



Citizen Report Card Survey on Free Education Services in Vavuniya and Mullaitivu Educational Zones



A Citizen Report Card

November 2014

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ABBREVIATIONS & ACRONYMS

ACTED	-	Agency for Technical Cooperation and Development
ADE		Assistant Director of Education
CEPA	-	Centre for Poverty Analysis
CSO	-	Civil Society Organisation
CRC	-	Citizen Report Card
CLAPP	-	Civil Society Organisation - Local Authorities Action and Partnership Programme
DoE	-	Department of Education
DS	-	Divisional Secretary
GN	-	Grama Niladhari
MoE	-	Ministry of Education
MoH	-	Ministry of Health
NFE	-	Non-formal Education
PDE	-	Provincial Director of Education
PAC	-	Public Affairs Centre
RDS	-	Rural Development Society
SSO	-	Social Service Officer
SDC	-	Swiss Agency for Development Cooperation
WRDS	-	Women Rural Development Society
ZEO	-	Zonal Educational Office

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. 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, while pursuing a parallel independent research agenda based on five broad thematic areas: post conflict development, vulnerability, migration, infrastructure and the environment. Ultimately, CEPA strives to contribute to influencing poverty-related development policy at national, regional, sectoral, programme and project levels.

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Table of Content

Executive Summary	1
1. CITIZEN REPORT CARD IN PROVISION OF EDUCATION SERVICES.....	3
1.1. Introduction	3
1.2. Report Card on Educational Service Delivery	3
2. ANALYSIS OF THE RESPONSES OF THE STUDENTS AND THE PARENTS	4
2.1. Availability, Access and Usage of Schools	4
2.2. Quality and Reliability of Educational Facilities.....	5
2.2.1. Infrastructure Facilities	5
2.2.2. Teaching Staff	7
2.2.3. Student Welfare Services.....	8
2.3. Problems or any Inconvenience in Accessing the Education Service	9
2.4. Hidden Costs/ Additional Expenses	12
2.5. Levels of Satisfaction	13
2.6. Suggestions for Improvement	15
3. Key Conclusions	16
4. Response of the Zonal Educational Offices	17

Annex

Annex 1: Citizen Report Card	18
Annex 2: CRC household questionnaire.....	20
Annex 3: Action Plan for Preliminary Findings of Citizen Report Card – Survey on Education Service Delivery – Mullaitivu Educational Zone	49
Annex 4: Action Plan for Preliminary Findings of Citizen Report Card – Survey on Education Service Delivery – Vavuniya South Educational Zone.....	52

Tables

Table 1: Reasons for not Attending School (6-18 year olds).....	4
Table 2: Usefulness of Education by Proximity	5
Table 3: Students Reporting Sufficiency of Building/ Class Room Facilities	6
Table 4: Library and Laboratory Facilities	6
Table 5: Sufficiency of Water and Latrine Facilities	7
Table 6: Sports Facilities.....	7
Table 7: Medical Facilities	7
Table 8: Meals	9
Table 9: Provision by Government.....	9
Table 10: Problems or Inconveniences	10
Table 11: Discrimination	10
Table 12: Punishment	11
Table 13: Opportunities	11
Table 14: Fee/ Payment to School	13
Table 15: Annual General Meetings.....	13
Table 16: Suggestions by Students and Parents to Improve Educational Services.....	15

Figures

Figure 1: Teaching Staff	8
Figure 2: Relationship between School Staff and Students/ parents.....	8
Figure 3: Problem Resolution	12
Figure 4: Problem Reported to	12
Figure 5: Level of Satisfaction with Facilities – Students reporting “Complete Satisfaction”	13
Figure 6: Level of Satisfaction with Teaching – Students Reporting “Complete Satisfaction”	14
Figure 7: Interactions with Teachers - Students & Parents Reporting “Complete Satisfaction”	14
Figure 8: Overall Satisfaction.....	15

Executive Summary

Education is a key driver in coming out of poverty in Sri Lanka. The North and East Provinces have been affected by the three decade long armed conflict that destroyed much of the infrastructure, including educational facilities. The Government of Sri Lanka is making investment in educational and other facilities in the North and East, but services that go with the educational facilities are key to achieving results in the sector.

The Centre for Poverty Analysis (CEPA) gathered information on the quality of educational services using the Citizen Report Card (CRC) to provide a user's perspective to assist concerned authorities improve educational services in the Mullaitivu Educational Zone of the Mullaitivu District and the Vavuniya North and South Educational Zones in the Vavuniya District. The questionnaire covered aspects of access, quality and reliability, problems and inconveniences, hidden/additional costs and levels of satisfaction. The survey covered 802 households in these Educational Zones and the interviews were conducted with both parents and one of the school age children in each household.

The overall satisfaction levels are higher in Vavuniya (80%) for educational services. Vavuniya is one of the Districts in the Northern Province less affected by the conflict and had the possibility amongst the Northern Province Districts to invest in educational facilities even during the conflict period. Students and parents from the Mullaitivu District, where the last of the battles were fought in 2009, indicated a lower level of satisfaction (63%) and this is a reflection of an area where infrastructure and services are being developed. A point of concern would be that in Mullaitivu female students report a relatively lower level of satisfaction than male students and this needs further investigation.

Educational Services in the two Districts were assessed based on a number of indicators. The services included educational infrastructure, facilities in school, student welfare support provided by the government, teaching quality, interaction of school staff with students and parents, opportunities for student development in the school, issues at school for students and their resolution and costs – hidden and other.

As expected there was appreciation for the infrastructure facilities, especially in Vavuniya Educational Zone (97%). Respondents from the Mullaitivu District indicated a relatively lower level of satisfaction (78%) due to insufficiency of classrooms. There were however other facilities that require the authorities attention. In the Vavuniya District, this relates mainly to the playground facilities, with 7% of the responding students indicating that no sports activities are carried out by the school due to the lack of a playground. In Mullaitivu, the issues relate to computer and science laboratory facilities and quality of water in schools. Schools also need to consider facilities for disabled students as of the six (6) students who are not in school due to disabilities, five (5) report not having gone to school at all.

The government provides a number of welfare measures that include mid-day meal, free uniform material and text books to reduce the cost of education and increase participation, especially by the poorer children. There is much appreciation for these welfare measures. However, authorities in

Vavuniya need to take note of the fact that almost half the students indicate that their schools do not have a mid-day meal system.

In terms of teaching staff, students from both Districts indicate that they lack teachers for Information Technology, English and Science. There is a need in Mullaitivu District to enhance the teacher cadre as a larger percentage of students (in comparison to Vavuniya) indicate that there is a lack of teachers for all subjects. In addition, female students from Mullaitivu also report on average less satisfaction in regard to the number of teachers (73% satisfaction by male students vs 62% female) and the quality of teaching (75% male vs 70% female) and measures need to be taken to ensure that quality of female children's education is ensured.

Close to half the students surveyed indicate that they had complaints/ issues in school, but only a quarter of them took these issues up with the relevant school authorities. To the schools' credit, a majority of the issues that were reported/ taken up for discussion were satisfactorily settled. There is a systematic process of interaction amongst teachers, parents and students in place with a very high percentage (95%) indicating that parent- teacher meetings are held at least once in a school term. These meetings can be considered as one method of increasing discussions on issues and complaints that parents and students have, and of creating platforms for discussion and resolution.

Around ten percent of the surveyed students indicate that they have faced discrimination, and a majority of them (53%) indicate that the teacher is the main source of this discrimination. Low level of achievement in the classroom is the main cause for discrimination. Teachers need to be advised against this as the students who are discriminated against indicate that this leads to further discrimination by others, including fellow students.

Forty seven (47) percent of the students, mainly male, report punishment in school. Teachers use corporal punishment as the main means of disciplining in the school violating the circulars by the Department of Education that prohibit using it. Urgent systemic steps are required to address this issue.

Collection of money for numerous purposes other than the facilitation/ annual fees is reportedly common. An associated issue is that in most instances no receipts are provided for these payments. Coercion is also used to ensure moneys are paid. It includes children being sent home or out of class, corporal punishment and children not being allowed to sit examinations. Again urgent measures need to be taken to eliminate these practices as they are contrary to the spirit of free education.

Thus while the government is investing in infrastructure, Educational Authorities need to take note of the systemic issues reported above to improve and enhance the educational attainment of students in the respective educational zones.

1. CITIZEN REPORT CARD IN PROVISION OF EDUCATION SERVICES

1.1. Introduction

The Household Income and Expenditure Survey (HIES) of 2013 shows that education is a means of coming out of poverty and that income receiver's income has a very high positive correlation with educational attainment¹. Higher levels of education reduce food insecurity and increase assets and hence reduce vulnerability of households². Sri Lanka is credited with high levels of human development³, contributed through the universal provision of free education and health. But there are significant variations across provinces and the three decade long armed conflict in Sri Lanka has negatively affected the Northern Province's human development and livelihood outcomes. The Sri Lankan government is indeed making much needed investment in the educational infrastructure in the North. This is illustrated by the fact that functioning schools in the Mullaitivu District increased by 35 between 2010 and 2012. Hence, it is an opportune period to bring out user perspectives on ongoing school related development activities.

The Centre for Poverty Analysis (CEPA) used the Citizen Report Card⁴ (CRC) to bring out parents and students perspectives of the educational services in the Mullaitivu and Vavuniya Districts, and to explore the quality of educational service delivery in selected Educational Zones of these Districts.. The CRC provides public agencies with systematic feedback from users on the quality of the services they provide, which should help generate recommendations on sector policies and the delivery of services. This report documents that feedback and also highlights key issues that need the attention of the educational authorities so that they can improve educational services in these Districts.

The Survey was initiated as part of the Civil Society Organisation - Local Authorities Action and Partnership Programme (CLAPP) and in agreement with the District Secretaries and District/ Zonal Educational offices. CEPA partners the Agency for Technical Cooperation and Development (ACTED) in this European Union and the Swiss Agency for Development Cooperation (SDC) funded Project. Public Affairs Centre (PAC), Bangalore, India assisted CEPA in the design and the conduct of the CRC survey and this technical support was funded by the Think Tank Initiative of the International Development Research Centre. The Zonal Educational Directors of the Vavuniya and Mullaitivu Districts and their staff were involved in the Survey from inception, through reviewing the questionnaire, providing statistics and engaging actively at the meetings to validate the initial findings.

1.2 Report Card on Educational Service Delivery

The Community Mobilisers, members of Civil Society Organisations (CSOs) from the selected Grama Niladhari (GN) Divisions of the CLAPP project chose the education sector for the CRC exercise based on their knowledge and need of the area. CEPA together with PAC conducted a five-day residential training on CRC methodology to selected representatives of registered CSOs from the GNs in Vavuniya and Mullaitivu District. The participants at the training programme drafted the tool (annex 2)

1 Department of Census and Statistics (2013). Household Income and Expenditure Survey 2012/3, Preliminary Report, Ministry of Finance and Planning, p.28

2 Mayadunne G, Mallett R and Hagen-Zanker J, (2014). Surveying livelihoods, service delivery and governance: baseline evidence from Sri Lanka, Working Paper 20. Secure Livelihood Research Consortium

3 United Nations Development programme(2014). Human and Development Report 2014, Sustaining Human Progress: Reducing Vulnerabilities and Building Resilience, New York, p.161

4 A detailed Write up of the CRC is available as Annex 1

on educational services based on focus group discussions with the communities, with CEPA and PAC guiding the process. The tool focused on all the aspects of CRC - access, quality and reliability, problems and inconveniences, hidden/additional costs, levels of satisfaction and suggestions for improvement of educational services provided in Vavuniya and Mullaitivu. CEPA shared the draft with the service providers - Zonal Education Departments and their feedback and input was included in the tool. CEPA trained the data collectors/ community mobilizers collecting data using the developed tool and a pilot survey was carried out in Vavuniya and Mullaitivu before carrying out the full survey.

