	June 2018	August 2018	SDS, ZEO	School Society, ZEO	ZEO, Library Coordinator
5	Play ground	Short term ■ Renovation of playground	SDS, Political Representatives	Parents, Old Student's Association, foreign assistance	June 2018	August 2018	SDS, ADE PTs	School Society, ZEO	School, ZEO representative

Contribution:

Mrs. S. Pratheevanath - Deputy Director of Education - Development – Thunukkai Zonal Education Office

Mr. N. Rajan - Assistant Director of Education - Aesthetic - Thunukkai Zonal Education Office

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

Mrs. K. Chandrakumar - Assistant Director of Education - Tamil - Thunukkai Zonal Education Office

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

Action Plan – Zonal Education Office – Welioya Division. GN Divisions: Janakapura, Kiribanwewa, Nikawewa South

No	Priority - What service	Short term/ Long term	Responsible	Other stakeholders and resources	Starting date	Ending date	Who will follow up	Monthly meeting
01	Suraksha Insurance	Short term	Principal. Conducting awareness programs through students Divisional Educational Director	Divisional Educational Office Principals	2018-5-14	2018 August	Divisional Educational Office/ Civil society members	After one month
02	Drinking water	Short term	Repair filters and provide new filters ACTED & Divisional Educational Office	ACTED, Divisional Educational Office	2018-5-14	Year 2019	Divisional Educational Office, ACTED, CSO members	After one month
03	Teachers	Short term/ Long term	Teachers and Zonal Educational Office	Zonal Educational Office and Divisional Educational Office	2018-5-14	2019	Divisional Educational Office, CSOs	After one month
04	School uniforms	Long term	There is a discussion to provide uniform materials instead of vouchers in 2019. Divisional Educational Office	Divisional Educational Office	2018-5-14	2019	Divisional Educational Office	
05	School text books	Short term	Giving relevant books at the relevant time	Divisional Educational Office	January 2018	Before 2019	Divisional Educational Office	

06	Toilet facilities	Short term and Long term	To give toilet facility to every school	Divisional Educational Office. School Development Association	January 2018	2019		
07	Teachers for relevant subjects	Short term and long term	Request for Sport teachers and Music teachers for schools Zonal and Provincial Educational Office	Divisional Educational Office Zonal and Provincial Educational Office	June 2018	2019	Divisional Educational Office	After a month
08	Mid-day meal	Short term	At present, mid-day meals are provided. Give priority to the quality of food. Divisional Educational Office	Divisional Educational Office	June 2018	August 2018	Divisional Educational Office	
09	Computer	Long term	Requesting from Zonal Educational Office about computer facilities and subject teachers Zonal and Divisional Educational Office	Divisional Educational Office & Zonal Educational Office	June 2018	2019	Divisional Educational Office & Zonal Educational Office	
10	Boundary wall	Short term and long term	Principals (The responsibility of maintaining the school fence/boundary wall is with the Principal).	Principal, Divisional Educational Office	June 2018	2019	Principal, Divisional Educational Office	

		Zonal Educational Office (for the boundary wall)							
11	Library facilities	Long term	Zonal Educational Office	Principal, Divisional Educational Office	June 2018	2019	Divisional Educational Office		
12	Pre school	Short term: Requesting for the facility Long term: Building a new pre school	Requesting for a pre-school through the Divisional Educational Office (A letter of request is needed from the Village Civil Society organisation)	Divisional Educational Office and Zonal Educational Office	June 2018	2019	CSOs, Divisional Educational Office and Zonal Educational Office		After one month

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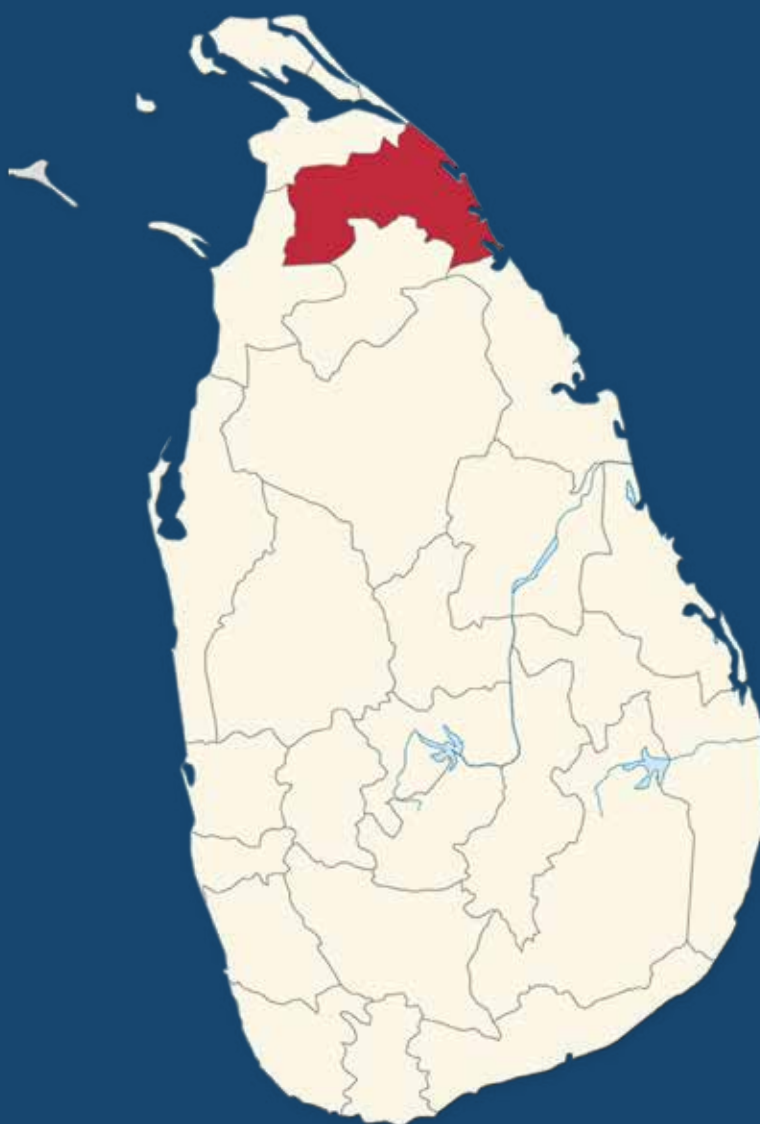
H.M. Chandani Kumari – Kiribanwewa and W.M. Chandralatha – Nikawewa South

Date 14.05.2018 – Divisional Educational Office – Sampath Nuwara

Under the European Union funded project "Co-creating social development and good governance: fostering cooperation between CSOs and government authorities for better social services" CEPA undertook 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.



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