Eight hundred and two (802) households were surveyed – 400 in Vavuniya and 402 in Mullaitivu. Eighteen GN Divisions from Vavuniya Divisional Secretariat, fourteen (14) from Vavuniya South, four (4) from Vavuniya North Zonal Education Zones, and twenty GN Divisions from the Maritimpatru Divisional Secretariat in the Mullaitivu Zonal Education Zone were surveyed. The number of households to be surveyed in each Grama Niladhari Division was determined based on the number of students in each Grama Niladhari Division and the households were chosen randomly. A household was visited twice, first for an interview with an adult of the household and then for an interview with a school going child in the household. Given the number of households surveyed, it is possible to infer findings to the respective Educational Zones, but not the District. However, the report will refer to Districts to reduce the wordiness in the document. In addition to aggregated analysis of data, data was also analysed by demographic variables (e.g. gender), but results are only reported if they are significant.

2. ANALYSIS OF THE RESPONSES OF THE STUDENTS AND THE PARENTS

2.1. Availability, Access and Usage of Schools

Access to education assessed the availability of schools in the vicinity and the use of it. In the 802 surveyed households, there were 1611 children between the ages of 6 – 18 with a high percentage of children (98.7%) attending school. Seventy seven (77) percent of 6-18 year olds who are not in school are boys. One of the main reasons for not attending school is disabilities (Table 1), and a point of concern is that almost all of those who are not attending schools because of a disability have not been to school at all. Amongst those who have attended school the dropouts start when in year 8, with others dropping out after sitting for the Ordinary Level Examination.

Table 1: Reasons for not Attending School (6-18 year olds)

Reason for not attending school	Vavuniya	Mullaitivu	Total
Disabilities	3	3	6
Not willing to attend	4	1	5
Poor academic progress		5	5
Financial problem	2		2
Working		1	1
School far away		1	1
Other	1		1
Total	10	11	21

On an average, there are 2.1 children per family going to school in the sampled households. Seventy one (71) percent of the parents indicate that there is a school in their locality. Seventy-four (74) percent of the parents in the Educational Zone of Mullaitivu with schools in their locality, report that

their children do go to the local school, but only 50 percent of the parents from the Vavuniya Educational Zone report the same.

There are number of reasons for parents and students to opt for schools in other areas. A high percentage of parents feel that their children are getting a better education in schools outside the locality (Table 2), so they are willing to travel further for what they perceive is a better service. The other reasons include

- lack of classes – especially at advanced level, with 27 percent of the respondents indicating that the school in their locality does not have classes beyond Grade 11;
- preference for their children to study in schools that they (parents) studied in;
- preference for studying in gender segregated schools; and
- lack of facilities in the school in the locality – e.g. teachers

Hence, availability and access to schools is not an issue in both locations, but there is indication that there is unevenness in the provision of educational services within each District. Whilst the educational authorities may not be able to address personal preferences, reasons related to quality of educational inputs amongst schools within a District, are a point of concern and needs to be addressed. The second issue relates to access to education of disabled children as almost all of them report not having gone to school at all.

Table 2: Usefulness of Education by Proximity

	Is the education useful	Child is studying in the locality	Child studying outside the locality
Parents	Very useful	74%	94%
	Somewhat useful	26%	6%
Students	Very useful	77%	82%
	Somewhat useful	23%	18%

2.2. Quality and Reliability of Educational Facilities

2.2.1. Infrastructure Facilities

The reported quality of infrastructure facilities in both the districts is good, with the indicator scoring high in Vavuniya District. The reason for the relative lower satisfaction in Mullaitivu on infrastructure can be attributed to a higher percentage of students’ indicating that the buildings/classroom facilities are insufficient (Table 3). They also report that where there are no buildings/classrooms lessons are held under trees or combined with other classes, or different classes are conducted in non-separated rooms.

As in other facilities, students from Mullaitivu indicate a higher level of constraints in using library, science and computer laboratory facilities in comparison to students from Vavuniya (Table 4). The contributory factors to the lower usage of science laboratories are largely lack of laboratory equipment and/or the lack of Laboratory Assistants. Where facilities are not available, students are taken to the nearest school laboratory. However, eighteen (18) percent and two (2) percent of responding students from Mullaitivu and Vavuniya Districts respectively, indicate that they do not do

practical science lessons due to non-availability of laboratory facilities. Usage issues related to computer laboratories occur due to insufficient computers, the lack teaching staff and the lack of electricity connections (9% in Mullaitivu). Students in Vavuniya schools report higher levels of satisfaction on availability of water and latrine facilities, whilst students from Mullaitivu report a slightly lower level of satisfaction on both these facilities. It is noteworthy that students from both areas express concern about the quality of water that is available in their school (Table 5).

Recreation in the form of sports forms an important element of student life. The availability of grounds to play is reported lower in Vavuniya (Table 6) and students indicate that they use the nearest school’s playground or common playground in the locality for sports events. Close to seven (7) percent of the students from Vavuniya indicate that sports events are not held at all due to the lack of sports facilities.

Students from both Districts indicate that there are medical facilities in school, but a larger percentage (75%) indicates that it is limited to a first aid box. A smaller percentage of students from Vavuniya indicate that they do have space for resting and are provided transport as part of the school’s medical facilities. The medical check-up process in Vavuniya is much more established than in Mullaitivu, and these medical check-ups relate to blood, eye, dental, body mass index, ear, respiratory system, throat, chest and vaccination. However, in both Districts, among students who have undergone medical check-ups the percentage receiving medical records following the check-ups is low (Table 7).

Table 3: Students Reporting Sufficiency of Building/ Class Room Facilities

Educational division	Quality of building	Classroom facilities	Furniture	Space and light in class	Secure boundary
Vavuniya	97%	97%	97%	97%	98%
Mullaitivu	78%	81 %	82%	89%	91%

Table 4: Library and Laboratory Facilities

Education al division	Library		Science Laboratory			Computer Laboratory		
	Library in school	Enough books in the library	Availability of science lab	Where available is science lab is accessible to the students	Is lab facility enough for students	Availability of computer lab	Computer lab accessible or not	Is lab facility enough for students
Vavuniya	100%	95%	98%	99%	93%	99%	95%	91%
Mullaitivu	93%	93%	80%	92%	83%	85%	84%	76%

Table 5: Sufficiency of Water and Latrine Facilities

Educational division	Drinking Water			Latrine			
	Drinking water facility	Protection to well	Quality of drinking water	Enough latrines	Separate male/female latrine	Water to latrine	Permanent latrine
Vavuniya	97%	95%	90%	97%	98%	95%	99%
Mullaitivu	84%	75%	64%	91%	99%	88%	92%

Table 6: Sports Facilities

	Playground available	Availability of sports equipment
Vavuniya	75%	97%
Mullaitivu	95%	93%

Table 7: Medical Facilities

Educational division	School have any medical facilities	Any medical check-up child gone through	Did they provide medical record card
Vavuniya	98%	88%	38%
Mullaitivu	91%	37%	34%

2.2.2. Teaching Staff

The quality of education imparted by a school will depend on the choices that it can provide to the students to choose subjects for study based on preference and aptitude. Students from Mullaitivu provide a lower score to the question on whether there are sufficient teachers for all subjects and whether they are specialised in the area that they teach (Figure 1). In both Districts students indicate that Information Technology, English and Science are subjects for which they lack teachers. In instances where teachers are not available, such subjects are not taught in the school and can affect the choice a child makes in terms of selecting subjects aligned with his or her capacity or preference.

In general, the students are happy about their relationship with the teachers. Ninety five (95) percent of the students indicate that teachers hold meetings with their parents at least once a term. Parents also come to the school for the School Development meetings increasing their interaction with the management and the teachers. It is interesting that male parents with higher educational attainment (university qualifications) are more likely to raise issues with teachers and management, whilst amongst the lesser educated (lower than O/L) parents it is the female parent that is likely to raise issues. Where parents have no schooling at all, neither sex report any problems. Thus, the educational level of parents plays a crucial role in enhancing and improving the educational services through interaction with the school authorities. Parents report a lower level of satisfaction in their interactions with the school management (Figure 2) in comparison to their interaction with teachers. Narratives indicate that the parents interact more with the teachers on account of understanding the progress that is being made by their children, but do not necessarily show the same enthusiasm in meeting with the management.

Figure 1: Teaching Staff

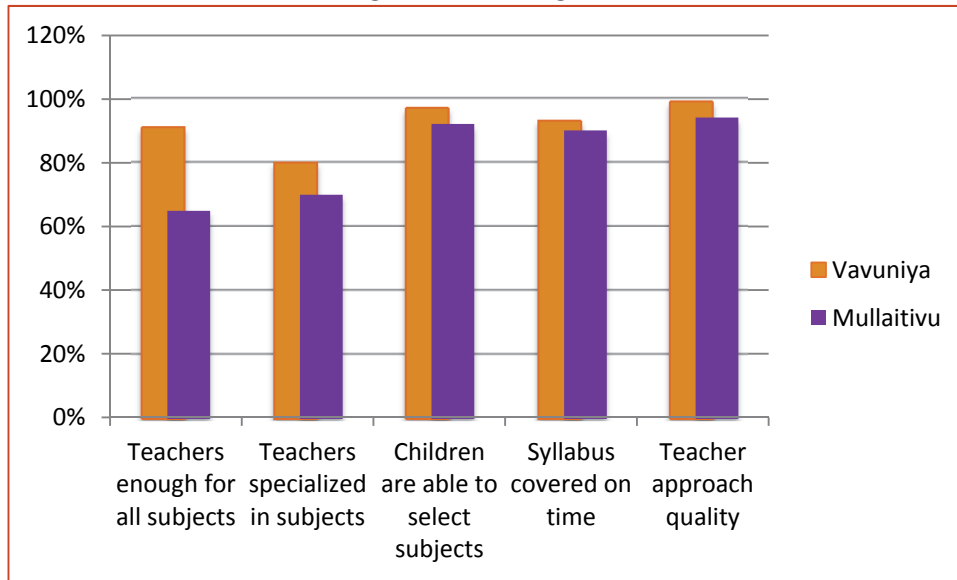
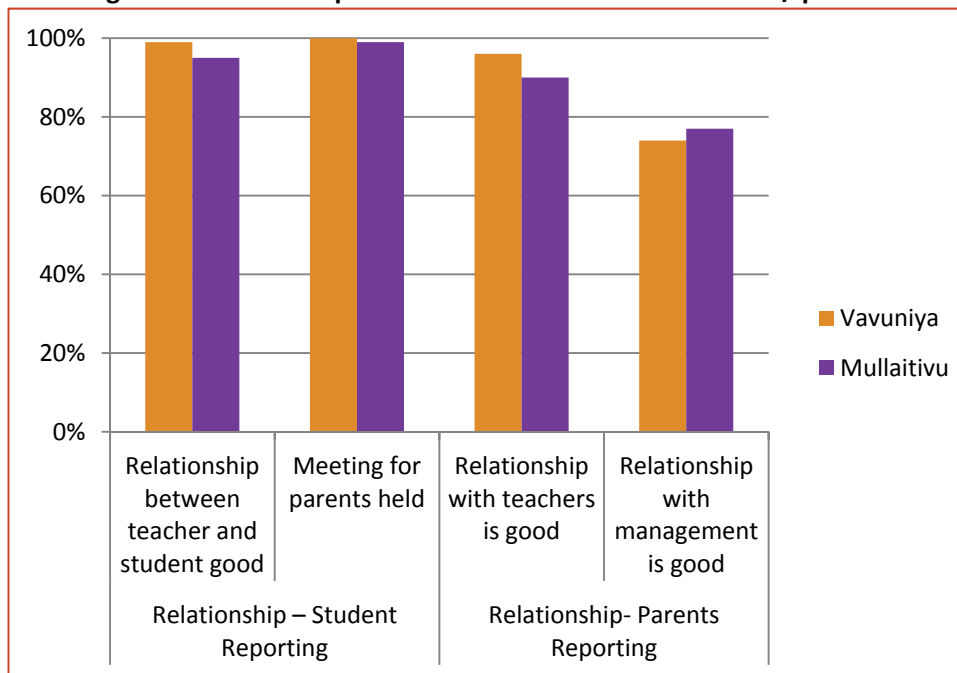


Figure 2: Relationship between School Staff and Students/ parents



2.2.3. Student Welfare Services

The Government of Sri Lanka in addition to providing education at a nominal cost also provides other assistance such as mid-day meals, textbooks and uniforms to reduce the cost of education to the families. The government has adopted these measures with the purpose of increasing educational attainment especially amongst the poorer communities and to ensure access of all to education, which is

seen as an important means of coming out of poverty⁵. Overall there seems to be considerable satisfaction with the provision of these additional services.

However, a substantial percentage (47%) of students surveyed in the Vavuniya District indicates that there is no mid-day meal system in their school. Additionally, parents' unhappiness on the method of preparation and their perception of the unhealthiness of the mid-day meal provided in school plays a part in some of the students not partaking of the mid-day meal (Table 8).

Table 8: Meals

Educational division	Receive mid-day meal	Of those receiving mid day meal			Canteen	
		Receiving on time	Healthy food	Prepared properly	Availability of canteen	Quality of food – rated good
Vavuniya	38%	99%	81%	90%	94%	92%
Mullaitivu	76%	98%	92%	91%	90%	89%

Students in both Districts indicate that the receipt of textbooks and uniform material is highly satisfactory. Students from Mullaitivu indicate a relatively lower percentage of receiving books on time and resort to borrowing books from other students, photocopying textbooks and studying through class notes. A lower percentage of students from Vavuniya perceive that the material provided for the uniform is of good quality (Table 9).

Table 9: Provision by Government

Educational division	Text Books	Uniform	
	Child received the text books on time	Child receiving uniform material	Material quality Good
Vavuniya	94.3%	99.80%	80%
Mullaitivu	90.5%	99.30%	95%

2.3. Problems or any Inconvenience in Accessing the Education Service

Around 23% of the students indicate that they have had problems or inconveniences in accessing educational services. The main reasons attributed relate to teachers availability and their delivery of education (Table 10). The second relates to the facilities, buildings, and services such as water, toilets and very importantly play grounds. Whilst the larger concern of the female students is about teachers and the teaching methodology, the male students report more on lack of availability of facilities in the school. The parents of the students interviewed also express similar levels (percentage wise) of problems or inconveniences.

⁵ Overseas Development Institute (2006). Educational Opportunities for the Poor, Sri Lanka. Policy Brief 11. London. pp 1-4; Institute of Policy Studies(). Educational Opportunities. Colombo, pp 1-4

Table 10: Problems or Inconveniences

Cause of inconveniences in accessing educational services	Vavuniya		Mullaitivu	
	Boys	Girls	Boys	Girls
Absence of teacher from the classroom	4%	6%	7%	9%
Teaching methodology of the teacher	4%	3%	5%	9%
Insufficient teachers	4%	4%	3%	5%
Facilities	4%	1%	14%	7%

Around 10% of the surveyed students indicate discrimination. Interestingly in Mullaitivu, a higher percentage of students than parents report discrimination which suggests an indication of under-reporting by students to their parents. The discrimination is largely based on educational capacity and the economic situation of the student and teachers are reported as the main source of discrimination (Table 11). Those discriminated against indicate that discrimination can occur from multiple sources and in some occasions by students, teachers and management.

Table 11: Discrimination

Discrimination	Vavuniya	Mullaitivu
Reporting		
Students	7.3%	14%
Parents	8.0%	10%
Who discriminates – As a % of Students Reporting Discrimination (multiple sources of discrimination possible)		
Teachers	48.5%	58.8%
Students	48.5%	33.8%
Management	3%	7.4%
Basis for discrimination – As a % of Students Reporting Discrimination (multiple basis possible)		
By education level	53.8%	49.4%
By economic situation	28.2%	25.3%
By social background	10.3%	8.4%
Relationship parents have with the school management	0.0%	9.6%
Discriminate because of parents interfering / complaining against teacher	2.6%	4.8%

Male students report a relatively higher level of punishment in comparison to female students and there is clear under-reporting by them to their parents as fewer parents indicate punishment in school (Table 12). The main perpetrator is the class teacher, while in addition to the Section Head and the Principal, prefects also punish students. Circular No. ED/01/12/01/04/24, issued by the Department of Education on 11 May 2005 states that corporal punishment should not be used in schools⁶, but corporal punishment is seen as the main means of disciplining both boys and girls in the schools and the students also report verbal abuse or the use of inappropriate words. It is also interesting note that banning corporal punishment is the first of the ten most important recommendations of Northern Educational Review Report⁷.

⁶ .(2014). Corporal Punishment in Children: The Sri Lankan Scenario. *Sri Lanka Journal of Child Health*, 2014; 43(2): 71-72

⁷ Northern Province Ministry of Education, Cultural Affairs, Sports and Youth Affairs (2014). Northern Education System Review, Jaffna p. xxi

In terms of opportunities, students, both boys and girls, feel that they get reasonable opportunities for leadership and for participating in events (Table 13). The parents of students from Vavuniya, however, do not share the same level of optimism as their children for getting equal opportunities in relation to leadership positions. The main complaint made by the parents is that there may be selection biases on the part of teachers.

Table 12: Punishment

Punishment	Vavuniya	Mullaitivu
Reporting		
Students – Male	47%	57%
Students – Female	35%	39%
Parents	30%	34%
Who Punishes - % Students Reporting Punishment (multiple punishing sources possible)		
Class Teacher	84%	91%
Sectional Head	7%	13%
Principal	8%	10%
Type of Punishment - % of Students reporting Punishment (multiple punishment possible)		
Caned	74%	53%
Made to Kneel down	4%	19%
Sent of of classroom	19%	29%
Other	5%	4%
Abuse		
Abuse reported by students as a % of all students surveyed in the population	5%	11%

Table 13: Opportunities

	Vavuniya	Mullaitivu
Reporting by Students		
Students get equal opportunities for leadership	91%	93%
Students get equal opportunities for participating events	94%	94%
Reporting by Parents		
Students get equal opportunities for leadership	83%	92%
Students get equal opportunities for participating events	91%	93%

Close to half the students surveyed indicate that they had complaints/ issues in school. Whilst a majority of the issues that were reported/ taken up for discussion were satisfactorily settled, the number of issues that were actually taken up by the students with relevant authorities, usually the teacher, represents a smaller percentage of the issues (**Figure 3** and **Figure 4**). Students do not take

forward their complaints because they are advised by their parents not to, because they realize that it is a non-issue, because they do not know the procedure or because they fear retribution.

Figure 3: Problem Resolution

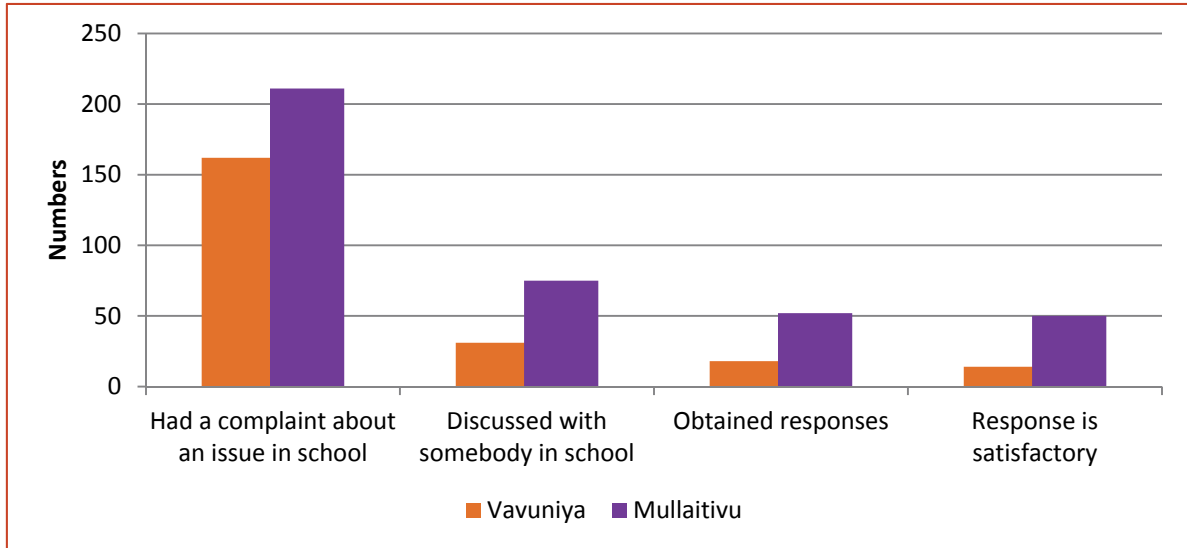
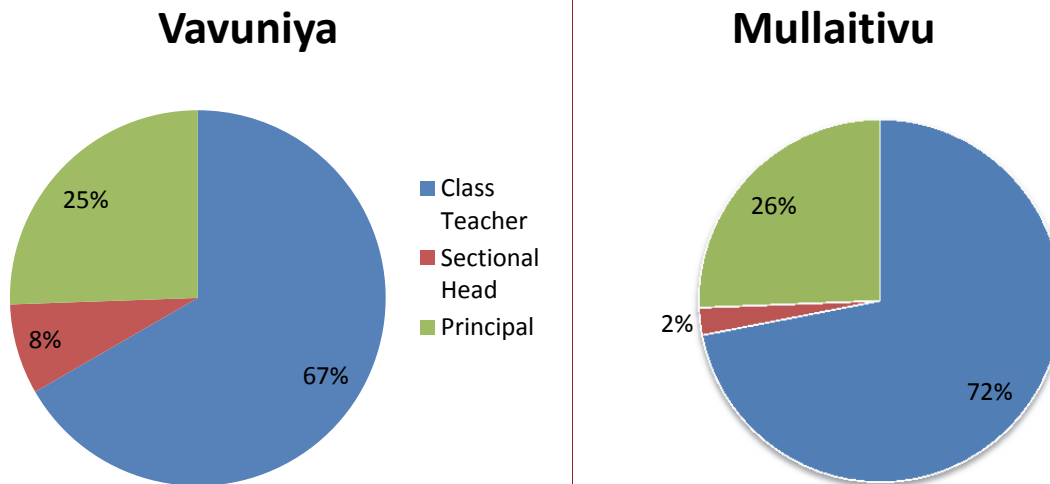


Figure 4: Problem Reported to



2.4. Hidden Costs/ Additional Expenses

The Ministry of Education circular of 2013/11 requested that no additional amounts other than the basic fees be charged from students. The responses from the surveyed students and parents indicate that the schools collect money for numerous purposes other than the facilitation/ annual fees (Table 14). These include collections for arranging events (such as prize giving/ sports meet), employing security, painting the school and providing electricity, to name a few.

The related second aspect is accountability and transparency in accounting for such payments by the school. The good practice in relation to presenting of accounts at the Annual General Meetings in both Districts needs to be extended (Table 15) to the provision of receipts, as this is reported to be low

and extremely low in the Mullaitivu Educational Zone. This is likely to create apprehension and dissatisfaction. Ten (10) with 10 percent and 12 percent of the parents from Vavuniya and Mullaitivu, respectively, reported that they were coerced in to making payments. The students report that the coercive practices included being sent home or out of class, corporal punishment and not being allowed to sit examinations. The Ministry of Education circular of 2013/11 specifically states that in the event the student is unable to pay fees, and can provide supporting documents from the relevant authorities, the school authorities should waive the fees.

Table 14: Fee/ Payment to School

Fee/ Payment	% Indicating various payments		Of those making payment % indicating receiving receipts	
	Vavuniya	Mullaitivu	Vavuniya	Mullaitivu
Facilitation fees	98%	72%	52.0%	14.0%
School development	81%	32%	30.0%	4.0%
Annual fees	66%	59%	25.0%	6.0%
Money for arranging events	65%	78%	1.3%	1.7%
Donation	6%	9%	1.0%	0.7%
Other	13%	20%	1.3%	0.5%

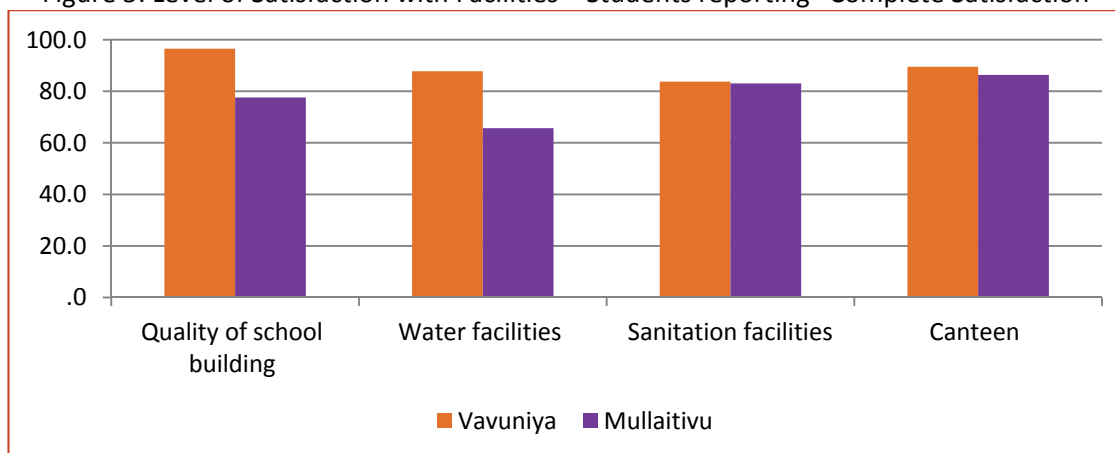
Table 15: Annual General Meetings

Practices in presenting accounts at Annual General Meeting	Vavuniya	Mullaitivu
Were you given annual accounts during annual general meetings	95%	98%
Were you able to ask for information on accounts during the meeting	98%	98%
Were you given by enough information	98%	97%

2.5. Levels of Satisfaction

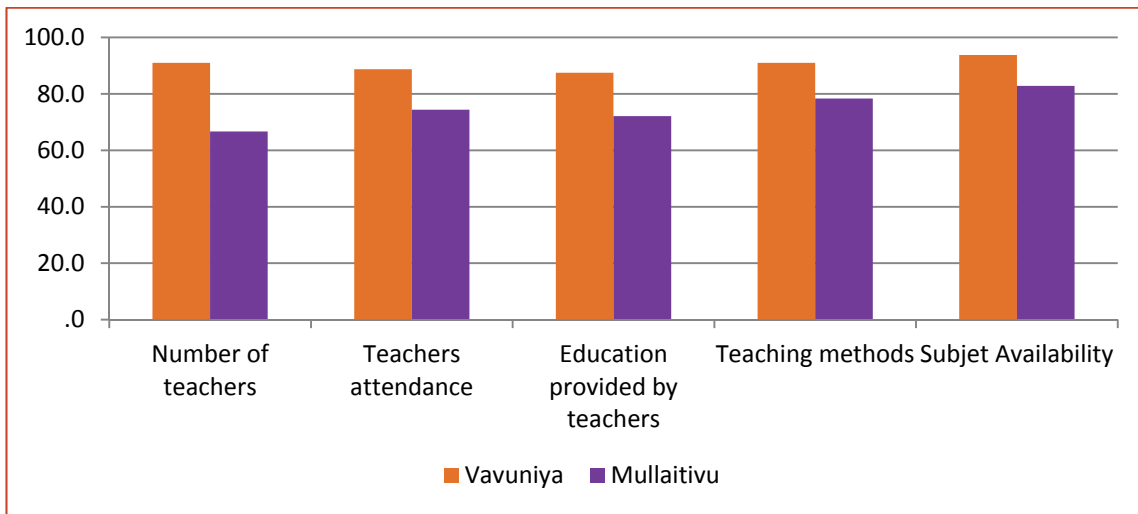
Students from schools in Vavuniya indicate quite a high level of satisfaction about infrastructure facilities, with students from Mullaitivu indicating lesser satisfaction. The perceived lower quality of water in schools in Mullaitivu (Table 5) is reflected in the lower satisfaction about water facilities (Figure 5).

Figure 5: Level of Satisfaction with Facilities – Students reporting “Complete Satisfaction”



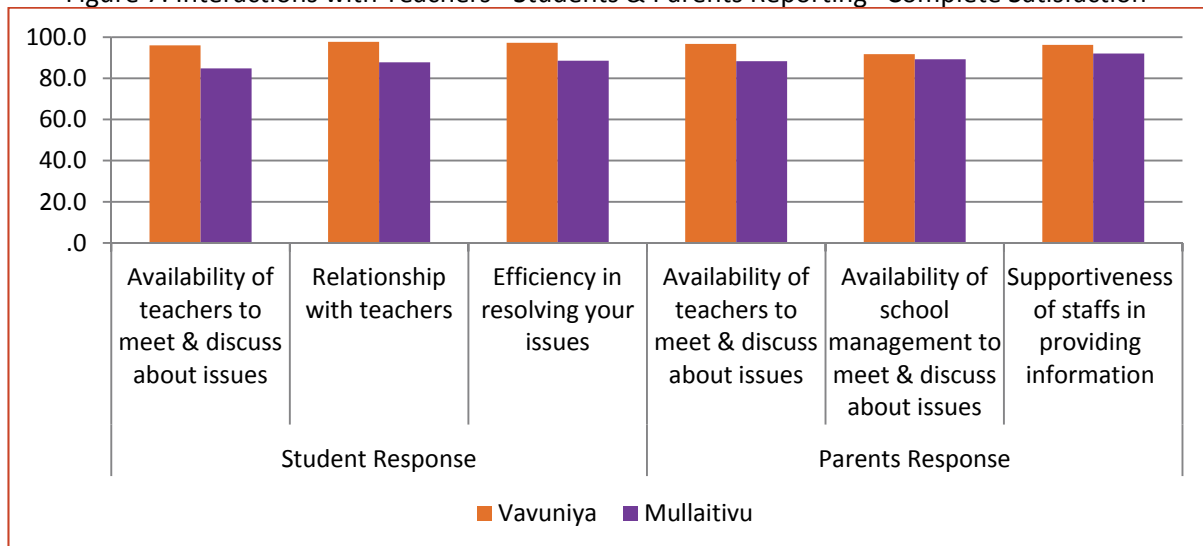
In general, students express high levels of satisfaction with the number of teaching staff, their attendance, education provided by the teachers, the teaching methods and the subject availability. However, students in Mullaitivu, especially female students report a relatively lower level of satisfaction with regard to number of teachers and education provided and this needs an increased understanding to ensure that educational attainment of students from Mullaitivu, especially female students, is not compromised (Figure 6).

Figure 6: Level of Satisfaction with Teaching – Students Reporting “Complete Satisfaction”



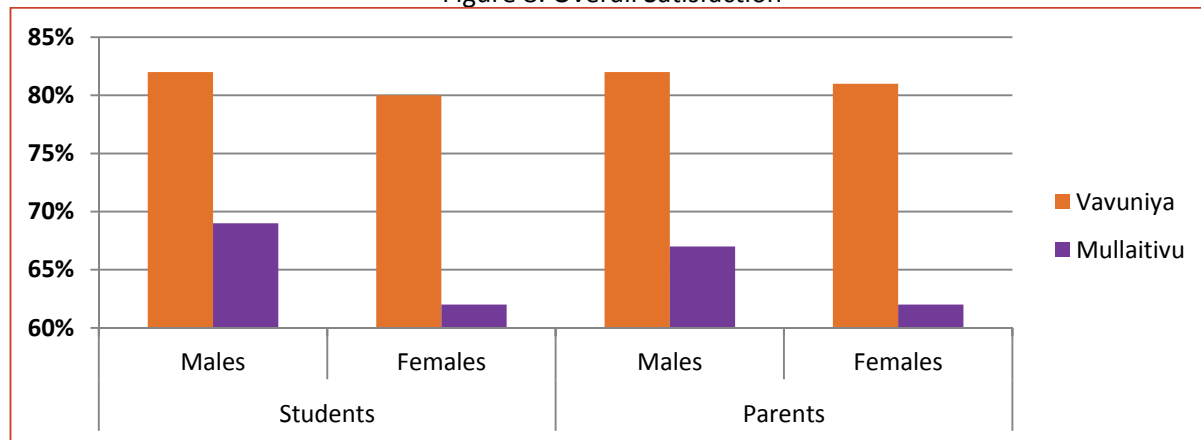
Opportunities for interaction between the parents and students with the teachers and the management of the schools form an important process of improving the educational facilities and educational attainment. In Vavuniya, both the parents and the students indicate high levels of availability and interaction with teachers and the management that have led to solving of issues (Figure 7). Whilst parents in Mullaitivu report high levels of interaction with the management, students indicate relatively lower levels of happiness with their interaction and solving of issues.

Figure 7: Interactions with Teachers - Students & Parents Reporting “Complete Satisfaction”



Overall the satisfaction levels are higher in the Vavuniya (Figure 8), but with time and necessary effort schools in Mullaitivu should be able to achieve higher levels of satisfaction amongst the students and parents. A point of concern is that female students and parents in Mullaitivu report a lower level of overall satisfaction than male respondents and this requires further investigation.

Figure 8: Overall Satisfaction



2.6. Suggestions for Improvement

Parents and students provided a number of suggestions on improving the educational services in their respective Districts. Many of the suggestions are similar in the two Districts and they are listed in the three categories of facilities/ services, teaching and finance (Table 16).

Table 16: Suggestions by Students and Parents to Improve Educational Services

Vavuniya	Mullaitivu
Facilities/ Services	
Ensure enough clean drinking water in school	
Canteen facilities –enough space, kept clean and provide quality food	
Sufficient sanitation facilities with sufficient water	
Uniform material as the quantity is not enough	Quality of buildings should be improved with adequate space
Playgrounds	Transport facilities
Teaching	
Appoint teachers to the subjects (specialised and trained teachers) and supporting staff	
Capacity building/ training is needed to improve on the methods of teachers	
Presence of teachers on time and avoid using mobile during teaching	
Finance	
	Free education should be provided and avoid additional costs

3. Key Conclusions

A number of issues emerge from the survey that provides directions for further improvement of the educational facilities in the schools in the Mullaitivu Educational Zone in Mullaitivu and Vavuniya North and South Educational Zones in the Vauniya District. Whilst the educational authorities are indeed taking a number of steps towards educational infrastructure, issues related to student welfare, quality of teaching staff and rights of students need equal or more consideration to enhance educational outcomes and experience in the two Districts.

Availability and access to schools is good in both Districts, but usage of schools is mixed especially in Vavuniya. Whilst personal preferences such as parents wanting their children to go to schools they studied in, contribute to use of schools in other areas, the perception that schools near households offer weaker education due to lack of teachers, lack of classes and subject offered and facilities is an indication of unevenness in the provision of educational services within the District. A further point to note is that almost all disabled children indicate that they have not been to school at all, a point which needs further understanding on the reasons for this limitation.

In general, educational infrastructure is well taken care-off with extremely high levels of satisfaction in Vavuniya (97 percent), and a relatively lower level of satisfaction in Mullaitivu (78 percent). This has to be expected as Vavuniya District was the gateway to the Northern Province during the long conflict period functioning as refuge and a transit point for people and the various aid organisations functioning in the Northern Province and thus the lesser affected of the Districts in Northern Province. In contrast, Mullaitivu District was the last District to come out of conflict in May 2009. Infrastructure-wise, the main issue that concerns students from Vavuniya is playgrounds with seven percent of them indicating that sports events are not held due to lack of sports facilities. The main concerns of students of Mullaitivu are, insufficiency of classroom facilities, that result in classes being conducted under trees or combined with other classes or different classes being conducted in non-separated rooms; lower access to science and computer laboratories due to issues of lack of laboratory assistants and electricity connections; and quality of water is poorer in their schools.

Students are happy with their interaction with the teachers. Parent-teacher meetings to discuss performance of students are held at least once a term. Whilst 91% of the students from Vavuniya indicate that they generally have teachers for all subjects and 80% indicate that teachers specialised in subjects are available in their schools, fewer students from Mullaitivu (65 %) indicate that they had schools with teachers for all subjects (or that they had teachers specialised in subjects (70%). Students from both Districts indicate that teachers for Information Technology, English and Science are insufficient. Students and parents indicate that teachers do require training in teaching methodology for effective teaching.

The Government of Sri Lanka provides a number of welfare measures to reduce the cost of education to the families. These include the provision of textbooks, uniform material and mid-day meals. In addition, it also facilitates medical testing of students. In general, students and parents appreciate the welfare measures, albeit some concerns. A substantial percentage of students (47%) students from Vavuniya indicate that the mid-day meal system is not operational in their schools and the Provincial Educational Authority needs to ascertain the reason for this. The educational authorities in Mullaitivu need to systematise medical testing, as only a small percentage of students (37% against 88% in Vavuniya) indicate that they have undergone medical testing.

In addition to the above, students and parents report on a number of systemic issues that educational authorities should act on. These include:

- Students report that teachers discriminate based mainly on the educational ability of the student, but also on the economic situation of the student's family and social background of the student. Fellow students tend to follow the teachers' example and also discriminate against the students who the teacher discriminates against.
- Corporal punishment continues to be a reality, including for female students, though the Ministry of Education has initiated measures to stop it.
- Whilst nearly half the responding students report issues related to punishment, discrimination and leadership opportunities, only a quarter of those reporting issues had taken it up with the relevant school authorities, indicating a deficiency in the system to handle issues without students expecting retribution.
- Students are paying more than the annual/ facilitation fees, and these include providing funds for organised events, school development and for security, which is against the prescription of the Ministry of Education. However, the larger issue is that students are being coerced to paying for them and non-payment can result in punishment that includes being sent home or not being allowed to sit examinations, which is detrimental to the educational outcome of the students and is not keeping to the spirit of free education.

4 Response of the Zonal Educational Offices

The findings from the CRC were presented to the Mullaitivu and Vavuniya North and South Education Zonal Offices in September 2014. The written Management Response of the Mullaitivu Education Zonal Office and the Vavuniya South Education Zonal Office are as annex 3 and 4, respectively.

The Responses cover improving access to educational service through greater consultation with the relevant stakeholders, improving quality and reliability of educational facilities (e.g: filling cadre positions, improving lab facilities and enhancing the government supported student welfare measures such as mid-day meal), taking measures to reduce and eliminate corporal punishment and abuse/discrimination and ensuring that financial regulations are strictly followed by schools. Priorities of the two offices vary. The Mullaitivu Educational Zonal Office wishes to prioritise access to educational services whilst the Vavuniya South Education Zonal Office wishes to prioritise eliminating corporal punishment.

Annex 1: Citizen Report Card⁸

What is a Citizen Report Card?

CRCs provide an empirical “bottom-up” assessment of the reach and benefit of pro-poor services. It serves to identify the key constraints that citizens face in accessing public services, benchmark the quality and adequacy of these services as well as the effectiveness of staff who provide services. These insights help generate recommendations on sector policies, programme strategy and management of service delivery, to address these constraints and improve service delivery.

Citizen Report Cards entail a random sample survey of the users of different public services (utilities), and the aggregation of the user’s experiences as a basis for rating the services. CRCs also help to convert individual problems facing the various programmes into common sectoral issues. It facilitates prioritisation of reforms and corrective actions by drawing attention to the worst problems highlighted. CRCs also facilitate cross-fertilisation of ideas and approaches by identifying good practices.

Citizen Report Cards provide a benchmark on quality of public services as experienced by the users of these services. Hence, they go beyond the specific problems that individual citizens may face, and place each issue in the perspective of other elements of service design and delivery, as well as a comparison with other services, so that the officials can initiate necessary actions.

Report Cards capture citizens' feedback in simple and unambiguous terms by indicating their level of satisfaction or dissatisfaction. For example, the most basic but clear feedback that a citizen may give about the quality of drinking water supply is total dissatisfaction. To appreciate this feedback, we must relate it to the ratings given to other dimensions by the same person. For example, adequacy of water supply may be rated worse than quality. When we look at these two pieces of information, we can conclude that quality of water supply may be a cause of dissatisfaction, but the priority for corrective action may be on providing adequate water supply. Hence, **measures of citizens’ satisfaction** across different dimensions of public services constitute the core of Report Card studies.

Citizen Report Cards do not stop with mere measures of satisfaction - they go on to enquire into specific aspects of interaction between the service agency and the citizen, and seek to identify issues that emerge in connection with the same. In more simple terms, it suggests that dissatisfaction has causes, which may be related to the quality of service enjoyed by the citizen (like reliability of water supply, or availability of learning materials in a public school), the type of difficulty encountered while dealing with the agency to solve service problems (like complaints of water supply breakdown), and hidden costs in making use of the public service (special tuition fees to teachers or investments in filters to purify “drinking water”). Therefore, we can see that Report Card studies go into different **aspects of performance when interfacing with citizens**, to provide indicators of problem areas in public services.

Report Card studies are not merely a means of collecting feedback on existing situations from citizens. They are also a means for testing out different options that citizens wish to exercise, individually or collectively, to tackle current problems. For example, whether citizens were willing to pay more or be part of citizens’ bodies made responsible for managing public water sources. Hence, Report Cards are also means for **exploring citizens' alternatives** for improvements in public services.

⁸ Adapted from documents from Public Affairs Centre

An important aspect of Report Cards is the credibility they have earned. The conclusions in a Report Card are not the opinions of a few persons who think in a particular manner, nor the complaints of a few aggrieved citizens. The methodology involves systematic sampling across all subsections or segments of citizens - including those who are satisfied as well as the aggrieved - and presents a picture that includes all opinions. This is possible because the methodology makes use of advanced techniques of social science research, for selecting samples, designing questionnaires, conducting interviews, and interpreting results. As a result, the Report Cards are a good representation of citizen feedback.

Outcomes of Citizen Report Cards

The concept of citizen feedback surveys to assess the performance of public services is relatively new and one that is fast gaining wide acceptance. The responses to Report Cards indicate impact at four levels:

Stimulating Reforms: Card studies clearly brought to light a wide panoply of issues, both quantitative and qualitative, that send strong signals to public service providers. The use of a rating scale permitted the respondents to quantify the extent of their satisfaction or dissatisfaction with the service of an agency, as well as different dimensions of its service. The inter-agency comparisons that a report card permits make possible quantification and rankings, which demand attention in a way that anecdotes do not.

Activating Stakeholder Responsiveness: Many agencies used the Report Card findings as diagnostic tools to trigger off further studies and internal reforms. These findings help senior leadership to monitor effectiveness of administration across wide areas, in a simple and direct manner, free of technical details. For administrators and planners, it provides insights into aspects of service delivery where greater care, supervision and investment may be required.

Mobilisation of State – Public Partnerships: Seminars and meetings are an integral part of disseminating Report Card findings, and involve both government officials and representatives of civil society. Report Cards gave this critical segment a handy tool to focus on issues of concern and stimulated them to move from anecdotal and subjective issues to facts and figures while requesting public service agencies for specific improvements in priority areas. It also provided these groups with an opportunity to understand the constraints under which service providers' function, and explore options for community initiatives for problem solving.

In short, the insights derived from CRCs can shed light on the degree to which pro-poor services are reaching the target groups, the extent of gaps in service delivery, and the factors that contribute to any misdirection of resources and services. They help identify issues that constrain the poor from accessing and using the services, like availability, ease of access, quality, reliability and costs. CRCs also help to identify possible ways to improve service delivery by actively seeking suggestions from citizens. Finally, CRC findings help test, from the citizens' point of view, some of the policy conclusions reached in other analytical studies.

Annex 2: CRC household questionnaire

Hello, The Centre for Poverty Analysis is conducting a pilot study on education using citizen report card methodology to assess service delivery process of free education in Mullaitivu and Vavuniya Districts in the North of the country.

I have been appointed as volunteer for ACTED and CEPA to help to collecting the information for this study. We are mainly interested in learning about your experience, what you think about education service, challenges and shocks/ inconveniences that you face and how you deal with them. We follow a systematic random method to decide which household to visit and yours is one of them. Would you be able to talk to us? It would take about 1 hour.

Through this study, we are hoping to influence decisions regarding improve quality of service provision of education with the results of the study.

Everything you share with us will be strictly confidential- we will not share who said what with anyone else. Your participation in this study is strictly voluntary; you can ask us to stop the discussion at any point.

You can stop me and ask questions at any point of the discussion. There are no right or wrong answers, we only interested in learning about your experiences and what you think about the issues that we raise.

Enumerator name	
Contact mobile no:	
Field work supervisor name	
Date - Dd/mm/yy	

If a respondent does not know the response, record code 999

If a question does not apply, record code 888

If a respondent does not want to respond, record code 777

Start time	
End time	
Data cleaned by	
Data checked by	
Data entered by	
Data entry date	

Basic pre-interview data

<u>A.1</u>	<u>Household I.D.</u>	
<u>A.2</u>	<u>Address</u>	<i>District</i>
		<i>Divisional Secretariat</i>
		<i>GramaNiladhari Division</i>
		<i>Village/ Town / Ward</i>
		<i>Street</i>
<u>A.3</u>	<u>Location</u> <i>Please write in observations which will help tracking (e.g. landmarks)</i>	
<u>A.4</u>	<u>Urban/ rural status</u> <i>Urban 1</i> <i>Rural 2</i>	
<u>A.5</u>	<u>Result of the interview</u> <i>Completed=1</i> <i>Incomplete=2</i> <i>Refused to participate=3 (go to A.6)</i>	
<u>A.6</u>	<u>Reason for refusal</u> <i>No time=1</i> <i>Not interested=2</i> <i>Other=3 (Specify)</i>	
<u>A.7</u>	<u>Respondent name</u>	
<u>A.8</u>	<u>(Mobile) phone number of respondent</u>	

Basic household information

We are now going to ask you some questions about the migration of your household...		
B.1	<p><u>Have you lived in this village/ community since birth?</u></p> <p>No=0 (go to B.2) Yes=1 (go to B.4)</p>	
B.2	<p><u>If you have not lived here since birth, are you living here for the first time, or have you lived here before?</u></p> <p>First time=1 Lived here before=2</p>	
B.3	<p><u>What was the main reason you moved here? (Only one response possible)</u></p> <p>Involuntary resettlement=1 Relocated on our own here due to economic opportunities=2 Relocated here due to marriage=3 Relocated on our own due to safety reasons=4 Relocated on our own for other reasons=5 (Specify)</p>	
B.4	<p><u>Have you ever been displaced?</u></p> <p>No=0 (go to B.10) Yes=1 (go to B.5)</p>	
B.5	<p><u>How many times have you been displaced? (Write number of times)</u></p>	
B.6	<p><u>When were you displaced? (Multiple responses allowed)</u></p> <p>Prior to 1990=1 Between 1990 and 2000=2 Between 2001 and 2005=3 Between 2006 and 2009=4 After 2009=5 Can't remember / don't know=999</p>	
B.7	<p><u>What was the reason for displacement?(Multiple responses allowed)</u></p> <p>War=1 Tsunami=2 Floods / other natural disaster=3 Other=4 (Specify)</p>	
B8	<p><u>Are you displaced and resettled or are you still displaced? (Only one response allowed)</u></p> <p>Displaced and resettled=1 Still in displacement=2</p>	

B9	<p><u>How long in total were you / have you been resettled for in your last displacement? (Only one response allowed)</u></p> <p>Prior to 2000 =1 Between 2000 and 2003=2 Between 2003 and 2006=3 Between 2006 and 2009=4 Between 2009 and 2012=5 After 2012=6 Can't remember / don't know=999</p>	
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<p>We are now going to ask some questions about the religion and ethnicity of your household...</p>		
B.10	<p><u>What is your religion of your household? (Only one response allowed)</u></p> <p>Buddhist=1 Hindu=2 Catholic=3 Christian=4 Islam=5 Mixed=6 Other=7 (Specify)</p>	
B.11	<p><u>What ethnic group does the household belong to? (Only one response allowed)</u></p> <p>Sinhala=1 Sri Lanka Tamil=2 Sri Lanka Muslim=3 Indian Origin Tamil=4 Mixed=5 Other=6 (Specify)</p>	

A. Assets

House ownership	
D.1	<p><u>What is the ownership status of this dwelling? (Only one response possible)</u></p> <p>Own and have deeds/ papers=1 Own, but no deeds=2 Rent=3 Live for free=4 Undocumented land = 5 Other=6 (specify)</p>
D.2	<p><u>Does your living house buildbyyour own or any other organization support to build it ? (Only one response allowed)</u></p> <p>Own build =1 Build by organization =2 Half by own another half by org=3 other=4(specify)</p>
Now we are going to ask you some questions about the house you are living in...	
D.3	<p><u>What is your roof made of? (Multiple responses possible)</u></p> <p>Tile=1 Asbestos=2 Concrete=3 Metal sheet=4 Cadjan =5 Vinyl sheet=6 Tarpaulins=7 Other=8 (Specify)</p>
D.4	<p><u>What are your walls made of? (Multiple responses possible)</u></p> <p>Brick=1 Cement block=2 Stone=3 Cabook =4 Pressed soil blocks=5 Plank=6 Metal sheet=7 Mud=8 Cadjan=9 Tarpaulins=10 Other=11 (Specify)</p>
D.5	<p><u>What is your floor made of? (Multiple responses possible)</u></p> <p>Tiles=1 Cement=2 Earth=3 Clay=4 Other=5 (Specify)</p>
D.6	<p><u>Do you have access to a toilet?</u></p> <p>No=0 Private inside house=1 Private on plot=2 Using neighbors=3</p>

D.7	<p><u>What is the main source of energy for cooking? (Only one response allowed)</u></p> <p>Electricity=1 Natural gas=2 Kerosene=3 Coal=4 Wood=5 Dung-cake=6 Agricultural crop waste or straw=7 Other=8 (Specify)</p>	
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Now we are going to ask you some questions about household items, livestock, tools and transport			
	Does your household own?	No=0 Yes=1 A	How many? (Write in) B
S/N	Household items		
D8.1	Fridge		
D8.2	TV		
D8.3	Mobile phone		
D8.4	Fan/ air-conditioning unit		
D8.5	Computer/ laptop		
S/N	Livestock		
D9.1	Small livestock (for example: poultry)		
D9.2	Medium sized livestock (for example: goat)		
D9.3	Large sized livestock (for example: cattle, buffalo)		
S/N	Transport		
D10.1	Man-powered vehicles e.g. bikes, handcart		
D10.2	Petrol powered vehicles e.g. motorbike, car, truck		

Interview will be taken from head of the house hold

1) Access to the service

Serial No	Question	Response	Code	Skip to
1.1	How many of your children are going to school	1 2 3 4 4>	1 2 3 4 5	
1.2	Is there any school in your village	No Yes	0 1	0 → Go to 1.6
1.3	What is the name of the school(s)			
1.4	Is/are your child/children going to that School in your village	No Yes Other (each children study each school)	0 1 2	1 → Go to 1.7
1.5	What is the reason for not going to the school in your village	The school have only up to grade 5 Admission was not given to my children Other (Specify)	1 2 3	
1.6	What is the name of the school that your child/children is/are studying			
1.7	Up to which grade is the school closest to you is having	Grade 1 - 5 Grade 1 - 11 (GCE O/L) Grade 1 - 13(GCE A/L) Grade 6 - 13(GCE A/L)	1 2 3 4	The school where the most children in the family study
1.8	How far is the school from your home	Less than 1 km 1-3 km 3-5 km Above 5 km	1 2 3 4	
1.9	How do y children travel to school	By walk Bicycle Bus Three wheeler Other (Specify)	1 2 3 4 5	
1.10	About how many students are studying in the school	100-300 300-500 500-750 750-1000 Above 1000	1 2 3 4 5	If the person don't know the answer 999
1.11	About how many teachers in the school	Below 20 20-30 30-45 45-55 Above	1 2 3 4 5	If the person don't know the answer 999

1.12	Is the education service provided free	No Yes	0 1	→ Go to 1.14
1.13	Why it's not free	Private school Other (specify)	1 2	
1.14	How useful is the education your children getting from the school	Very useful Somewhat useful Other (Specify)	1 2 3	
1.15	Do you believe the that the education service provided by the school is completely enough	No Yes	0 1	
1.16	Why do you think like that			
1.17	What are the facilities given by parents for studying at home (Multiple answers possible)	Enough space/ study room Electricity Sending to tuition Transport arrangements for tuition Advice and guidance by parents Free environment Other (specify)	1 2 3 4 5 6 7	
1.18	Do your children go to school regularly?	No Yes	0 1	→ Go to 1.20
1.19	What is the reason for not attending school regularly	Family's economic background School is far No proper transport He/She doesn't like to go Other (Specify)	1 2 3 4 5	
1.20	Do your child/children receiving education service from other sources	No Yes	0 1	→ Go to 1.23
1.21	What are the ways they receive the services	Private tuition Special education by individuals Externally (not attending school but following the studies – will sit for the exams) Other (Specify)	1 2 3 4	
1.22	Why are they receiving the education from other source	The syllabus is not covered in schools My child/children is have difficulties to understand quickly (slow learner) My child could get admission to study in school Other (Specify)	1 2 3 4	

1.23	What are the institution/smost contribute to improving education?	Government sector Non Government Sector Other (specify)	1 2 3	
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2) Quality and reliability

<u>Serial No</u>	<u>Question</u>	<u>Response</u>	<u>Code</u>	<u>Skip to</u>
2.1	Does the school have enough class room facilities	No Yes	0 1	→ Go to 2.3
2.2	How do they manage class room space	Under the tree Combined with other class Conducted different classes in non-separated rooms Morning/ evening classes Other (Specify)	1 2 3 4 5 6	
2.3	What is the material the school floor and walls made of	Fully covered by cement block with foundation Half covered by cement block with foundation Concrete pillar and tin sheet without foundation Timber and tin sheet Timber and Cadjan Other (Specify)	1 2 3 4 5 6	
2.4	What is the material the roof of the school building made by	Roof tiles Asbestos roof sheets Tin sheets Thatched roof (Cadjan) Tarpaulin Sheet Other (Specify)	1 2 3 4 5 6	
2.5	Is the building is quality enough?	No Yes	0 1	
2.6	Is the school boundary secured by boundary wall/ fence around?	No Yes	0 1	
2.7	Has enough latrine facilities	No Yes	0 1	
2.8	Separate for males & females?	No Yes	0 1	
2.9	Enough water facilities to latrine?	No Yes	0 1	

2.10	Condition of the latrine	Permanent structure with septic tank Permanent structure with soakage pit Semi permanent structure with septic tank Semi permanent structure with soakage pit Temporary	1 2 3 4 5	
2.11	The quality of latrine facility	Enough Not enough Poor Other (Specify)	1 2 3 4	
2.12	Have drinking water facilities?	No Yes	0 1	
2.13	The source of water	Dug well Tube well Tap water (from tank) Tap – common supply Other (Specify)	1 2 3 4 5	→ Go to 2.14 otherwise go to 2.15
2.14	Is the well's structure is safety enough? (wall and cap ceasing)	No Yes	0 1	
2.15	The quality of drinking water facility	Enough Not enough Poor Other (Specify)	1 2 3 4	
2.16	Are the furniture enough for all students (desks, chairs, Black board, cupboard)	No Yes	0 1	
2.17	Enough space ventilation & light in the class rooms	No Yes	0 1	
2.18	Do the child/children receive meals in the school	No Yes	0 1	→ Go to 2.20
2.19	Why he/she is not receiving food			Go to 2.24
2.20	Is the meal provided on time?	No Yes	0 1	
2.21	Is the meal is healthy enough? (Included proteins, vitamins & fibers)	No Yes	0 1	
2.22	Is the meal prepared in proper way	No Yes	0 1	
2.23	How the meals provided to the students	It's kept in common place student has to get their own There is a responsible person to distribute the food It's packed and given Other (Specify)	1 2 3 4	
2.24	Is the school having a canteen	No Yes	0 1	→ Go to 2.26
2.25	How quality the foods in the canteen (not the mid day meal)	Good Average Poor	1 2 3	

2.26	Do the school have any medical facilities	No Yes	0 1	→ Go to 2.28
2.27	What kind of medical facilities available in the school	First aid Separate unit/ space for take rest Transport facilities during emergency Other (Specify)	1 2 3 4	
2.28	Is / are there any medical check-up your child/children gone through in the school	No Yes	0 1	→ Go to 2.31
2.29	What kind of check ups			
2.30	Did they provide the medical record card for the check-up?	No Yes	0 1	
2.31	Did your child received the text books on time	No Yes	0 1	→ Go to 2.33
2.32	How would he/she manage to cover the subjects	Borrow from other school students Get photocopy of the text book Through the class notes Other (Specify)	1 2 3 4	
2.33	Did your child received the uniform material	No Yes	0 1	→ Go to 2.35
2.34	Why s/he didn't receive?			Go to 2.36
2.35	Is the material quality enough?	No Yes	0 1	
2.36	Is there library in the school	No Yes	0 1	→ Go to 2.38
2.37	Are there enough books for references?	No Yes	0 1	
2.38	Is there playground in the school	No Yes	0 1	→ Go to 2.40
2.39	Where the sports events are held	Nearest school's play ground Common playground in the village Sports events not held Other (Specify)	1 2 3 4	

2.40	Are there sports equipments available in the school	No Yes	0 1	
2.41	Is there Science lab in the school	No Yes	0 1	→ Go to 2.45
2.42	Is the science lab is accessible to the students	No Yes	0 1	→ Go to 2.44
2.43	Why it's not accessible (Multiple answers possible)	No enough equipments No lab assistant Other (Specify)	1 2 3	Go to 2.45
2.44	Are the lab facilities enough for students	No Yes	0 1	→ Go to 2.46
2.45	How the students are practicing the science practical?	They go to nearest school lab They don't do practical Other (Specify)	1 2 3	
2.46	Is there computer lab in the school	No Yes	0 1	→ Go to 2.50
2.47	Is it accessible for students?	No Yes	0 1	→ Go to 2.49
2.48	Why it's not accessible (Multiple answers possible)	No electricity connection The computers are not enough No IT teacher available Other (Specify)	1 2 3 4	
2.49	Are the computer lab facilities enough for students?	No Yes	0 1	
2.50	Is the number of teachers enough for each subject?	No Yes	0 1	
2.51	Are the teachers specialized in the subject	No Yes	0 1	especially for A/L students if the respondent don't know the answer - 999
2.52	What are the subjects have lack of teachers (multiple answers possible)	IT English Science Other (Specify)	1 2 3 4	
2.53	Do your child/children able to select the subject what they wish to study for elective subjects and for A/L subjects?	No Yes	0 1	
2.54	Are the teachers approaching the students in proper way?	No Yes	0 1	
2.55	Is the relationship between the teachers and students is good?	No Yes	0 1	
2.56	Are there meetings held for parents in the school	No Yes	0 1	→ Go to 2.58
2.57	How often the meetings are held	Once in month Once in two months Once in a term Once in a year Other (Specify)	1 2 3 4 5	

2.58	How good is the relationship between you and the teachers?	Very good Good Average Poor	1 2 3 4	
2.59	What is the reason you think for above stated			
2.60	What are the other occasions you visit to the school (multiple answers possible)	Annual meeting School development meetings Events (sports meet, Tamil day, etc) To complain about issues To pay money Other (Specify)	1 2 3 4 5 6	If not - 888
2.61	How good is the relationship between you and school management?	Very good Good Average Poor	1 2 3 4	
2.62	What is the reason you think for above			

3) Problem incidence and resolution

<u>Seria I No</u>	<u>Question</u>	<u>Response</u>	<u>Code</u>	<u>Skip to</u>
3.1	Do the child face any problems or any inconvenience in accessing the education service	No Yes	0 1	→ Go to 3.3
3.2	What kind of problems or inconvenience (multiple answers possible)	Presence of teacher to the classroom Teaching methodology of the teacher Other (Specify)	1 2 3	
3.3	Is there are discrimination to student to student?	No Yes	0 1	→ Go to 3.6
3.4	By whom the discriminations (multiple answer possible)	Students Teachers Management Other (Specify)	1 2 3 4	
3.5	What kind of discrimination is the student facing	Discrimination by their education level Discrimination by their economic situation Discrimination by their social	1 2 3	

		background	4	
		Discrimination depending on the relationship parents have with the school management	5	
		Discriminate because of parents interfering / complaining against teacher	6	
		Other (Specify)		
3.6	Is there punishments given to the child?	No Yes	0 1	→ Go to 3.10
3.7	For what reason the child was punished	For not doing homework Not respecting the rules other (Specify)	1 2 3	
3.8	What kind of punishment (multiple answers possible)	Beaten by cane Kneeled down Standing out of classroom Other (Specify)	1 2 3 4	
3.9	Who punished the child (multiple answers possible)	Teacher Sectional Head Principal Other (Specify)	1 2 3 4	
3.10	Is there any incidents of abuses	No Yes	0 1	→ Go to 3.12
3.11	What kind of abuses	By verbal (using inappropriate words) Physically (punishing too hard) Mentally (pointing out the weakness or the status of the children / parents) Other (Specify)	1 2 3 4	
3.12	Do the students get equal opportunities in getting leadership responsibilities	No Yes	0 1	→ Go to 3.14
3.13	Why the students are not getting the opportunities?	Discrimination Students are not requested to participate Teachers select the students by their own There is a system for selection Other (Specify)	1 2 3 4 5	

3.14	Do the students get equal opportunities in participating events	No Yes	0 1	
3.15	Why the students are not getting the opportunities?	Discrimination Students are not requested to participate Teachers select the students by their own There is a system for selection Other (Specify)	1 2 3 4 5	
If there is no any inconvenience/ issue faced for any of the above questions go to section 4, otherwise continue				
3.16	Did you discussed or complained about this with anyone in the school	No Yes discussed Yes Complained Discussed and Complained	0 1 2 3	0 → Go to 3.25
3.17	With whom you discussed	Class teacher Principal Other (Specify)	1 2 3	
3.18	Were you able to get response	No Yes	0 1	0 → Go to 3.20
3.19	Was the response acceptable	No Yes	0 1	
3.20	What did you do	Complained I left the issue not to continue I don't know what to do	1 2 3	1 → Continue if complained. Otherwise go to 3.25
3.21	How did you complained	Directly Through letter Through telephone Other (Specify)	1 2 3 4	
3.22	To whom you complained	Sectional Head Principal In Parents-teachers Committee School development Society Other (Specify)	1 2 3 4 5	
3.23	Did you able to get suitable solution?	No Yes	0 1	0 → Go to 4.1

3.24	How long it took to get solution	Immediately 2 days One week 2 weeks 1 month Other (Specify)	1 2 3 4 5 6	Go to 4.1
3.25	Why you didn't discussed or complained	I don't know that I can complain If I complain my child will be in trouble Other (Specify)	1 2 3	

4) Hidden cost / Corruption

<u>Serial No</u>	<u>Question</u>	<u>Response</u>	<u>Code</u>	<u>Skip to</u>
4.1	Do you pay for anything to school	No Yes	0 → 1	Go to 4.6
4.2	For what purpose the money is given by you (multiple answer)	Donation Annual fees Facilitation fees School Development Money for arranging events Other (Specify)	1 2 3 4 5 6	
4.3	Did you get proper receipt for all the items you paid?	No Yes	0 1 →	Go to 4.6
4.4	Which items did you get a receipt for (number items from 4.2)	e.g: if received receipts for Donation and Facilitation fees then mark 1, 3		
4.5	Why didn't you get receipt	The receipts are given upon requests I don't know whether there is receipt Other (Specify)	1 2 3	
4.6	Do you have any experience on any forced payments	No Yes	0 1	
4.7	Do you have any experience on giving in kinds	No Yes	0 1	
4.8	Were you given annual accounts during annual general meetings?	No Yes	0 1	
4.9	Were you able to ask for information on accounts during the meeting?	No Yes	0 → 1	Go to section 5
4.10	Were you given by enough information	No Yes	0 1	

5 and 6) Satisfaction and reason for dissatisfaction

5.1	Service and quality	Whether		Extent of Satisfaction	
		Satisfied	Dissatisfied	Completely	Partly
		A	Satisfied with the education provided by teachers	1	2
B	Satisfied with the quality of school building	1	2	1	2
C	Satisfied with the water facilities	1	2	1	2
D	Satisfied with the sanitation facilities	1	2	1	2
E	Satisfied with the canteen facilities	1	2	1	2
F	Satisfied with the other available facilities	1	2	1	2
G	The availability of teachers to meet & discuss about issues	1	2	1	2
H	The availability of school management to meet & discuss about issues	1	2	1	2
I	Supportiveness of staffs in providing information	1	2	1	2
J	Efficiency in resolving your issues	1	2	1	2
K	Relationship between school management during the meetings	1	2	1	2
L	Overall behavior of staff with you	1	2	1	2
5.2	Considering all aspects of the services, how satisfied are you with the education service provided	1	2	1	2

7) Suggestion for improvements

6	<p>What should be done to make you feel completely satisfied?(ask those who responded to partly satisfied in question)</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>-</p>
7	<p>What are the reasons for your dissatisfaction?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>

Interview will be taken from the school going child above 10 years

8)Access

Serial No	Question	Response	Code	Skip to
			Child 3	
<u>8.1</u>	Gender of the respondent (child)	Male Female	1 2	
<u>8.2</u>	Are you going to that School in your village	No Yes Other (each children study each school)	0 1 2	If no continue the questions in order If yes skip to question no. 8.4 Need to get details of services for all schools
<u>8.3</u>	What is the reason for not going to the school in your village	The school have only up to grade 5 Admission not given Other (Specify)	1 2 3	
<u>8.4</u>	What is the name of the school that you are studying			
<u>8.5</u>	How far the school from your house	Less than 1 km 1-3 km 4-6 km Above 6 km	1 2 3 4	
<u>8.6</u>	What is the mode of transport	By walk Bicycle Bus Three wheeler Other	1 2 3 4 5	
<u>8.7</u>	About how many students are studying in the school	100-300 300-500 500-750 750-1000 Above 1000	1 2 3 4 5	
<u>8.8</u>	About how many teachers in the school	20-30 30-45 45-55 55- 65 Above	1 2 3 4 5	
<u>8.9</u>	Is the education service provided free	No Yes	0 1	
<u>8.10</u>	How useful the education that you are getting from the school	Very useful Somewhat useful Other	1 2 3	
<u>8.11</u>	Do you believe the that the education service provided by the school is completely enough	No Yes	0 1	
<u>8.12</u>	Why do you think like that			
<u>8.13</u>	What are the facilities given by parents for studying at home	Enough space/ study room Electricity	1 2	

		Sending to tuition	3	
		Transport arrangements for tuition	4	
		Advice and guidance by parents	5	
		Free environment	6	
		Other (specify)	7	
<u>8.14</u>	Do you go school regularly?	No	0	
		Yes	1	→ Go to 8.16
<u>8.15</u>	What is the reason for not attending school regularly	Family's economic background	1	
		School is far	2	
		No proper transport	3	
		I don't like to go	4	
		Other	5	
<u>8.16</u>	Do you receive education service from other sources	No	0	→ Go to 9.1
		Yes	1	
<u>8.17</u>	What are the ways you receive the services	Private tuition	1	
		Special education by individuals	2	
		Externally	3	
<u>8.18</u>	Why you are receiving the education from other source	The syllabus is not covered in schools	1	
		I have difficulties to understand quickly	2	
		I couldn't get admission to study in school	3	
		Other	4	

9)Quality and reliability

<u>Serial No</u>	<u>Question</u>	<u>Response</u>	<u>Code</u>	<u>Skip to</u>
			<u>Child 3</u>	
<u>9.1</u>	Is the school have enough class room facilities	No	0	
		Yes	1	→ Go to 9.3
<u>9.2</u>	How they are manage to teach you	Under the tree	1	
		With other class	2	
		Other	3	
<u>9.3</u>	What is the material the school building made by	Fully covered by cement block with foundation	1	
		Half covered by cement block with foundation	2	
		Concrete pillar and tin sheet without foundation	3	
		Timber and tin sheet	4	
		Timber and Cadjan	5	
		Other	6	
<u>9.4</u>	What is the material the roof of the school building made by	Roof tiles	1	
		Asbestos roof sheets	2	
		Tin sheets	3	
		Thatched roof (Cadjan)	4	
		Tarpaulin Sheet	5	

		Other	6	
<u>9.5</u>	Is the building is quality enough?	No Yes	0 1	
<u>9.6</u>	Is the school boundary has secured boundary wall/ fence around?	No Yes	0 1	
<u>9.7</u>	Have enough latrine facilities	No Yes	0 1	
<u>9.8</u>	Separate for males & females?	No Yes	0 1	
<u>9.9</u>	Enough water facilities to latrine?	No Yes	0 1	
<u>9.10</u>	Condition of the latrine	Permanent structure with septic tank Permanent structure with soakage pit Semi permanent structure with septic tank Semi permanent structure with soakage pit Temporary	1 2 3 4 5	
<u>9.11</u>	The quality of latrine facility	Enough Not enough Poor Other (Specify)	1 2 3 4	
<u>9.12</u>	Have drinking water facilities?	No Yes	0 1	
<u>9.13</u>	The source of water	Dug well Tube well Tap water (from tank) Tap – common supply Other (Specify)	1 2 3 4 5	Go to 9.14, otherwise go to 9.15
<u>9.14</u>	Is the well's structure is safety enough? (wall and cap ceasing)	No Yes	0 1	
<u>9.15</u>	The quality of drinking water facility	Enough Not enough Poor Other (Specify)	1 2 3 4	
<u>9.16</u>	Are the furniture enough for all students (desks, chairs, Black board, cupboard)	No Yes	0 1	
<u>9.17</u>	Enough space in the class rooms (ventilation & light)	No Yes	0 1	
<u>9.18</u>	Do you receive meals in the school	No Yes sometimes	0 1 2	Go to 9.20
<u>9.19</u>	Why you are not receiving food	No meal system in our school I don't know there is a system Meals are not enough Other (Specify)	1 2 3 4	

9.20	Is the meal provided on time?	No Yes	0 1	
9.21	Is the meal is healthy enough	No Yes	0 1	
9.22	Is the meal prepared in proper way	No Yes	0 1	
9.23	How the meals provided to you	It's kept in common place student has to get their own There is a responsible person to distribute the food It's packed and give Other (Specify)	1 2 3 4	
9.24	Is the school having a canteen	No Yes	0 1	→ Go to 9.26
9.25	How quality the foods in the canteen (not the mid day meal)	Good Average Poor	1 2 3	
9.26	Do the school have any medical facilities	No Yes	0 1	→ Go to 9.28
9.27	What kind of facilities available in the school	First aid Separate unit/ space for take rest Transport facilities during emergency Other (Specify)	1 2 3 4	
9.28	Is / are there any medical check-up you have gone through in t school	No Yes	0 1	→ Go to 9.31
9.29	What kind of check ups			
9.30	Did they provide the medical record card for the check-up?	No Yes	0 1	
9.31	Do you receive the text books on time	No Yes	0 1	→ Go to 9.33
9.32	How would you manage to cover the subjects	Borrow from other school students Get photocopy of the text book Through the class notes Other (Specify)	1 2 3 4	
9.33	Do you get the uniform material	No Yes	0 1	→ Go to 9.35
9.34	Is the material quality enough?	No Yes	0 1	
9.35	Is there library in the school	No Yes	0 1	→ Go to 9.37
9.36	Are there enough books for references?	No Yes	0 1	
9.37	Is there playground in the school	No Yes	0 1	→ Go to 9.39

9.38	Where the sports events are held	Nearest school's play ground Common playground in the village Sports events not held Other (Specify)	1 2 3 4	
9.39	Are there sports equipments available in the school	No Yes	0 1	
9.40	Is there Science lab in the school	No Yes	0 1	→ Go to 9.44
9.41	Is the science lab is accessible to the students	No Yes	0 1	→ Go to 9.43
9.42	Why it's not accessible (Multiple answers possible)	No enough equipments No lab assistant Other (Specify)	1 2 3	Go to 9.44
9.43	Are the lab facilities enough for students	No Yes	0 1	→ Go to 9.45
9.44	How you are practicing the science practical?	They go to nearest school lab They don't do practical Other (Specify)	1 2 3	
9.45	Is there computer lab in the school	No Yes	0 1	→ Go to 9.49
9.46	Is it accessible for students?	No Yes	0 1	→ Go to 9.48
9.47	Why it's not accessible? (Multiple answers possible)	No electricity connection The computers are not enough No IT teacher available Other (Specify)	1 2 3 4	
9.48	Are the lab facilities enough for students?	No Yes	0 1	
9.49	Is the number of teachers enough for each subject?	No Yes	0 1	→ Go to 9.51
9.50	Are the teachers specialized in the subject	No Yes	0 1	If the respondent doesn't know the answers 999
9.51	What are the subjects have lack of teachers? (Multiple answers possible)	IT English Science Other (Specify)	1 2 3 4	
9.52	How would they manage to teach the subjects which don't have teachers?	They don't teach the subject A private teacher has been arranged Teach by other subject teacher Other (Specify)	1 2 3 4	
9.53	Do you able to select the subject what they wish to study for elective subjects and for A/L subjects?	No Yes	0 1	→ Go to 9.55

9.54	Why you are not able to select the subject? (Multiple answers possible)	The subject is not thought in our school No teachers for the subject We have to select the subjects what is available in the school Teachers are selecting the subjects on behalf of us Other (Specify)	1 2 3 4 5	
9.55	Do the syllabus covered within the time period?	No Yes	0 1 →	Go to 9.58
9.56	Why it is not covered?	Lack of teachers for subjects Teachers not coming regularly Teachers are not specialized in the subject Other	1 2 3 4	
9.57	How would you manage to cover the syllabus?	Studying at home Study with friends Going for tuition classes Study with the help of senior students Other	1 2 3 4 5	
9.58	Are the teachers approaching you in proper way?	No Yes	0 1	
9.59	Is the relationship between the teachers and you is good enough?	No Yes	0 1	
9.60	Are there meetings held for parents in the school	No Yes	0 → 1	Go to 9.62
9.61	How often the meetings are held	Once in month Once in two months Once in a term Once in a year Other	1 2 3 4 5	
9.62	How good enough the relationship between your parents and the teachers?	Very good Good Average Poor	1 2 3 4	
9.63	What is the reason you think for above stated			
9.64	What are the other occasions your parents visit to the school	Annual meeting School development meetings Events (sports meet, Tamil day, etc) To complain about issues To pay money Other	1 2 3 4 5 6	If not 888

9.65	How good enough the relationship between your parents and school management?	Very good Good Average Poor	1 2 3 4	
9.66	What is the reason you think for above stated			

10) Problem incidence and resolution

Serial No	Question	Response	Code	Skip to
			Child 3	
10.1	Do you face any problems or any inconvenience in accessing the education service	No Yes	0 → 1	Go to 10.3
10.2	What kind of problems or inconvenience (multiple answers possible)	Presence of teacher to the classroom Teaching methodology of the teacher Other (Specify)	1 2 3	
10.3	Is there are discrimination to you to other students	No Yes	0 → 1	Go to 10.6
10.4	By whom the discriminations	Students Teachers Management Other	1 2 3 4	
10.5	What kind of problems you are facing (multiple answers possible)	Discrimination by education level Discrimination by economic situation Discrimination by social status Discrimination because of the parents have good relationship with school management Discrimination because of parents interfering / complaining against teacher Other (specify)	1 2 3 4 5 6	
10.6	Is there punishments given to you	No Yes	0 → 1	Go to 10.10
10.7	For what reason you were punished	For not doing homework Not respecting the rules other	1 2 3	

10.8	What kind of punishment	Beaten by cane Kneeled down Standing out of classroom Other	1 2 3 4	
10.9	Who punished you	Class Teacher Sectional Head Principal Other	1 2 3 4	
10.10	Is there any incidents of abuses	No Yes	0 → 1	Go to 10.12
10.11	What kind of abuses (multiple answers possible)	By verbal (using inappropriate words) Physically (punishing too hard) Mentally (pointing out the weakness or the status of the children / parents) Other (Specify)	1 2 3 4	
10.12	Do you get equal opportunities in getting leadership responsibilities	No Yes	0 1	
10.13	Do you get equal opportunities in participating events	No Yes	0 1	
10.14	Why the students are not getting the opportunities?	Discrimination Not aware of events We are not requested to participate Teachers select the students by their own There is a system for selection Other (Specify)	1 2 3 4 5 6	
10.15	Did you discussed or complained about this with anyone in the school	No Yes	0 1 →	Go to 10.17
10.16	Why you didn't discussed or complained	I don't know that I can complain If I complain I will be in trouble Other	1 → 2 3	Go to 10.20

10.17	With whom you discussed	Class teacher Sectional Head Principal Other	1 2 3 4	
10.18	Were you able to get response	No Yes	0 1	
10.19	Was the response acceptable	No Yes	0 1	
10.20	Did your parents aware on this	No Yes	0 → 1	Go to 10.25
10.21	What did they do	Talk with my class teacher Complained to Principle Ask me to leave the issue Other	1 2 3 4	
10.22	Did they able to get suitable solution?	No Yes	0 → 1	Go to 11.1
10.23	How long it took to get solution	Immediately 2 days One week 2 weeks 1 month Other	1 2 3 4 5 6	
10.24	After that were you able to get equal opportunities	No Yes	0 → 1	Go to 11.1
10.25	Why you didn't inform your parents	I am afraid to talk I don't want to be in trouble Other (Specify)	1 2 3	

11) Hidden cost

Serial No	Question	Response	Code	Skip to
			Child 3	
11.1	Do you pay to for anything in school	No Yes Don't know	0 1 2	Skip to (end) of section
11.2	For what purpose the money is given by you (multiple answer)	Donation Annual fees Facilitation fees School Development Money for arranging events I don't know Other (Specify)	1 2 3 4 5 6 7	
11.3	Did you get proper receipt for all the items you paid?	No Yes	0 1 →	Skip to 11.6
<u>11.4</u>	Which items did you get a receipt for (number items from 11.2)	e.g: if received receipts for Donation and Facilitation fees then mark 1, 3		

11.5	If you did not get receipts then why receipt was not given	The receipts are given upon requests I don't know whether there is receipt Other (please specify)	1 2 3	
11.6	Were you forced to make the payments	No Yes	0 1	Skip to (end)
11.7	How were you forced	You cannot come to school without payment Other (if 2 specify)	1 2	

12 and 13) Satisfaction and reason for dissatisfaction

12.1	Service and quality	Whether			Extent of Satisfaction	
		Satisfied	Dissatisfied	Not available	Completely	Partly
A	School admission process	1	2	3	1	2
B	Satisfied with class size	1	2	3	1	2
C	Satisfied with the number of teachers	1	2	3	1	2
D	Teacher attendance (as in opposite to absenteeism)	1	2	3	1	2
E	Satisfied with the education provided by teachers	1	2	3	1	2
F	Satisfied with the quality of school building	1	2	3	1	2
G	Satisfied with the water facilities	1	2	3	1	2
G	Satisfied with the sanitation facilities	1	2	3	1	2
H	Satisfied with the canteen facilities	1	2	3	1	2
I	Satisfied with the desks and chairs	1	2	3	1	2
J	Satisfied with the method of teaching of teachers	1	2	3	1	2
K	Satisfied with the subjects available in your school	1	2	3	1	2
L	Satisfied with provided opportunities to take part in events	1	2	3	1	2
M	Satisfied with provided opportunities in leadership	1	2	3	1	2
N	The availability of teachers to meet & discuss about issues	1	2	3	1	2

O	Efficiency in resolving your issues	1	2	3	1	2
P	Relationship between teachers	1	2	3	1	2
Q	Overall behavior of teachers with you	1	2	3	1	2
12.2	Considering all aspects of the services, how satisfied are you with the education service provided	1	2	3	1	2

13 and 13) Satisfaction and reason for dissatisfaction

13) Suggestion for improvements

13	<p>What should be done to make you feel completely satisfied?(ask those who responded to partly satisfied in question)</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
14	<p>What are the reasons for your dissatisfaction?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>

**Thank you for taking the time to answer these questions.
We would like to reiterate that all your answers will be kept confidential.**

Annex 3: Action Plan for Preliminary Findings of Citizen Report Card – Survey on Education Service Delivery – Mullaitivu Educational Zone

Prepared by: Zonal Education Office, Mullaitivu
Date: 20th of Oct 2014

S.No	Aspect	Subject	Prioritize	Action to be taken	Departments	Who	When
1	Access to Service	Going to school in locality	1	<ul style="list-style-type: none"> - Create the steering committees in school level with the participation of community representatives (e.g.- Rural Development Society (RDS), WRDS) - Sharing findings & discussing with other govt sectors at rural level for solutions (e.g.- GN, Counseling and Guidance and Officer (CGO), Social Service Officer (SSO) / Police Officers) - Findings the reason for Drop outs & permanent absence of school age children - If the school of locality is not functioned, (due to children want to move another feeder school which just far from them) assign the 	<ul style="list-style-type: none"> - Zonal Education Office (ZEO), School, School Development Society, RDS/WRDS & other Communities - Divisional Secretariat, ZEO, Police station -ZEO, GN.s via Divisional Secretary (DS) Office, Rural Coops/ Unions, Religious Unions -Dept of Education via Ministry of Education Northern/ Central & Zonal Education Office, 	<ul style="list-style-type: none"> Principal Zonal Education Director (ZED) ZED Secretary/ Provincial Director of Education 	3-6 Months

				procedures to start up the school in near future	Divisional Educational offices		
2	Quality and reliability	Cyllabie, Resources, Methods & Materials	3	<ul style="list-style-type: none"> - Maintain the Nutrition programmes, if found lack & Regular Medical Check up's - Supply & sustainability of teaching-learning resources & materials - Solve the disorders in physical components for schools (Eg- Science Lab, IT Lab, Play grounds, Toilets, Class rooms Buildings) - Fill the cadre wise vacancies in order of student number 	<ul style="list-style-type: none"> - Ministry of Health (MOH), ZEO, Community Centres, Non-Gov Org, World Food Organisation (WFO) - Ministry of Education - MoE(Pro/Cen), Department of Education (DoE), ZEO - ZEO, District Secretariat (GA's Office), Department of Education, MoE, Non-Gov Org, Funding Agencies - MoE, Northern & Dept of Education, Northern 	<ul style="list-style-type: none"> Principals/ Public Health Inspectors Provincial Director of Education (PDE)/ ZDE ZDE SEC of MoE, PDE, ZDE 	6-12 Months
3	Incidents of inconvenience	Resists while processing	2	<ul style="list-style-type: none"> - Strict & Straight forward immediate stop of punishment in the way of hurt any physically or mentally - Clear flow chart of punishment & penalties to whom abuse child 	<ul style="list-style-type: none"> - ZEO, Principals & Discipline Committees of School, SSO, CGO - MoE, DoE, ZEO, District Secretariat, DS, Police, 	<ul style="list-style-type: none"> ZDE, Principals Secretary of MoE, PDE, ZDE 	2-3 Months

				- A set of awareness about abuse, misused, complaint, & rehabilitation in kinds to child & parent with bold follow ups.	- MoE, DoE, ZEO, District Secretariat, DS, Police	SEC of MoE, PDE, ZDE	
4	Hidden Cost	Never more than a "Free" Education	4	- Auditing over school level collection in non-necessary - Compulsory instructions to schools in hidden costs	DoE, ZEO, Provincial Audit	1. ZDE/ Accountant 2. Audit General	2-3 Months

Annex 1: Action Plan for Preliminary Findings of Citizen Score Card – Survey on Education Service Delivery – Vavuniya South Educational Zone
 Prepared by: Zonal Education Office, Vavuniya South

Date:

S.No	Aspect	Subject	Prioritize	Action to be taken	Departments	Who	When
1	Access to Service	Going to school in locality	4	-To reactivate SAC with the participation of RDS, WRDS -To engage other govt.sectors GS,SSO and local bodies -To find out cause for drop out	ZEO ZEO ZEO	Principal ZDE Assistant Director of Education (ADE) ((Non-formal Education (NFE)) ADE(NFE)	Jan to March
2	Quality and Reliability	Mid Morning Meal (MMM) Relationship between Management and Parents Dearth of teachers	3	-To conduct awareness programme on drop out and Out of school children -To make sure all the students upto Gr.9 receive MMM To improve the rapport between both sides To request higher authorities to fill the vacancies	ZEO MoE		Jan to March
3	Incidence of Inconvenience	Hygiene Punishment and caning Incident of abuse	1	To enhance to the satisfactory level -to enhance CF approach in all schools Awareness on Child abuse	ZEO ZEO District Secretariat	Principals Principals and DEOs Probation officer	Throughout the year
4	Hidden Cost	Receipts	2	To ensure the Financial Regulation is implemented in full Parental awareness	ZEO ZEO	SDS Principals and DEOs	When necessary

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